E-learning course

Module 1: Intercultural education and its impact on children

GAMIFICATION
for Intercultural Education

Project number: 2020-1-PL01-KA227-SCH-095412

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The benefits of teaching intercultural education in schools and how to address its challenges

MODULE 1
Intercultural education and its impact on children.

Session Aim

The module introduces teachers to the concept of intercultural education. Shows how to use gamification and game-based learning to develop intercultural competence.

Core skills developed

Cultural competence, intercultural communication, gamification, ability to gamify the classroom and use game-based learning

Timing

3 to 4 hours

Required items

-

The main objectives of intercultural education

Enhancing the efficiency of intercultural relations

Forming attitudes of tolerance and acceptance towards people from different cultural backgrounds

Helping people to develop flexibility and adaptability in intercultural communication

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for Intercultural Education

Introduction to Intercultural Education

In order to teach intercultural competence, you need:

- A clear concept of intercultural competence
- Ideas of how to get students involved and interested in the topic
- Good methods

Introduction to Intercultural Education

Session

1.1

- ● **What is culture?**

Culture is an invisible symbolic system of shared understandings enacted through language by a particular group based on a broader set of shared understandings (norms and expectations) of the larger society.

- ● **Visible culture**

Products & practices - tangible, different, distinctive.

- ● **Invisible culture**

Mindsets – intangible values & beliefs, collectives frameworks for living together and making sense of human experience

Brooks, N. (1971)

Introduction to Intercultural Education

Session

1.1

Small 'c' culture

- Beliefs

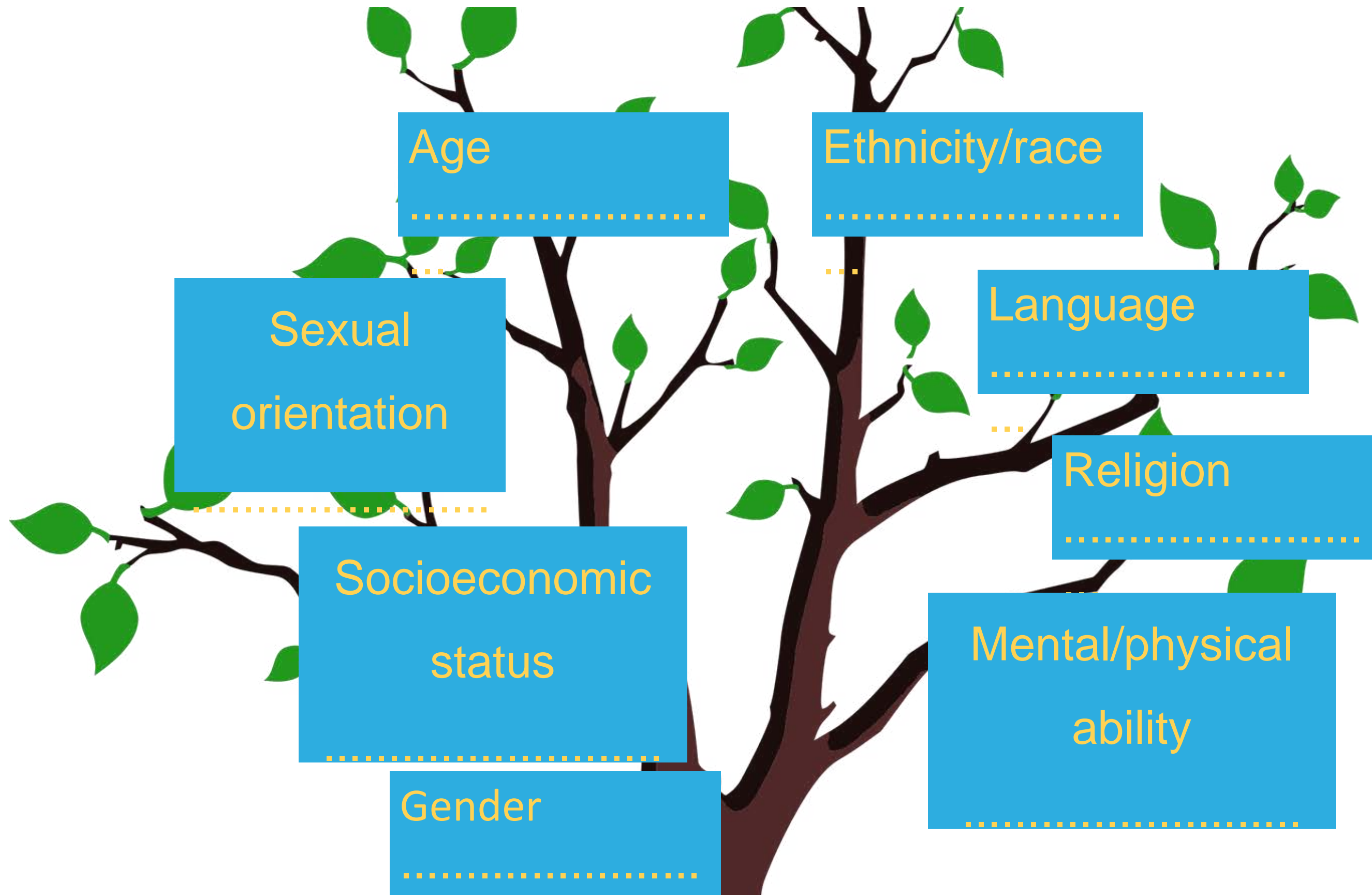- Behaviours

- Values

Big 'C' culture

- Music

- Literature

- The arts

Introduction to Intercultural Education

Session 1.1

Model of cultural identity

HANDOUT 1

IdentiTREE

Core skills developed

Understanding of self-identity

Timing
10 min

Required tools
Pen and paper

Step 1: Go back to the previous slide and try to determine what's your identity.

Step 2: Ask yourself the following questions:
- Is your identity always static?
- Which identities are you taking for granted and not thinking about them very often? Why?
- What your identity tells about you?

Read more

Our exercise is based on the model of cultural identity by Dana Crowford (2017).

What is Intercultural Competence?

Bennett (2008)

Introduction to Intercultural Education

Intercultural competence

The concept portrays a set of skills and characteristics that support effective and appropriate

interaction in a variety of cultural contexts.

Cognitive aspect

Cultural self-awareness

Culture-general knowledge

Culture-specific knowledge
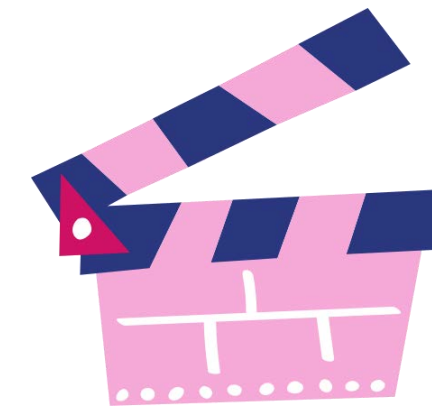
Interaction analysis

Affective aspect

Curiosity

Cognitive flexibility

Motivation

Open mindedness

Behavioral aspect

Relationship building

Listening, problem-solving

Empathy

Information gathering

(Chen & Starosta, 1997, p. 5).

What is Intercultural Sensitivity?

Intercultural sensitivity can be defined as an ability to develop understanding and appreciation towards cultural differences. This ability promotes appropriate and effective behavior in intercultural communication.

Erasmus+

Introduction to Intercultural Education

Session 1.1

Model of Intercultural Sensitivity

Denial

The state in which one's own culture is experienced as the only real one. Other cultures are avoided.

Defense

The world is organized into "us and them", where "we" are superior and "they" are inferior

Minimization

The state in which elements of one's own cultural worldview are experienced as universal.

Model of Intercultural Sensitivity

Acceptance

The state in which one's own culture is experienced as just one of a

number of equally complex worldviews. People are curious about and

respectful toward cultural differences.

Adaptation

The state in which the experience of another culture yields

perception and behavior appropriate to that culture. People are able to

look at the world "through different eyes".

Integration

The state in which one's experience of self is expanded to

include the movement in and out of different cultural worldviews.

Introduction to Intercultural Education

Session

1.1

Intercultural Education

- Education about respect, celebration and recognition of the diversity present in all areas of human life.

- Sensitizes the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that diversity of perspectives enriches all of us.

- Promotes equality and human rights, challenges unfair discrimination, and promotes the values upon which equality is built.

Introduction to Intercultural Education

Session

1.1

According to UNESCO

Intercultural Education should

provide:

Cultural knowledge, attitudes, and skills that

enable students to contribute to respect,

understanding and solidarity among individuals,

ethnic, social, cultural and religious groups and

nations.

HANDOUT 2

INTERCULTURAL JEOPARDY

Core skills developed

Expanding knowledge about the concepts related to intercultural education.

Timing
20 minutes

Required tools
No tools required.

Step 1: On the following slides, you will see key terms and definitions. Read them carefully.

Step 2: Try to create your own definition of the term.

Step 3: Match a term with the right definition.

How to re-create Jeopardy game in a classroom setting?

1. Create a game board with questions related to intercultural education.
2. Divide class into small groups.
3. Each group should signalize through a buzzer or raised hand that they have the answer.
4. Scoreboard can be managed by a student, teacher, or software.

Read more

Cultural Competence Jeopardy!

Stereotype

Prejudice

Discrimination

Ethnocentrism

Culture shock

Bias

Xenophobia

Racism

Empathy

Communication

An unfair feeling of dislike for a person or group because of race, sex, religion, etc.

Prejudice

Dictionary, M. W. (2002). Merriam-webster. *On-line at http://www. mw. com/home. htm, 8.*

Cultural Competence Jeopardy!

Stereotype

Prejudice

Discrimination

Ethnocentrism

Culture shock

Bias

Xenophobia

Racism

Empathy

Communication

The practice of unfairly treating a person or group of people differently from other people or groups of people

Discrimination

Dictionary, M. W. (2002). Merriam-webster. *On-line at http://www. mw. com/home. htm*, *8*.

Cultural Jeopardy!

Stereotype

Prejudice

Discrimination

Ethnocentrism

Culture shock

Bias

Xenophobia

Racism

Empathy

Communication

To believe unfairly that all people or things with a particular characteristic are the same.

Stereotype

Dictionary, M. W. (2002). Merriam-webster. *On-line at http://www. mw. com/home. htm, 8.*

Cultural Competence Jeopardy!

Stereotype

Prejudice

Discrimination

Ethnocentrism

Culture shock

Bias

Xenophobia

Racism

Empathy

Communication

Fear and hatred of strangers or foreigners or of anything that is strange or foreign

Xenophobia

Dictionary, M. W. (2002). Merriam-webster. *On-line at http://www. mw. com/home. htm, 8.*

Cultural Competence Jeopardy!

Stereotype

Prejudice

Discrimination

Ethnocentrism

Culture shock

Bias

Xenophobia

Racism

Empathy

Communication

A belief that race is a fundamental determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race

Racism

Dictionary, M. W. (2002). Merriam-webster. *On-line at http://www. mw. com/home. htm, 8.*

Cultural Competence Jeopardy!

Stereotype

Prejudice

Discrimination

Ethnocentrism

Culture shock

Bias

Xenophobia

Racism

Empathy

Communication

The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner

Empathy

Dictionary, M. W. (2002). Merriam-webster. *On-line at http://www. mw. com/home. htm, 8.*

Cultural Competence Jeopardy!

Stereotype

Prejudice

Discrimination

Ethnocentrism

Culture shock

Bias

Xenophobia

Racism

Empathy

Communication

The act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else

Communication

Dictionary, M. W. (2002). Merriam-webster. *On-line at http://www. mw. com/home. htm,* *8.*

Cultural Competence Jeopardy!

Stereotype

Prejudice

Discrimination

Ethnocentrism

Culture shock

Bias

Xenophobia

Racism

Empathy

Communication

The attitude that one's own group, ethnicity, or nationality is superior to others

Ethnocentrism

Dictionary, M. W. (2002). Merriam-webster. *On-line at http://www. mw. com/home. htm*, *8*.

Cultural Competence Jeopardy!

Stereotype

Prejudice
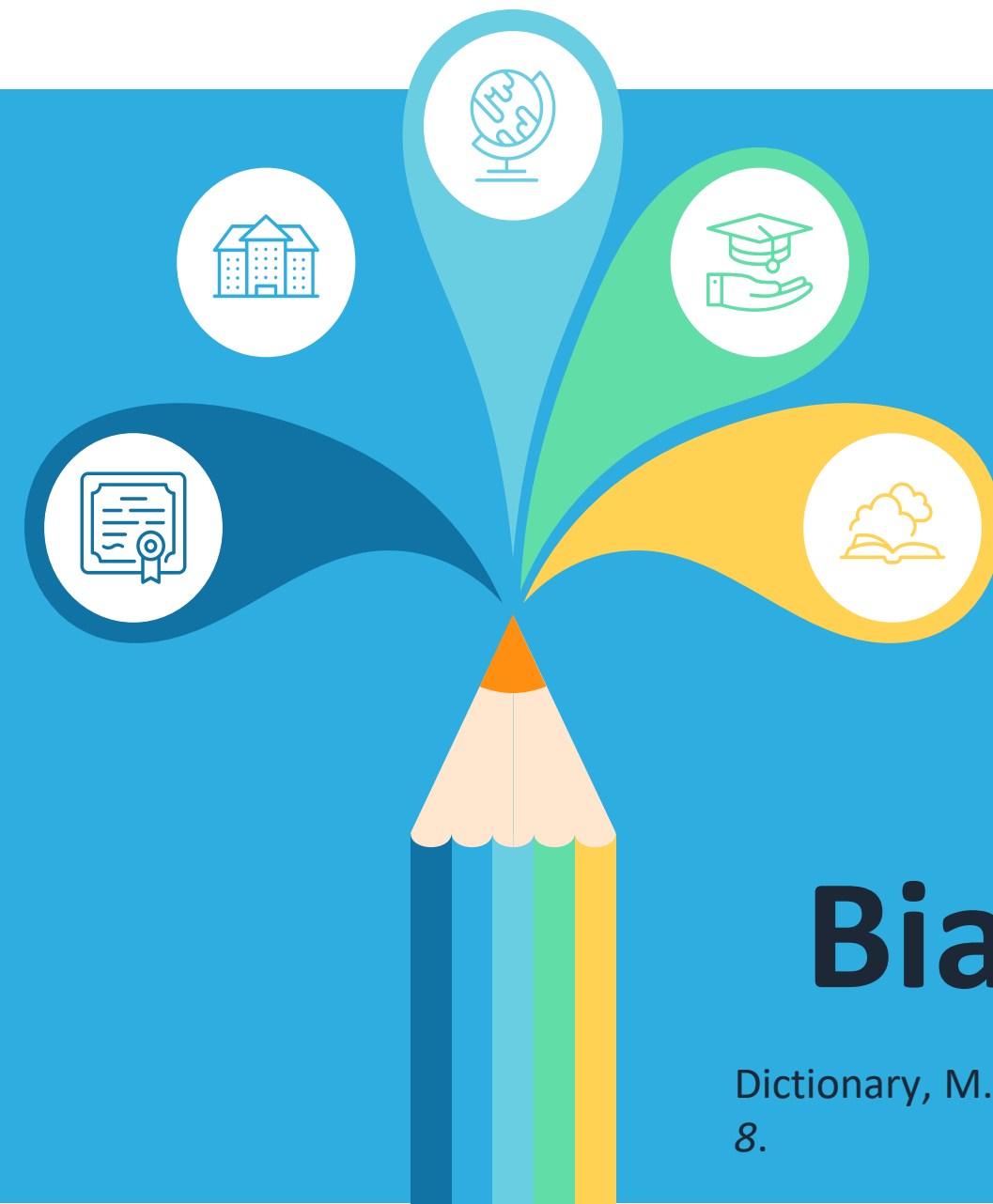
Discrimination

Ethnocentrism

Culture shock

Bias

Xenophobia

Racism

Empathy

Communication

A tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly

Bias

Dictionary, M. W. (2002). Merriam-webster. *On-line at http://www. mw. com/home. htm, 8.*

Introduction to Intercultural Education

Session 1.1

Explicit Bias

Conscious beliefs, feelings, and behaviors that people are perfectly willing to admit

Implicit Bias

Unconscious, automatic, ambiguous, and sometimes ambivalent beliefs, feelings, and behaviors

4 STEPS TO OVERCOME STEREOTYPES

◆ ## 1. EXAMINE

Begin by examining the basis of the stereotype and why it is widely held. If you can see and demonstrate that a stereotype is based on wrongly held assumptions, you can take away the power of the stereotype.

◆ ## 2. EVALUATE

Evaluate the reasons that the stereotype exists and has power. For example, is the stereotype powerful because it is based on fear? Most instances where stereotypes have a stronghold are based in miscomprehension and anxiety over not understanding differences in people and ideas.

◆ ## 3. ACCEPT

Accept differences instead of demonizing them. Everyone is a product of their individual upbringing and background, and each is wonderfully different in its uniqueness. Look at things from multiple perspectives. Reflect on your own ideas about people who are different from you. Think about the kinds of stereotypes others place on you.

Based on Yellow Ribbon Reintegration Program
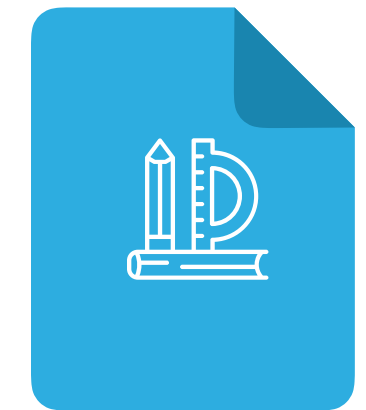
Introduction to Intercultural Education

Session 1.1

Ethnorelativism vs ethnocentrism

The ethnorelative view is the opposite of the ethnocentric view.

Individuals with ethnorelative view acknowledge assumptions, values and behaviors of other cultures and they are able to look at them from a relative perspective that is, take into account the
cultural contexts in which those elements are involved and are generated.

HANDOUT 3

INTERCULTURAL COMMUNICATION

Core skills developed

Expanding knowledge about the concepts related to intercultural education.

Timing
15 minutes

Required tools
No tools required.

Step 1: Answer the questions:

1. What do you believe are the primary reasons people of different cultures, races, and ethnicities miscommunicate with one another?
2. What is the role of practice in learning intercultural communication skills?
3. How have you learned to communicate with people of other cultures?
4. What do you think is the greatest challenge to intercultural communication for your students?

Read more

Introduction to Intercultural Education

Session 1.1

● Definition of Intercultural Communication

Intercultural communication is a symbolic,

interpretative, transactional, contextual process in which

people from different cultures create shared meanings.

● Definition of ICC

Intercultural Communicative Competence is the ability to behave appropriately in

intercultural situations. Encompasses the affective and cognitive capacity to establish and

maintain intercultural relationships and the ability to stabilize one's self identity while

mediating between cultures.

Introduction to Intercultural Education
Session 1.1

Principles of cultural interactions

Author: Dominique Bouchet

1. No one is a "typical" member of his/her culture.

2. No culture exists in a "closed" and "homogeneous" form.

3. No one is a member of only one "isolated" group and our identity is determined in relation to members of other groups.

4. Each culture is a form of "transmission" of its values and patterns, which may be subject to excessive transformations, and thus it may be, to a various degree, "processual" in its nature.

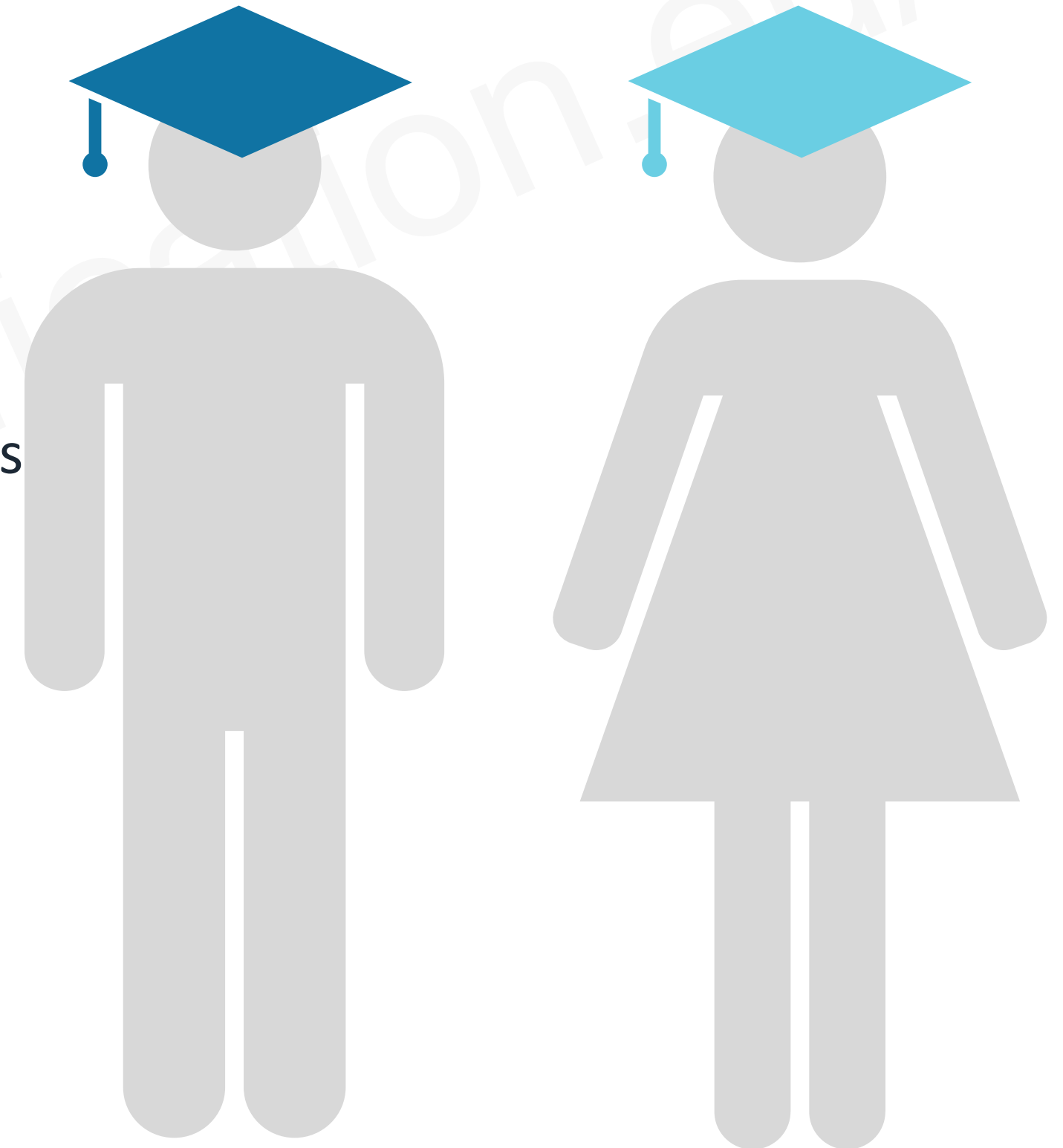5. No one "receives" his/her identity in a finished and unchanged form
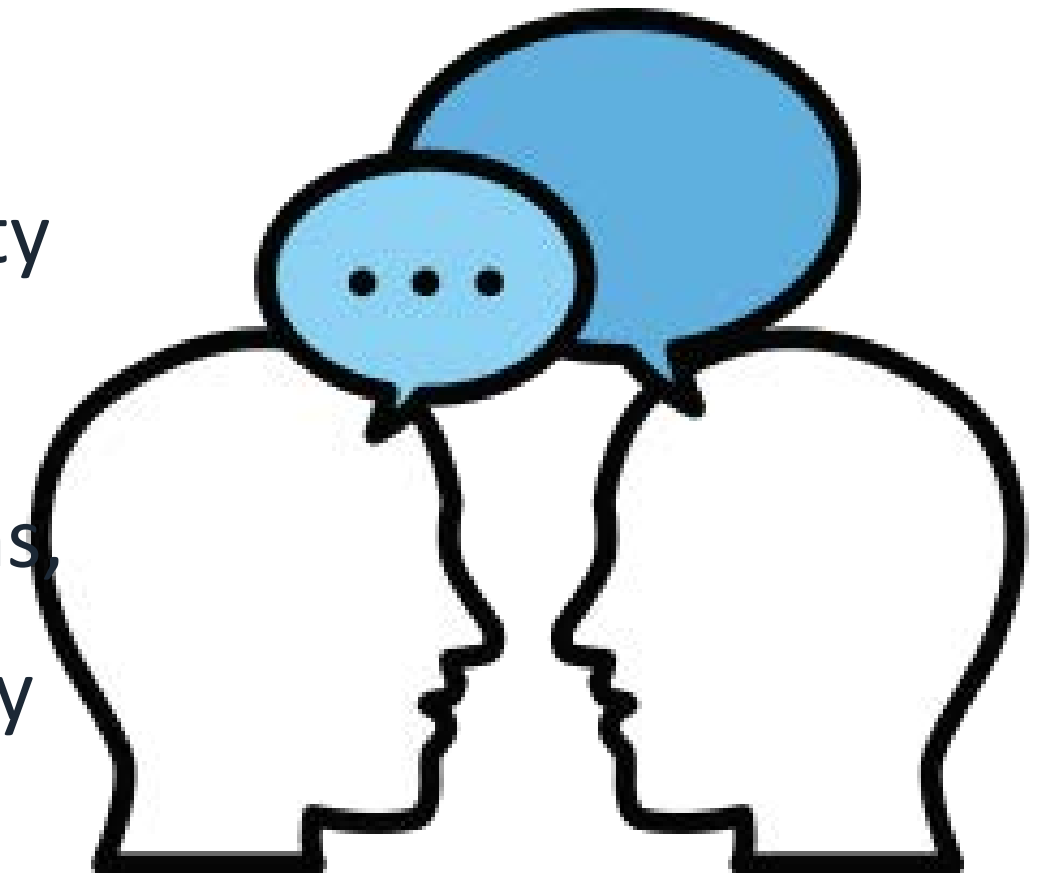
Remember!

