



Gamification to Raise Awareness About Colombian Culture

Testing Colombia diversophy® Game

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Abstract

Gamification applies game features such as points, levels, pawns, and leaderboards, among others, into contexts or environments that are not typically gamified. It has become a strategy implemented in education when learning heavy-loaded subjects or learning a new language and in business when addressing customer or employee engagement.

This mixed-method research studied the receptivity and feedback of individuals to a gamification product about Colombian culture. The first objective was to know if it is possible to develop a broader view of Colombian culture, country, and activities through playing this game. The second objective was to determine what insights or learnings participants gained. The third objective was to know how participants would rate the effectiveness of the enjoyment of this game. And finally, the fourth objective was to understand the recommendations and suggestions provided by participants to improve the game.

To collect the data, it was arranged a game session in which participants played the game and fill a survey following gameplay. During the game session they discussed the topics in the cards whose content was about Colombian culture

Overall findings revealed that the game met its objectives since it demonstrated that people could learn positive points about Colombia from this learning activity. In addition, this type of activity can allow participants to share their perspectives and knowledge by engaging in a learning task where active sharing is at the core of the activity. Lastly, findings also revealed that this activity does not sufficiently meet gamification features; instead, this activity can be reframed as an active learning technique.

Keywords/tags (subjects)

Gamification, Colombia, culture, diversophy®, game

Miscellaneous (Confidential information)

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1 Introduction

Background

To the reader, please, take a few seconds to answer the following question: If I mention “Colombia,” what is the first thing that comes to your mind? May I suggest coffee, exotic animals, landscapes, natural resources, “It’s the same as Spain,” Latin America? At least based on my personal experience, I suspect many responses would be drugs, cartels, Pablo Escobar, Medellín, and the “Narcos” series on Netflix. Colombia has gained such notoriety for its negative side that shades all the good of Colombia. The mission is to add a new narrative to let people know the Colombia of the cultural blend, Colombia with fine coffee, Colombia with thousands of species of birds, Colombia with exquisite food culture, resilient Colombia, and all the beautiful faces of Colombia.

1.1 Motivation

My interest in creating the game arose during my internship with *diversophy*[®], an organization that offers games about different topics related to culture. *diversophy*[®] has several games about other countries, skill development, and featured themes. However, there was not a game about Colombia. This, combined with my personal experiences of negative and, at times, hurtful comments about my home country, motivated me to consider whether a *diversophy*[®] game might help change the negative and incomplete perspective of others.

Furthermore, creating the game became a personal journey, allowing me to reconnect with my roots and native land, with the motivation to show the magic of Colombia to the world. Later, an opportunity emerged to take this project as my bachelor’s thesis and also the chance to test the game and record the outcomes of the activity. It was essential to analyze the receptivity of individuals towards the game, the content, and most important, Colombia, aiming to know whether the game meets the expectations. In addition, as there is an interest in further developing the game, it is essential to understand the strengths and weaknesses of this game and, based on these, continue with its expansion. Testing the game and obtaining insights about players’ experiences would provide the information needed to proceed with the game development.

1.2 Research Problem, Objectives, and Questions

For many years, Colombia has been known typically for illegal drug trafficking and cartels, shading the richness of its culture and land. It is time to tell a different story to the world. Therefore, this research has been conducted under four main objectives addressing various issues and interests. First, through this study, one of the objectives is to determine if this game can lead to new content and gain new insights about Colombia. Notably, it would be favorable if participants could articulate specific insights or learning following gameplay.

Furthermore, the enjoyment aspect of gameplay might help determine if participants might be inclined to play such games intended for learning in future opportunities. Lastly, another objective of this research would involve identifying the strengths, weaknesses, and future topics for developing the current version of the game. Hence, these objectives lead to the following research questions:

Research Question 1: Is it possible, through playing the Colombia version of the diversophy® game, that players can develop a broader view of the Colombian culture, country, and activities?

Research question 2: What insights or learning did game participants indicate they gained, if they gained, from playing this game?

Research question 3: How will users rate their gameplay enjoyment following the game experience?

Research question 4: What comments did game players make regarding content about Colombia or recommendations regarding gameplay or additional/refined content?

1.3 Research Structure

Figure 1 illustrates the six main sections that this research comprises. This first section introduces the topic to the reader and the motivation and research problem, objectives, and questions. In the second section, I present the reader with literature regarding existing knowledge on the topics associated with this study. Further, the third section presents the methodology, approach, data collection, and data analysis processes conducted in this study. Later, the results correspond to

the fourth section to give the essential extracts of the data. Then, in the fifth section, I discuss and interpret the data. Finally, the sixth section consists of the conclusions of the study that support the recommendations for future research.



Figure 1. Research structure

2 Literature Review

2.1 Gamification

Gamification is a term that has gained popularity among several institutions and disciplines, given the learning benefits that it can bring. It is a methodology that consists of adapting game elements to non-game environments to motivate participants to collaborate and interact with each other (Kiryakova et al., 2014). In addition, Fayzullayevna Khaitova (2010) mentioned that gamification is composed of three main components: game elements, game technology, and a non-game environment. Firstly, by game elements, it is understood that gamification combines specific game elements such as points, levels, users, challenges and tasks, leaderboards, badges, awards, and avatars, among others. Secondly, game technology refers to the aesthetics, visual content, motion, and design of the game itself, supporting its core structure. Thirdly, a non-game environment refers to a context where the purpose is to achieve a specific goal, such as when applying for a job, training personnel, or accomplishing corporate goals.

Moreover, Apostol et al. (2013, p. 67-68) described the essential features of a game. To begin with, in every game is vital to establish the logical norms that allow the execution of the game. Therefore, the first feature of gamification is rules: It clarifies what participants are or are not allowed to do during the game. Second, setting clear goals helps participants understand the game's purpose, perform without ambiguity, design strategies to achieve tasks, and complete missions. When participants know what they are doing and what is expected from them, it raises the motivation and cooperation among team members looking to win the game (Apostol et al., 2013). Moreover, participants receive feedback regarding their progress, which may be due to

either a clue or a reminder when players encounter hurdles. They receive rewards—such as points, more lives, or a bonus—when they accomplish tasks.

On the other hand, Apostol et al. (2013) also mentioned *problem-solving* as an intrinsic characteristic of the activities posed by the game, raising the engagement of players and encouraging them to be creative and use their sense of logic to solve problems. The authors claimed that the problem-solving characteristic could be linked to the sense of mastery feature, which explains that, throughout the game, participants master the game's dynamics satisfactorily, increasing their self-esteem and sense of self-fulfillment. Additionally, games embody a *story* introduced to participants as a context so that they comprehend the foundation of the missions and the functionality of characters in cases where the game provides an avatar. The last characteristic noted by the authors is related to the safe environment since the game offers a space where it is possible to fail and keep trying until the goal is achieved, thus alleviating any negative emotions related to problem-solving in real life.

2.1.1 Gamification in Education

Although the previous literature can be understood as digital gamification, Rosli et al. (2019) have taken a different view of the topic by using board games in the classroom. Lecturers from the Universiti Utara Malaysia carried out a study. The participants were students in the Business Accounting course but from various business disciplines such as tourism, hospitality, management, and international affairs. The lecturers conducted such an experiment because, as they stated, their students were having difficulties understanding accounting assignments, meeting deadlines, and being capable of explaining their answers.

They aimed to examine how entrepreneurship and accounting skills could be developed by playing board games. Results demonstrated that students' critical thinking increased after the gameplay, as did their engagement with the learning. Likewise, the feedback collected from the students included positive reactions, such as the game making them think more about the subject matter than they did through traditional learning with slides.

Likewise, Taspina et al. (2016) created a board game intending to develop a more interactive teaching style and, in turn, to motivate students in their learning goals in theory-laden courses. They conducted a game session in a knowledge management class at the University of Applied

Sciences in Nuremberg, Germany, where 24 bachelor students from the Business Informatics program participated in a testing session of a board game prototype. Teachers gave students a game set consisting of the board, start and finish fields, joker cards, dice, coins, a trophy, lecture notes, pawns, and a rules brochure.

According to the results, Taspinar et al. (2016) found that students were most satisfied that the game changed the traditional learning style of theory-laden contents. Likewise, 80% of the students stated that playing the game allowed them to increase their knowledge; 75% affirmed that they would like to play the game again; 33% noted that the tool could be helpful for exam preparation; 75% said that the variety of questions kept them motivated during the session. The authors concluded that gamification raised students' motivation for learning content-laden course material. However, they also remarked that further investigation is necessary to prove these affirmations in other learning contexts.

However, as mentioned above, another aspect attributed to gamification is competitiveness. Even though it was said earlier that gamification promotes this aspect, some prior research diverges in this goal and notes that competitiveness can affect individuals' learning. Mogavi et al. (2022) conducted a qualitative analysis of gamification misuse in Duolingo (a mobile application for learning languages). The authors argued that, even though competition satisfied most users, they obsessed with it and focused more on winning and beating others, thus leaving the learning aside. Some users specifically commented that they were striving to escalate the ranking and not caring about what they were learning.

Similarly, Sailer and Homner (2019, p. 77) conducted a meta-analysis to thoroughly analyze the "effects of gamification on cognitive, motivational, and behavioral learning outcomes." The authors claimed that even if competition triggers intrinsic motivation and increases individuals' engagement with the game (Burguillo, 2010, as cited in Sailer & Homner, 2019, p. 81), it can also frustrate the motivation (Rigby & Ryan, 2011, as cited in Sailer & Homner, 2019, p. 81). Sailer and Homner (2019, p. 107) concluded that "gamification might be effective for learning." However, they pointed out that competition needs to be fostered constructively, aiming for collaboration among players rather than a destructive way to beat others (Rigby & Ryan, 2011, as cited in Sailer & Homner, 2019, p. 81).

2.1.2 Gamification in Business

McGonical (2011, as cited in Petridis et al., 2014) argued that gamification promotes individuals' development of soft skills such as motivation, interest, perseverance, cooperation, creativity, competitiveness, self-esteem, respect towards others, intellectual growth, decision making, problem-solving, and interpersonal and social skills. However, gamification is not only in education but nowadays. It has extended into the business context regarding staff training, marketing, and communication (Petridis et al., 2014).

A marketing campaign by M&Ms—a brand of MARS, Inc.—is a convenient example of gamification in business. In 2013, as part of its product promotion, the brand launched the *M&M's Pretzel* by creating a simple game on its Facebook page. The game consisted of a picture containing numerous candies, but there was one M&M formed as a pretzel hidden in the picture, and people only had to find it. According to Kumar and Ravi Kumar (2019, p. 870), "The Eye-Spy Pretzel game got more than 25,000 preferences, 6,000 offers, and 10,000 remarks," becoming a popular game with marketing purposes on social media.

On the other hand, Blohm and Leimeister, (2013) mentioned the case of the sport clothing and wearables company Nike. The company had launched *NikeFuel*, a band with sensors that tracked the athletic activities of users, who could follow their progress, compare their results with others, surpass their athletic goals, and receive badges when they overperform. This initiative boosted users' motivation and gave Nike's products and services more value while strengthening their customer loyalty. In these two cases, both companies used elements of gamification. M&Ms implemented game dynamics in design and the fun component for locating the hidden item, whereas Nike applied status levels, badges, trophies, and competence.

