

# BOOTCAMP

## GAME-BASED LEARNING AND LUDOPEDAGOGY

30-hour, on-site immersive training course

15-19 June 2026

### GENERAL INFORMATION

Full title of the Micro-credential

➤ **Integrating Ludopedagogy  
into Training Programmes,  
from Design to Implementation**

Field of training

➤ **Educational innovation – Game-based  
learning – Training of trainers**

Course dates

➤ **From Monday 15 June 2026 (2:00pm) to  
Friday 19 June 2026 ()**

Venue

➤ **University of Caen Normandy (France)**

Format and duration

➤ **30 hours over 5 consecutive days**

Language of instruction

➤ **English (B2 minimum).**

Target group size

➤ **Minimum 10 – maximum 20 participants.**

Application deadline

➤ **1 June 2026**

Fee

➤ **900 €**

Contacts

➤ **[gaminglab@unicaen.fr](mailto:gaminglab@unicaen.fr)**

Registration procedure

➤ **<https://enquetes.unicaen.fr/index.php/553898?lang=en>**

Academic coordinator

➤ **Jérôme Legrix-Pagès, senior lecturer in  
history of ideas and game studies researcher**



2025 cohort



Workshop



Input



Game session

## 1) TARGETED AUDIENCE

This bootcamp is designed for education and training professionals who want to integrate game-based learning (ludopedagogy) into their practice. It is particularly relevant for:

- university and college teachers, lecturers and tutors;
- educational developers, instructional designers and learning technologists;
- trainers in continuing education, professional development and corporate training;
- staff involved in educational innovation units, teaching and learning centres or similar structures;
- mediators, facilitators and educators working in cultural, social or scientific outreach.

Participants should be interested in experimenting with games as learning environments, in rethinking their course design, and in developing concrete, transferable game-based activities for their own institutional context.

## 2) PREREQUISITES

This bootcamp is aimed at participants who already have some experience in designing, delivering or supporting learning activities, whether in higher education, adult education, vocational training or other learning contexts.

Expected prerequisites:

- basic familiarity with course or training design (defining objectives, planning sessions, assessing learning);
- an interest in games and playful approaches (board games, role-playing games, video games, escape games, etc.) – no expert level required;
- willingness to work collaboratively, share practices and give/receive feedback;
- a minimum B2 level in English (upper-intermediate), as all activities, discussions and group work are conducted in English.

No specific academic background in game studies is required. However, the bootcamp assumes a high level of active engagement, curiosity and reflective practice: participants are expected to question their own teaching habits, experiment with new approaches and critically analyse the game-based learning experiences they design.

## 3) INTENDED LEARNING OUTCOMES

This bootcamp approaches ludopedagogy in a broad sense. Participants will explore how games can support learning in different ways, including:

- **game-based learning:** learning by playing games (video games, board games, role-playing games);
- **game development-based learning:** learning by designing and prototyping games or playful activities;
- **game analysis-based learning:** learning by analysing and deconstructing existing games (their mechanics, aesthetics and player experiences) and by using games as spaces to question norms, narratives and values, and to explore complex issues from a reflective and critical perspective.



Throughout the week, participants will work towards six Intended Learning Outcomes (ILOs):

- **ILO 1 — Analyse trends and research in ludopedagogy**

- ▶ Participants will be able to:
  - identify current trends, technologies and research in game-based learning and ludopedagogy;
  - situate these trends within their own institutional and disciplinary context;
  - use this understanding to inform their teaching and training strategies.



Game jam

- **ILO 2 — Identify games, environments and mechanics**

- ▶ Participants will be able to:
  - distinguish between different types of games (board games, role-playing games, video games, escape games, etc.) and learning environments;
  - analyse core game mechanics and the kinds of engagement and skills they mobilise;
  - select relevant games or game formats for specific learners and learning objectives.

