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Game Design in Secondary Schools

Teaching Digital Literacies in the English Foreign Language Classroom



<http://eudoit.eu/>

EU·DO·IT

European Digital Online Game for Intercultural Learning and Translanguaging



Game-Based Learning

Gamification

Using games or **game-like elements** to increase flow and motivation, or to visualize learning content (digital or analog games/game elements)

Kapp 2012; Sailer 2016; Stieglitz 2017

Digital Game-Based Learning

Serious/ Educational/
Learning Games
(necessity of playing
the game)

Games as
literary products
(play in class or
watch let's plays)

Felicia & Egenfeldt-Nielsen 2011; Fu, Su & Yu 2009; Hoblitz 2015; Kapp 2012; Pivec, Koubek & Dondi 2004

Game Design

Creating (digital) games with authoring tools/visual programming languages

Reng & Schoenau-Fog 2010; Sykes & Reinhardt 2013; Sillaots & Maadvere 2013; Stevens & Verschoor 2017

Game Literacy

Dudeney, Hockly & Pegrum 2013; Gee 2003; Gee 2013; Lankshear & Knobel 2013

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Why Should We Include Digital Literacy and Game Literacy in Particular in Our Efl Curriculum?

- being literate describes the ability to take meaning (read) and make meaning (write) of all kinds of media (Lankshear & Knobel 2013: 5; Gee 2013: 61)
- “Jedes Fach beinhaltet spezifische Zugänge zu den Kompetenzen in der digitalen Welt durch seine Sach- und Handlungszugänge.“ (Kultusministerkonferenz 2016: 10)
- „Durch die Digitalisierung entwickelt sich eine neue Kulturtechnik – der kompetente Umgang mit digitalen Medien –, die ihrerseits die traditionellen Kulturtechniken Lesen, Schreiben und Rechnen ergänzt und verändert.“ (Kultusministerkonferenz 2016: 12)
- „[...] if we want to use the internet or computer games or other digital media to teach, we need to equip students to understand and to critique these media: we cannot regard them simply as neutral means of delivering information, and we should not use them in a merely functional or instrumental way.“ (Buckingham 2006: 263)

Interdisciplinary Competences

personal competence

social competence

learning competence,
e.g. **media competence**

language competence,
e.g. reading competence

Subject-Specific Competences (English as a Foreign Language)

communicative competence

transcultural literacy

language-learning
competence

listening

reading

speaking

writing

mediating

(Kultusministerkonferenz 2018)

Areas of competence:

1. Searching, processing and storing
2. Communicating and cooperating
3. Producing and presenting
4. Securing and save acting
5. Problem-solving
- 6. Analyzing and reflecting**

(Kultusministerkonferenz 2016: 18)