Furthermore, gamification has been applied in organizations for issues concerning human resource management (HRM), such as the case of the airBaltic Corporation. Ērgle (2016) conducted a deep analysis of a gamification initiative developed by the company and provided recommendations to help the organization improve the game and accomplish the desired outcomes. The Latvian airline airBaltic invented a platform named *Forecaster*, aiming to improve employee engagement. Management shared posts about the company's current situation, approaching decisions, and corporate goals. In this platform, the personnel stated their opinion about such matters through a dynamic of "buying" and "selling" "shares," reflecting positive and

negative perspectives, respectively. Personnel needed “airBaltic coins” given at the beginning of the game period and lasted one to two months.

Although the game seemed to be theoretically promising, the company’s chief financial officer (CFO)—the game’s creator—and the HRM department were not seeing its results. On the one hand, only 10% of the entire company’s staff actively participated in it, and most were from the finance department. The employees in operations—pilots and crew staff—represented the largest department but were less likely to participate. After interviewing employees, Ērgle (2016) found that employees were not feeling engaged, and the state of the game was not complying with the visions of the CFO and HRM. Therefore, management wanted to determine how to make *Forecaster* more attractive, aiming to improve employee engagement with the organization (Ērgle, 2016, p. 49).

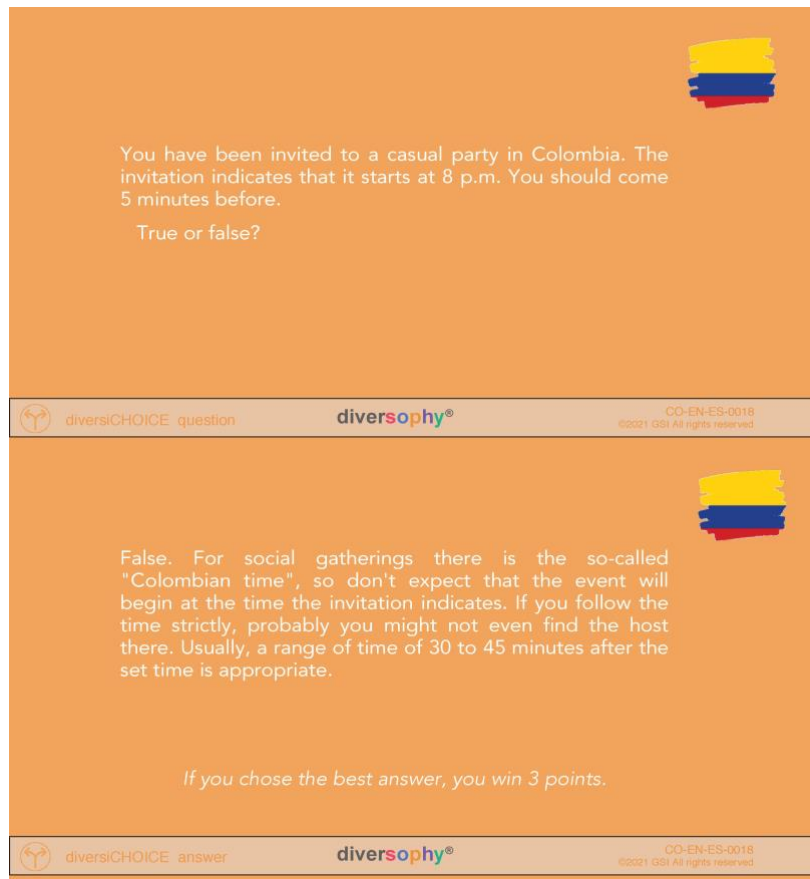
Ērgle (2016, p. 50) concluded that the keys to creating an effective and engaging game require identifying business goals, understanding the purpose of gamification, and becoming aware of the cultural context of the situation. Likewise, as users are the project’s focus, knowing their motivations and interests is crucial. Additionally, it is necessary to find an effective way to communicate and implement the game. Finally, monitoring results and continually adjusting the game would have helped airBaltic enhance the potential of the *Forecaster* platform, that is, improve workforce engagement.

Another case of gamification related to HRM matters is the game created by the U.S. Army. Lowman (2016) described how the organization implemented a gamification tool for recruiting potential talents. The army created a game for civilians that showed the basic techniques used for training soldiers, providing players a close look at actual combat; in turn, their data was collected. For instance, if a player demonstrated skillfulness in the game, they would likely stand out in real-life training, and then the army would track such profiles to recruit them. Furthermore, nowadays, the military uses the game called *America’s Army*, aiming to attract talent and advertise the organization. The game elements—design, rewards, and story—motivate an individual to keep playing the game. In turn, the army collects the data, attracts potential talents, and promotes a favorable image among players.

2.2 diversophy®

diversophy® is an organization that stands for diversity, inclusion, and multiculturalism. It offers gamified products to develop competencies on diversity issues and raise awareness of multicultural societies (diversophy, n.d.-a). It was founded by George Simons—consultant, lecturer, author, and coach in cultural matters—in 1972. It started with a game for training resident assistants at the Oberlin college in Ohio about conflict resolution in multicultural contexts (diversophy, n.d.-b). That first game consisted of a board game with pawns, dice, coins, and points. Up until today, the company has developed various games about different countries, skills development—for example, cultural competence, intercultural communication, global virtual teams, global negotiation, and even neurology—and themes such as sexual orientation, ecology, mental health, health care, gastronomy, among others.

Each game consists of a series of cards addressing various situations and themes encountered in a specific country or culture not necessarily related to nationalities but presenting topics allusive to the concept of diversity and inclusion (diversophy, n.d.-c). Such themes are covered in five types of cards: *diversiCHOICE*, *diversiGUIDE*, *diversiRISK*, *diversiSHARE*, and *diversiSMARTS*. First, *diversiCHOICE* is a cultural situation posed as a question with multiple answers offered from which the participants must choose. These hypothetical situations reflect a real-life case of the subject matter, and the participants decide what would be the better way to react to it. Figure 2 exhibits a *diversiCHOICE* card containing a question and its respective answer.



You have been invited to a casual party in Colombia. The invitation indicates that it starts at 8 p.m. You should come 5 minutes before.

True or false?

diversiCHOICE question diversophy® CO-EN-ES-0018
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False. For social gatherings there is the so-called "Colombian time", so don't expect that the event will begin at the time the invitation indicates. If you follow the time strictly, probably you might not even find the host there. Usually, a range of time of 30 to 45 minutes after the set time is appropriate.

If you chose the best answer, you win 3 points.

diversiCHOICE answer diversophy® CO-EN-ES-0018
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Figure 2. Example of diversiCHOICE card

Next, *diversiGUIDE* cards present sayings, famous phrases, and proverbs on the subject discussed and encourage players to reflect on the context. Likewise, these sayings may be said by a celebrity or someone influential on the subject of the card. Figure 3 exhibits a common expression in Colombian culture.



Más sabe el diablo por viejo que por diablo.
(The devil knows more for being old than for being a devil.)

This saying means that experience provides more knowledge and wisdom than cunning or intelligence. It is also commonly used by parents when they are correcting their children.

After reading this card aloud, any player, including you, may comment on it. Win 1 point.

diversiGUIDE diversophy® CO-EN-ES-1002
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Figure 3. Example of diversiGUIDE card

Third, *diversiRISK* cards typically expose the players to either complicated and uncomfortable situations or positive ones. These cards allow players to experiment with the given circumstances without personal risk. For example, in Figure 4, the player is asked for any reactions toward the situation presented in the card.

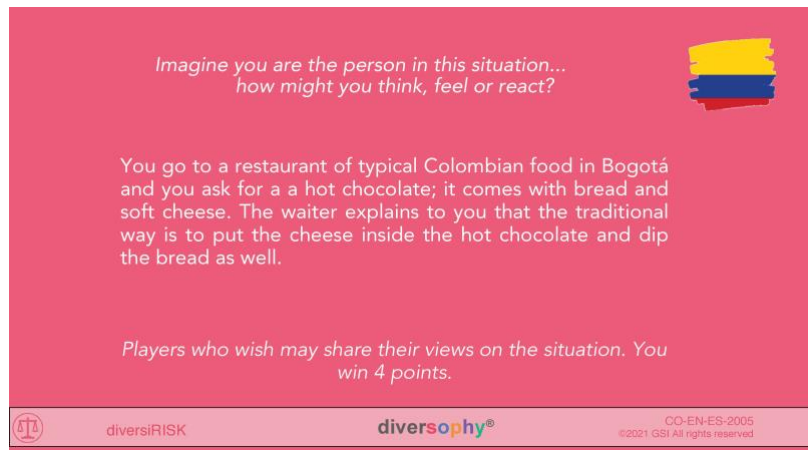


Figure 4. Example of diversiRISK card

The fourth type of card is *diversiSHARE*. This series of questions invites players to communicate among themselves and build team spirit through exchanging experiences, feelings, and knowledge about their backgrounds. For instance, Figure 5 addresses a traditional dance in Colombia and asks the players to share a similar practice from their experiences. In short, this type of card encourages players to make a sharing community.

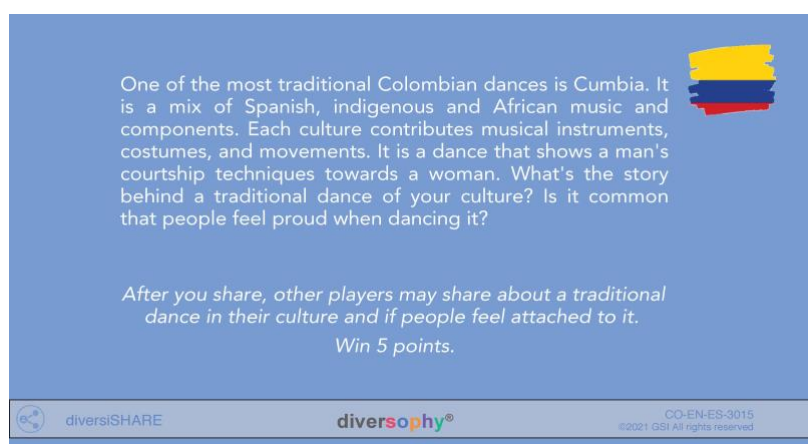


Figure 5. Example of diversiSHARE card

Finally, *diversiSMARTS* in Figure 6 addresses the knowledge that players have about the subject. This card includes questions and answers about documented information, such as statistics or facts related to history, economy, or politics.