Individuals are a complex weave of many cultural influences, it is impossible to define any person by a single cultural label.

Within group differences are as significant as between group differences in individual cultural identity development. Further, cultural histories are filtered by experience and psychological characteristics, making each person unique.

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for Intercultural Education

Introduction to Intercultural Education

Session 1.1

HANDOUT 4

Attitudes and behaviour towards people of different nationalities and cultural origins.

Core skills developed

Self awareness

Timing

10 minutes

Required tools

A pen, paper

1. Complete self-evaluation test available on the next slide by rating your response with Likert scale where 1 - I strongly agree, 2 - I agree, 3 - Neutral, 4- I disagree, 5- I strongly disagree.

1. Look at your responses and think about your attitude and behavior towards people of different nationalities and cultures. Is there a room for improvement? Try to evaluate your reasoning behind the response.

Read more

Self evaluation test:
Attitudes and behaviour towards people of different nationalities and cultural origins.

	1	2	3	4	5
1. I am open to meeting people of different nationalities and cultures.					
1. I fully respect different beliefs held by other nationalities or ethnic minorities.					
1. I am willing to treat "out-group members" equally, and without prejudice, in terms of their cultural needs and traditions.					
1. I don't see foreigners as a threat to the employment market in their country and to my native culture.					
1. I am not worried about maintaining distance in interpersonal relations with representatives of other nationalities and ethnic minorities.					
1. I don't require "out-group members" to adopt local behaviour models and standards as their own and I don't expect them to quickly blend into the society they live in.					
1. I am never suspicious and I don't show negative emotions towards "out-group members"					

Educational practices

that improve intercultural

competence

Session 1.2

Bloom's Taxonomy of Learning

Zone of "deeper learning"

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

Educational practices that foster intercultural competence
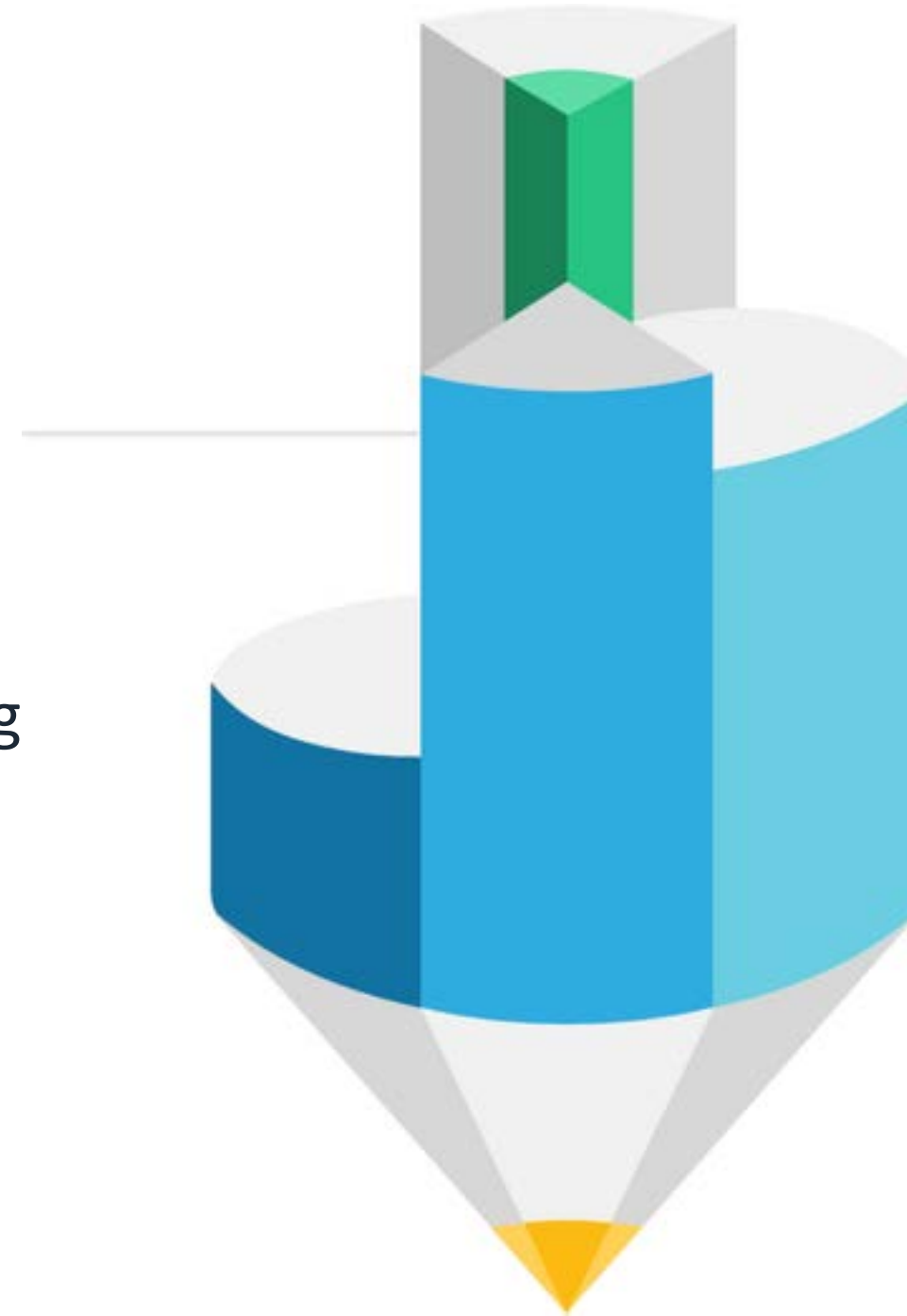Session 1.2
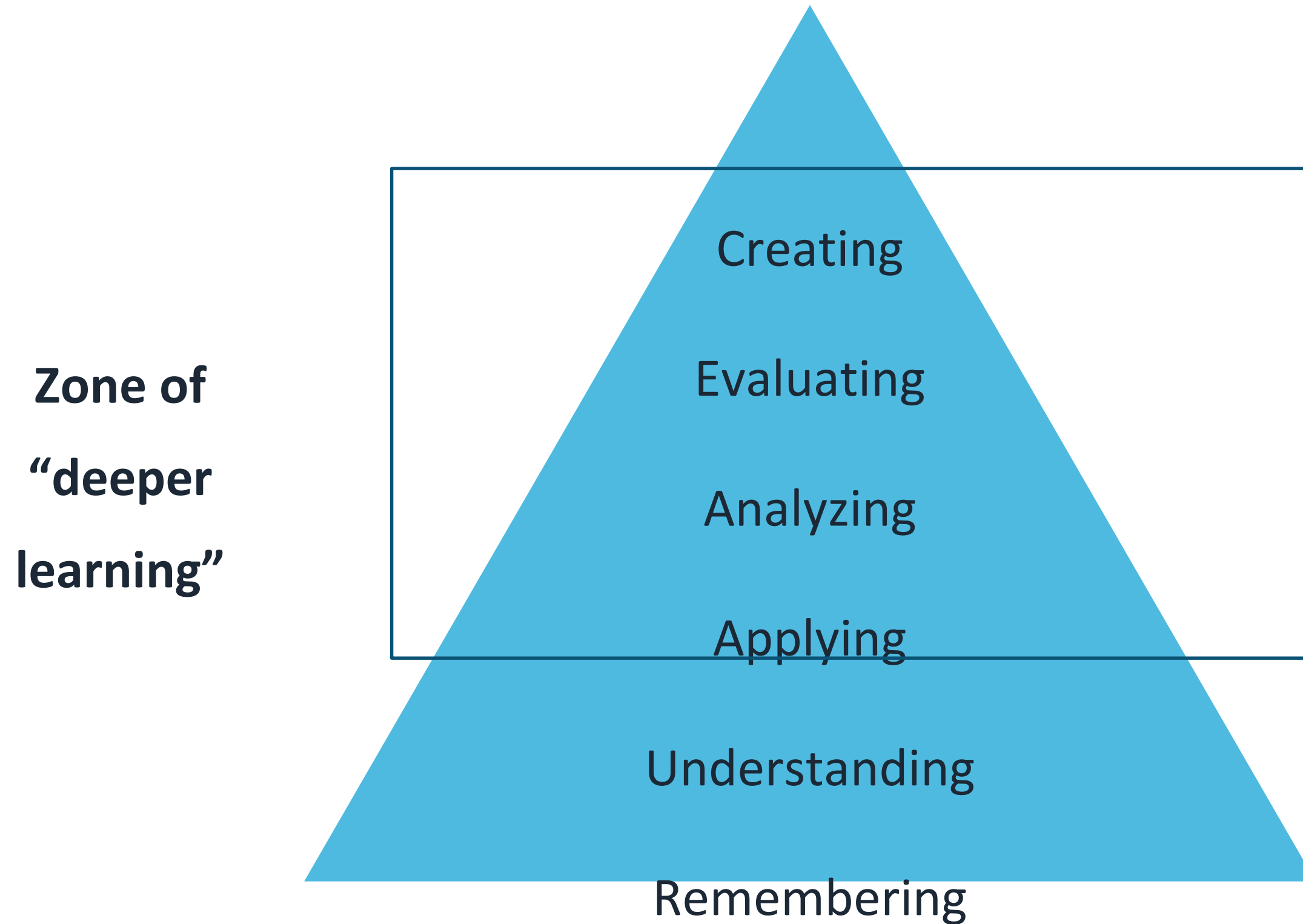
Learner-centric teaching strategies

What is active learning?

Any instructional method that

engages students in the learning

process, which require meaningful

learning activities, learning by doing

What is cooperative learning?

It refers to students working in teams on

an assignment or project under

conditions in which certain criteria are

satisfied, including that the team

members be held individually

accountable for the complete

content of the assignment or project.

Educational practices that foster intercultural competence
Session 1.2

Inductive teaching and learning

Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, place-based-learning and game-based-learning.

Learning with games

- Games make "routine" teaching processes more enjoyable for students through a system of friendly competition and rewards.

- Games help to better understand the course content thanks to the element of participation.

- Games are engaging and use authentic tasks in a comfortable setting.

Game-based learning

- Use of educational games in the classroom.

Gamification

- Adding game elements to traditional learning activities.

Basic types of intercultural education training

Specified cultural training

discussing one particular culture

Behavior altering training

practicing a new code of conduct demanded in a given culture and assuming different roles
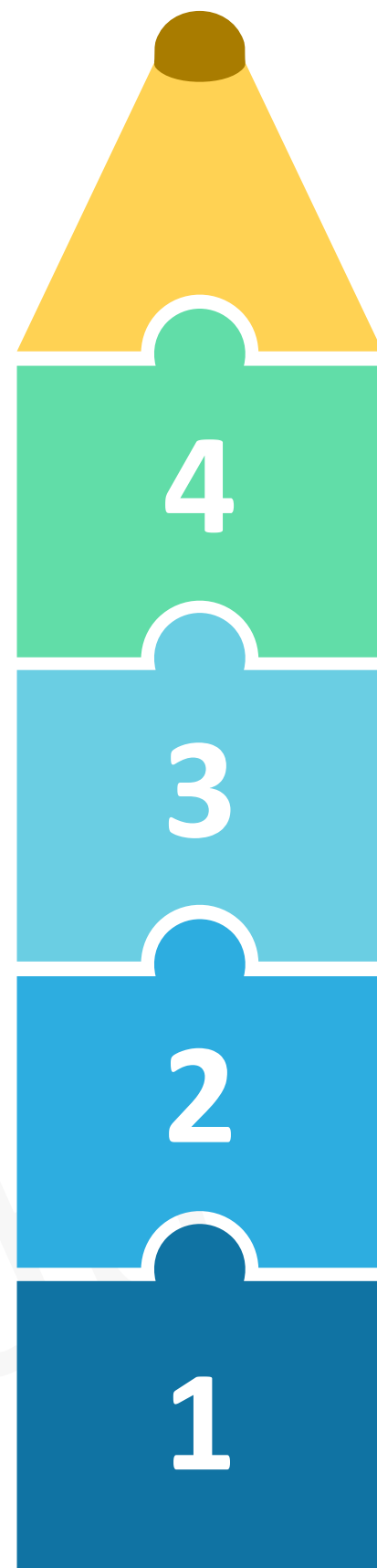

General cultural training

developing knowledge about the general mechanisms which influence culture, its dimensions and types as well as factors affecting it

Intercultural experience

simulating a stay in a foreign cultural environment

Intercultural education in practice

- **To explain social life, political conditions, history, geography, religion**: lectures, films, reading materials.

- **To spot cultural issues**: *the analysis of literary texts, films, and scenes.*

- **To show cultural experience** (learners are introduced to various situations and asked how they would react, interpretation of their reaction is based on the point of view of the foreign culture): *case studies and role playing.*

- **To foster cultural sensitivity** (teachers aim at evoking empathy, the ability to listen and the non-evaluating approach to another person): *communicative training, group work and foreign travel and field experience.*

4

3

2

1

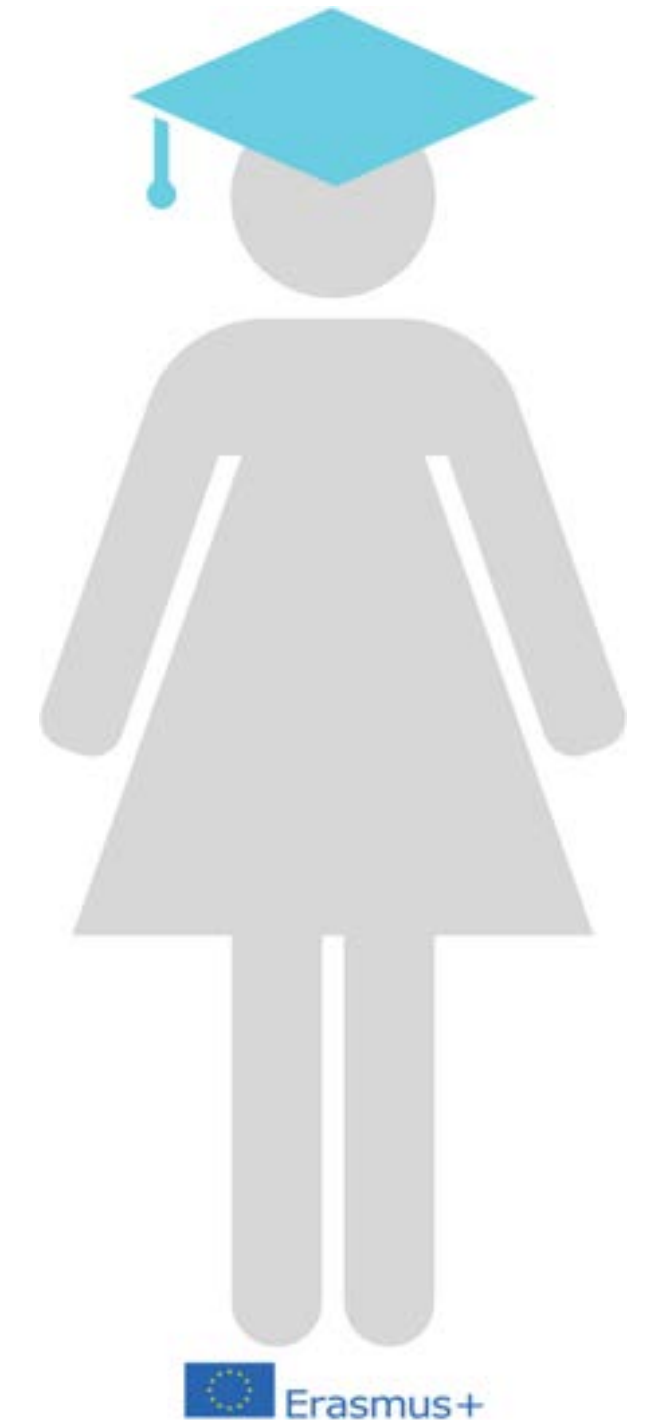Educational practices that foster intercultural competence
Session 1.2

Examples of ludic techniques in teaching about intercultural issues

The techniques lessen negative emotions connected with tension and hence facilitate openness and better learning the conveyed knowledge.

role-playing

psychodramas

simulations

quizzes

sport games

Cultural restaurant: Intercultural education in practice

1. Using the Aistear (NCCA, 2009) guidelines of 'identity and belonging' a teacher developed a make believe restaurant in the classroom to demonstrate that there can be rituals attached to eating, which can have links to religion and ethnicity.

2. The children took on the different roles of chef, waiter/waitress or customer.

3. Children were asked following questions such as:

1. What kind of restaurant is this?

2. What kind of food do you cook: Chinese, French, Italian, Japanese, Irish or Indian?

Teaching intercultural education in a digital setting

- Although technology cannot replace personal contact, the internet platforms, forums, on-line libraries, digital tours, on-line games and tests ought to accompany the process of intercultural education.

# Intercultural education in practice: Virtual field trip

- Take a digital tour. Visit with your students a geographic location or historical site.

- Talk about the trip with students. Provide them with appropriate educational resources.

- Provide each student with questions to answer or specific tasks to complete while on the trip.

Virtual field trip: Examples of online resources

Google Arts and Culture: lets students walk through notable spaces such as the Alhambra in Spain.

Google Maps Treks: organizes content in an easy-to-navigate way. There are Treks for places around the globe, including the U.S. and Canada, Egypt, Nepal, and India. Each one has information and videos for students to explore.

National Geographic YouTube channel: teaches about different cultures, foods, animals, and more. Students can press play on the video, and as the video begins, they can use their cursor or trackpad to spin the video in different directions.

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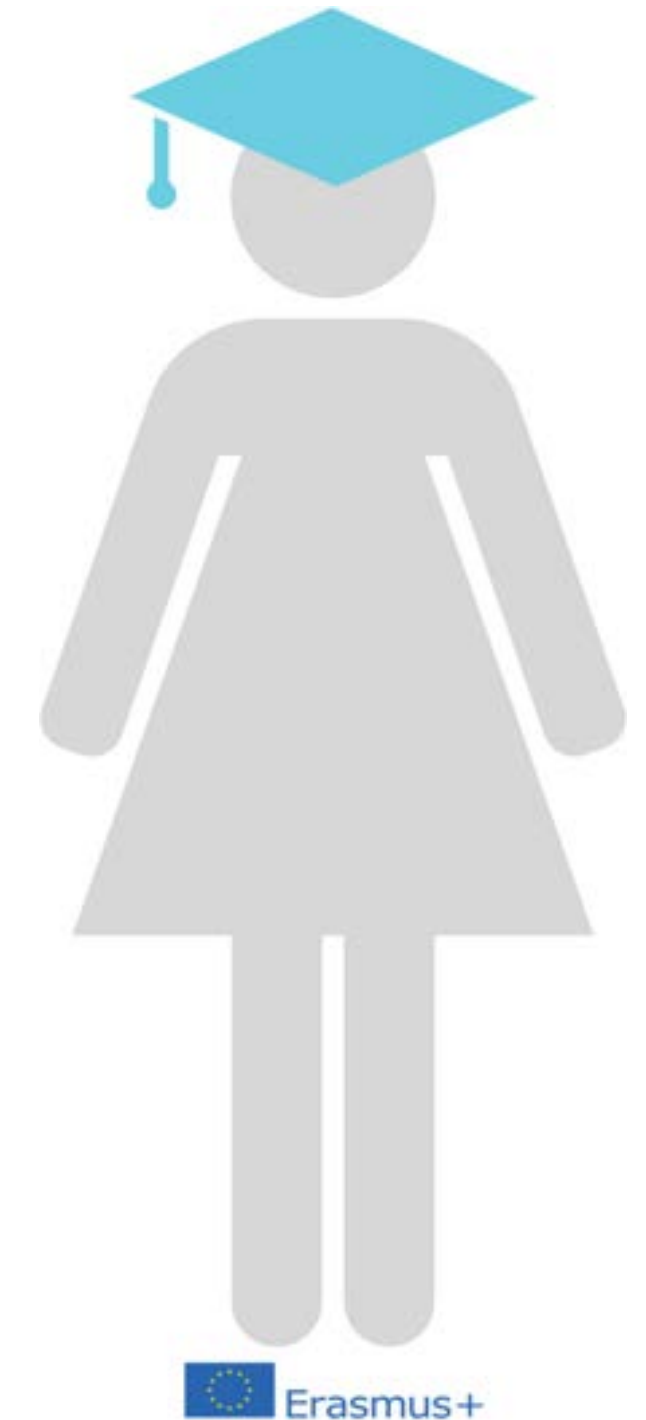
Development of the intercultural skills and knowledge through games

Session 1.3

Intercultural education through outdoor games
Session 1.3.1

Intercultural education through board games

Session 1.3.2
Intercultural education through digital games
Session 1.3.3

Session 1.3

Game design elements in the context of intercultural education

Goal setting

Game can be used as a space of the development of competences according to the proposed educational curriculum.