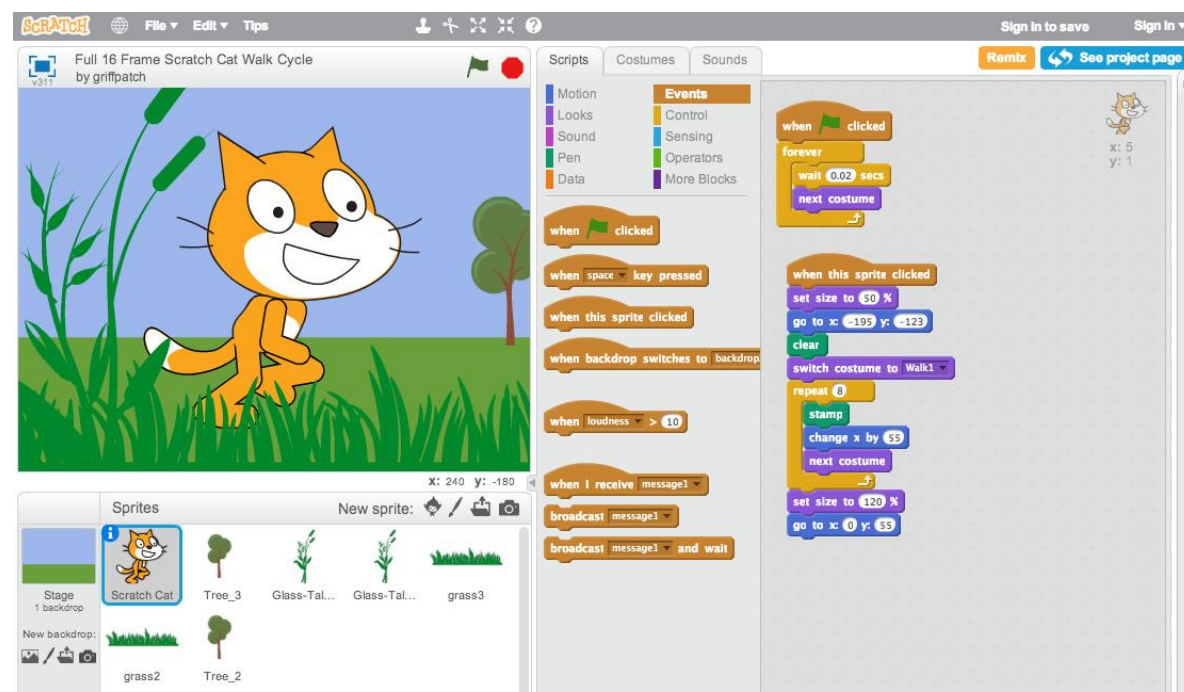
Heterogeneity



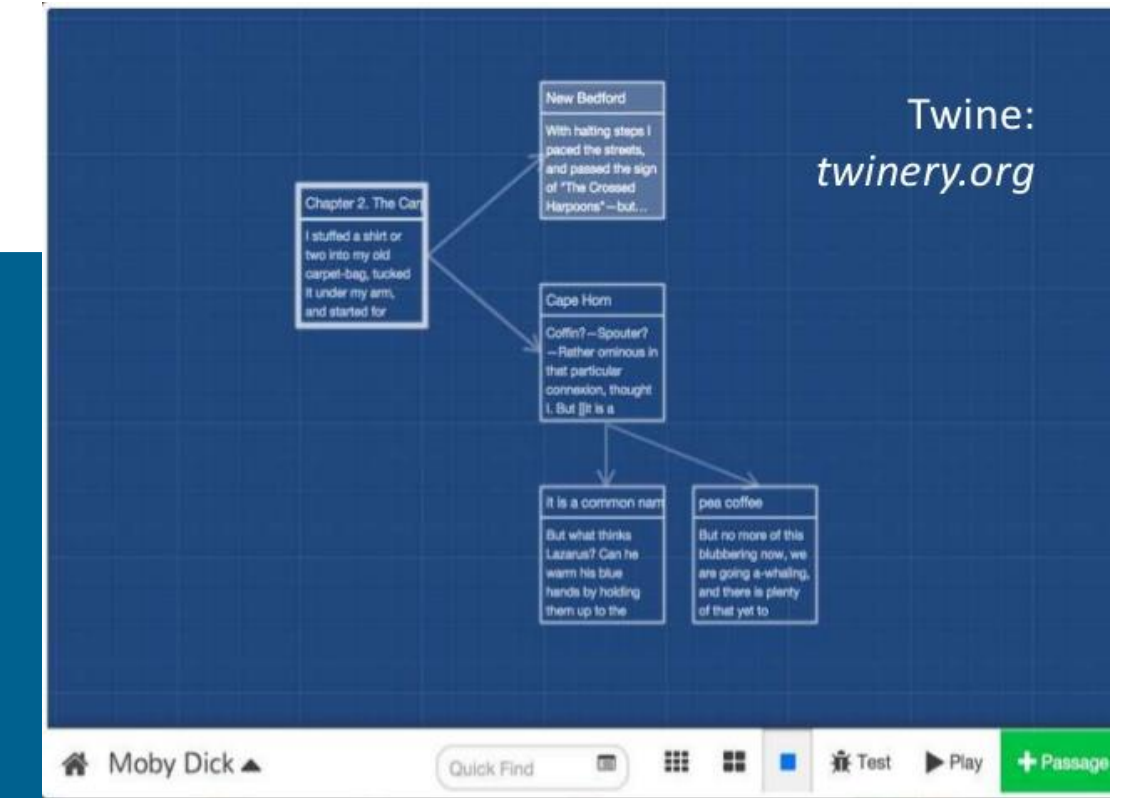
Media Education and Literacy in the 21st
Century