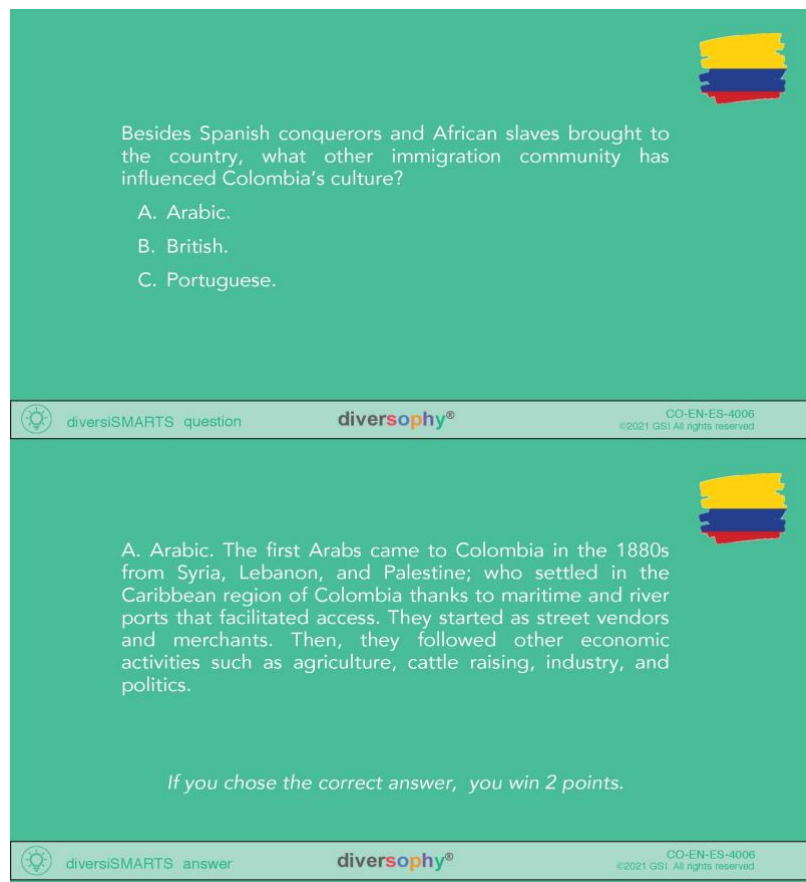


Figure 6. Example of diversiSMARTS card

Even though it was not found any research conducted by diversiophy® measuring the success or proving its effectiveness, the popularity of the game suggests that participants enjoy the games.

2.3 Culture

The core of this thesis is culture, specifically the Colombian culture presented in different contexts, such as random situations among Colombians, business, or interaction with native Colombians. Thus, defining the concept of culture is needed. The cultural components explained below are based on what experts in intercultural communication have proposed. However, the information presented here will not be exhaustive because the concept of culture is not the primary purpose of this thesis. Instead, I overview such components and how they are reflected in any society.

Hofstede et al. (2010) defined the concept of culture through the lens of anthropology. The authors stated that culture is like computer software, claiming that human beings have a mental schema acquired in childhood that, in turn, influences patterns of feeling, thinking, and behavior. Likewise, these patterns are influenced by various social groups within a community, such as the family or the school. These influence the conduct of members of that community, from the way they eat or greet each other to the physical distances between individuals. The authors contended that human beings are not born with culture; instead, they learn it from the influence of the environment in which they live. Similarly, Spencer-Oatey (2008, as cited in Spencer Oatey, 2012) argued that culture involves values, assumptions, beliefs, behavior, procedures, and life orientations that a group of people shares among them. Culture influences—but does not determine—a person's behavior and interpretation of others' behavior.

Additionally, Hofstede et al. (2010) proposed dimensions that can explain national cultural differences, such as power distance, individualism-collectivism, masculinity-femininity, uncertainty avoidance, long-term orientation, and indulgence-restraint. The authors defined power distance “as the extent to which the less powerful members...expect and accept that power is distributed unequally” (p. 61). It can be inferred that gaps exist between the various hierarchy levels within an organization; if the distance is small, the organization operates under a horizontal management approach where members can be involved in decision-making. Alternately, in a high-power distance organization, the managers at the higher hierarchy levels make the decisions.

Hofstede et al. (2010) remarked on the value of collectivism and individualism in societies, arguing that in a collective society, the interests of the collective's members are subjected upon the interests of the individual. In contrast, in an individualistic culture, the interests of the individual are irrespective of the interest of the collective. Further, the authors discussed gender roles and their impact on society and organizations, arguing that a masculine perspective embodies qualities traditionally attributed to the male gender, for instance, preference for achievements, playing the hero, assertiveness, material rewards, and chasing success. In contrast, femininity is more about nurturing, care, cooperation, and relationships. In addition, uncertainty avoidance consists of the degree of tolerance accepted towards ambiguity and uncertainty, typically resulting in nations with a high level of this dimension implementing rules and creating institutions and processes to manage the uncertainty. Likewise, Hofstede (2011, p. 11) argued that countries with a high ranking

on the uncertainty avoidance tend to be more emotionally driven and less tolerant towards opinions different from theirs than countries low in uncertainty avoidance.

Another dimension is long-term vs. short-term orientation. Hofstede et al. (2010, p. 239) claimed that the former “stands for the fostering of virtues oriented toward future rewards,” while the latter “stands for the fostering of virtues related to the past and present”. Moreover, Hofstede (2011, p. 15) claimed that long-term cultures tend to have a long-term vision, adapt to future situations, chase prosperity and fast economic growth, and allow effort to lead to either failure or success. Alternatively, cultures identified with short-term orientations tend to be traditional, where the past is relevant, economic growth is slow, and luck determines failure or success.

The final dimension discussed by Hofstede et al. (2010) is indulgence and restraint in society. On the one hand, indulgent cultures are those in which members are allowed to enjoy freedom as individuals, be driven by impulses, and relish the pleasures of life. On the other hand, Hofstede (2011) argued that cultures where restraint prevails tend to suppress the satisfaction of needs through strict norms. Figure 7 illustrates the cultural dimensions of Hofstede’s research, that provides data on many countries individually, such as these data on Colombia. Each dimension is placed on a scale with its opposite dimension. It is necessary to clarify that this is a generalization of the dominant culture and, therefore, not every Colombian or subculture behaves according to the dimensions stated. The closer the score gets to 100, the higher the degree on that dimension.

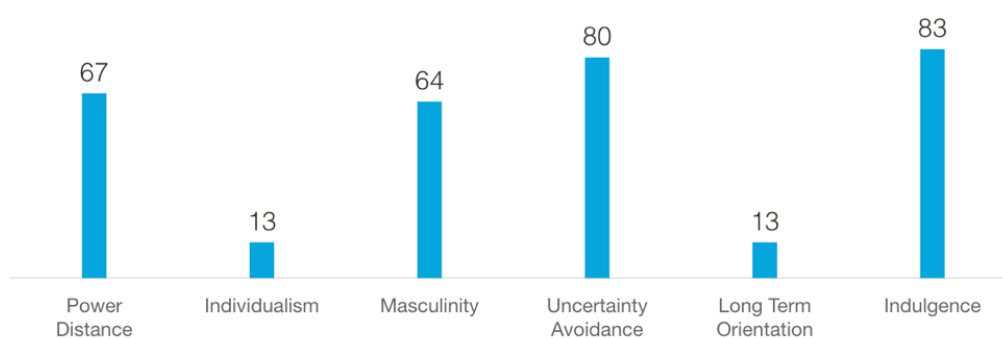


Figure 7. Hofstede Insights (Hofstede’s insights, n.d.)

Starting with the power distance, 67 as a high score indicates that Colombian culture accepts some level of inequality as something normal in society. Additionally, interaction is characterized by a vertical/hierarchical approach, and equality among employees at different levels within a company, for instance, is not so common in the culture. Next, the individualism dimension, with a

low score of 13 points, suggests that Colombian culture is a collectivist society where persons and entities perform within a high sense of community that is keen to maintain the traditions and customs of the society.

The third dimension in Figure 7 is the masculinity-femininity scale, suggesting that members of the Colombian culture typically strive for achievements and success and compete between them. However, this competition and ambition for being the best tend to be directed toward people outside one's circle because the culture typically operates collectively. Regarding uncertainty avoidance, the score suggests that Colombian society does not feel comfortable with uncertainties that may arise in the present and future. Therefore, many rules and norms have been adopted to prevent undesirable or unexpected outcomes. The fifth dimension is long-term orientation, with a low score of just 13 points. This dimension portrays the Colombian culture as highly traditional and driven by norms from the past and perhaps poor motivation for making changes in the future. Finally, the indulgence dimension, with the highest score overall, suggests that Colombians enjoy having fun and getting the most out of the pleasures of life.

On the other side, pioneering researchers from the 20th century have studied the definition and features of stereotypes. For instance, Lippmann (1922, as cited in Dovidio et al., 2010, p.7) referred to a stereotype as "the typical picture that comes to mind when thinking about a particular social group." Similarly, Alesina et al. (2018, p. 2) stated that stereotypes "...allow for easier and efficient information processing, but they may cause biased judgment or even discrimination against particular groups."

Notably, Colombia and cocaine have been linked in the international discourse in the immediate past – a linkage especially presented by the news and entertainment industries. This has led to Colombians as a group being stereotyped, that is, members of other societies assuming that Colombians generally consume and smuggle cocaine, which is a false assumption (Tarazona Zárate, 2020). Accordingly, stereotypes can generate a predisposition towards the behaviors and traits attached to the stereotype (Dovidio et al., 2010).

2.4 Colombia

2.4.1 Geography

Colombia is located in the very north of South America. It is bordered by Panama, Peru, Ecuador, Venezuela, Brazil, Atlantic, and Pacific Oceans. The country encompasses six regions: Insular, Caribbean, Pacific, Orinoco, Amazon, and Andean. There are 33 administrative divisions that correspond to 32 departments and a capital district.¹ Its capital is Bogotá, located in the Andean region of Colombia; it lies on a mountain 2,600 meters above the sea (Colombia, n.d.-a). The largest cities are Bogotá, Medellín, Barranquilla, Cali, and Cartagena.

2.4.2 Society

The population of Colombia is about 51 million (Economic Commission for Latin America and the Caribbean, n.d.). The Colombian population consists of a cultural blend that reflects the evolution of the society from pre-Columbian times, through the conquest, colonization, and slavery eras, until modern times. The cultural heritage comprises indigenous communities, Afro-descendants, Spanish colonial descendants, and, to a much lesser extent, Romani culture (Colombia, n.d.-b). The three demographics resulting from these social groups are *mestizo*, descendants of white Hispanic and indigenous; *mulato*, descendants of white Hispanic and black African; and *zambo*, descendants from indigenous and black African.

In addition, immigrants from Syria, Lebanon, and Palestine arrived in Colombia between 1880 and 1930, entering the country through maritime and fluvial channels on the Caribbean Sea. These immigrants settled in cities with small populations and carried out their economic activities – cattle raising being the most important – and illegal activities such as smuggling, currency counterfeiting, and land grabbing (Rhenals Doria, 2018).

2.4.3 Language and Religion

Currently, the national constitution endorses 70 languages. Spanish is the most prominent spoken language in the country; the other 69 languages include indigenous languages, creole, Romani, sign language, and varieties of dialects within regions (ONIC, 2015). However, the natives did not adopt Spanish as their language at the time. Instead, Spanish coexisted with the indigenous and

¹ “Department”—in Spanish, “departamento”—is an administrative division in unitary states. It differs from a “state” that is normally found within federal governments.

African languages, giving rise to a Spanish whose roots are from Spain but with words introduced due to the cultural blend of the time, which can be seen in the differences between accents in regions (Hernández Chacón, n.d.).

Similarly, the Roman Catholic religion was enshrined in the Constitution of 1886 as an independent entity administering the education system. The law also noted that religion must be respected by the different branches of power — executive, legislative, and judicial. However, in 1991, the state changed to secularism, thus guaranteeing the freedom of religion (Constitución Política de Colombia [Political Constitution of Colombia], Article 19).