- **ILO 3 — Design game-based learning activities**

- ▶ Participants will be able to:
  - formulate a clear design brief for a game-based learning activity or mini-game;
  - align game mechanics, narrative elements and learning objectives;
  - sketch or prototype an activity that can be tested and refined in their own context.

- **ILO 4 — Implement game-based learning sequences**

- ▶ Participants will be able to:
  - plan a session or short sequence integrating game-based activities;
  - facilitate play in a way that supports inclusion, engagement and psychological safety;
  - adapt rules, pacing and support according to learners' reactions and needs.

- **ILO 5 — Facilitate debriefing and structured reflection**

- ▶ Participants will be able to:
  - design debriefing moments that help learners articulate what they felt, did and learned;
  - use questioning techniques and simple tools to connect gameplay with concepts and professional practice;
  - support learners in transferring insights from the game to their real-world contexts.

- **ILO 6 — Reflect on impact and improve game-based activities**

- ▶ Participants will be able to:
  - identify simple indicators to observe engagement and learning (participation, interactions, feedback, etc.);
  - collect and interpret feedback from learners and peers after a game-based session;
  - propose concrete changes to improve a game-based activity (mechanics, facilitation, debriefing, materials) for future iterations.



Peer-learning session





## 4) STRUCTURE & WEEKLY SCHEDULE

### • Course structure

- ▶ This course is organised as a 30-hour, on-site immersive bootcamp over five consecutive days. It combines different types of learning situations designed to mirror the diversity of ludopedagogical practices:
  - **Inputs.** Short, focused presentations providing theoretical frameworks, key concepts and case studies.
  - **Hands-on workshops.** Practical sessions dedicated to designing, testing and reflecting on game-based activities.
  - **Experience-sharing sessions.** Structured discussions and concrete examples from peers and professionals about how they use games in teaching and training.
  - **Game sessions.** Evening sessions where participants play and analyse board games, video games and role-playing games, guided by the teaching team.
  - **The Call.** A five-day narrative and playful experience designed specifically for the bootcamp, acting as a transversal game that ties together the different activities and invites participants to reflect on their own learning journey.
  - **Gaming Live.** A participatory session on the Gaming Lab's YouTube live show, used as a space to experiment with game culture "on air".

### • Schedule

| Time        | Monday                        | Tuesday                             | Wednesday                                    | Thursday                                    | Friday                       |
|-------------|-------------------------------|-------------------------------------|----------------------------------------------|---------------------------------------------|------------------------------|
| 09:30–12:00 | –                             | Game mechanics & game design        | Player experience & UX/UI design             | Game Jam                                    | Evaluating the impact of GBL |
|             |                               | break & lunch                       |                                              |                                             |                              |
| 14:00–17:30 | Conceptual frameworks for GBL | Player profiles & play design       | Designing & debriefing a game-Based Activity | Game Jam & Gaming Live session              |                              |
|             | break, guided tours & dinner  |                                     |                                              |                                             |                              |
| 20:00–22:00 | Game session: board games     | Game session: video games & esports | Game session: tabletop role-playing games    | Social evening with an International Buffet |                              |

- **Community & networking moments**

In addition to the structured programme, the bootcamp also includes informal moments designed to foster international exchange and networking:

- ▶ **International buffet.** On Thursday evening, participants are invited to bring a small food or drink speciality from their country, to share with the group. Local Normand specialities will also be offered. This will be an excellent opportunity to discover each other's cultures in a relaxed, playful atmosphere.
- ▶ **"My institution in 5 minutes" session.** On Friday morning, participants who wish to do so will have the opportunity to give a very short pitch (5 minutes) presenting their home institution: what makes it specific, what kind of students or learners they work with, and how game-based learning might fit into their context. The aim is not to provide an exhaustive overview, but to share a few key points that highlight the uniqueness of each institution, and, if they wish, to circulate some documentation or materials to the group.

- **Approaches**

The bootcamp is grounded in an explicit theoretical framework built around several complementary pillars. The whole experience is designed as a coherent journey, structured by a transversal game which accompanies participants' competency development over the five days.