Narrative context

Narration can help with identifying cause and effect. It should entail an introduction, a plot, a climax. Each act needs to have events and dialogues.

Interactivity /mechanics

Interaction between the player and the game should be embedded in the narrative context and game objectives; it should include providing feedback on player's performance.

Interaction between the players is an opportunity for interaction, communication, cooperation,

Session 1.3
Intercultural competence in practice
Sercu (2006)

(1) willingness to engage in a dialogue with the members of foreign cultures,

(2) self-awareness and the ability to see oneself from an outside perspective

(3) ability to overcome uncertainty,

(4) ability to act as cultural mediator

(5) ability to evaluate other people's perspectives,

(6) ability to consciously use cultural learning skills and

read various cultural contexts, and

(7) understand that individuals cannot be reduced to their collective identity
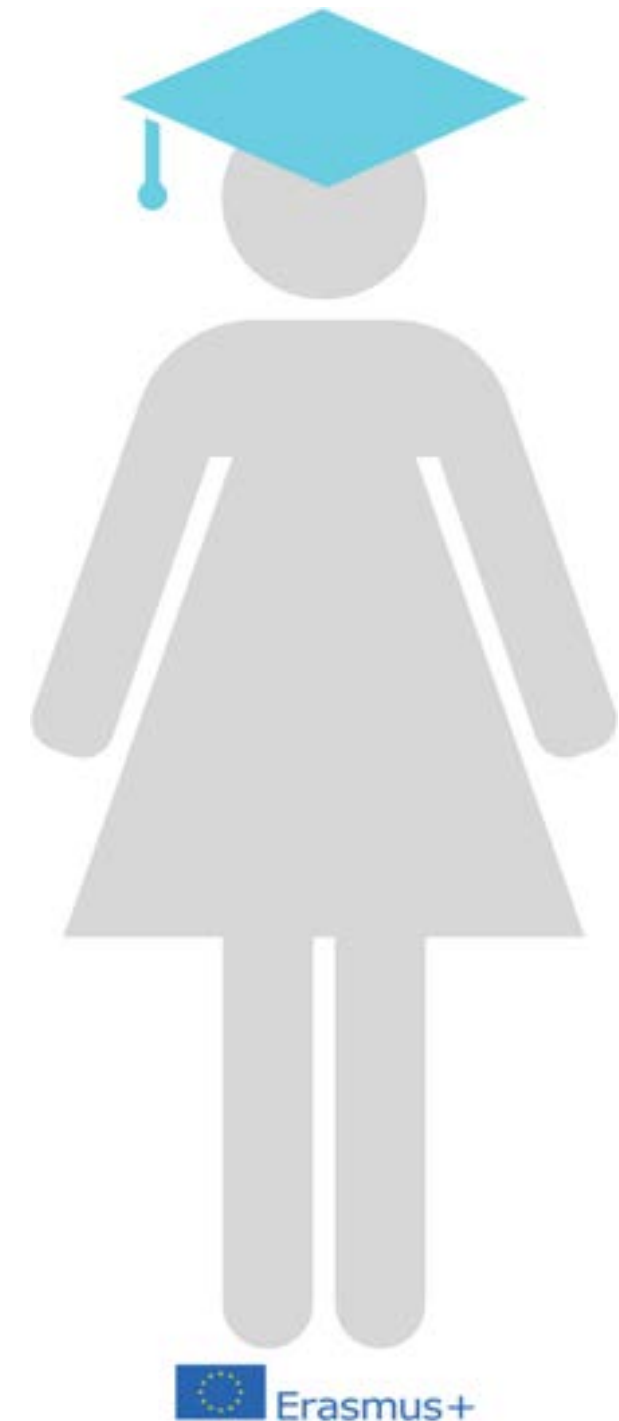
Erasmus+
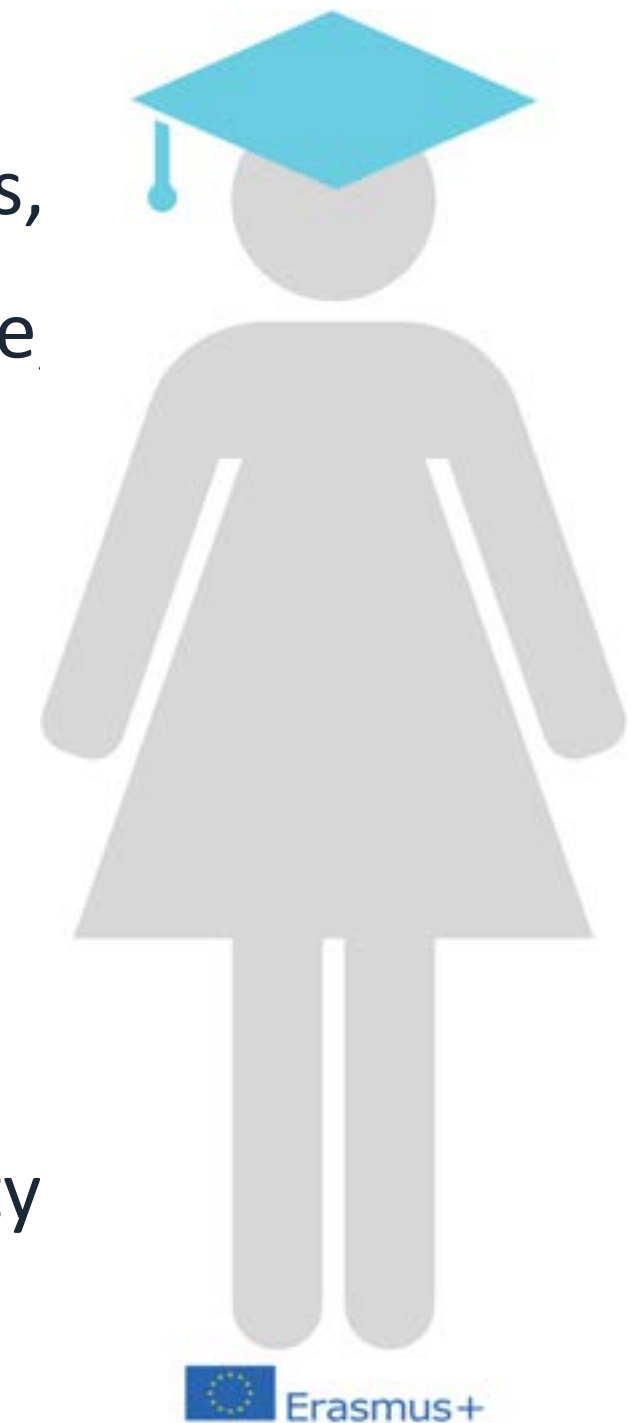
Game goals aligned with intercultural education goals

Cognitive (ability to process information)

Key term: cognitive complexity

• Student understands how culture might affect his/her behaviour.

• Student can make sense of other person's behaviour which allows him/her to process information without reducing it to a simplistic stereotype of a diverse group.

• Student can also anticipate the thinking and perceptions of others.

Erasmus+

(Karim, 2003, p. 37; Bunder, 1962). Gudykunst and Kim, 1997).)

Development of the intercultural skills and knowledge through games
Session 1.3

Game goals aligned with intercultural education goals

Affective (emotional responses)

Key terms: Cultural empathy, tolerance to ambiguity, openness

• Student understands emotional expression, attitudes, and values of other people.

• Student perceives dissimilarities and unfamiliar situations as opportunities for learning not a threat.

• Student recognizes, understands and acknowledges the identity, experience, and position of a culturally different person without denying one's own cultural identity.

Erasmus+
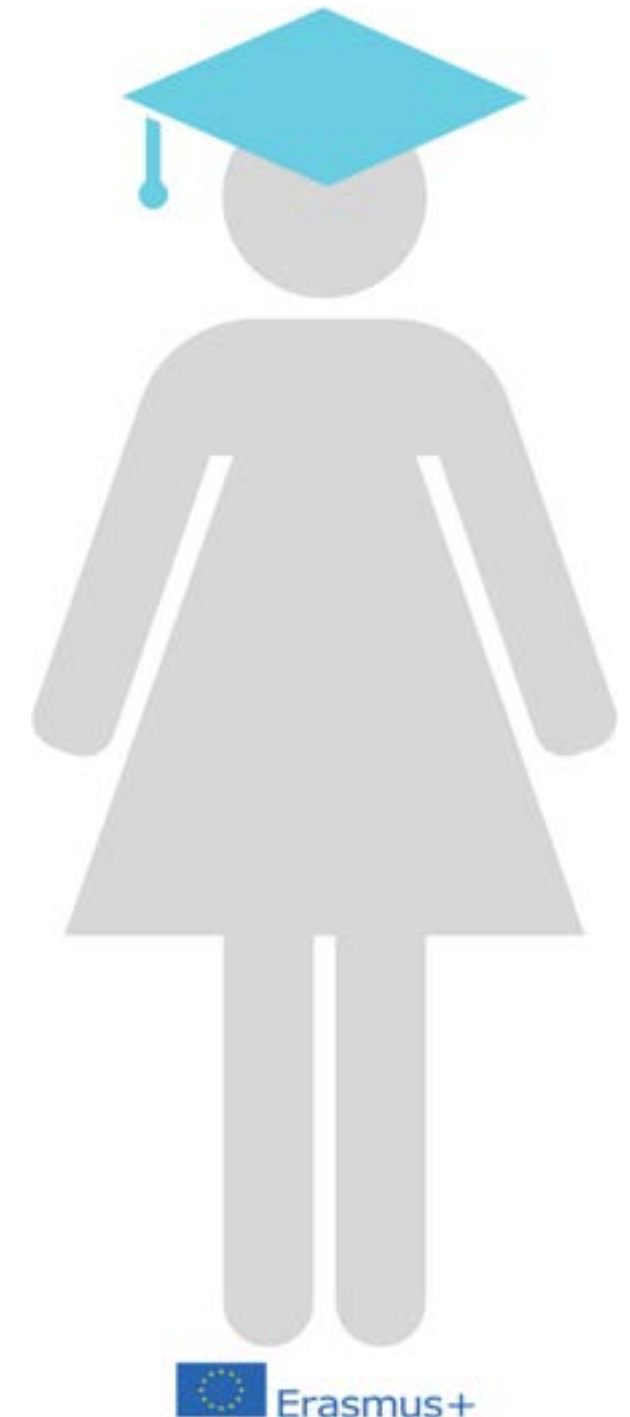
Why tolerance for ambiguity is important in intercultural competence development?

Frenkel-Brunswik (1948) explained that those who lack tolerance for ambiguity tend to view the world through an either-or lens, leading to premature evaluations of the world. The motivation behind this fallacious tendency is to seek for certain and clear answers, even if at the expense of a rejection..

Adorno, Frenkel-Brunswik, Levinson, and Sanford (1950) believe that cultural lens, which determines a tendency to reject what people deem as unfamiliar to them.

Game goals aligned with intercultural education goals

Behavioral (actions)

Key term: intercultural communication competence

• Student has a set of appropriate behavioral skills for varying

situations in cross-cultural interactions.

• Student can communicate effectively both verbally and non-v

with others.

• Student has emotion management and conflict management

Erasmus+

Sources of Cultural Differences

While design educational game, think how you can add elements of knowledge about these elements.

Religion

Social practices

Language of communication

Leisure time

Cuisine

Clothing

Development of the intercultural skills and knowledge through games
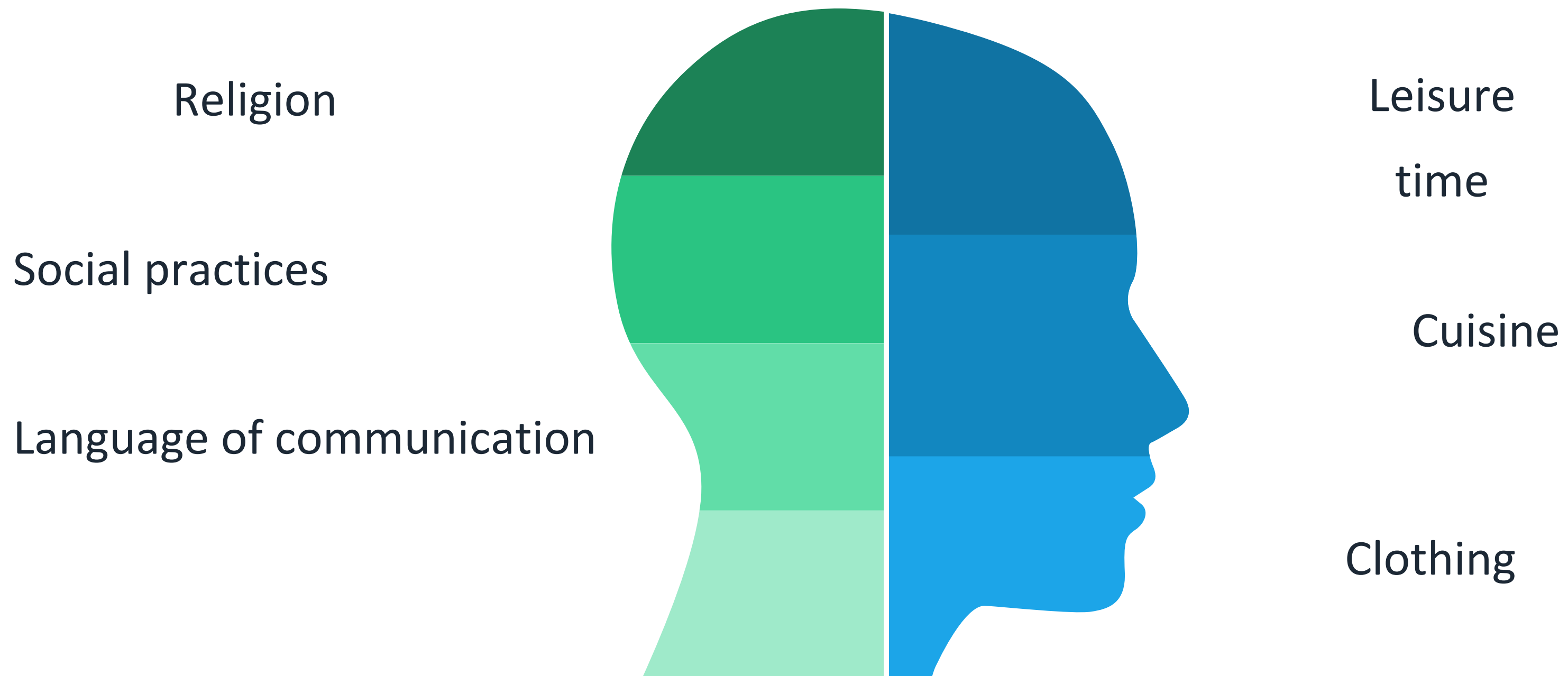
Session 1.3

Sources of Cultural Differences

Topics to explore

History   Political structures   Literature

Geography

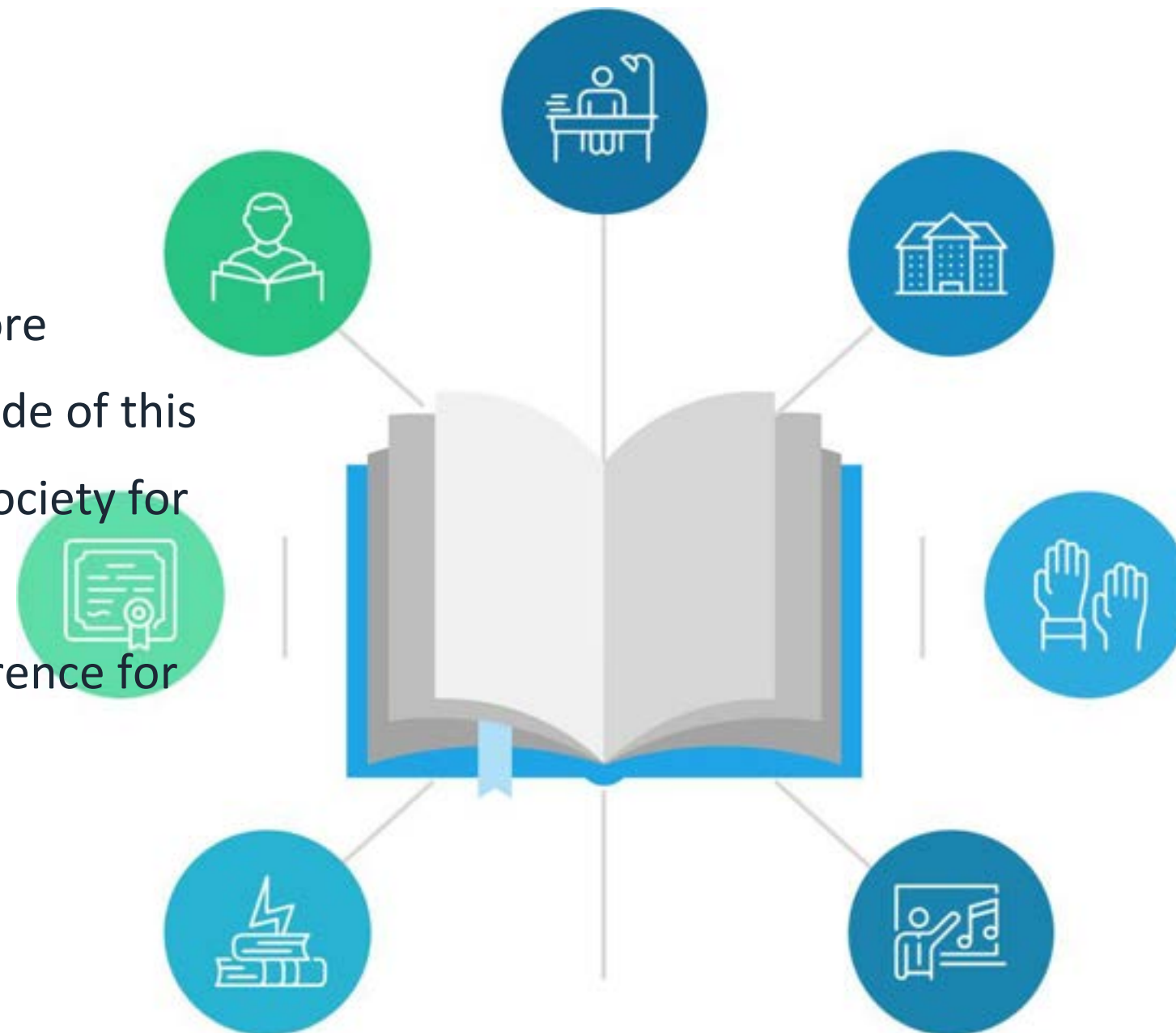Private / work life overlap

Economic system

Education system

Gender issues

Sources of Cultural Differences

Geert Hofstede's Six dimensions of country level cultural variation

Power distance:
the extent to which the less powerful members of institutions and organizations within a country expect and accept that the power is distributed unequally.

Masculinity:
is about what values are considered more important in a society. The Masculine side of this dimension represents a preference in society for achievement, and material rewards. It's opposite, femininity, stands for a preference for cooperation, and quality of life.

Individualism:
the degree of interdependence a society maintains among its members.

Pragmatism:
how every society has to maintain some links with its own past while dealing with the challenges of the present and future.

Indulgence:
the extent to which people try to control their desires and impulses.

Uncertainty avoidance:
the extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid this.

GAMIFICATION
for Intercultural Education

HANDOUT 5

Low vs High context culture

Core skills developed

Understanding of a distinction
between low vs high context culture

Timing
10-15 minutes

Required tools

-

1.Match sentences from a to h with point 1 or 2.

Answer key: 1= b, c, g, h
2=a,d,e,f

1. High-context culture
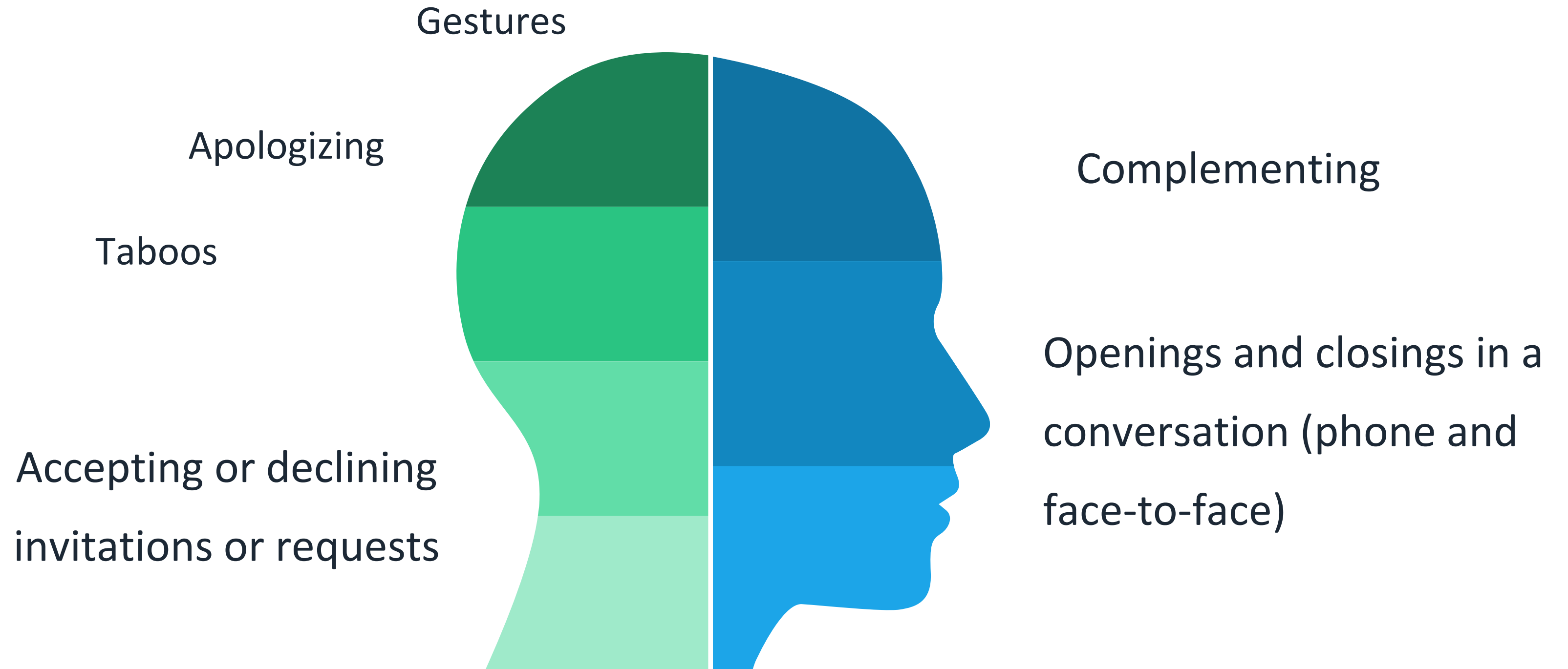
2. Low-context culture

a. tasks over relationships

b. puts importance on interpersonal relationships.

c. Example: Japnia

d. communicate information in direct, explicit, and precise ways

e. Example: The USA

f. forming several short-term relationships

g. relational and collectivist

h. harmony and the well-being of the group is preferred over individual achievement

Sources of Cultural Differences

Interaction patterns dependent on sociocultural norms

Gestures

Apologizing

Taboos

Complementing

Accepting or declining invitations or requests

Openings and closings in a conversation (phone and face-to-face)

Development of the intercultural skills and knowledge through games

Session 1.3

- Diversity, different ways of seeing the world, can be shown through educational games. In the following slides we will show examples of games that are related directly or indirectly to intercultural education and development of intercultural competence.