2.4.4 Economy

According to the Observatory of Economic Complexity ([OEC], n.d.), the Colombian economy is based mainly on primary goods to be exported, such as petroleum, coal, coffee (the three primary ones), gold, ferroalloys, bananas, flowers, and some fruits. The top destinations of such products include the United States as a primary commercial partner, China, Panama, Brazil, and Ecuador. On the other hand, Colombia's most frequent imports represent mainly value-added products, such as cars, medicaments, broadcasting equipment, corn, and refined petroleum. The origin of those imports is primarily the United States, China, Mexico, Brazil, and Germany.

3 Methodology

This research aims to test and evaluate individuals' receptivity toward a newly created Colombia version of the diversophy® game to know their perspectives about the content, personal learning, assessment of the experience, and general feedback. This project-based thesis comprises the creation of the game—which I developed under the supervision of Dr. George Simons—and the testing phase. This chapter describes the methodological procedure and the analysis process selected to answer the research questions presented in the introduction section.

3.1 Research Design

Creswell (2007) proposed various philosophical orientations depending on the nature of the research. The author explained four approaches: post-positivism, advocacy/participatory, pragmatism, and constructivism. The first option—also known as the scientific method—focuses on finding the truth about a phenomenon by identifying the causes that lead to an outcome. Therefore,

it is a reductionist approach since it narrows down the ideas until the researcher finds one that supports or contradicts the initial theory. The advocacy/participatory approach typically focuses on social and political issues. Creswell (2007, p. 21) stated, "The basic tenet of this worldview is that research should contain an action agenda for reform that may change participants' lives, the institutions in which they live and work, or even the researchers' lives." On the other hand, the pragmatism approach applies various research methods to understand the research problem.

Finally, the constructivism philosophy – which I employed in this thesis–aims to analyze experiences from the subjective view of individuals so that they can build knowledge (Creswell, 2007). Likewise, Honebein (1996, as cited in Adom et al.,2016, p. 2) stated that individuals acquire knowledge through personal experiences and reflecting on them. Similarly, Siviş (2002, as cited in Dođru & Kalender, 2007, p. 4) stated that interactions with the external environment lead to building truth. Therefore, given the previous definitions and the nature of this thesis, the most suitable philosophical approach for this thesis is constructivism.

Saunders et al. (2009) explained two research approaches: deductive and inductive. The first comprises a theory or hypothesis that needs to be tested and will be either supported or refuted. Thus, this approach can be considered reductionist. This approach goes from the general to particular and, ultimately, to reach a specific conclusion. On the other hand, the inductive approach aims to build a new theory by observing the phenomenon and understanding it. This method goes from particular to general. It relies on the observation that leads to identifying patterns, provides a way to formulate a hypothesis, and, finally, develops a theory. There is no need to test an idea to confirm or refute it in this approach. I employed an inductive approach in this thesis based on both definitions and their scope.

Creswell (2007) described different methods to conduct research: quantitative, qualitative, and mixed methods. The quantitative approach aims to measure definable variables, express them in statistical terms, and explore the relationships between them. In contrast, the qualitative approach aims to profoundly investigate the subject and inductively interpret the phenomena in their natural environment. On the other hand, Creswell (2008, as cited in Haigham and Croker, 2009, p. 137) stated that mixed methods, as the name indicates, combine both quantitative and qualitative to achieve more detailed insights into a research problem. Therefore, I employed a mixed-methods approach in this study since it includes both numerical and text data.

For the layer of time horizon, I applied the cross-sectional technique in this research. Wang and Cheng (2020) explained that this technique evaluates data collected from participants in a specific period rather than over a more extensive timeframe. Therefore, it is the most suitable technique for this research since the data would be collected within a defined time. Furthermore, non-probability sampling was the method selected for this research, specifically convenience sampling. Taherdoost (2018) explained that this method consists of a selected population convenient for the researcher in terms of availability and the facility to reach and recruit participants. To sum up, the research design consisted of a mixed-method study with an inductive approach and was based on the constructivist philosophy. The study was conducted in a specific period; hence, this is a cross-sectional study. Lastly, the sampling technique for this research is non-probability sampling. Figure 8 illustrates each layer of the research design.

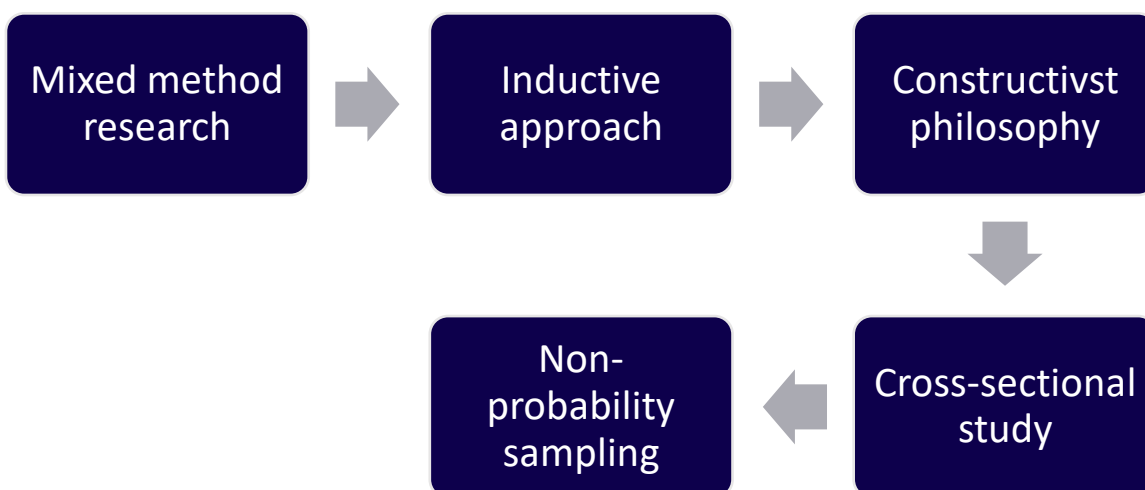


Figure 8. Research Design

3.2 Card Creation

This game originated from the internship in the *diversophy*[®] company that I completed before conducting the mixed-method component of the research. During the internship, I noticed that there was not a game about Colombia, and, based on personal experience, I came to believe that maybe one could confront the negative impression that I considered was in the general perceptions of the country.

Dr. George Simons was my mentor and contributed to the development of this game through his guidance and expertise in the topics of intercultural communication. Additionally, Simons proofread the cards to validate the coherence and helped complete the editing phase. The development process started in March 2021 with the game proposal and planning. In June of that year, a 120-card deck was ready and launched as a product. In addition, *diversophy*[®] has two formats of cards: a mini-game with 120 cards and a standard game with 250 cards. Due to the condensed period for developing the game, Simons and I thought a mini-game would be the best option for its initial launch.

Generally, the themes of the game are historical and general facts on Colombia such as independence, location, exports-imports, currency, commercial practices, landscapes and what they represent, biodiversity, the story behind the name “Colombia,” the language, religion, immigration, and important dates in history, among others. These topics were chosen as part of the game because I believed they could support the mission of providing various information about Colombia not typically known or discussed. Therefore, the game does not address the issues explicitly with stereotypes because I felt it incoherent to repeat the frequent focus on drugs and cartels (Tarazona Zárate, 2020). Instead sought to add a fuller, more accurate perspective on the people, traditions, and behaviors of the Colombian culture.

Likewise, topics related to behaviors typically encountered in Colombian culture, such as the notion of time and attitudes, were included. The game also contains information about indigenous communities and the Afro-Colombian population with their traditions and practices. Finally, topics regarding typical customs, habits, and manners, for example, dancing, folklore music, traditional delicacies, the meaning of family, festivals, cultural heritage, and coffee as a symbolic product, among others, found expression in the card development.

For the creation of the cards, I employed primary and secondary data. On the one hand, the primary data was collected from personal-lived experienced and conversations with friends and family about situations they have experienced. On the other hand, the secondary data was taken from online sources, like travel bloggers who have been to Colombia, websites of consulting companies supporting business incorporation in Latin America, UNESCO, papers of Colombian universities, Central Bank’s digital library *Banrepcultural*, Colombia’s brand website *Marca País*; local magazines and newspapers such as *Semana*, *El Tiempo*, and *Asuntos Legales*; website of the government; and OEC website of economic indicators.

3.3 Data Collection

The target population was first-year students in the bachelor's degree in International Business at JAMK University of Applied Sciences in Jyväskylä, Finland. The game session was conducted on the 8th of November 2021, at the university. There were two sessions to play the game. The first session was a hybrid data collection in which seven students were in the classroom, and 11 played online, divided into two breakout rooms. A second session was held later the same day, but it was in the classroom (onsite) only, in which there were 15 students. The game sessions were held in a cross-cultural management class.

In addition, there were two sessions and two modes (online and onsite) because, first, the number of students that were expected and, second, the pandemic. Regarding the first reason, more than 40 students are enrolled in the degree program; therefore, it was decided to split the group in two to have maximum 20 students on site. The second reason, the pandemic, meant some students were not in Finland, and we wanted to maintain social isolation. It is important to remark that the student participants are studying in English and can speak it fluently; they were able to understand the content and synthesize the information. However, the reader will notice some grammatical errors in the quotes in the results section. Such mistakes were corrected by adding the right word in brackets [].

In advance of the gameplay, there was an introduction about what was about to happen, the game and creator, a description of the procedure, and the purpose of the session. Students then were organized into teams of three to five participants. Each group sat at a table where I had previously placed a mixed deck of 20 cards from the Colombia *diversophy*[®] game for the onsite participants. The card decks for the people onsite were randomly selected with the exception that each deck included four cards of each card type (i.e., *diversiCHOICE*, *diversiGUIDE*, *diversiRISK*, *diversiSHARE*, and *diversiSMARTS*). Thus, each onsite team played with cards containing information on Colombia.

However, participants playing online played with 20 intentionally selected cards, making sure that this deck was category-wise diverse, including as many different topics as possible, avoiding repetition of topics. The aim of this decision relies on the study that Knowles and Kerman (2007) conducted regarding attitudes and motivation in online learning. They reported that students in

online learning missed the interaction between them and felt stressed and suggested that the way to overcome those barriers was to promote discussion among students.

The 20 cards selected were as diverse as possible in terms of topics, and the content generated debate among members. As the researcher, I was available in the classroom and online for each gameplay session to assist if necessary. That also allowed me to take field notes of the gameplaying processes. Both onsite and online teams played for a total of 70 minutes.

A further aspect to clarify is that even though the cards have points, I communicated to participants not to consider the points. This decision lies in the literature that found that points may trigger competition, but that was not the session's aim. Instead, the objective was to discuss and share the topics in the cards among peers. When each session finished, all online or on-site, participants were asked to complete an online survey to collect the data on their experience. The mixed-methods survey instrument presented six text fields and three Likert-scale questions.

3.4 Data Analysis

The thematic data analysis method was selected for this phase of the research. Braun and Clarke (2006) stated that this method identifies specific patterns within the data to construct themes and organize the data in depth. They highlighted that the advantages of this method involve its flexibility in the sense that it is convenient for beginners in research, and the results are generally understandable and accessible to people. Furthermore, Braun and Clarke (2017) stated that this method provides a defined structure for analyzing the data by coding the critical features related to individuals' experiences, views, thinking, and feelings.