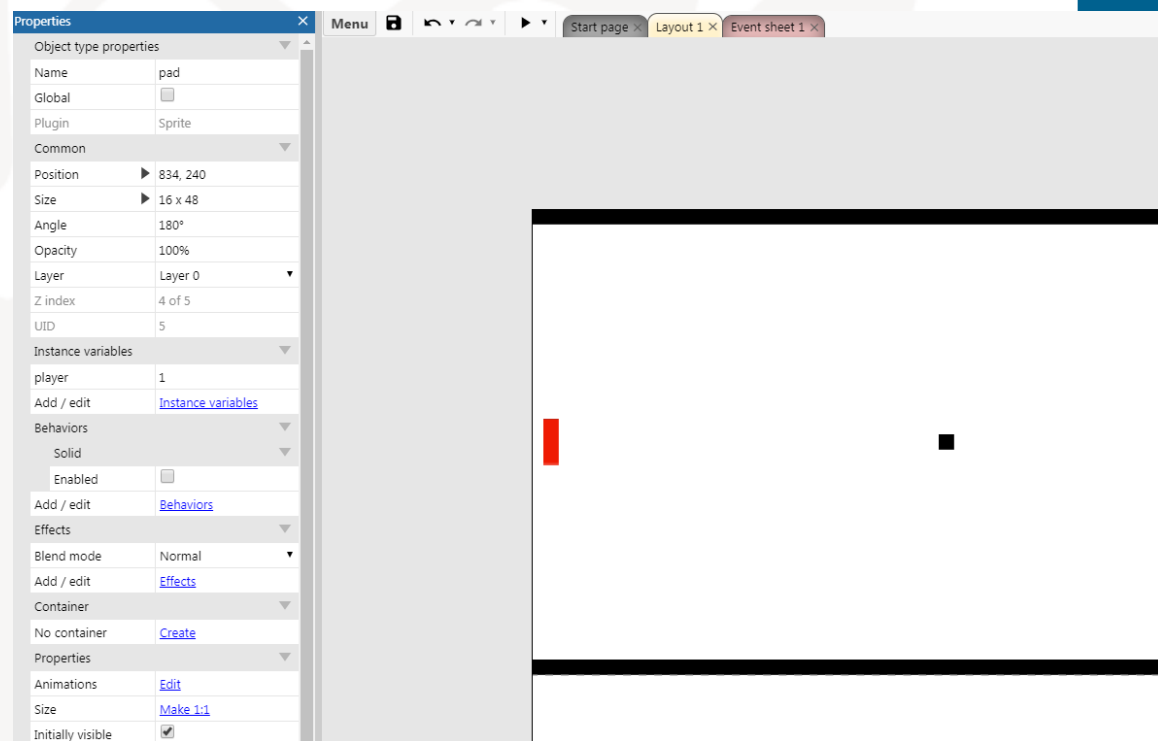
Game Design with Authoring Tools



Scratch



Twine



Construct 3

Gamestar
Mechanics



Project Based Learning

- Most appropriate teaching method for developing *21st century skills*
- Essential learning goals: critical thinking, problem solving and communicative competences
- Key elements: interaction with teacher, teamwork and presentation of results
- Projects have to be well-designed

(Larmer, Mergendoller & Boss 2015)