Erasmus+

Development of the intercultural skills and knowledge through games

Session 1.3

Game name	Game goal	Game type
Thumbs	to show the power of a habitual behavior.	Outdoor, indoor
5 Seconds Game	to activate of existing general knowledge about the world in intercultural context.	Outdoor, indoor
Trivia game	to explore the knowledge about important concepts related to intercultural education.	Board
Ba-fa Ba-fa	to teach about stereotypes, inclusiveness, social identity	Board
Add to It!	to expand tolerance for ambiguity	Board
Second China	to prepare the learner to show respect and understanding of the Chinese culture.	Digital
Intercultural Citizenship Education	to teach about Euro-Mediterranean region	Digital
Buffalo	to teach about stereotypes, inclusiveness, social identity	Board
Crossword puzzle	to familiarize with concepts related to intercultural education	Board

GAMIFICATION
for Intercultural Education

HANDOUT 6

Thumbs

Core skills developed

Timing
5 to 10 minutes

Required tools
-

to show the power of a habit

Gameplay:

a. Ask the participants in the group to clasp their hands together.

b. Now ask them to look if they have their left thumb on top of the right thumb or reverse situation.

c. Ask them to unclasp their thumbs and fingers and interlace them in the opposite way. (This would mean that their right thumb is now on top and all the fingers have changed as well).

d. Ask the group if that feels as comfortable as the other way around. (Most people will say that it feels uncomfortable).

e. The person who makes a mistake is disqualified. The person who succeeded in making reverse clasp for the most times wins the game.

Questions to ask:

- When placed in a new situation, how does it feel like?

- How did you felt when changing your habitual behaviour?

Possible conclusions:

The point to make here is that familiar actions make us feel comfortable, while unfamiliar induce frustration.

That can be a parallel to getting used to a new way of communicating with people, different patterns of behaviour that we don't understand.

Trying to adjust to the environment that requires new "movements" can be stressful, and there will always be a desire to go back to the "old ways".

HANDOUT 7

5 seconds game

Core skills developed:

activation of existing general knowledge about the world in intercultural context

Timing:

15 min

Required tools:

A ball

-

Gameplay:

1. A person with a ball says: „You have 5 seconds to name" (for example:

   5 European cities, 5 African countries, 5 foreign languages, 5 foreign

   dishes, 5 religions) and tosses the ball to a person who

   needs to respond.

1. A person who received the ball has 15 seconds to answer the question.

2. Then that same person makes their own question and toss the ball to someone else.

● *For answering the question, a person receives 2 points.*

● *Game ends with the first person who accumulates 10 points.*

HANDOUT 9

Trivia game

Core skills developed	Timing	Required tools
knowledge about important concepts related to intercultural education.	15 min	-

Gameplay:

1. Draw a finish line somewhere at the playfield. You can use for that purpose a chalk.

2. Ask students questions related to intercultural knowledge. After you finish reading the question, pick a person who raised their hand first.

3. Each time a student answers, he or she is allowed to take a step forward.

4. The first person who will arrive at the finish line wins.

..

(Pittenger, Hovsepian, 1994)

GAME EXAMPLE

Ba-fa ba-fa

Game type

Simulation

Developed by

Garry Shirts (1997)

Game goal

high and low context cultures, individualism versus collectivism, masculinity versus femininity of a culture, ethnocentrism, stereotypes

Gameplay: -

1. Participants are randomly assigned to two cultures: Alpha or Beta culture.

2. Each culture is introduced (25 minutes).

3. Two culture exchange observers (5 minutes).

4. Alphas and betas listen to the reports and impressions of their observers (5 minutes).

5. Cultural-exchange of visitors (20 minutes).

6. Discussion (20 minutes).

(Pittenger, Hovsepian, 1994)

What do you need to know?

Alpha culture

- Is patriarchal culture, which values personal contact. When alphas play the game with each other it's not about winning but about social interaction.

Beta culture

- Is goal-oriented culture, focused on trading, no gender differences, materialistic. Focused on winning.

Possible consequences

- Betans can see Alphans as lazy, cliquish and naive, while Alphans can see Betans as unfriendly, aggressive and greedy.

GAME EXAMPLE

Buffalo

Game type

Card Game

Developed by

Tiltfactor laboratory

Game goal

to teach about stereotypes, inclusiveness, social identity

Gameplay:

-

1. In each round, players race to make matches using cards listing noun and adjective (like glasses-wearing or Iranian) descriptors (animal expert or soccer player).

2. The first to shout out the name of a real person or fictional character who matches the descriptors on two or more word cards, claims the matched cards, and flips over a new noun/adjective pair.

3. When the deck runs out, the player who collected the most cards wins.

4. Whenever players are unable to make a match, someone adds another card from both decks to the table.

Intercultural education through board games

Session 1.3.2

HANDOUT 10

Add to It!

Core skills developed	Timing	Required tools
creativity, tolerance for ambiguity	15 min	A pen and paper

Gameplay:

-

1. One person starts by thinking of a picture to draw and draws the first line, mark, or shape. So, for example, if a person thinks of a bird, they might draw a circle for the head.

2. Without discussing it, the second person looks at the shape and thinks of something creative to draw, using the figure that has been marked on the paper. Perhaps the second person will look at the circle and decide to make it a doughnut by putting a circle in the middle.

3. The first person now has to shift her thinking. Perhaps a bird doesn't make sense to them anymore; she sees a large eye, so she draws eyelashes.

4. At the end partners share of how our thinking and how it changed throughout the game.

GAMIFICATION
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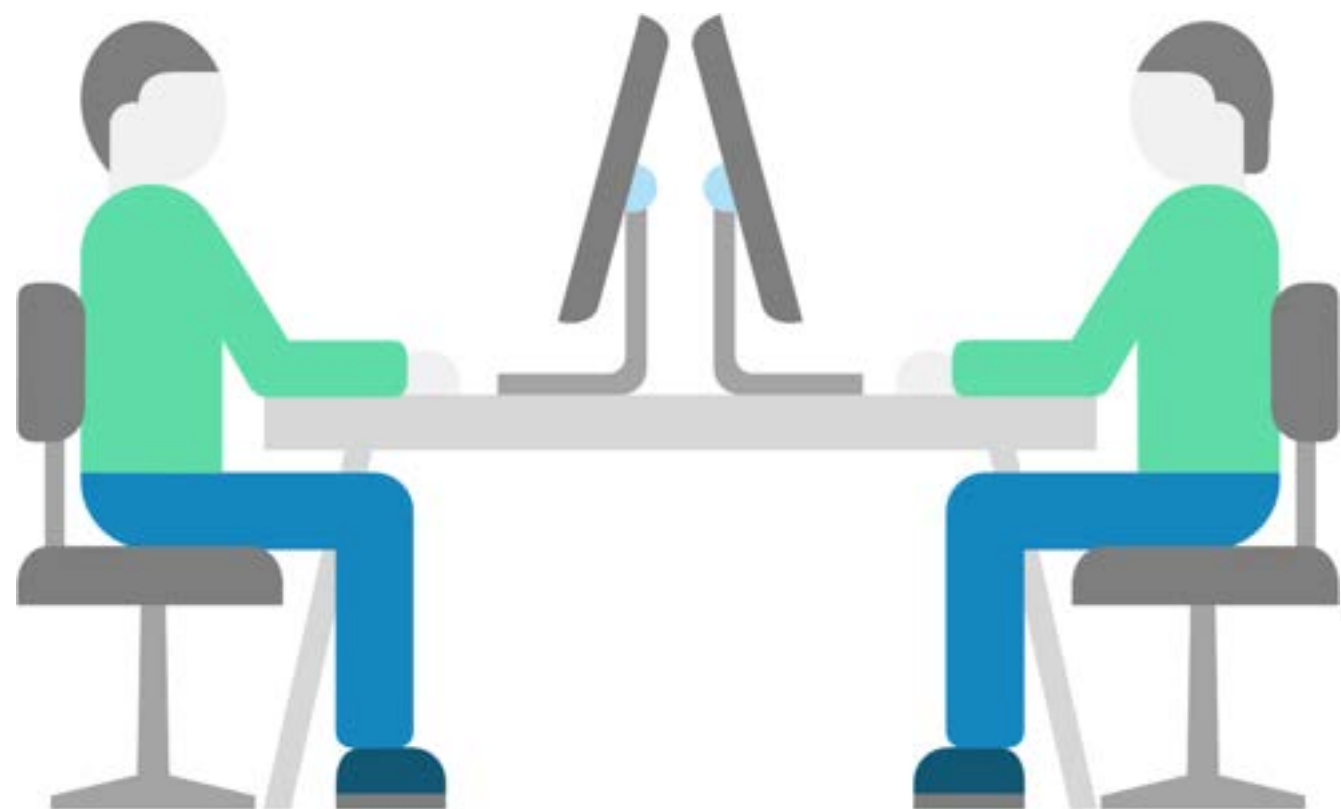
Game rules

1. Draw one line or shape at a time.

2. Do not to talk about it with your partner.

3. No erasing or crossing out the other person's

additions.

Tolerance for ambiguity & Intercultural communication

No-talking rule creates frustration as a partner ruins the idea of the picture. This can be helpful in intercultural communication context when people have difficulty with understanding another person's behaviour or arguments. Tolerance and acceptance for different ideas and transforming them through cooperation can be a meaningful lesson for intercultural education.

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HANDOUT 11

Crossword Puzzle

Core skills developed

knowledge about intercultural

education

Timing

20 min

Required tools

A pen and a crossword

Gameplay:

-

1. Students in pairs have a task of solving a crossword puzzle.

2. Person A receives a spreadsheet with 5 keywords, related to intercultural education, Person B receives an empty crossword.

3. Person A needs to explain to person B each term without naming it.

4. Person B has to guess the word and write it down.

5. The first pair that finishes the game wins.

GAMIFICATION
for Intercultural Education

Example of keywords to use:

- Intercultural education,

- Tolerance

- Communication

- Empathy

- Openness

- Ethnicity

- Stereotypes

Erasmus+

GAME EXAMPLE

Second China

Game type

Simulation Game

Game goal

to foster tolerance

Gameplay:

-

1. The learner arrives at the Second China island, his primary goal is to explore this location. It includes participating and observing in various culturally significant activities. In addition to exploration, there are embedded scenarios that deliver important cultural experiences. The learner receives questions throughout the guided learning experiences. Questions are delivered just-in-time where the particular concept being checked is necessary for the continuation of the scenario, or where it reinforces prior learning.

PRZYKŁAD GRY

Intercultural Citizenship Education

Game type

Digital game

Developed by

Anna Lindh Foundation

Game goal

Acquisition of knowledge related to interculturalism, knowledge about the Euro-Mediterranean region

Gameplay:

-

1. The players take on the roles of social media influencers who are learning about intercultural citizenship together with their followers.

2. The game consists of 11 exercises that the player must complete in a specific order. The game lasts approximately 60 minutes and ends when all the exercises are completed. Throughout the game, players are quizzed about knowledge related directly to Euro-Miediterranean region.

3. In this game, the players get to discuss identities, learn about cultural diversity and plan activities in their multicultural communities.

The benefits of teaching intercultural education in schools and how to address its challenges

Benefits of intercultural education

Reduces prejudice.

Improves intergroup relationships.

Fosters awareness of one's own value system, its limitations and awareness of different hierarchies of values, norms, and patterns of behavior.

Promotes tolerance, curiosity, openness, and empathy.

Encourages examination of one's own cultural background, biases, identities in order to raise awareness about stereotypes.

Develops ability to critically evaluate how those elements affect our interactions with others.

(Ladmiral, Lipianski 1989; Cascao Guedes 2002, p.31)

The benefits and challenges of teaching intercultural education in schools and ways to overcome them
Session 1.4

Pitfalls and dangers of intercultural education:

creating generalizations and extensive limiting

the reality,

considering problems and conflicts focusing

too much on cultural aspects

taking no account of other issues, for instance

psychological, sociological etc.

solving problems referring mostly to the

rational knowledge about others.

INSTRUCTIONS

•This quiz consists of 4 multiple choice questions.

•For each question you are given five possible answers: *a*, *b*, *c*, *d*.

•To answer each question, simply click on the option you think is correct.

•If your answer is correct, click the 'Next Question' button to proceed.

•You can return here to the start at any point by clicking the button at the top of

the screen.

Click here to start
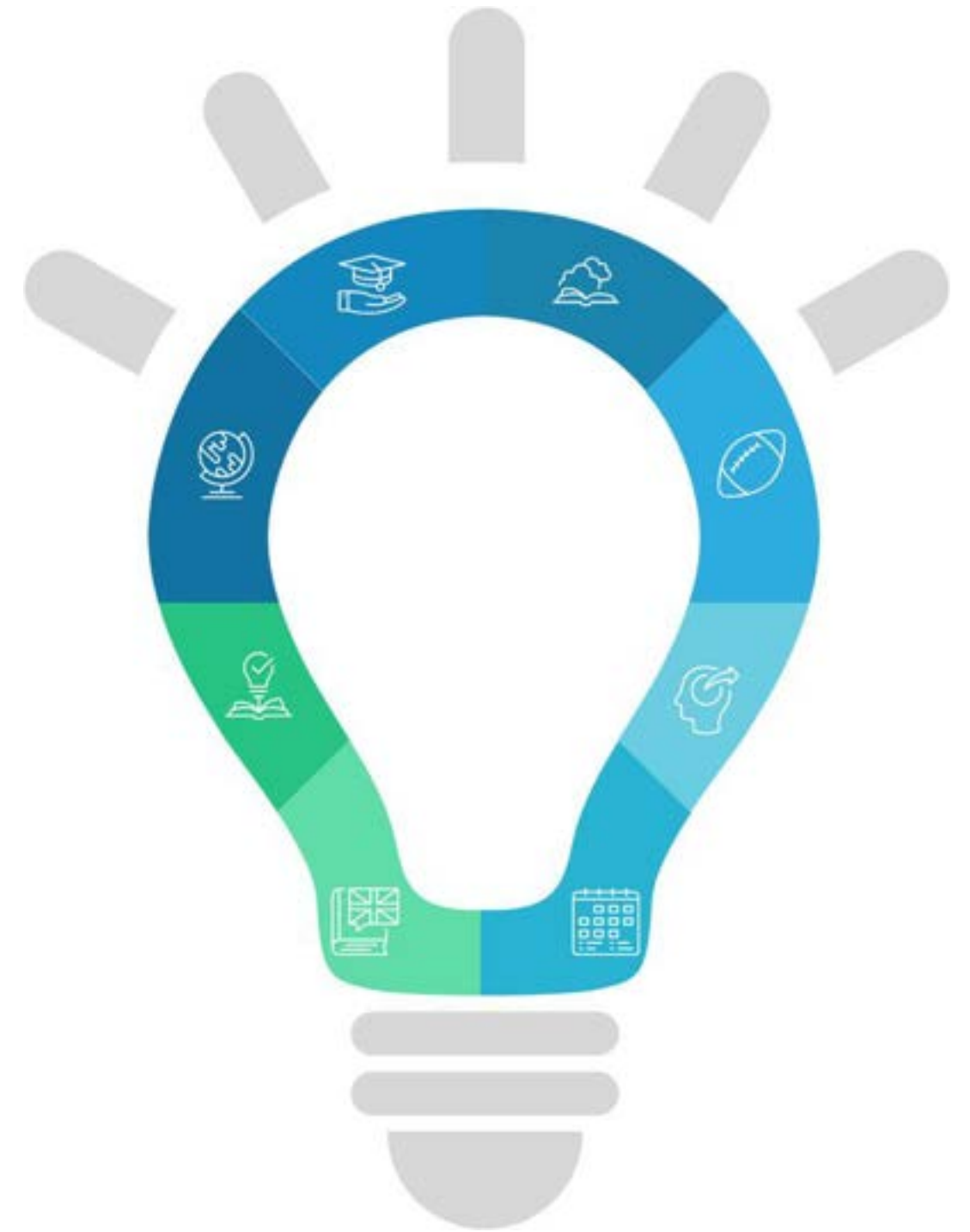
1. What are the benefits of intercultural education?

a) Reduces prejudice.

b) Encourages examination of one's own cultural background, biases, identities in

order to raise awareness about stereotypes.

c) Promotes tolerance, curiosity, openness, and empathy.

d) All of the above
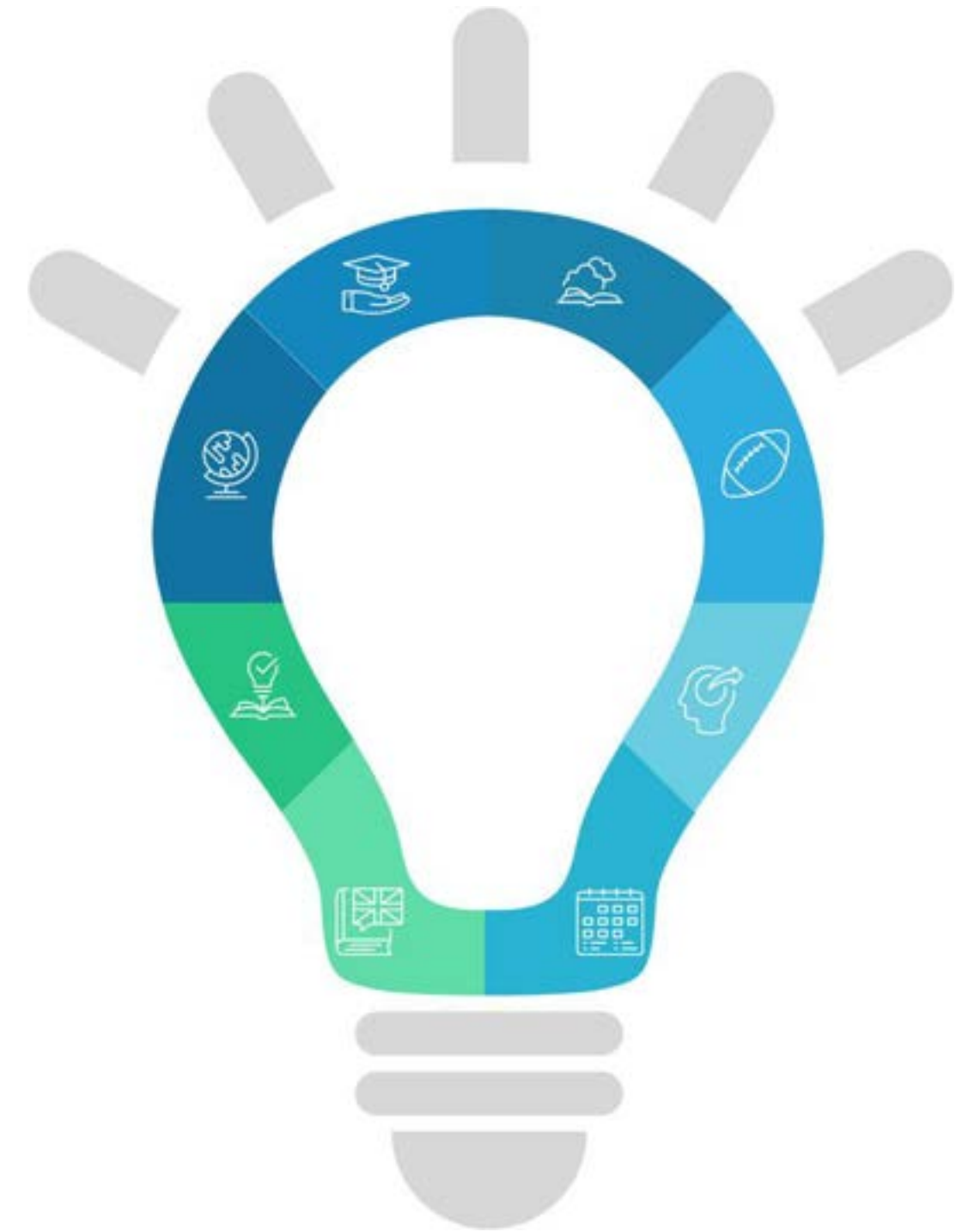
2. What is average retention rate from reading as a teaching method?

a) 10%

b) 14%

c) 4%

d) 1%
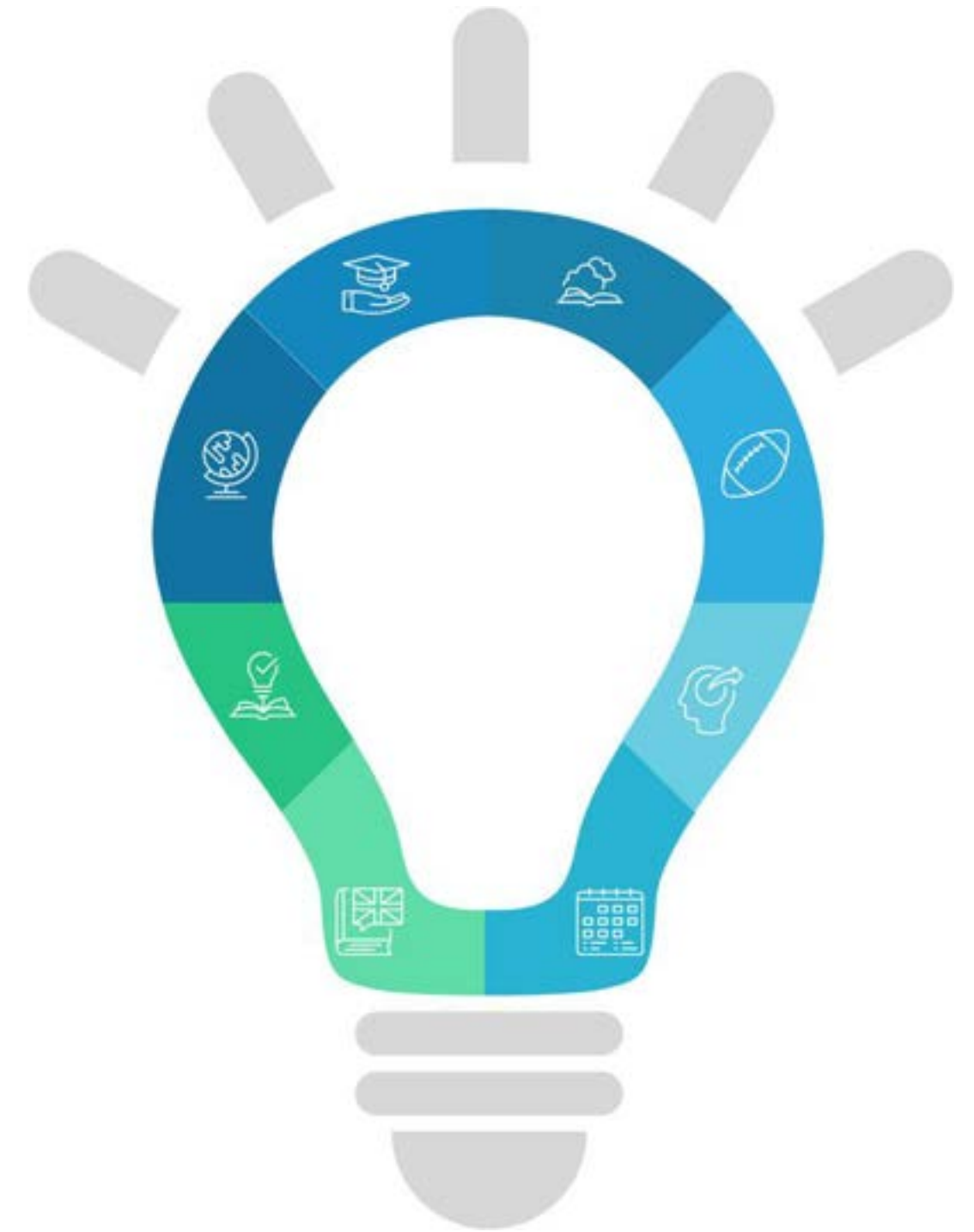
3. Gamification refers to:

a) Using of educational games in the classroom.