Braun and Clarke (2006, pp. 87-93) suggested a six-step method to conduct thematic analysis implemented in this research. The first step is to become familiar with the data by reading it several times; this provides the researcher with an overview of the raw data and begins identifying features, connections, and patterns. The second step is to start to generate initial codes (p. 88), in which the authors suggested using colors or notes to pinpoint the patterns when the coding is done manually, as was done in this research. Then, the third step is to search for themes (p. 89), grouping the codes according to how they relate to each other, which allows the ability to classify them to form themes. The fourth step is to review the generated themes and start questioning, for example, whether themes are sufficiently supported by the data, if some themes should be eliminated, if data should be coded again, and so forth. In the fifth step, themes are defined and

named, meaning that themes are analyzed to determine what they consist of, why they are relevant, and how the contents fit the research questions. The final phase is about reporting the analysis of the refined themes in the previous steps. Here, the researcher describes the findings, interprets the data, and includes extracts from the data, such as participant quotations, to answer the research questions.

4 Results

This section presents the most relevant data and essential extracts from the survey responses. In the first place, participants were asked nine questions classified into three main clusters: before the game (Question 1); during the game (Questions 2, 3, and 4); and after the game (Questions 5, 6, 7, 8, and 9) (see Appendix 1 for the survey). The first and third clusters contained Likert scales. In contrast, the second cluster and the balance of the third cluster consisted of open-ended questions allowing participants to express themselves and provide a more elaborated response beyond the limitation of numbers.

Each respondent will be identified as R(n); the “R” signifying “Respondent” and “n” representing the number assigned to each respondent (e.g., *Respondent 4*). Additionally, the reader will see situations in which a word is contained in brackets (e.g. [comment]) within some quotations. This notation signifies clarification or corrected spelling in the respondents' direct quotations. Besides these minor changes, the quotations presented are directly from the respondents. Of the 30 responses, 21 came from participants on-site (70%) and nine (30%) online. Although there were 33 participants in total, 30 reactions were reported, and the reason why the rest did not fill the survey remains unknown.

Starting with the first cluster of questions, participants were asked about their level of awareness and knowledge about Colombia before playing the game. The Likert scale options were 1 (*practically zero*) to 5 (*very high*). Figure 9 demonstrates that the responses were quite varied. Most respondents rated *average* (37%) or slightly below with some knowledge (37%). None of the participants responded having *high* knowledge about Colombia, but one (3%) marked that they knew Colombia *quite a lot*. And 23% registered to know *practically zero* about Colombia.

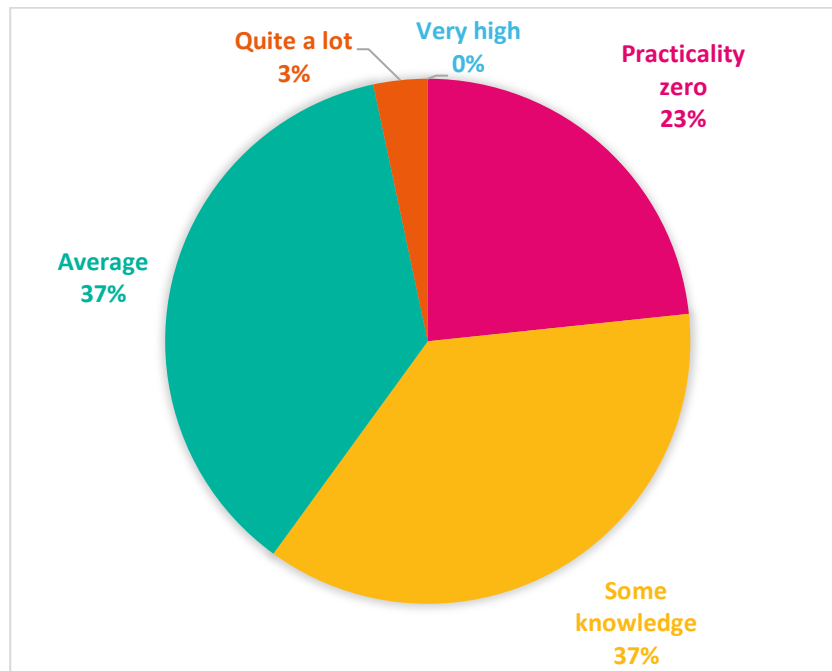


Figure 9. Level of awareness and knowledge

The second cluster consisted of questions addressing perceptions, surprises, and personal learnings that participants experienced during the game. The first question of this second cluster regards interesting things learned during the game. They primarily commented on general facts: economy, behavior, gastronomy, and immigration. For instance, R4 commented, *“That Colombia is an [a] unitary state...”*; R5 commented on learning about the Colombian flag and the exact location of the country; R19 expressed that *“the background of its name”* was interesting; R28 mentioned that it was interesting to learn *“some facts from the history of Colombia.”* Respondents 1 and 4 commented on the Colombian economy; R4 stated that it was interesting learning the exports of Colombia are petroleum, coal, and coffee.

Another topic of interest to the participants was Colombian culture members' behavior. R1 noted, *“You’re not supposed to talk to strangers in public,”* agreeing with R2, who said, *“I have learned about that it is not normal to help the strange [stranger] in the street if she/he came up to you.”* Also, R6, R24, and R29 commented, respectively, about Colombian time orientation: *“The culture, time is flexible, people are relaxed and not so rule-oriented as in Finland”*; *“Colombian time”*; and *“The flow of time is quite different to the cultures I am familiar with.”* Other behavior-related topics that respondents addressed related to how to act in different situations. For example, R7 said, *“They are have [have] a social culture but with boundaries. In one card it said that if your*

bosse's [boss's] mother has passed [away] it is important to say your condolences but you cannot be too nosy about it."

Also, R12 explicitly mentioned learning about Colombian behavior: *"Their time management, their mixed culture that reflects in their meal, their social life in relation to work and getting acquainted [acquainted] and religion."* Likewise, R17 provided specific statements regarding behavior: *"How to behave in a work meeting in Colombia. Colombians like to have small talk. When you meet a woman that is older than you, give a hand shake [handshake] and say her name."* R18 pointed out a sensitive topic of the culture: *"You should not talk about some sensitive subjects like Pablo Escobar."* R27 mentioned a situation familiar from another culture and discovered it is present in the Colombian culture: *"I knew that it's normal to clean [the] cars of others and try to earn money by this way."*

Further, gastronomy was something participants found interesting. Particularly, R5, R25, and R22 mentioned that big-bottomed ants are considered an exotic delicacy in Colombia, and R22 further pointed out that Colombians dip cheese into hot chocolate. Finally, some respondents said immigration from Arabic countries. For example, comments included, *"That immigrants from Arabic countries have had such a major impact in Colombia"* (R9); *"I learned that there is a big community of Arabic immigrants"* (R10); and *"That Arabic culture have [has] effects on Colombian culture by immigration"* (R11).

Another question in the second cluster asked participants to note if they were surprised by any information from the Colombia game cards. Responses to this question were categorized into three themes: *no comment* (11 respondents), *not surprised with a statement* (four respondents), and *surprised* (15 respondents). In the first category, respondents did not express anything regarding being surprised nor typed any comments about the game. Therefore, whether any of the 11 participants were surprised by something is unknown. On the other hand, respondents in the category *not surprised with comment* expressed that even though they were not surprised by any fact, they still noted some interesting aspects that caught their attention. For instance, R30 responded, *"Not really, everything was pretty expected and logical. However, I thought the Colombians invite each other to at least go to have lunch after negotiations."*

Furthermore, some respondents referred to their previous traveling and getting to know other cultures, which allowed them to perhaps have expectations of the Colombian culture, as it may be

similar to another culture they experienced before. Explicitly, R23 answered, “No [,] not really. I’m open minded [open-minded] and have traveled quite a lot [,] so I am semi aware [semi-aware] of many of the cultures.” Another participant, R25, noted family ties with Colombians giving them previous knowledge about the culture: “I actually wasn’t. I have a niece that is half Colombian [,] so the Colombian culture is a part of our family.” This participant was the only one who answered Question 1 by knowing Colombia “Quite well.”

The “surprised” respondents pointed out a variety of unexpected topics, particularly the economy, Arabic immigration, geographic location, and behaviors in particular situations. In the case of the economy, R1 said, “I was surprised that the main thing they export is not bananas,” while R7 stated, “I was surprised that Columbia [Colombia] was only third in production of coffee.”² R6 was surprised and clarified prior incorrect knowledge about the exact location of Colombia: “The location, I thought it was more in to [to] the south.” Regarding immigration, four respondents expressed surprise about the Arabic influence in Colombia.

Finally, respondents referred to the behaviors of Colombians. R3 expressed that Colombians are communicative: “I was surprised that Colombian people are very communicative. I thought it’s a country with strict people.” R10 clearly stated one surprising fact: “I was also surprised about when your colleague says the [that] he/she will arrive in 5 minutes, he/she will come soon. Meaning that he/she will be only a little bit late. I thought that he/she will [would] come a quite a bit later.” R11 commented on the similarities between Colombian and Spanish cultures: “This quiz confirmed some expectations that I had about the Columbian [Colombian] culture [,] and as I know a bit [of] Spanish culture [,] I founded [found] some similarities with that. Maybe I was surprised that finally [,] some communication situations will stay formal even if Columbian [Colombian] culture is High context.”

Continuing with behavior, R14 found surprising what to do in a common situation in Colombia: “I was surprised that I should insist on paying lunch for my colleague instead of offering to do so. Colombia seems to have pretty “pushy” culture in a way.” And for R29, they were “Surprised about the peace treatment [treaty] with FARC and that the conflict [conflict] with them lasted so long.”

² The right spelling in English is “Colombia”, not “Columbia.” The latter refers to, for example, districts in the U.S., a clothing brand, or the Canadian province British Columbia. The former, “Colombia,” is the South American country and core of this study.

In the subcluster about experiences during the gameplay, the fourth question addressed how participants' perspectives changed during and after the game. This question had different views, for example, those who did not have any perceptions before the game or those who did not change their perspectives much. Others changed their perspectives in the sense of learning something new about the culture, and finally, others commented on the "bad image" of Colombia. Something to highlight is that three people mentioned how the game boosted their eagerness to visit the country. For example, R2 commented that their perspectives did not change much, but their interest in visiting the country rose. Also, R5 expressed their interest in visiting Colombia grew and noted its similarities with their culture. On the other hand, some respondents changed their perspectives by adding new knowledge to what they already knew about Colombia and/or changing the adjectives used when referring to Colombia. For instance, R1 commented that they *"didn't know much before[,] so it feels more like a country now rather than a lable [label] on a map."* R6 added a positive qualifier: *"I think that Colombia is way cooler country than I thought it was!"*

Moreover, R11 said that playing the game changed assumptions that the Spanish and Colombian cultures would be pretty similar: *"Maybe I understood that they will [would] not go hand in hand with Spanish culture even if there is [are] lot of similarities. And also that there are [is] no official religion in Columbia [Colombia] surprised me."* Similarly, R12 referred to culture and religion: *"Not much but just a deepened knowledge of the Colombian people culture and religion."*

Many respondents noted different levels of knowledge about Colombia before playing the game. Still, they felt the game allowed them to expand that knowledge: *"Before the game I did not know anything about Colombia, but now I know some basic information"* (R28). Similarly, R14 noted an expanding knowledge regarding some specific immigrants in Colombia: *"Now I know that they also have arabic [Arabic] influence in their culture."* R16 addressed Colombian manners as being new knowledge: *"I learned some particular thinsg [things] like greeting or handshaking rituals that I didn't knew [know] earlier. This changed my perspectives."* And R22 mentioned, *"It is more conservative then [than] I thought."*

Finally, R4 and R26 addressed the topic of the stigmatization of Colombia within the media and entertainment industry. *"My knowledge and perception of Colombia has [have] deepened in a way. I viewed Colombia before through maybe the negative prejudices that we see in movies, like cocaine and cartells [cartels] [,] but now I see more beyond all that"* (R4). Noted R26, *"...I think that*

in other peoples [people's] opinions Colombia is dangerous but I would do anything to be able to see it. I believe that you should ALWAYS make your own opinion and not judge a country on what media portrays."

