Chapter 6

Digital Literacy for Adult Education Beyond Borders:
Developing Learners' Intercultural Sensitivity Using Game–Based Learning

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ABSTRACT

Game-based learning is a powerful instructional method to build students' sense of community and cultural awareness. Educators view game-based learning as one of effective pedagogy and learning principles. Therefore, integrating technology in the teaching process is an influential tool that spurs learners' academic achievements and awareness of the learning goals. Understanding intercultural sensitivity in digital classrooms needs the individuals' awareness of subjective and objective cultural dimensions to deepen this integration. Due to the current varieties of offered educational games, educators need to know each game's background, context, and the proper pedagogical approach. The chapter focuses on the impact of technological advancements on building learners' intercultural sensitivity using game-based learning, as an adult classroom instructional technique, toward a more humanistic approach. It proposes the educational approaches to designing, managing, and using games for learning development assurance.

INTRODUCTION

The recent technological advancements have caused tremendous changes across all academic disciplines' dimensions. The technological innovations brought a noticeable difference in connecting the global educational environment setting and addressing nearly all social-related aspects (Smith, 2009). Educators, though, look for ways to integrate technology into their instruction focusing on real-world problems to provide their students with authentic learning experiences. Using the available technological tools successfully in classrooms depends on educators' capacities to make meaningful, relevant experiences that grapple with higher thinking orders. Teachers' professional associations developed several standards to propose the technological skills needed to secure a successful education. However, research on how higher education educators integrate technology into their instruction remains uncharted (Porter et al., 2014; Turugare & Rudhumbu, 2020).

Technology integration is an educational concept addressing the instructional practices that promote content deliverance (Koruyan, 2016). It includes technology-based instruction, such as e-learning, distance learning, online learning, and information and communication technologies (ICT). Researchers, however, use these concepts interchangeably. Each includes different software, hardware, and technical information. Thence, technology integration is "comprises the incorporation of technology resources and technology-based practices into the daily routines, work, and management of schools" (NCES, 2002, p. 75). However, the integration quality depends on educators' awareness of the available technology and delivery methods.

To enhance the quality of the delivered Education, the institutions should adopt computer-based technologies such as online learning formats and social media applications. However, the integration process could be driven by several factors (U.S. Department of Education, 2017; Faudler, 2011). These factors encompass institutional, technical support, time, technophobia, professional development, and learners' cultural backgrounds (Brown, 2016; Martirosyan et al., 2017; Zaky, 2022). With the development of computers and online technology, educators recently brought game-based learning to transform learning potential by securing a different context. It is a practical instructional approach for more online collaboration and socially interactive learning. It is built upon the constructivist approach and the research conducted by Kolb, 1984 (De Freitas & Neumann, 2009). To this point, game designers need to consider the various learning mechanics: Game, learning, and assessment (Plass et al., 2013) for solid design outcomes. Understanding these mechanics leads to a more alignment between the instructional objectives, the used games, and the humanistic approach.

Games posit at the heart of human communication, fostering societal engagement, cultural awareness, and learning motivation (Bozkurt & Durak, 2018). The

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