b) Adding game elements to traditional learning activities. ✅

c) Using games and adding game elements to traditional learning activities.

d) None of the above
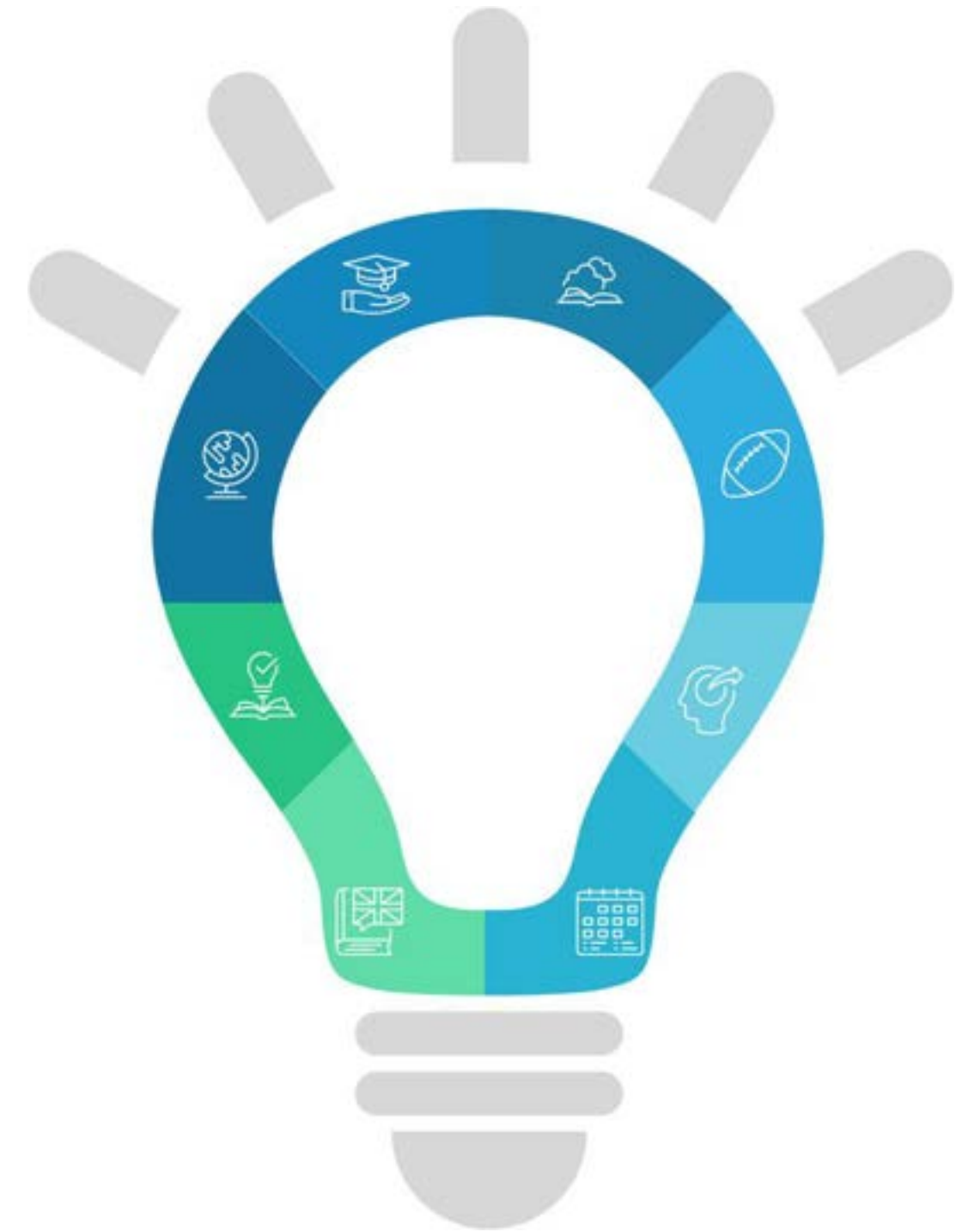
4. What is a stereotype?

a) An unfair belief that all people or things with a particular characteristic are the same

b) An unfair feeling of dislike for a person or group because of race, sex, religion, etc.

b) A fair belief that all people or things with a particular characteristic are the same.

c) None of the above
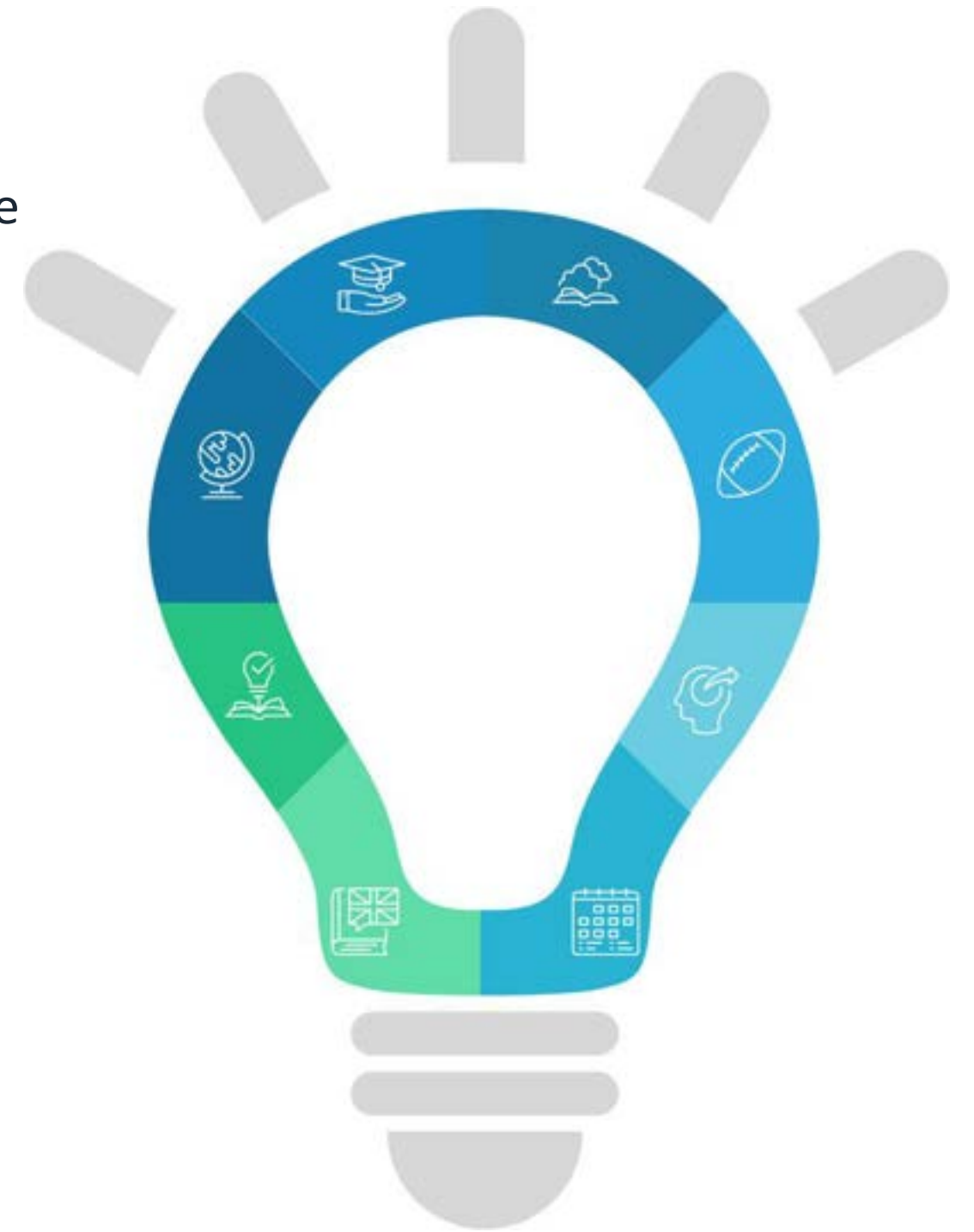
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E-learning course

Module 2: The role of games in intercultural education

GAMIFICATION
for Intercultural Education

Project number: 2020-1-PL01-KA227-SCH-095412

Erasmus+

MODULE DESCRIPTION

The role of games in intercultural education

Session Aim

The role of games in intercultural education

Core skills developed

Information processing, collaborative working, communication skills, system skills, exploring attitudes & values

Timing

[385 minutes]

Required items

PCs, laptops, flipchart, stationery, projector, internet
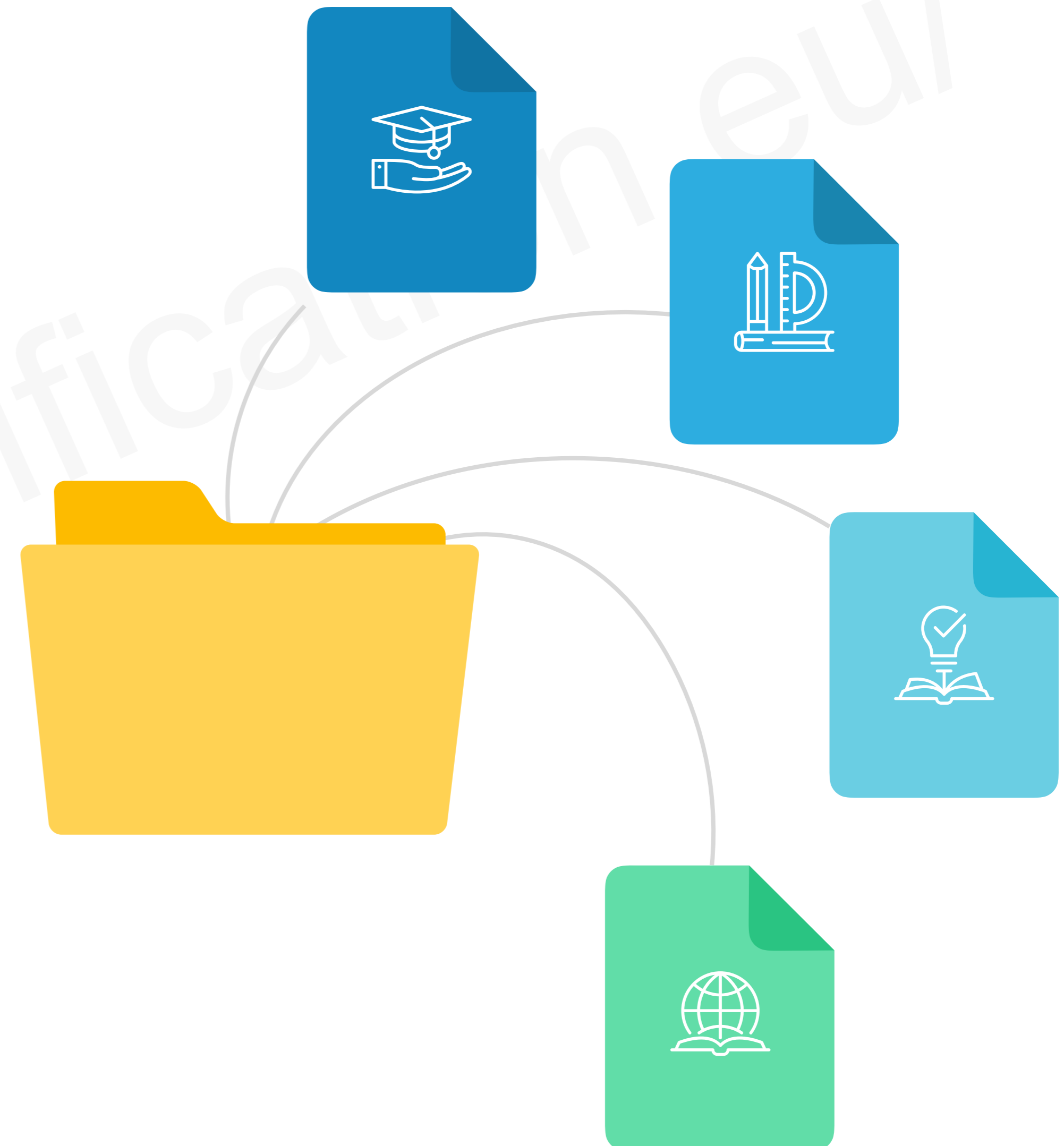
TABLE OF CONTENTS
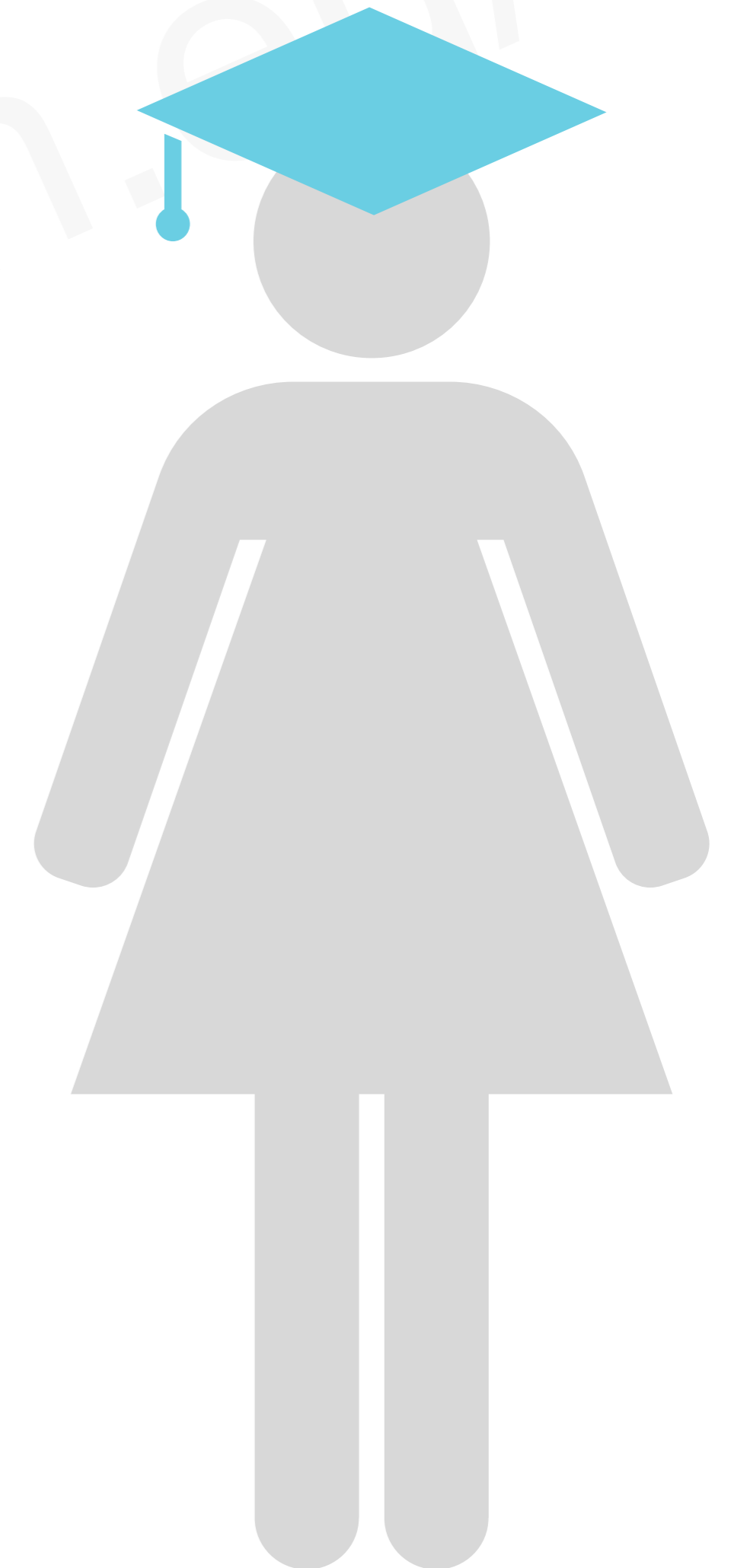
Gamification for Intercultural Education

Session 1

2.1 Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

Session 2

2.2 The challenges of using games in schools and ways to overcome them

Session 3

2.3 Impact of games on the student's learning about intercultural education and teacher's practice

Session 4

2.4 Student-centered learning through games for intercultural education

Session 5

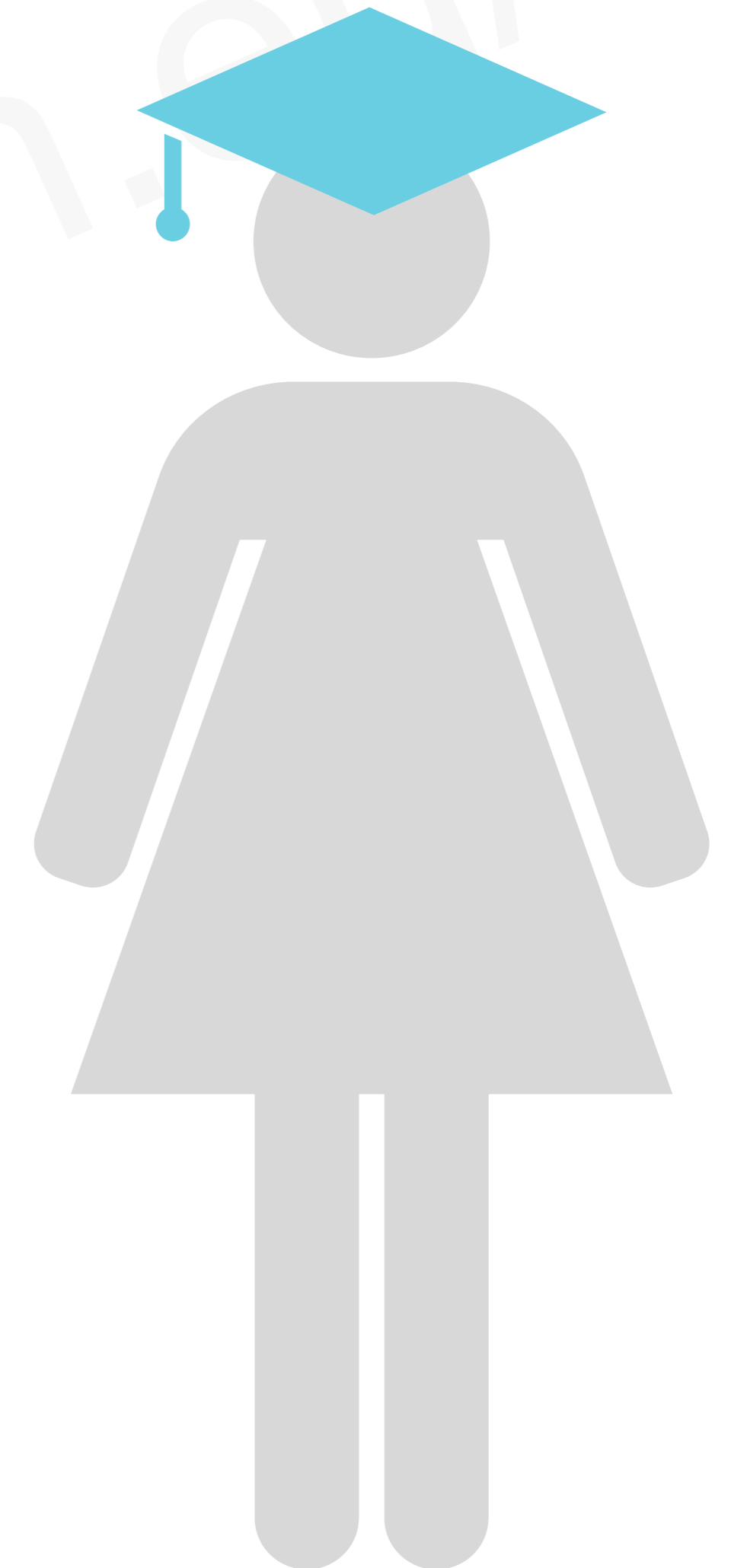2.5 Introduction to active learning method: teaching intercultural education through games

Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

Session 2.1

GAMIFICATION for Intercultural Education

4

The didactic game is a means of teaching, assimilating, consolidating and facilitating the learning process that is increasingly used today, as its efficiency and positive results have been proven through a series of research and scientific studies.
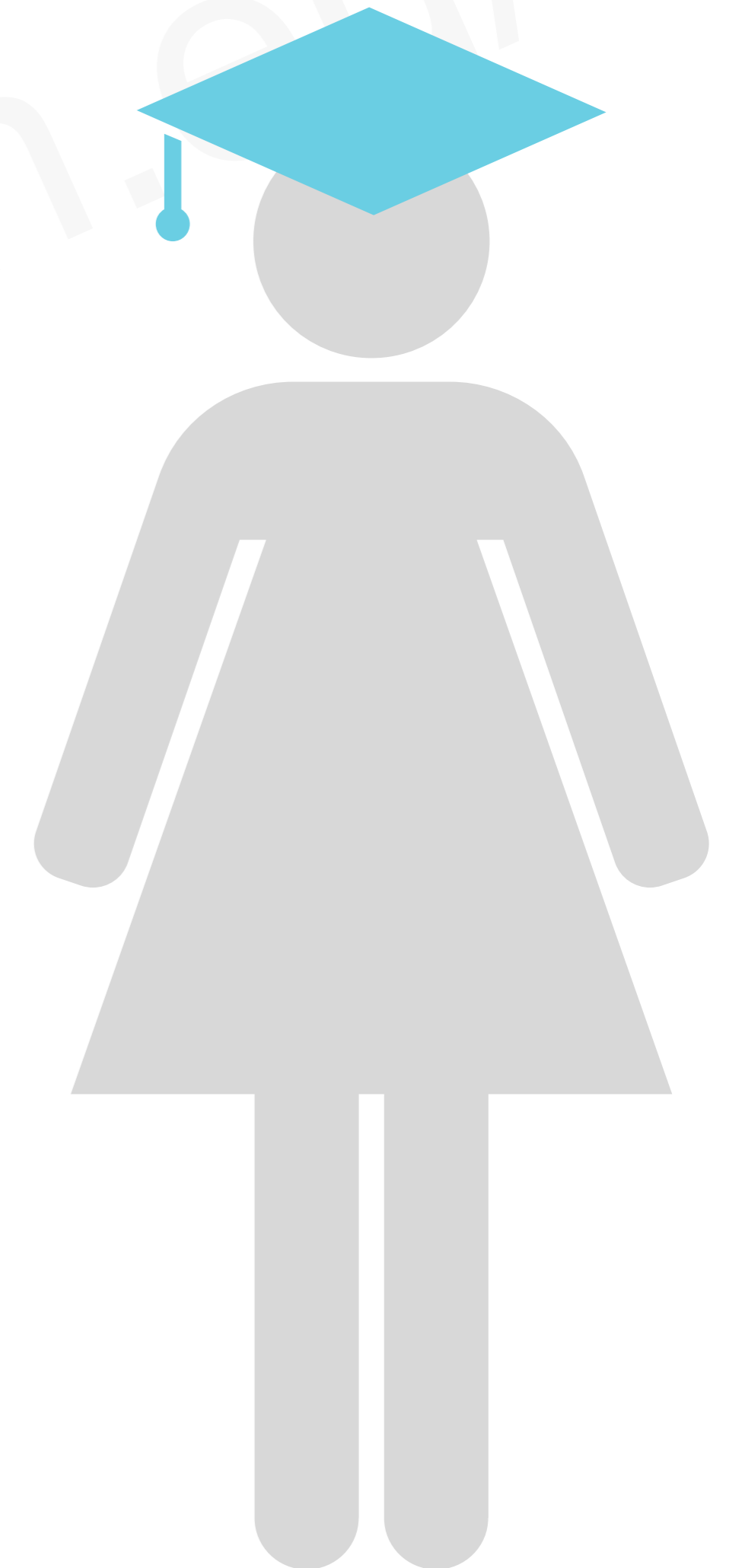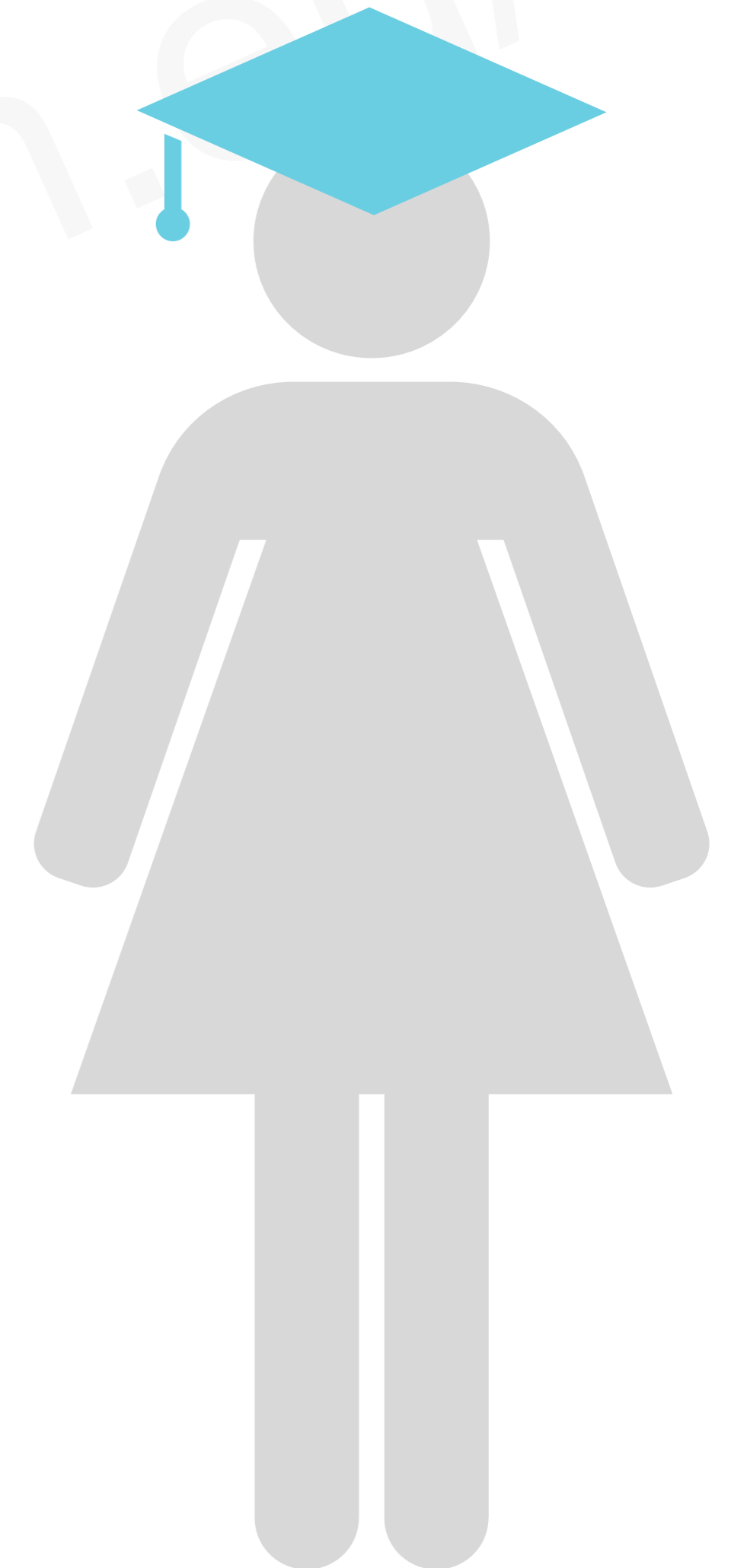
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Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

Session 2.1

A game becomes a didactic activity when it is assigned complementary information in order to enrich or strengthen students' knowledge of the content of a particular discipline.
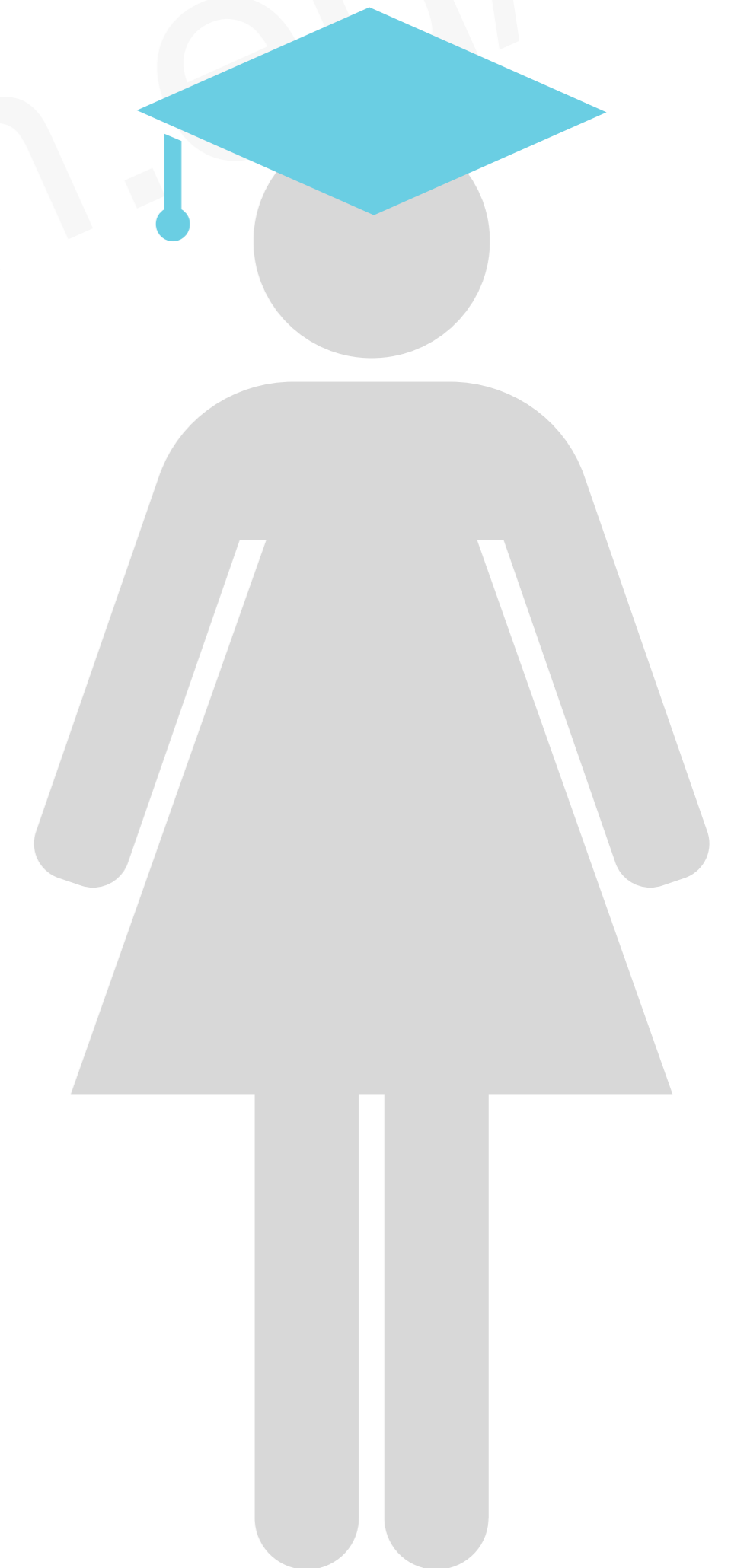
Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

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Session 2.1

The didactic game can be defined as a combination of the traditional learning process with the fun, captivating and recreational element of the game.

GAMIFICATION
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Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

Session 2.1

Despite the fact that it is a fun and entertaining activity, the students see the game as something serious whose importance places it in the first place.

Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

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Session 2.1

Therefore, this strong link between the student and the game can increase the efficiency of their education, and a very positive aspect of the didactic game is that it can be introduced in any discipline and at any time of the lesson, as it can be used for knowledge, consolidation and recapitulation.
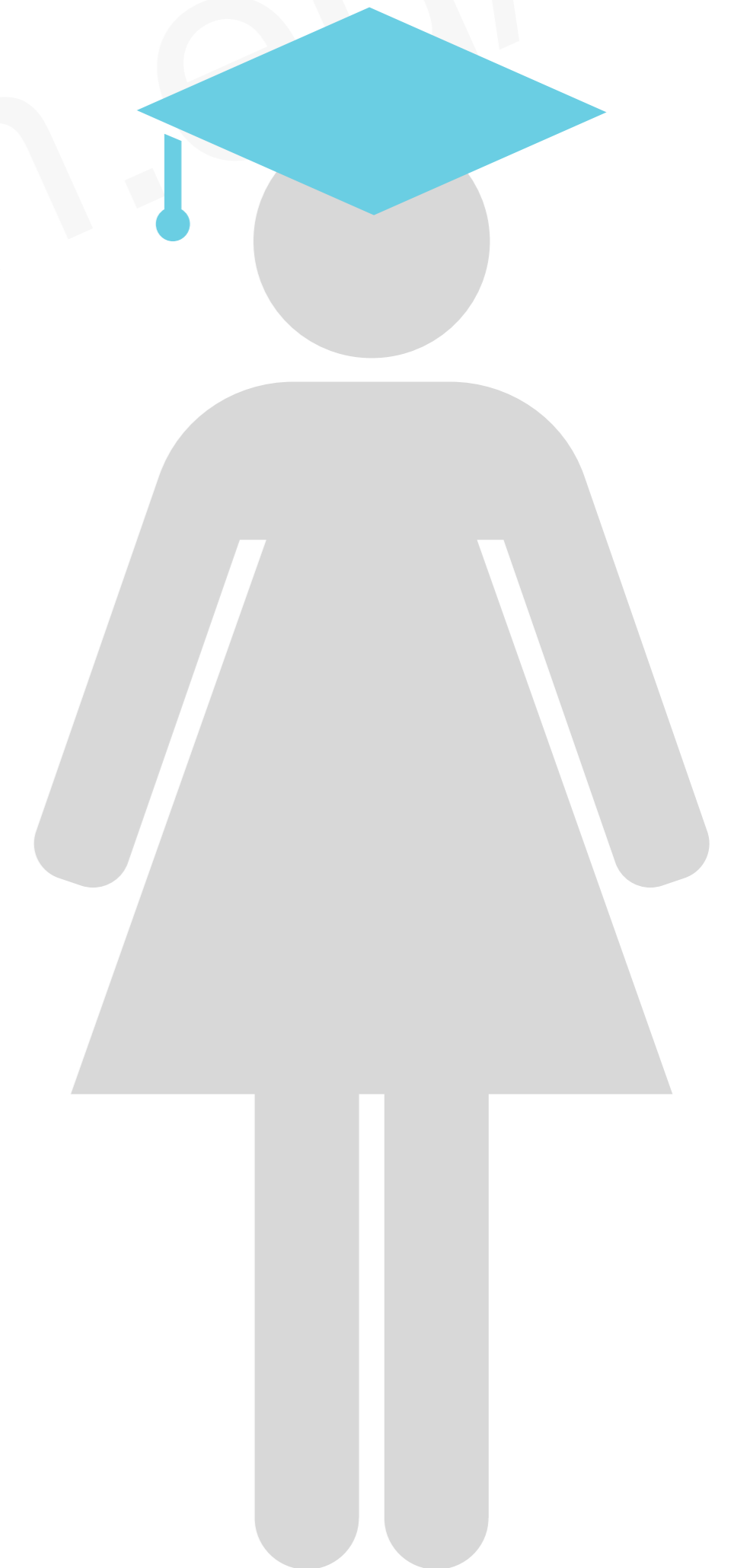
Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

9

Session 2.1

Moreover, it is a stimulating activity, attractive and accessible to students that aims to develop and actively participate in them during the lessons.
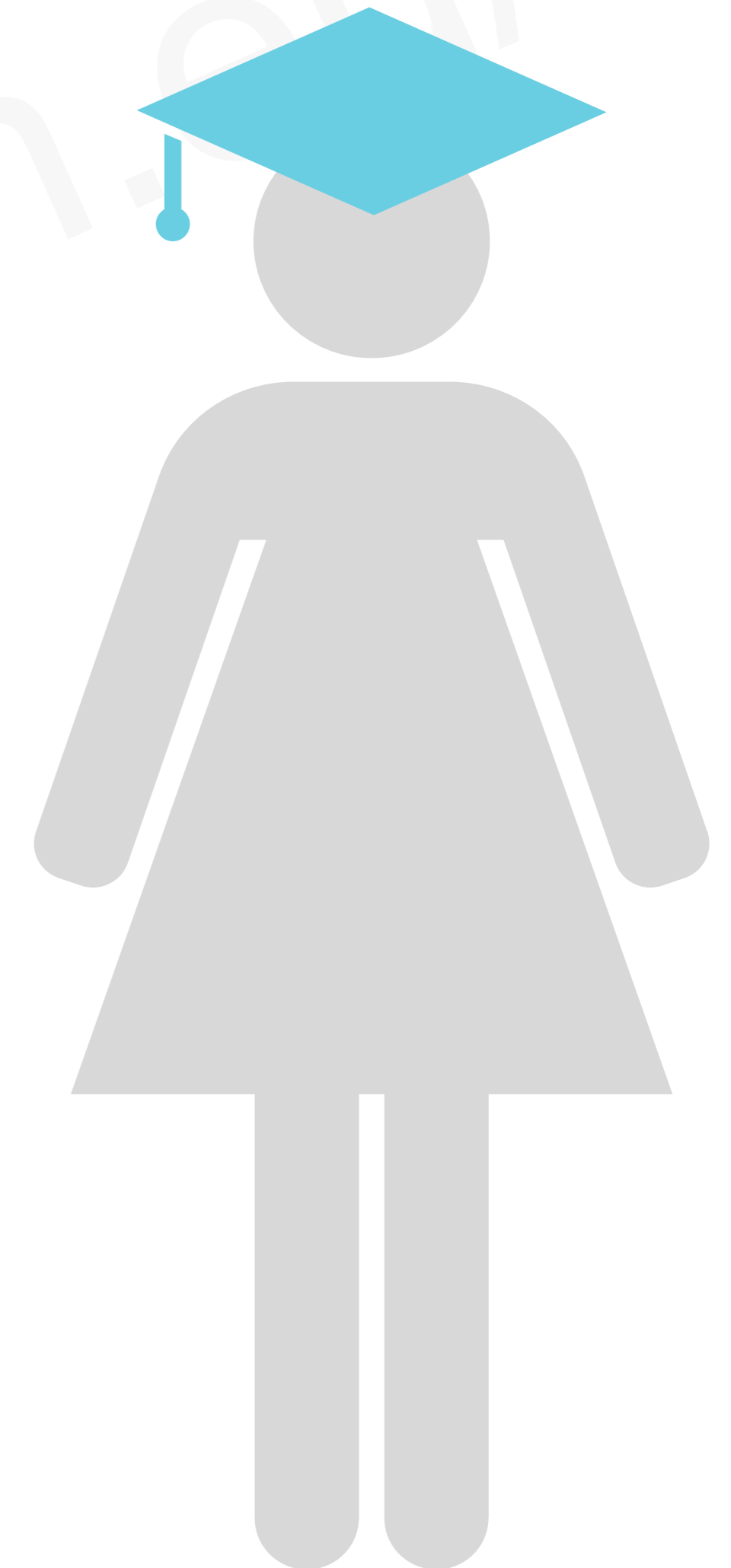
Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

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Session 2.1

The didactic game captures the students' attention, develops their thinking and ability to concentrate and encourages them to be curious and to want to learn as many new things as possible.

Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

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Session 2.1

The structure of the didactic game:
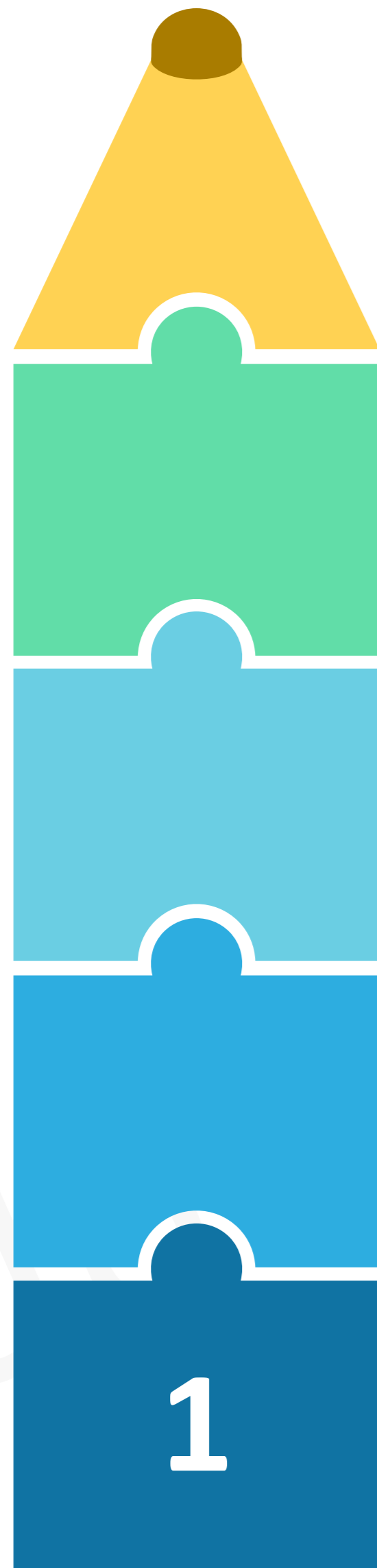
1. The purpose of the game

The didactic game, like the vast majority of educational activities, has a purpose that must be fulfilled as a result of the realization of the game. The purpose of the teaching game may be to develop students' knowledge of the content of a particular subject, to develop the skills of thinking, communication or cooperation, the ability to work in a team with other students or adults or any other purpose provided they are educational.

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Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

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Session 2.1

The structure of the didactic game:

2. Game content

The content of the didactic game must be interesting and attractive in order to arouse the students' interest and curiosity and must be related to the topic that is approached in the given activity. Topics on which the content can be based are: intercultural education, language and communication, marine animals, mathematics and environmental exploration, well-being, educational stories for students, and more.
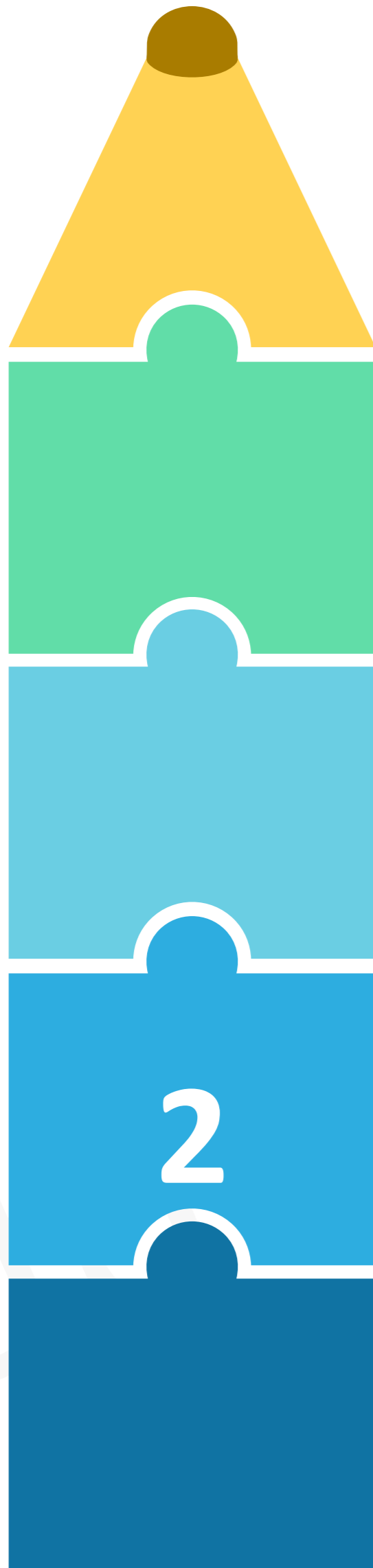
GAMIFICATION
for Intercultural Education

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Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

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Session 2.1

The structure of the didactic game:
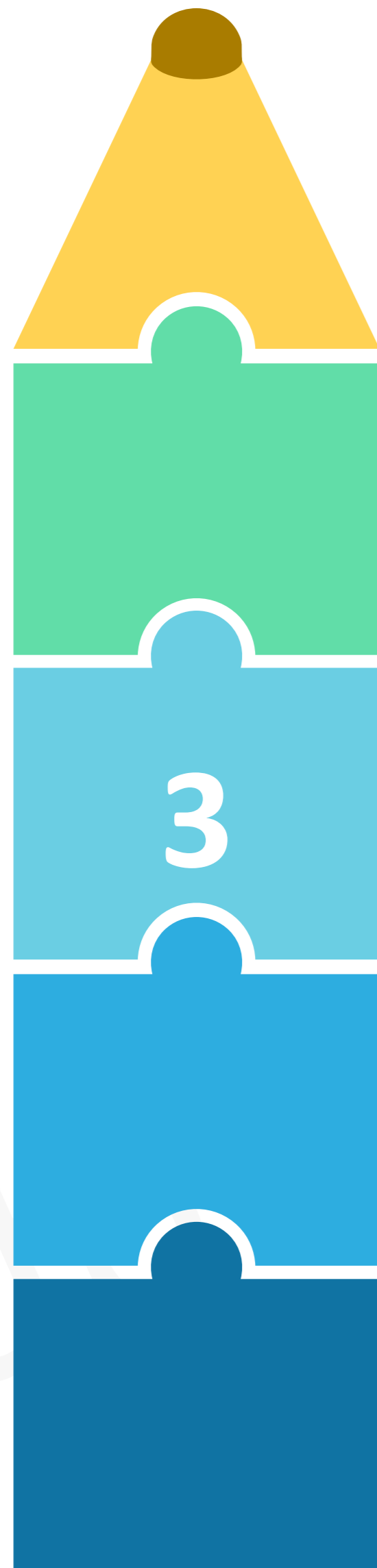
3. The didactic task

The didactic element of the game must present the instructions of the proposed game. The teaching task will have to be understood by the students so that they can understand what is required of them from this activity. For example, the little ones will have to use their imagination and creativity to meet the requirements of the game or they will have to use their attention to discover and observe different clues.