Teaching Unit: Designing Pong with Construct 3

Introductory Module

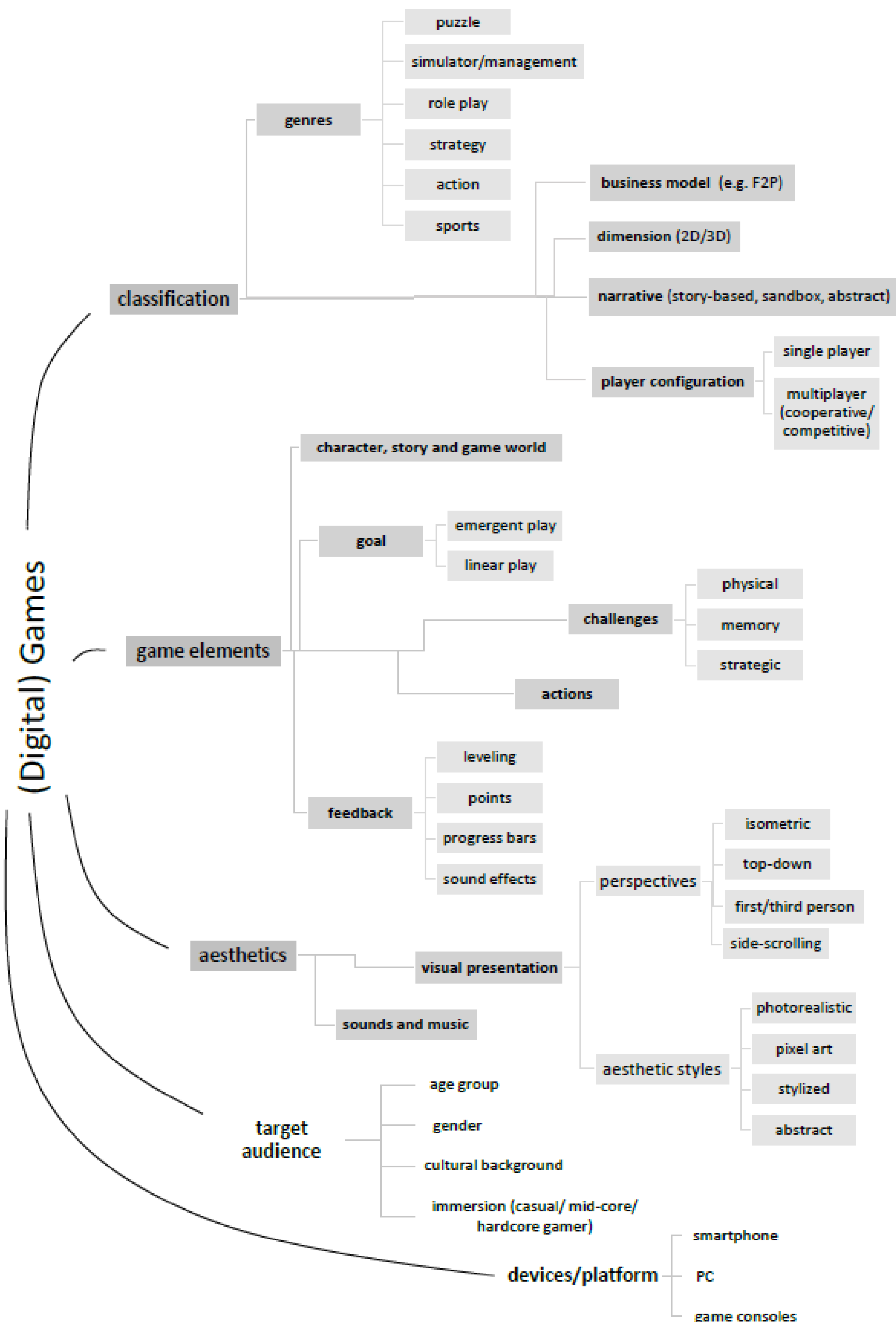
- watch a video about a game
- interview partner about games
- create mind map about game classifications and elements
- practice describing games

Design Process (group work)

- get to know software
- assign areas of responsibility in a team compared to a game studio
- design basic game mechanics of Pong
- create a story around basic mechanics (with title, graphics)

Presentation and Reflection

- analyze game presentations online
- create a poster
- write short reviews for other groups
- present results and strategies used



Practice: Game Description

Choose a popular game of your choice and fill in the table below. Use these notes to tell your partner about the game, but do not mention its name! Can your partner guess the game you are describing?

Classification:

Character, story and game world:

Goal:

Challenges:

Actions:

Feedback:

Aesthetics:

Other information:

Design your own game and present it

GROUP WORK

1. Talk about special skills in your group: Does somebody have got experience with image editing software (e.g. Photoshop, Gimp) or sound editing software (e.g. Audacity)? Is somebody good at drawing or programming?
2. There are many things that have to be done when designing a game. For each task choose someone in your team who is responsible.

Area of responsibility	Name
Project manager communication with teacher, other groups, organization of general tasks and time planning	
Creative director aesthetics (graphics, sounds), story design	
Marketing manager presentation of game (poster)	
Programmer working with software	

Design Process

Presentation: Create a Poster

Go to the Playstore and look at the game profiles of different versions of Pong. Create such a profile for your game and make a poster.

Ask your classmates to rate and review your game. Include some of their comments on your poster!