First, the course is rooted in **socio-constructivism** (Vygotsky, 1978), which emphasises the central role of social interaction and language in the construction of knowledge. Learning activities are therefore designed to foster rich interactions between participants, whose exchanges become a key resource for learning.

It also draws on **constructive alignment** (Biggs, 1999): learning outcomes, activities and assessment methods are conceived as a coherent system. Each game-based activity is thus explicitly aligned with one or more targeted competencies.

The pedagogical approach is further informed by **experiential learning theory** (Kolb, 1984): concrete experience (playing, prototyping, testing), reflective observation (debriefing), abstract conceptualisation (theoretical inputs) and active experimentation (transfer to participants' own contexts). The debriefing methodology proposed during the bootcamp explicitly follows this cycle (Legrix-Pagès, 2022; Lépinard, 2023).

The bootcamp is also designed according to the principle of **isomorphic training** (Médioni, 2022): participants learn through the very modalities they are expected to implement later. The learning path is gamified and structured by The Call, making the principles of ludopedagogy tangible throughout the week (Sanchez, 2023; Bécu et al., 2025).

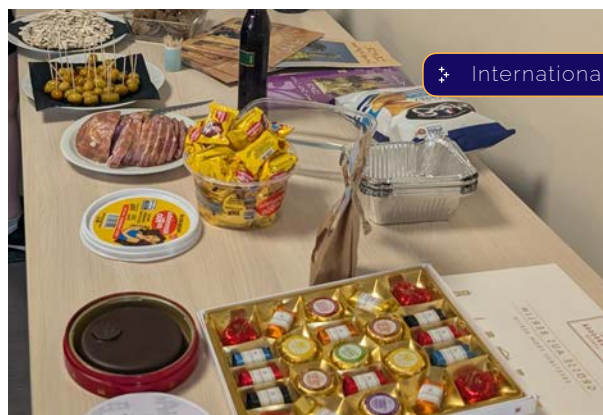
Finally, the course adopts an experimental and reflective stance within the framework of the **Scholarship of Teaching and Learning** (SoTL) (Bélanger, 2010): participants keep reflective journals, engage in peer-learning sessions and critically analyse the game-based designs they produce. Reflection also extends to the implicit assumptions, values and power dynamics embedded in games, in line with the perspective of **Critical Play** (Flanagan, 2009).





- **Learning environment**

- ▶ **Spaces.** The bootcamp takes place in the CEMU facilities on Campus 1 of the University of Caen Normandy. The training area is made up of four adjacent spaces::
  - the Learning Lab – a large, flexible training and co-working room used for inputs, peer-learning sessions and workshops;
  - the Gaming Lab – a room dedicated to game practice and ideation, designed for playtesting and prototyping projects;
  - a board game library of more than 500 games (board games, card games, role-playing games, serious games, etc.), used for game sessions and critical analysis;
  - a convivial lounge and catering area, encouraging informal discussions and networking.
- ▶ **Materials and resources.** Each participant receives a welcome and documentation kit. All materials used during the bootcamp are made available in digital format and released under a Creative Commons Attribution (CC BY) licence, which allows participants to modify and reuse them afterwards, including in professional or commercial contexts.
- ▶ **Meals and breaks.** Meals are considered an integral part of the bootcamp experience and are organised to encourage exchanges between participants and trainers. The evening meals from Monday to Wednesday and the lunches from Tuesday to Friday are included in the fee. Dietary requirements indicated at registration are taken into account as far as possible. Hot and cold drinks and light snacks are also available throughout the training.
- ▶ **Discovering Caen.** Optionally, participants (and their +1) can join a guided tour of Caen at the end of the afternoon, before dinner, to discover the city and its heritage..