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Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

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GAMIFICATION
for Intercultural Education

Session 2.1

The structure of the didactic game:

4
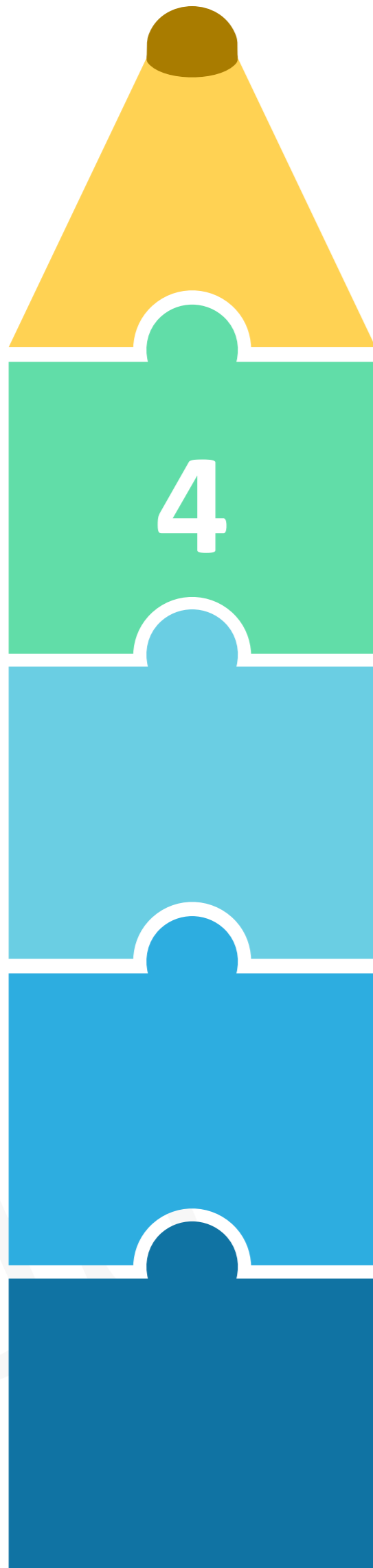
4. The rules of the game

Each didactic game will have its own rules. Before starting the game, it is important for the little ones to know the rules that they have to follow in order to complete the teaching task. The rules must be simple and easy to remember in order for the educational game to be as engaging and interesting as possible for the little ones. For example, these rules can clarify what tools students can use during the game, what kind of questions they are allowed to ask, and what they should not do during the game.

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Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

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Session 2.1

The structure of the didactic game:
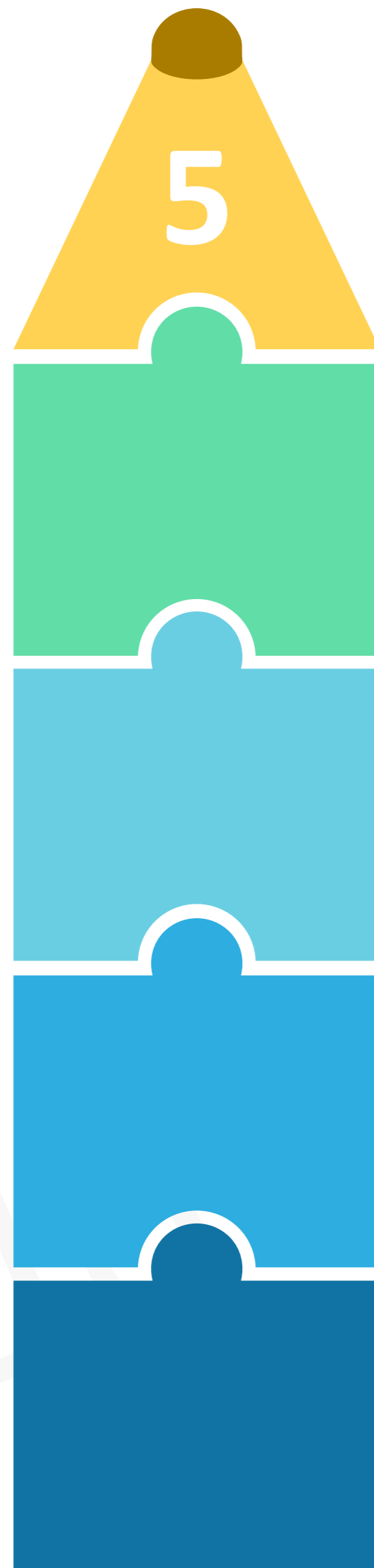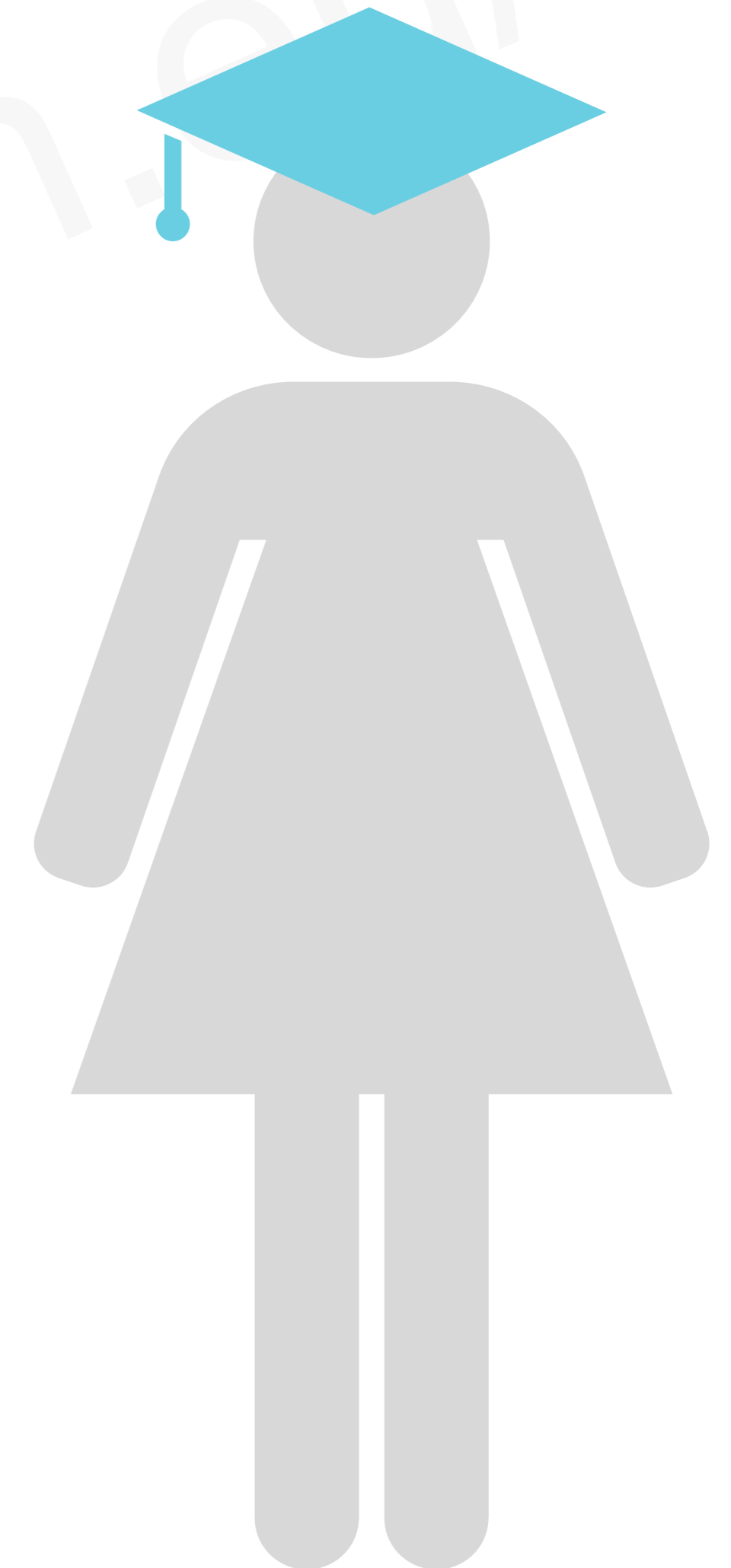
5. Game elements

These are the details of the game that will have the role of capturing and maintaining the student's attention in order to transform this simple activity into an activity that is as attractive and captivating as possible for the little ones. Items may include teamwork, rewards, and a variety of teaching materials (visual aids, worksheets, drawings, interesting cards, and more).

GAMIFICATION
for Intercultural Education

5

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Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

16

Session 2.1

The didactic game thus becoming a fun activity through which students will be able to develop a positive attitude towards the complex learning process.
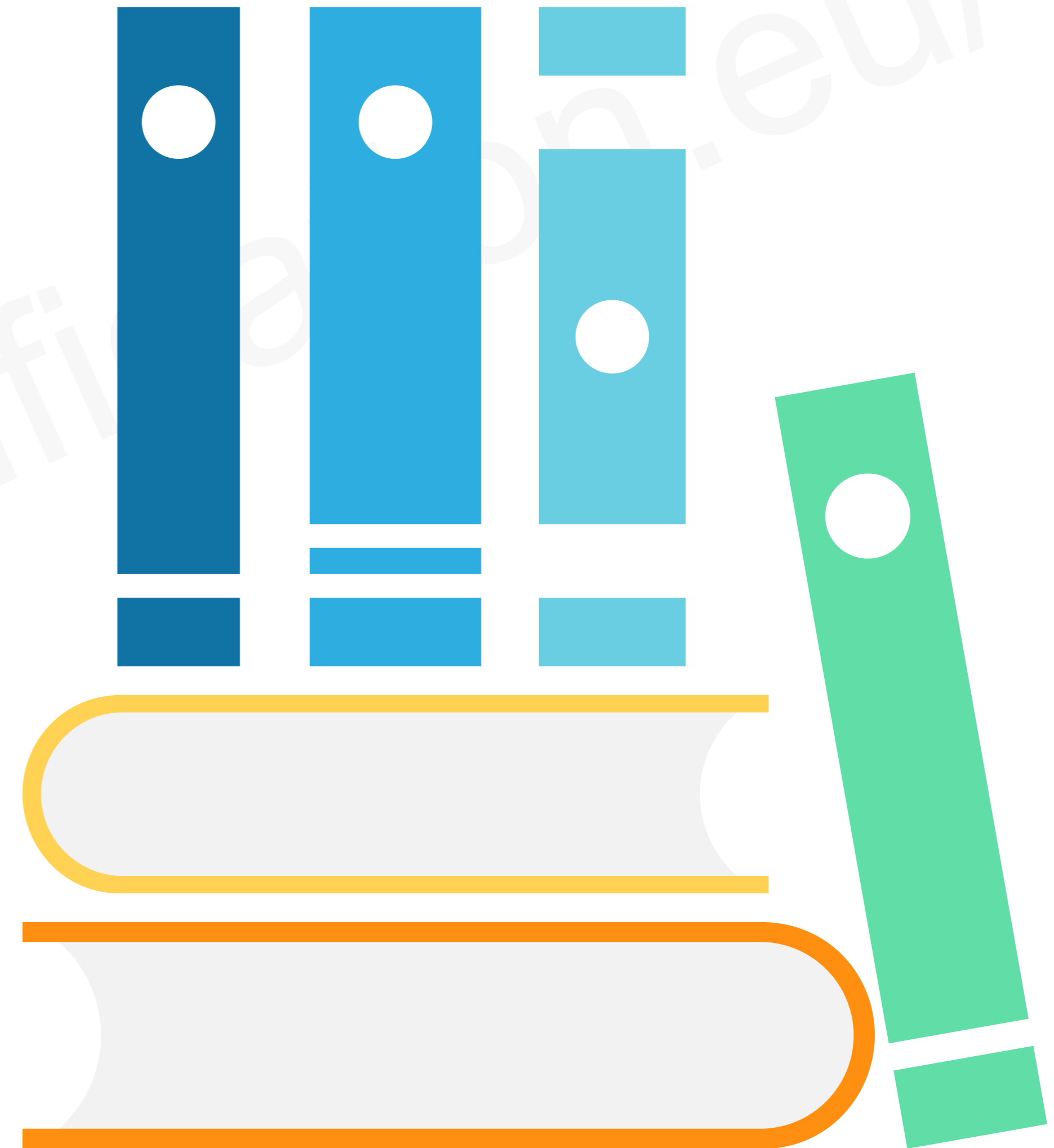
Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

17

Session 2.1

◆ **Benefits of using outdoor games:**

● Outdoor games encourage students to show physical effort, and being active will serve for more effective learning.

● Being in a wide area rather than a restricted area will increase the interaction of the student with nature and friends.

● It will be easier to customize the game rules according to the current conditions.
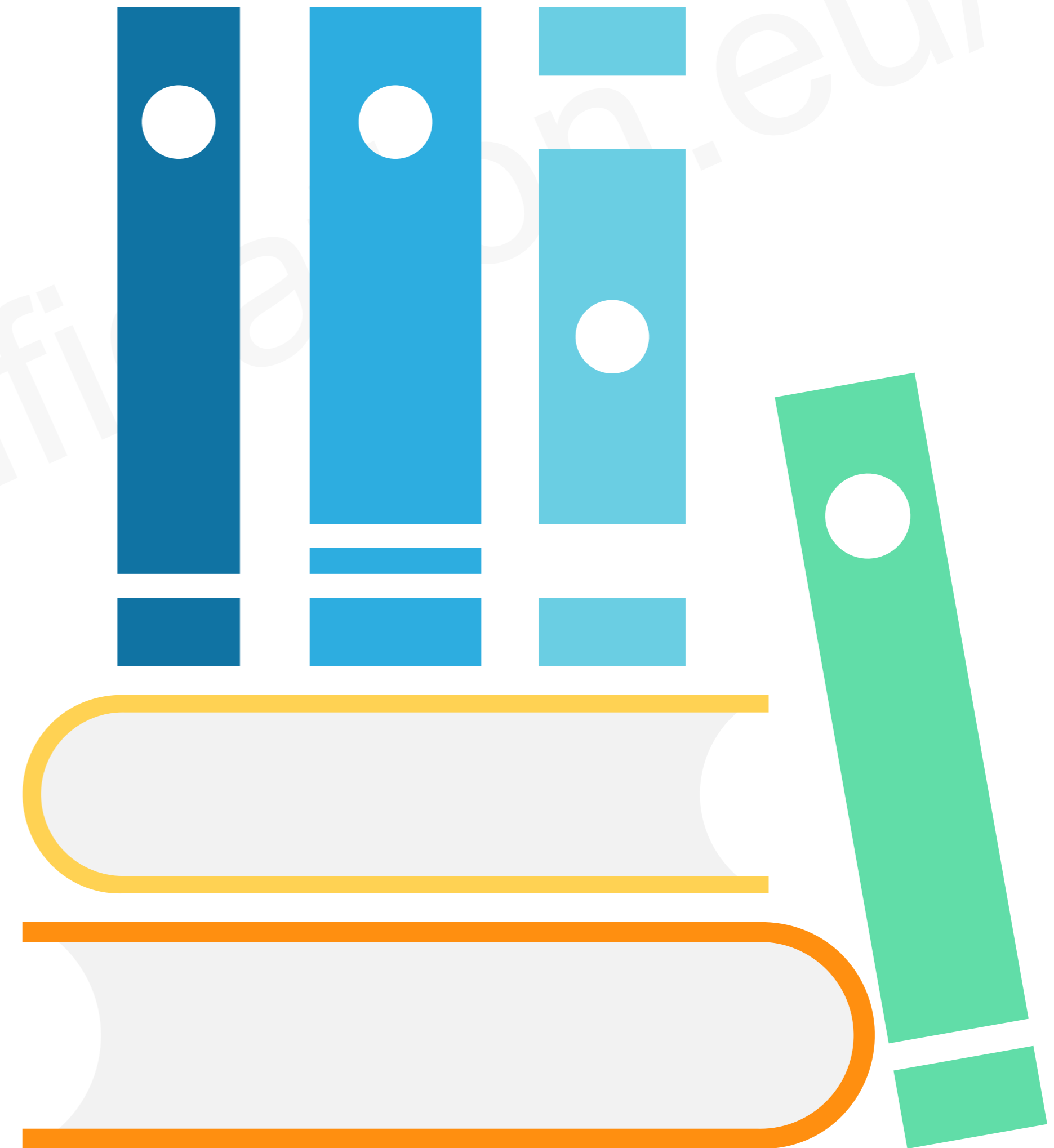
Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

18

Session 2.1

◆ **Benefits of using digital games:**

- Digital games allow learners to experience learning without physical exertion within a specific space and time frame.

- Digital games can provide various alternative opportunities in learning environments where time and space constraints exist.

- Digital games can be great tools for individualized learning, especially if your target group consists of different player types, learners from different cultures, etc.

- When designing a learning process in groups of a few people, it enables virtual players to play the game.

- When designing a learning process in groups with many people, it allows the teacher to control the game and students more efficiently.
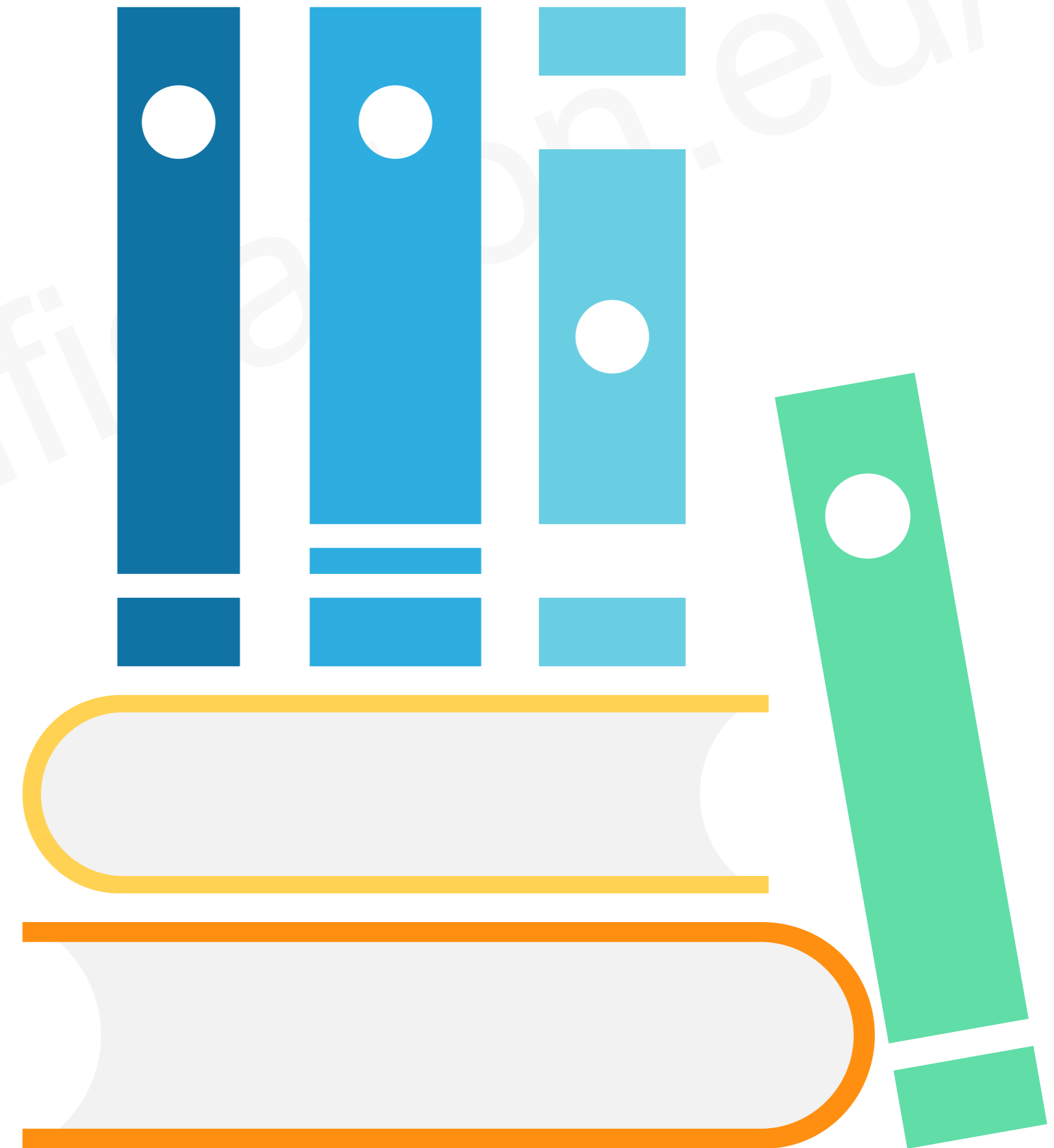
Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

19

Session 2.1

◆ Benefits of using board games:

- Board games enable a minimized game space, in case physical environment and time frame are not suitable.

- They are generally more convenient for pair-games; but of course, there are board games for 3 players or more, as well.

- Board games are inexpensive to produce.

- Students can learn or discover positive social behaviors from their peers or together.

- It can allow students to learn in more "real world" circumstances.

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ACTIVITY HANDOUT 1

[Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)]

Core skills developed

- Collaboration, communication, imagination, investigation;
- Analysing, applying critical thinking and problem solving methods.

Timing

50 minutes

Required tools

PCs, laptops, flipchart, stationery, projector, internet

Description

Discuss (20 minutes):

1) The learners, in groups of 2-3 are asked to create a list about their favorite games (including outdoor, digital, and board games) and find out some benefits of those games.

2) In plenum (class discussion) all learners exchange thoughts about the game's benefits they have found out.

Collaborate (30 minutes):

The team must decide which are essentials and which are optional and write them down in a shared google doc.