Logo	TITLE	rating
	information	
Screenshot(s)		
Gameplay description / instruction / mechanics / additional information		
Reviews / comments		

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Just a Glimpse

- Space/environment and Kafka? >The Stanley Parabel
- 2D pixel art games and metaphors/poems? > Passage (by Jason Rohrer)
- www.creative-gaming.eu
- www.digitale-spielewelten.de/projekte
- www.fantales.eu



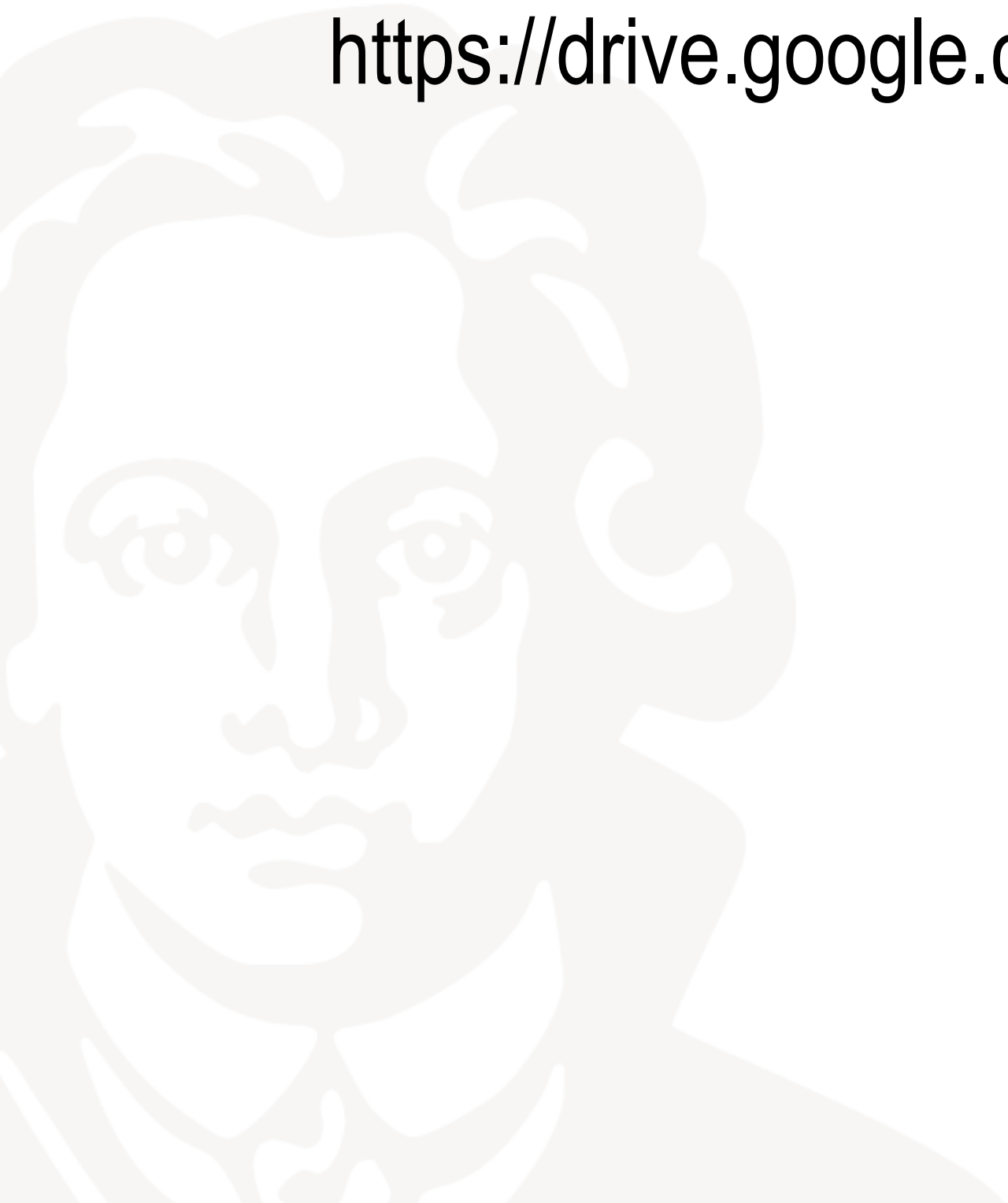
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https://drive.google.com/drive/folders/1abzLy6BmDVHJnYI_-3EkZ2LYOCyJJnE2?usp=sharing

THANK YOU



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