The third cluster of questions consisted of feedback. Regarding suggestions for improving the game, the respondents offered thoughts on multiple aspects. Some referred to additional facts about the country, such as holidays, food, and environment. For example, R2 suggested the game be developed *"to add more quizzes about national food/holidays."* Similarly, R16 commented, *"Maybe something more about their food culture."*

Furthermore, R3 said, *"As for me, I would like to add some more 'common' questions. I mean, I would like to know something about climate or for example about Colombian animals."* R30 also mentioned that the game could be improved by *"Slightly more questions about natural"*

Some respondents addressed social situations. For example, R4 expressed that *"Maybe it would add to the game to take a stance on the common prejudices about Colombia."* R9 mentioned, *"Maybe add more cards regarding social situations and how to function in them. Or expectations that people hold in Colombian culture."* Similarly, R4 said, *"The game was good, I enjoyed playing that a lot! Maybe it would add to the game to take a stance on the common prejudices about Colombia,"* and R9 commented, *"Maybe add more cards regarding social situations and how to function in them. Or expectations that people hold in Colombian culture."*

Similarly, R28 expressed an interest *"to learn something about Colombian mindset."* On the other hand, R10 mentioned that some questions were easy to answer, so more demanding questions could be added. Moreover, R27 suggested, *"I would like to see more facts about this country (not discuss mine)."* Finally, R6 brought up an issue with the point system: *"Maybe get rid of the point system or adjust it a bit. Getting a point by just commenting on something is just too easy."*

The next question asked participants about this cultural learning experience compared to other experiences. R3 commented, *"Everyone likes to play games! Thank you for giving us a such great opportunity to spent [spend] time together in interesting way."* R6 commented about expressing their thoughts, making this game a *"More 'involving' and funnier way of learning...."* For R9, this experience *"...was a nice and easy way of gaining a better understanding of the culture."* In addition, R10 commented that the game was enjoyable.

Furthermore, R11 mentioned, *“I think that this is [a] really intuitive way to introduce a culture and there was [were] good points to related to cross cultural [cross-cultural] communication theories. I arrived easily also connect this [these] experiences for my owns [own].”* On the other hand, R12 commented that the game was *“Pretty much the same as others, informative and indepth [in-depth].”* R13 provided three adjectives to describe the experience: *“Excellent, good and educative.”* Moreover, R14 commented: *“Here we all collectively learned about one culture. It might have been good to have a colombian [Colombian] in [the] group to discuss from their point of view.”*

R17 said that it was fun to learn about a culture through this mechanism: *“It was fun to learn about Colombia at the same time as having a fun activity.”* R21 commented that in this learning experience, they learn facts rather than experience them. R22 referred to this experience as *“... easier and more fun.”* R25 expressed that they *“really enjoy this way of learning...”* and contrasted this game with another *diversophy*[®] game named New Horizons.³ From another view, R24 pointed out the process of socializing while learning something new: *“It’s a good way to get to know your teammates while learning something about a country.”* R26 suggested that a game such as this could be created for more countries arguing that this was a fun way to learn about other countries and cultures.

Similarly, R28 said, *“I think this game is a good way to learn about other culture.”* Moreover, R29 mentioned: *“It allow [allows] you to give your own thoughts and it activates you and you can reference to your own culture too.”* Lastly, R30 found this initiative informative and valuable for enlarging their mind.

In the following question, respondents were asked for their level of enjoyment. On a scale from 1 (*“Very low”*) to 5 (*“Very high”*), Figure 10 show that 84% of the respondents noted their enjoyment level as high (27%) or very high (57). Moreover, 13% rated their enjoyment as *neutral*, and only one participant (3%) rated having a *“low”* degree of enjoyment.

³ New Horizons is another *diversophy*[®] game that emerged as a collaborative project between JAMK students and Dr. George Simons to address the refugee situation in Finland.

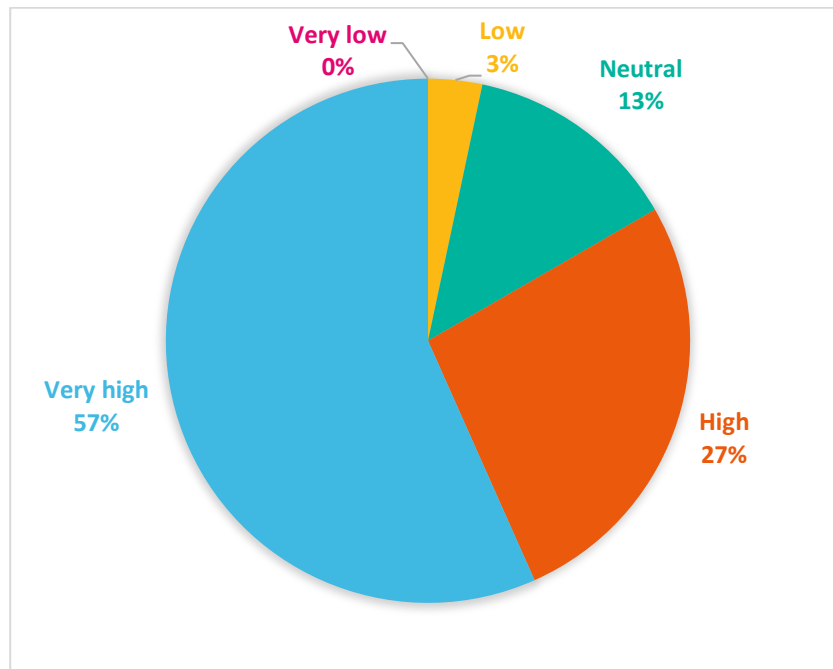


Figure 10. Rate of enjoyment

The final question on the survey allowed participants to add anything else before logging off the instrument. On the one hand, many respondents expressed their gratitude for the experience, and, on the other hand, one comment from R4 added a great value to the research. R4 commented about the game's point system: *"I noticed that below the questions there were statements about points. We didn't have competitive way of playing. We were just answering the questions and discussing it with each other. Maybe this game need [needs] to improve competitive element."* This is in line with R6's comment earlier about the easiness of getting points.

5 Discussion

In this section, I explored the findings and insights obtained from the data analyzed. These findings are aligned with the research questions aiming to give them a realistic answer according to what the data say. This is the first time testing this game and keeping a record of it, as well as conducting research on the Colombia *diversophy*[®] game. In addition, the population was the first-year students of the bachelor's degree in International Business at JAMK University of Applied Sciences in Jyväskylä, Finland. In the first session, there were 7 students in the classroom, and 11 played online divided in two groups. Later, the second session was only onsite in which there were 15 students.

5.1 Research Question 1

Is it possible, through the process of playing the Colombia version of the diversophy® game, that players can develop a broader view of the Colombian culture, country, and activities?

The data suggest that the game broadened participants' views on Colombia, its culture, and activities. The respondents' comments revealed that the way the knowledge and information were delivered met the objectives of this game since participants referred to this learning experience as interactive, involving, educative, and fun. My analysis of the data point to a social component that contributed to developing a broader view of Colombia that is important to discuss further. On the other hand, the fun component (addressed more fully in subsection 5.3) impacted participants' learning experience by providing a dynamic and ludic way of learning about a new culture.

Regarding the social component, from what I observed and took notes on during the session, most participants found enjoyable learning in groups and sharing opinions and experiences with their peers. From this, I can surmise that learning together enhanced each participant's learning outcomes, considering that the learning activity was not limited to the knowledge of just one individual, but many individuals.

Moreover, the data suggest that the game may promote knowledge sharing and creation among individuals. According to Nonaka (1994, p. 15) knowledge refers to a "justified true belief" from a continuous flow of information assimilated by the individual. Similarly, Helmers (1999, as cited in Seng et al., 2002, p. 139) defined knowledge as processing stored information and experience that enables the individual to perform in new situations. Now, what does knowledge sharing mean? Hong et al. (2011, p. 14418) stated that knowledge sharing refers to how an individual disposes of their knowledge in a way that can be understood and absorbed by other individuals. Meanwhile, Nonaka (1994, p.15) argued that knowledge creation and information flow go hand-in-hand, in which knowledge is created through a flow of information that is linked to the individual's beliefs.

Nonaka (1994, p. 15) drew on the work of Polanyi in defining two types of knowledge: tacit and explicit. The former one shapes our mental model as a result of our personal experiences, points of views, and beliefs, among others, that are not usually codified, for example, skills. On the contrary, explicit knowledge can be articulated and communicated, for instance, math, languages, books.

Nonaka and Takeuchi (1995, as cited in Farnese et al., 2019, p. 3) stated that “Knowledge is created through an epistemological process of knowledge conversion from one type to another (tacit and explicit) and amplified through different ontological levels (from the interaction between individuals to groups, to the organization as a whole).” This definition of knowledge conversion can be observed in several ways in the data. I propose that the interaction of both dimensions of knowledge supports the argument that this game broadens participants’ knowledge. First, participants who claimed to have some knowledge of cultures due to their exposure to those cultures shared this tacit knowledge (acquired through experiences) with their peers during the game session. Second, participants were able to convert their tacit knowledge into explicit knowledge because, through responding to the posed questions, they could codify and orally express their personal learnings to others.

Third, participants who commented on having a negative image of Colombia from what they saw in movies claimed that, after playing the game, they could see beyond the negative perceptions. This can be interpreted as the transformation of knowledge through the process of playing the game. Fourth, participants who commented on not knowing nearly anything about Colombia before playing the game claimed that they gained some “basic knowledge” after playing the game. I interpret that they have acquired knowledge through material and codified means. And lastly, participants who noted surprise by certain aspects and/or who changed their perspectives on Colombia after the game indicated that before the game, they thought or assumed some aspects about Colombia, but after the game, they changed their beliefs when they discovered that their assumptions were not valid. Therefore, they modified their previous knowledge by playing this game.

Similarly, according to Brix (2017, p. 115), knowledge creation refers to “the process of enabling people to create new insights such as eureka moments or additional or alternative views on existing knowledge.” Although the Colombia diversophy® game might not be a “eureka moment” for most players, it can enable people to create new “or alternative views on existing knowledge,” as observed above.

Lastly, based on the data, it was found that Colombia diversophy® game successfully met its objective of delivering information about Colombia, the culture, and activities. It also enabled participants to learn something about Colombia through a ludic activity that encouraged people to

share and exchange their thoughts and experiences. In addition, this sharing and exchanging can help participants to construct their knowledge

5.2 Research Question 2

What insights or learning did game players indicate they gained, if they gained, from playing this game?

As stated, the purpose of this game is to be a ludic activity that delivers more information about Colombia and its culture different from what is presented in the entertainment industry and media. Looking at the results, it can be confirmed that this game accomplished its mission since participants did recognize that they learned something about the country and Colombian culture. The data proves that the Colombia diversophy® game can educate people and show the positive side of Colombia.