✦ International buffet

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## PARTICIPANTS' TESTIMONIALS

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*"It was a truly life-changing experience."*

— Bengü, Turkey

*"An unforgettable week: the knowledge and experiences we gained were truly invaluable, and the atmosphere was both productive and genuinely enjoyable."*

— Rima, Lithuania

*"From game design to critical play, this staff week strengthened my commitment to rethinking teaching through playful and meaningful engagement. The team's creativity and energy made the experience truly inspiring."*

— Lura, Kosovo

*"In just one week, this bootcamp transformed the way I design learning with games: I can now clearly distinguish between 'just playing' and impactful game-based learning, and use a structured method to create serious games aligned with real training needs."*

— Swamini, Belgium

*"An incredible experience! The whole team were such great hosts. I'd do it all over again next Monday without hesitation."*

— Michela, Italy



## 5) TEACHING TEAM

The bootcamp is facilitated by a multidisciplinary team from the UNICAEN Gaming Lab. Together, they provide the theoretical and methodological framing of the course, facilitate the different learning activities and offer individual support for participants' projects throughout the week.

**Jérôme Legrix-Pagès** – senior lecturer in history of ideas and game studies researcher, director of the CEMU and vice-president for pedagogical innovation at the University of Caen. He is responsible for the scientific and pedagogical design of the bootcamp and for its alignment with the related professional credential. His research on games and pedagogical innovation directly informs the course content: participants work with game-based devices that have been designed, tested and documented in various training contexts.

**Nicolas Habonneau** – game designer and 2D/3D Unity developer. He supports participants in game design, prototyping and balancing game mechanics. He is the author and facilitator of the transversal game *The Call*, and also writes science fiction novels, which strongly nourishes his creative and narrative approach to game-based learning.

**Benoît Hélaine** – art director, working on the material and ergonomic dimensions of game-based devices, with a particular focus on user experience (UX) and user interface (UI). By working on visual coherence and graphic identity, he helps participants think about the aesthetics and readability of their games as an integral part of the learning experience. An expert in typography and graphic design, he guides them in making clear, meaningful visual choices.

**Nicolas Arrouët** – game-based learning designer, specialised in the concrete implementation of game-based learning devices in different contexts, especially in the field of environmental education and training. His experience as a theatre improvisation coach gives him a particular sensitivity to group dynamics, spontaneity and in-the-moment adaptation during facilitation.

**Damien Leroy** – game-based learning designer, specialising in the design of game-based training devices and their integration into learning pathways. He is also the reference person for immersive technologies (augmented reality, virtual reality, mixed reality) and supports participants in exploring how these environments can be used for learning.

**Arthur Gaté** – researcher in French language and literature, bringing a critical perspective on games, their uses and their cultural, social and political stakes. He works in particular on how gothic and dark Romantic imaginaries are reactivated and reinterpreted in Japanese video games (such as *Dark Souls* and *Elden Ring*), providing analytical tools to discuss world-building, atmosphere and symbolism in game-based learning.

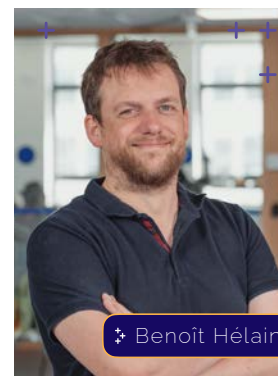
**Lucie Tamboise** – researcher in comparative literature. She works on questions of storytelling, immersion and diegetic coherence in games and playful experiences, and helps participants build meaningful narrative universes for their activities, notably by introducing them to key narratological frameworks.



✦ Jérôme Legrix-Pagès



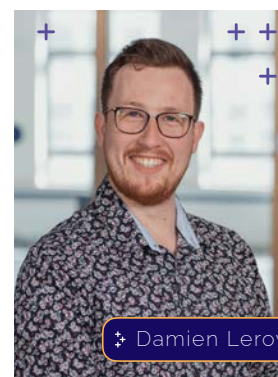
✦ Nicolas Habonneau



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✦ Arthur Gaté



✦ Lucie Tamboise