It was noted that the game could be an effective learning tool regardless of the participants' level of knowledge about Colombia. In other words, whether participants know practically zero or a lot about Colombia, the game offers the possibility for most of the participants to learn something. Some will learn basic information while others may have a greater understanding because of their prior knowledge, but, in the end, it is a free space where everyone can learn something no matter how much they know. Few participants commented that after knowing more about Colombia, they would like to visit the country, which opens the debate of whether this instrument could motivate people who play this game to visit the country.

Furthermore, I noticed that, it is not that the information is positive, the information is neutral and are merely facts about the country and culture; it is rather that the information elicited positive outcomes in participants. Positive outcomes is referred to the fact that when participants were asked about what they learned or what was surprising they pointed out something specific. That little thing that they remembered, after more than 60 minutes on the game and all the topics they went through, generated some interest in Colombia either because they found it funny, curious, fresh, strange, different, or foreign to their cultures — remembering that little thing can be the start for raising awareness about Colombia.

It was found that the game can show a different reality of Colombia associated with cultural richness, allowing individuals who have a negative perception to see beyond what is shown in film

productions and news reports. In addition, the data suggested that the game can widen perspectives about Colombia, especially in those individuals who have a negative perspective about it. Nevertheless, whether the game can supplant initial negative perspectives is still debatable; perhaps future research can explore this aspect of cultural learning more explicitly.

5.3 Research Question 3

How effective for enjoyment will users rate the game after playing?

Participants were asked to rate their level of enjoyment, yet they were not asked to elaborate on this answer from a qualitative perspective. However, when conducting the thematic analysis, I noted that most of the participants who rated their level of enjoyment *very high* (57%) or *high* (27%) used terms like fun, evolving, insightful, interesting, intuitive, informative, in-depth, excellent, and educative to describe this game.

Obergriesser and Stoeger (2020, p. 2) emphasized on a dual frame that contrasts enjoyment and boredom. They defined the former as a positive emotion that elicits when the individual's goals coincide with the learning task. In contrast, when the individual's goals do not converge the task or their capabilities are higher than the ones required by the task, it is labeled as boredom.

Moreover, Fredrickson (2013, p. 4-6) provided specific terms to illustrate positive emotions from which some can be selected as they relate to the qualifiers mentioned by the participants, including: interest, amusement, joy, amazement, and gratitude.

Furthermore, as noted earlier, the fun component can be an influential aspect in participants' learning experiences. Many participants raised this component as an enjoyable aspect of the game, since it was commented that this game is a fun way to get to know a culture. However, I interpret the type of "fun" that the participants describe as different from gamification's approach. For instance, Zichermann (as cited in Alsawaire, 2017, p. 65) stated that fun in gamification tends to be inherent in individuals' feeling of achievement, winning, and/or reward for completing game levels. In the case of the Colombia diversophy® game, however, the data suggested that students had fun because they engaged in an interactive experience in which they learned about a new culture with their peers.

Further definitions of enjoyment refer to it as a multidimensional construct that involves feelings like happiness, positive experiences, and life quality (Keebler et al., 2022). Likewise, the term enjoyment is often employed hand-in-hand with pleasure, arguing that pleasure can lead to enjoyment (Davis, 1982). The literature appears to lack a standard conceptualization of enjoyment (Keebler et al., 2022), hindering the analysis of enjoyment in this research due to the diverse range of responses and qualifiers used; it seems to be that enjoyment for each participant was different.

Based on the literature, it can be derived that the participants who rated *very high* and *high* had enjoyment because playing the game elicited positive emotions such as amusement, interest, joy, gratitude, and amazement. Besides, participants achieved the goal of learning something and/or gain insights about Colombia. However, one participant noted that they were learning facts rather than experiencing them and rated the level of enjoyment as low, meaning that the participant may prefer a learning experience in which they are facing the cultural situation rather than discussing about it.

5.4 Research Question 4

What comments did game players make regarding content about Colombia or recommendations regarding game play or additional/refined content?

As stated before, there is an interest in continuing developing the game, therefore, it is valuable to know what participants think about how to improve the game, what type of content needs to be added, or how to improve the experience. As discussing in the previous questions, the game accomplished its mission of letting people learn about Colombia, but from analyzing the data it can be argued that participants can be interested in knowing more information than what is already in the cards.

Participants expressed interest in more content related to the food culture of Colombia as well as holidays. This suggestion is relevant in that the 120 cards prepared for this game did not contain many cards regarding food culture; it is likely that a few groups did not have any cards about this topic. I noted that these everyday topics generate interest. Another topic suggested involved additional questions about the nature and animals encountered in Colombia. Like the recommendations about food, there are not so many questions about the environment in

Colombia; adding such content would provide more facts about the natural resources and biodiversity found in the country.

Other suggestions came from the interest of knowing more about Colombian society. It is important to bring back a comment regarding this topic: "Maybe it would add to the game to take a stance on the common prejudices about Colombia." The participant who addressed this pointed out that after playing the game their "knowledge and perception of Colombia has deepened in a way" that they viewed "Colombia before through maybe the negative prejudices that we see in movies, like cocaine and cartels" but now they "see more beyond all that". This participant rated the enjoyment as *very high*, learned about Colombia's economy, and even acknowledged that Colombians are hospitable people. It can be analyzed that even though they are aware of the negative image of Colombia, they are interested in what Colombians think about those prejudices, because this other side of the coin may be the story that the participant has not heard yet and would like to know more about it.

However, it is not recommended to take a position on this issue because it could reflect very personal and individual perspectives. Implementing such suggestion may fall into the subjectivity of the game creator, affecting the objectivity that it is attempted to achieve. As mentioned earlier, it is still debatable whether the game can supplant negative perceptions, but this participant can be the start of that debate, yet more information must be collected to gather premises that will lead to a substantiated conclusion to this debate. Nevertheless, I believe it is possible to mention prejudices but in an informative way rather than taking a stand. Additionally, the idea of the game is mostly to show the sides of Colombia not commonly known, rather than repeating the prejudices. Even so, this suggestion is not ruled out, but it may need more discussion to find a way to address prejudices without affecting the purpose of the game.

Furthermore, it was suggested to add content related to expectations that people hold in Colombian culture. It is unclear what "expectations" in specific they mean in this context. Is it related to the democracy? Or the government? Or foreigners? Or life? This opens the possibility for including information on Colombians from different regions, especially because each region's subcultures are different from each other. Likewise, the economic, political, and social situations in each region is different. There are regions where problems have persisted over time, so it is likely that the expectations of inhabitants of an oppressed region are different from those of inhabitants of a touristic and trade-based region, for example. Like the suggestion discussed

before, it is quite difficult to address this suggestion about expectations without falling in subjectivity.

Moreover, another respondent suggested including more facts about Colombia rather than having players discussing their own cultures. I understood that the participant was referring to the cards that present some aspect about Colombia and request to talk about that same situation from the participants' perspective of their embodied culture. Thus, the respondent's suggestion does pose a challenge to the mission of diversophy® games, which is to unite people, regardless their backgrounds, through cultural exchange in gameplay. In fact, this is one of the strengths of diversophy®, that it is not a simple quiz testing participants how much they know about cultures, it provides the "space" for sharing backgrounds. Even more, diversophy® games start from the flow of information and generation of knowledge, and then, extends to a social dimension in which individuals can share their lived experiences. Certainly, this type of suggestion needs to be discussed with the diversophy® publishers.

Additionally, it was mentioned that some questions were obvious and could be answered "right away" It is analyzed that such questions might have not target participants' cultural knowledge and/or competence, but their common sense since they easily answered the questions. This is valuable feedback because, as the native Colombian who created the game, I did not expect that participants would easily figure out the answers. It was biased to think that someone from a difficult culture would find challenging the questions I considered easy for being Colombian. Nevertheless, those "obvious" questions were not indicated by the participant, which makes it difficult reformulate and make them more challenging. Therefore, in further testing it is necessary to ask participants to indicate if there were obvious questions and, if true, to specify them.

Finally, it was pointed out that it was too easy to get a point by only commenting on the card, and that point system need to be either improved or eliminated. It can be analyzed that this participant may associate getting points with overcoming something challenging. Similarly, another participant commented the fact that the game needs to improve the competitive element. It raises the question whether participants would have mentioned the competition aspect if the points were not visible in the cards. Anyhow, Colombia diversophy® game does not aim to foster competition, it rather fosters discussion and knowledge sharing.

This situation resembles to what Hakkarainen and Viljajarju (2018) found in their study when testing New Horizons diversophy® as a learning tool applied in a multicultural context. From their data arose a comment through which the participant expressed their confusions with the point system. For them it was unclear whether they were playing together or against each other. Even more, that participant claimed that the game's objective was not winning or losing and, hence, the points should be taken out.

Therefore, based on the data, points can be eliminated considering that they have no functionality when playing the game, why to have them if they are not used? In addition, as Hakkarainen and Viljajarju (2018) found, points can provoke confusions in participants and affect the objective of the game that is to learn about Colombia by discussing and sharing with peers.

5.5 Gamification, game, or active learning?

Looking at the data and what I noted during the game sessions, I came up with a question regarding whether the Colombia diversophy® game really fits the meaning and elements of "gamification" or "game". Literature defines gamification as the addition of game elements into non-game related contexts aiming to boost engagement and motivation (Karagiorgias and Niemann, 2016; Alsawaier, 2018; Sailer and Homner, 2019). However, those game elements can be poorly present in Colombia diversophy® games. Apostol et al. (2013, p. 67-68) argued that game elements are rules, goals, rewards, problem solving, a story, safe environment, and sense of mastery.

Making a checklist to compare Colombia diversophy® game with the criteria argued by Apostol et al. (2013, p. 67-68), this game does not meet those criteria. In the first place, "rules" in this game are rather instructions or suggestions, because those "rules" can be easily bent. In the Colombia diversophy® game it is not the case that the card holder must answer the question in order to pass to the next one. There is the chance, and it was noted that the card holder can ask others for assistance to answer the question, or even pass the question to someone else who has a clue.

Maybe the definition of the term "freeform game" would fit Colombia diversophy® game, since freeform game does not established rules that regulate the game, instead, let the player to develop their rules as they play (Stenros, 2016, p. 501). Nevertheless, this is conflicting at the same time because those freeform games are typically associated with role playing i.e., a given

character with a thematic costume having adventures in the woods, for example, (Rilstone, 1991, p. 1). Colombia diversophy® game does not portray such role-playing game.

Regarding goals, Apostol et al. (2013, p. 67) described goals as inherent parameters of the mission whose completion determines who wins and who loses. Similarly, Parlett (1999) as cited in Stenros (2016, p. 511) stated that a game implies a winner and winning is the main objective. In the Colombia diversophy® game there is no statement dictating the steps to win, because this is not a competition, and the goal is not to win. Besides, there is no basis on which to choose a winner, it is not the case that the person or team who learned more is the winner, because there simply would not be evidence stating that, for example, “Team A” learned more than “Team B”.

There are points in the cards, indeed, but they are not really earned from effort and performance, points are earned from luck because, for example, a participant randomly picks a card of 5 points whereas someone else picks a card of 1 point. This immediately leads to the feature of rewards like points, trophies, and other similar rewards. For this session points were not considered and, even so, a participant noted that it was too easy to get points by just answering the questions. Therefore, it does not really represent a challenge that demands a strategy that will be rewarded if the challenge is overcome successfully.

In addition, there is no fair foundation on which to judge the participants' interventions for them to score points; to illustrate this, let's take two cards. The first one: *diversiGUIDE*, that requests the participant to read the card aloud and comment on it. The statement of the card is regard giving new opportunities to released prisoners: “They are part of us, and as a society, we must help them to reincorporate with dignity”. The card is worth 1 point. Second card: *diversiSHARE*, that requests the participant to share their experience related to the statement. The statement: “When doing business in Colombia, it is better to have all your documents translated into Spanish by a qualified and official translator. Even if some people in charge speak English, having your documentation in Spanish shows that you are ready to do business in Colombia and even Latin America! Share with the group if you have had to translate your documentation for business purposes, studies, or any other reason.”

Now, what if participant X delivers a complex speech about giving new opportunities to released prisoners (*diversiGUIDE* card), and participant Y simply says that they cannot share an experience when they had to translate documents to Spanish (*diversiSHARE* card). Would it be fair that

participant X receives 1 point and participant Y gets 5 points, knowing that X provided a much more elaborated answer? Sarcastically, there is no point here.

Furthermore, the problem-solving feature is partially present here, because there are tricky real-life situations that may happen in Colombia and participants need to think about how to react upon such situations. Some common sense, cultural intelligence, knowledge, or exposure to Colombian culture would be helpful to address the issue, otherwise participants can inquire about how to best approach the situation, and they can discuss about it altogether.

Moreover, regarding the feature of story in games, it refers to a series of events that are related to each other, follow a chronological line, and are experienced by players (Huaxin, 2011). However, not all games need a story and are still games, for instance, puzzles, solitaire, UNO, or chess, yet these ones do meet the criteria discussed above. It can be thought that in the Colombia diversophy® game the story is Colombia, but this is more the theme rather than the story.

In addition, the safe environment feature is present, but in a different way than what Apostol et al. (2013, p. 68) proposed, since in the Colombia diversophy® game the safe environment means that individuals can speak and express freely, rather than trying different tactics and making mistakes until they find the one to win the game. Lastly, the feature of the sense of mastery is about the accumulation of achievements that rises feelings of satisfaction (Apostol et al. 2013, p. 68). However, in the Colombia diversophy® game it is rather about gaining insights and learn about the topic, which does not necessarily lead to master the topic because culture is a very complex matter.

In its early development, diversophy® games included coins, a board, and pawns, among others. Nowadays, it mostly consists of cards that individuals read aloud and discuss, but, even though there are “cards”, these can also be found in any other activity that is not necessarily a game.

Taken together, the Colombia diversophy® game – and perhaps all the versions of diversophy® games – does not fit sufficiently the definition of a game or gamification. Thus, I propose a different term: active learning technique. It consists of techniques whose purpose is to make the student actively participate in their learning process, rather than, for example, the student sitting and listening to the teacher as in traditional education (University of Minnesota, n.d.). Active learning focuses on the student constructing their own knowledge through activities like reading, discussing, or writing (Brame, 2016). Therefore, this learning approach is associated with theories

that explain how individuals learn and develop knowledge, such as the constructivist learning theory and social constructivism (Cambridge International Education, n.d.).

Bada (2015, p. 66) argued that the constructivist approach emphasizes on the fact that new knowledge is created on the basis of existing knowledge. In addition, Bada (2015, p. 67) suggested, first, that learners' existing knowledge impacts on what new knowledge results when being exposed to new experiences. And second, that learning is an active process in which the learners contrast their understanding with what they encounter in the new situation. Therefore, when learners' understanding clashes with new situations, their knowledge can be modified and adjusted to the new situation.

Furthermore, Idaresit et al. (2020, p. 50) drawing on the work of Lev Vygotsky regarding social constructivism in learning, argued that knowledge is not only constructed by individuals themselves, but constructed through social interaction among individuals. Hence, individuals collaborate among them to construct knowledge. In addition, the authors discussed that culture and language are the means through which individuals can communicate, understand their surroundings, and transmit learning.

It is suggested to reconsider a more suitable terminology that can better fit the nature and objectives of Colombia diversophy® game and even other diversophy® games. Even though the word "game" will continue to be used in this study to refer to it, it has been demonstrated that the actual state of the diversophy® game does not sufficiently meet the features of "game" or "gamification". Alternately, I propose Colombia diversophy® game and perhaps all diversophy® games, be placed in the range of active learning techniques, since it was found that participants learned by constructing knowledge through the act of sharing experiences, and discussing their ideas with peers, as encouraged by active learning.

It is important to highlight that both game and gamification belong to the active learning technique since both imply student-centered learning. However, as stated before, Colombia diversophy® game and perhaps all diversophy® games can be in a different category among active learning techniques or even create a new category by itself. Lastly, diversophy® has a strong potential to be employed as an active learning technique, since it is already invented and have been used in several training workshops (diversophy®, n.d.-b). Likewise, it has a standardized

procedure that can be adjustable to learning needs, and it has a specific scope which is the cultural themes. Additionally, the games are a popular tool, and it has a large spectrum of themes.

5.6 Limitations and Future Research

5.6.1 Card Creation

As any other research, this one has its limitations. To begin with, I created the content of the Colombia diversophy® game—the focus for this research—without any peer assessment or feedback from another Colombian. It was reviewed and proofread by the founder and editor of the diversophy® organization, who is an expert in intercultural communication and cultural competence with a long career in the topic. However, many of the topics in the game are likely to be known by Colombians.

Furthermore, as mentioned in the literature review, Colombia is composed of six regions and each one has its features, meaning that locals from each region are slightly different from others. Therefore, an individual from the coastal region—as am I—may have a divergent perspective, behavior, belief, and slang language, among others, compared to someone from Bogotá, for example. This may have influenced in the selection of the topics when creating the game.

Therefore, to address this, the game would benefit from the support and collaboration of other Colombians, who can review the content and propose new relevant information. Such an approach would expand the game i.e., increasing the deck to the full 250 cards. Having other Colombians creating the game would help to include cards explicitly representing the diversity from all regions of the country, and ensure objectivity and clarity on all topics presented on the cards.

5.6.2 Survey, Testing, and Data Analysis

Another limitation is regarding nonresponse bias in this research. This type of bias occurs when the number of respondents differs significantly from the number of nonrespondents, that can cause a misinterpretation of results affecting the analysis of the data (Bureau of Educational and Cultural Affairs (ECA), n.d.) In this research the nonresponse bias is seen in the fact that of 33 participants, three did not fill the survey which affects the ability of the researcher to analyze the data. This could have distorted the analysis of the data considering that for this small sample, three missing answers would have added more value to this research. Even so, 91% of the

participants filled the survey which is a high percentage. This can be attributed to the fact that participants were requested to fill the survey right after the session ended. Also, it was helpful that the survey was not extensive or difficult to answer. Therefore, asking participants to fill the survey immediately and avoiding an overload of questions for future testing, would maintain a high percentage of responses.

Moreover, as the convenience sampling technique conducted this research, it does not cover a large or diverse population. Hence the results and interpretation may be affected. For future research it is recommended to test the game with other samples of participants with different demographic background. This opens the possibility of obtaining different perspectives and suggestions that contribute to the development of the game. Likewise, having different samples would provide more foundation on which to evaluate whether the game fulfills its mission. Also, a more varied sample would make it possible to determine what other strengths the game has that have not been considered before, what needs to improve, and/or in what other contexts the game could be used.

Another relevant limitation is that this research did not study the outcomes and differences of playing the game onsite and online, because this aspect was outside the scope of this study. Considering the limited time to conduct this research, it was decided to narrow the scope to focus in more detail on the ability of the game to raise awareness of Colombia and its culture. Nevertheless, I do believe it is relevant to study the means by which to deliver information about Colombia, especially due to the rising of technologies and digitalization. Therefore, it is recommended to study and compare the outcomes when playing online versus onsite. Both can provide possibly different but valuable data not only in how the game is carried out, but also in addressing matters like engagement, learnings, interaction, enjoyment, among others.

A further limitation is that this study omitted the implementation of a before-playing survey, because it was not taken into consideration given the time constraints to conduct the study. There was only an after-playing survey that was the data collection instrument for this research. However, I acknowledge that having a before-and-after survey would have provided more complete data to compare participants' perceptions and knowledge before and after playing. Likewise, a before-and-after survey can demonstrate how participants' concepts about Colombia are acquired and/or transformed over the course of the game. In addition, this would provide more information about how the game can confront or supplant the negative perceptions, if they

exist. Future research should implement a before-playing survey including questions such as “please, indicate what insights do you have about Colombia”, “if you indicated having insights, what is the foundation of those insights?”, “do you have relatives (e.g. family and/or friends) who may be familiar with Colombian culture” This questions and similar ones would provide a deeper understanding about people’s perceptions about Colombia before playing this game, and if the game can supplant initial negative perspectives, if they exist.

6 Conclusions

Typically, Colombia has been known for its negative image (Tarazona Zárate, 2020) shading its richness and cultural blend. In an attempt to at least confront this problem, I created a product focusing on Colombian culture not typically known or broadcasted abroad. Based on the diversophy® cultural games format, I created cards with information regarding Colombian food, traditions, dances, natural resources, cultural blend, and general facts. This research comprises, first, the test of this product that involved 33 first-year International Business students of JAMK University of Applied Sciences, Finland. And, second, the data collection of participants’ impressions, insights, and recommendations following gameplay.

The findings indicated that Colombia diversophy® game was successfully tested and demonstrated that people can learn positive points about Colombia from this learning activity. However, future research needs to study whether by playing the game it is possible to supplant initial negative perceptions if they exist. Moreover, findings suggest that this type of activity can allow individuals to share their own perspectives and knowledge by engaging a learning task where active sharing is at the core of the activity. Lastly, in this research I found Colombia diversophy® game – and perhaps other diversophy® games – does not sufficiently meet the features of gamification or game. Thus, I propose that this activity can be reframed as an active learning technique that enables individuals to construct knowledge draw from social interaction and their exposure to new experience.

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Appendices

Appendix 1. Survey

<p>FIRST CLUSTER: KNOWLEDGE BEFORE THE GAME</p>	<p>1. What was your level of awareness and knowledge about Colombia before playing the game?</p> <p>Practically Zero – Very High 1 = 1 2 = 2 3 = 3 4 = 4 5 = 5</p>
<p>SECOND CLUSTER: LEARNINGS ACQUIRED DURING THE GAME</p>	<p>2. Describe some interesting things that you learned about Colombia during the game.</p> <p>3. If you were surprised by anything you encountered about Colombia, please describe it here.</p> <p>4. How have your perspectives on Colombia changed during and after play?</p>
<p>THIRD CLUSTER: KNOWLEDGE AND PERCEPTIONS AFTER THE GAME - FEEDBACK</p>	<p>5. Do you have any suggestions that might add to or enhance the game content?</p> <p>6. How would you compare this to other cultural learning experiences?</p> <p>7. Please rate your level of enjoyment of the game. Very Low – Very High 1 = 1 2 = 2 3 = 3 4 = 4 5 = 5</p> <p>8. Did you play in the classroom or online?</p> <p>1 = In the classroom 2 = Online</p> <p>9. Is there anything that you would like to add before logging off?</p>

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