Evaluation of session 2.1

21

Games as a tool to enhance learning. Benefits of using games in the classroom (including outdoor, digital, and board games)

1. A benefit of using outdoor games is (tick the correct options):

✅ a. increase the interaction of the student with nature and friends
b. enable virtual players to play the game
c. allow learners to experience learning without physical exertion within a specific space and time frame

2. Digital games allow learners to experience learning without physical exertion within a specific space and time frame.

✅ a. True
b. False

3. A benefit of using digital games is (tick the correct options):

✅ a. allows the teacher to control the game and many students more efficiently
b. encourage students to show physical effort
c. increase the interaction of the student with nature and friends

4. Board games are generally more convenient for pair-games; but of course, there are board games for 3 players or more, as well.

✅ a. True
b. False

The challenges of using games in schools and ways to overcome them

Session 2.2

The challenges of using games in schools:

◆ Adapting/designing the games in order to meet certain learning outcomes and make them useful in the classroom.

◆ Adapting/designing the games in order to create an engaging atmosphere that is suited to all the learners' ability.

◆ There are some school managers and parents who consider using games in school as a waste of time.

◆ The cost of funding to buy/design a game.

◆ Game designing requires knowledge, abilities and certain proficiencies from teachers.
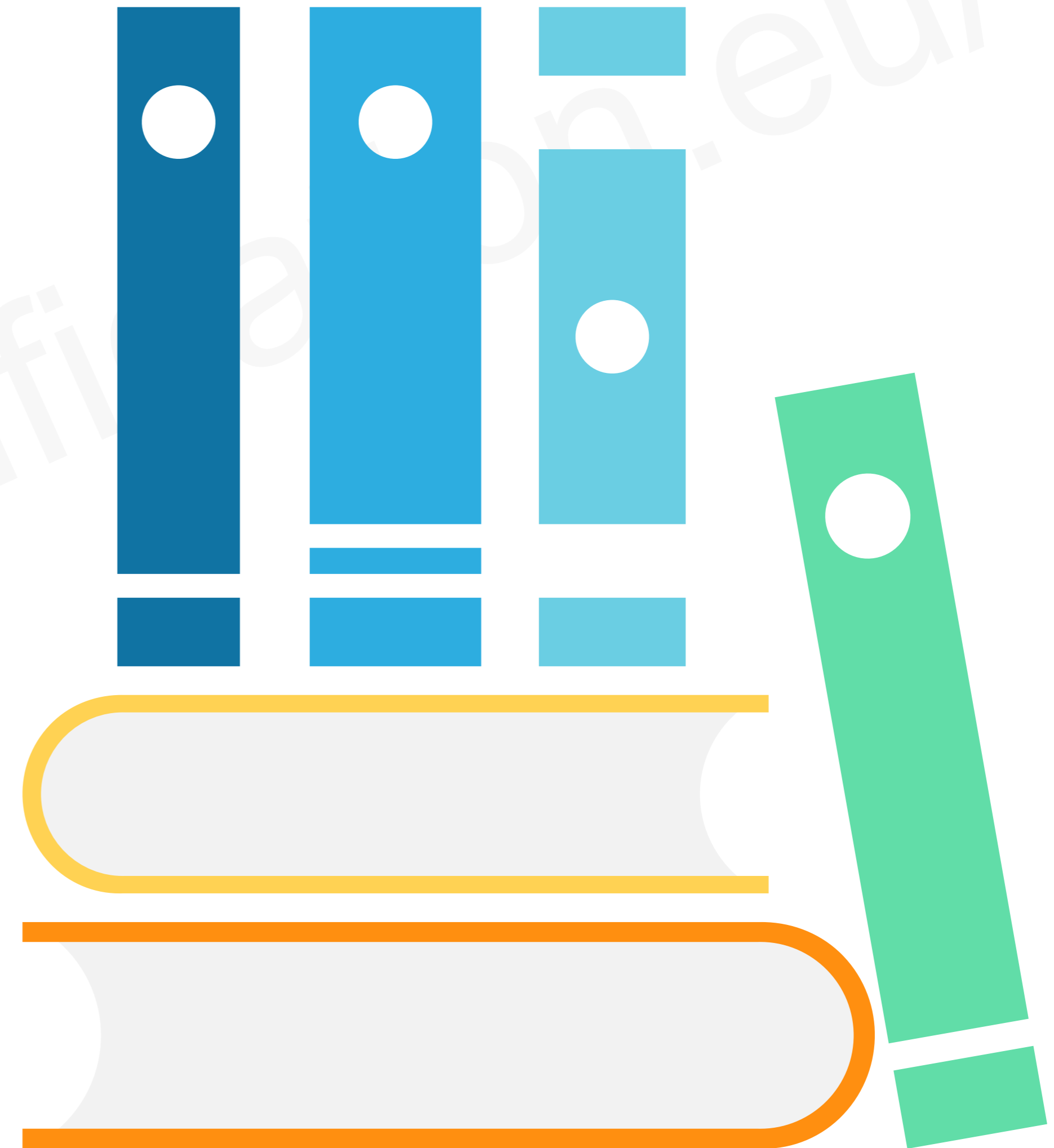
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Session 2.2

Ways to overcome the challenges of using games in schools:

1. Make A Plan

While you don't know what is going to happen in the future, you can always plan ahead. Look at the patterns in your lessons/classroom and see what challenges you've struggled with. Assess the optimal outcomes and make a plan for how you can achieve them. If a challenge is time management, then you can learn and plan for calendar management, for example.
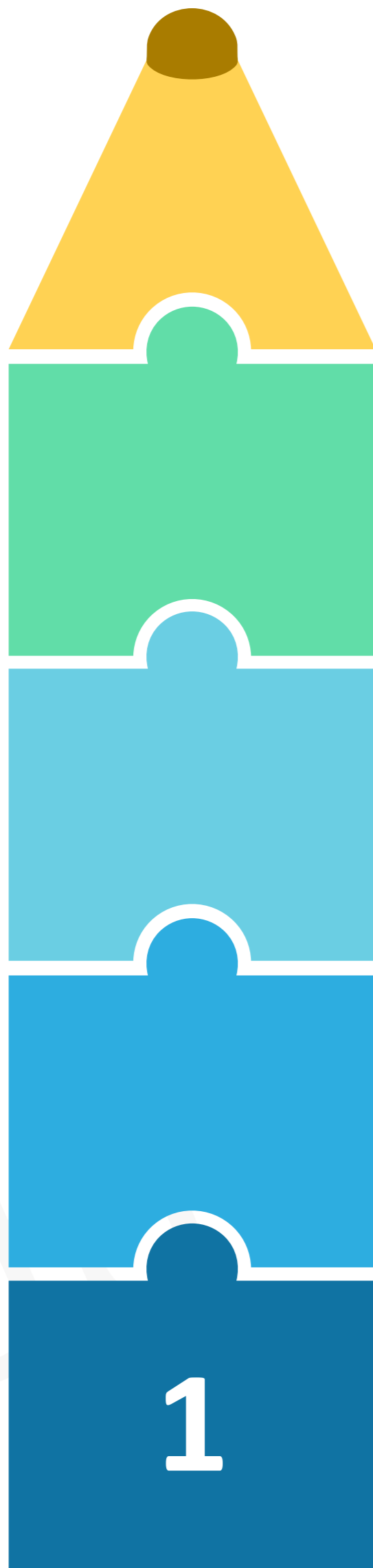
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The challenges of using games in schools and ways to overcome them

Session 2.2
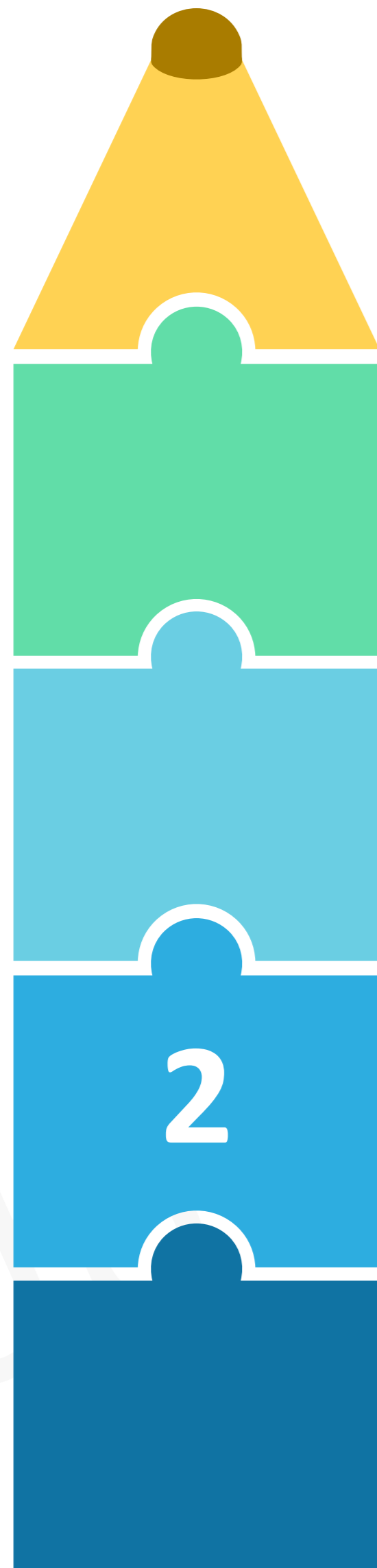
Ways to overcome the challenges of using games in schools:

2. Know You're Not Alone, So You Can Ask For Help

Try to reach out to your colleagues, community and network. Speak your issues, feelings and express your concerns in all aspects of them. There are others who have been through it too tand who want to help you succeed.

2

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Session 2.2

Ways to overcome the challenges of using games in schools:

3. Take Risks

To accomplish great results, you have to be open to taking risks. With whatever challenges may arise, always think and dream at results. That way, you will achieve more than you could have ever imagined. Try not to let your thoughts get in your own way.

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The challenges of using games in schools and ways to overcome them

Session 2.2

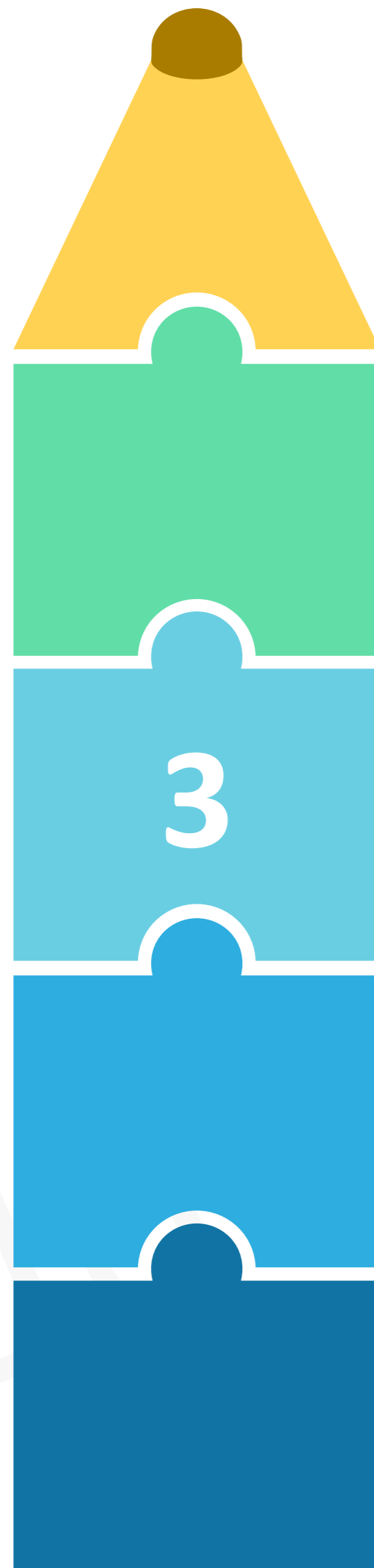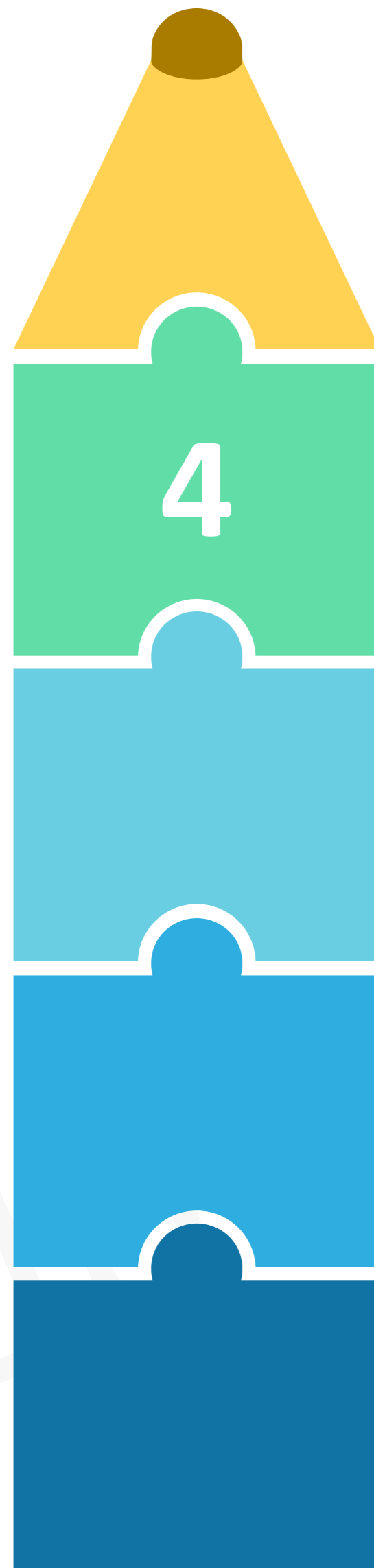# Ways to overcome the challenges of using games in schools:

4. Don't Give Up

When a challenge arises, don't give up! Persistence is a huge key to overcoming challenges. Giving up means that you will neither overcome the challenge nor learn from it. Power through challenges by asking for support, feeling your feelings, and making a plan to work through it.

4

Session 2.2

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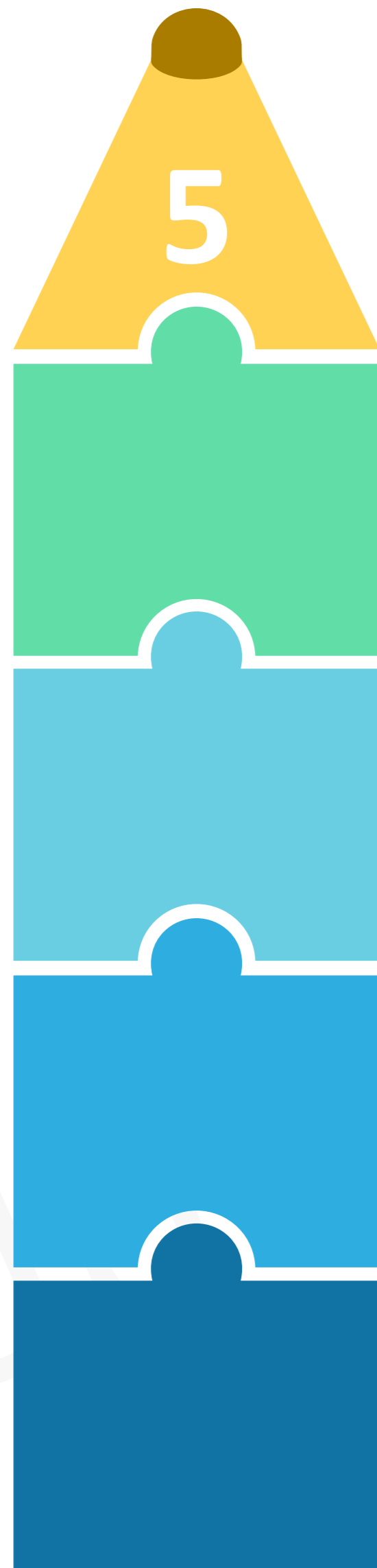
Ways to overcome the challenges of using games in schools:

5. Work Smart, Not Hard

Generally, there is more than one way to get something done. However, there's always just one optimal way or best way of doing it. To work smarter rather than harder, start by working backward. Outline and define your goal. Then, plan the process for how to get there. Perform research to see how others who have come before you have done it. Take count of your own skills and ideas for how you may be able to do it better. Then, stick to your path and get to work!

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ACTIVITY HANDOUT 2

[The challenges of using games in schools and ways to overcome them]

Core skills developed

- Collaboration, communication, imagination, investigation;
- Analysing, applying critical thinking and problem solving methods.

Timing

65 minutes

Required tools

PCs, laptops, flipchart, stationery, projector, internet

Description

Discuss (15 minutes)

Teacher informs learners that the lesson will be in the form of a contest, with diplomas and prizes at the end. Teacher explains to learners that, like in a game, they will have to pass different levels and they will have the possibility to acquire different bonuses. Teacher presents to learners the topic of the new lesson - The challenges of using games in schools and ways to overcome them.

1. The learners are asked through a brainstorming to create a list about the challenges of using games in schools. (1 point for every answer). The most active 3 learners will get a bonus, i.e. they will be given the chance to choose the group they want to work with, in the group activities.

2. In plenum (class discussion) all learners will group them for the group activities.

ACTIVITY HANDOUT 2

[The challenges of using games in schools and ways to overcome them]

Description

Collaborate (30 minutes):
After organizing the groups according to the results of the previous activity, learners are asked to prepare a collaborative presentation about the ways to overcome the challenges of using games in schools. (1 point/1 solution/each member of the group). The members of the group have the chance to choose their role in the group, according to the different difficulty levels. They will also have to prepare a catchy presentation of their work wonder. They will be able to choose their strategies in order to achieve their task.

Produce (20 minutes):
Each group will expose their presentation in front of the class and by secret vote the learners will establish the hierarchy for the best presentations. The first 3 groups will receive diplomas and stationery rewards, but all learners will receive sweet treats.

Evaluation of session 2.2

The challenges of using games in schools and ways to overcome them

1. Can asking for help be a way to overcome the challenges of using games in school?
✓ a. True
b. False

2. A challenge of intercultural education is (tick the correct options):
a. the colour of the student's pencil
✓ b. the student's beliefs
c. changing educational trends

3. Can persistence be a way to overcome the challenges of using games in school?
✓ a. True
b. False

4. A challenge of using games in school is (tick the correct options):
a. allows the teacher to control the game and many students more efficiently
✓ b. pedagogical and technical supports might be necessary (additional resources)
c. decrease the interaction of the student with nature and friends

5. Can planning be a way to overcome the challenges of using games in school?
✓ a. True
b. False

Impact of games on the student's learning about intercultural education and teacher's practice

Session 2.3
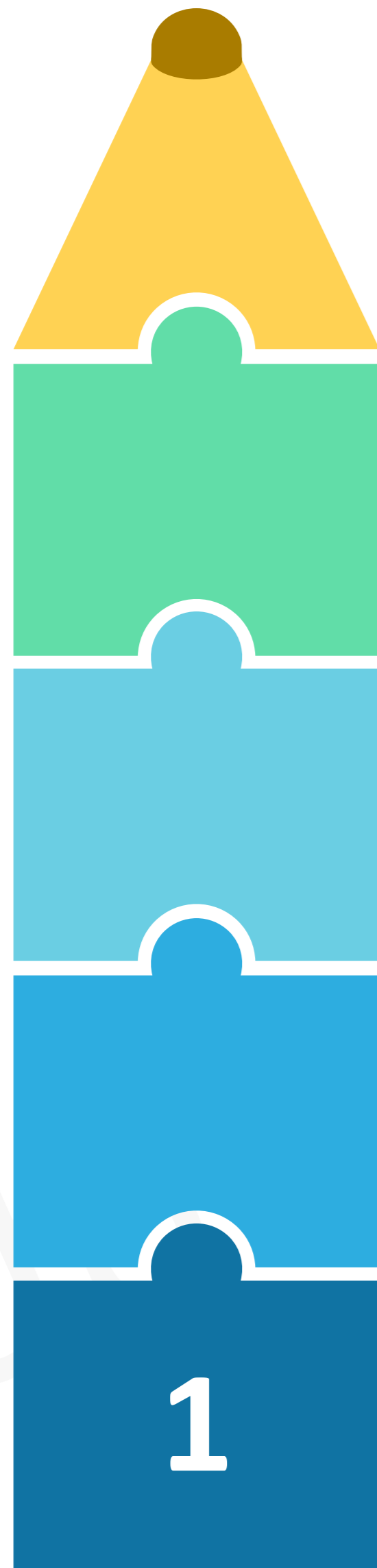
Pupils' extent of participation:

Practically, a game is designed and applied to increase users' participation. It is one of the most important games' objectives.

Thus, a teacher should always take care of trainees' participation.

1
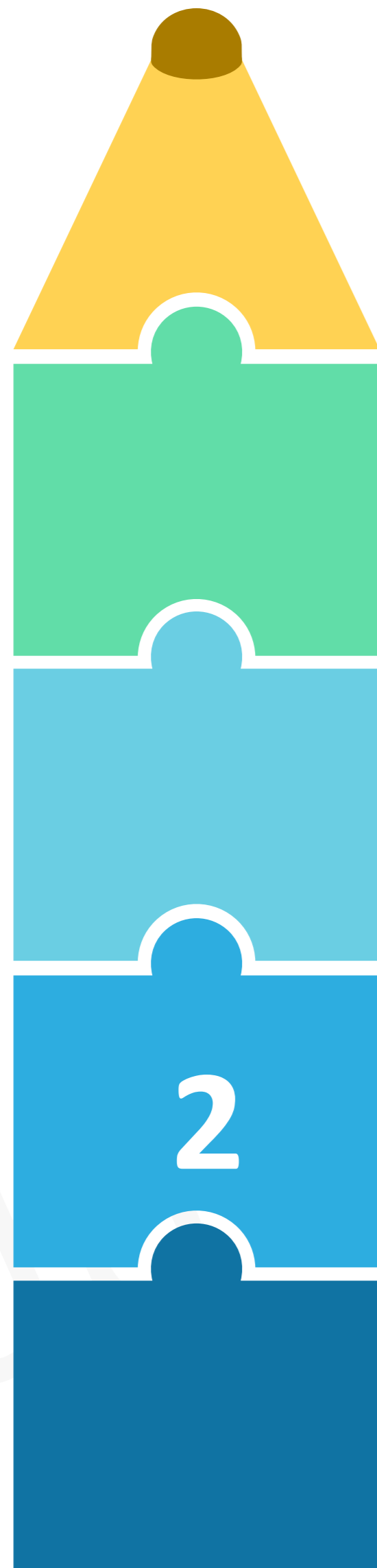
Pupils' learning progress:

Games in education are used to support the teacher's role in the learning procedure.

That's why a teacher must evaluate the usage of the game and depict the impact of games on pupils in the learning progress. In this case, a short of pupils' assessment must follow up.

Session 2.3

Pupils' psychology:

Games are widely used in the learning process because they make pupils entertain the participation. A game must nicely pass the knowledge to the pupil, no matter the teaching topic and at the same time, the participating pupil must enjoy that.

That means that at the end of the game the pupil must be happy, calm and ready to continue his/her rest of the daily activities. In a different case, if pupils feel stressed, sad or disappointed, then the impact of the game is not accepted.

Teachers must immediately cancel this game from the list of offered games and protect pupils from future usage.
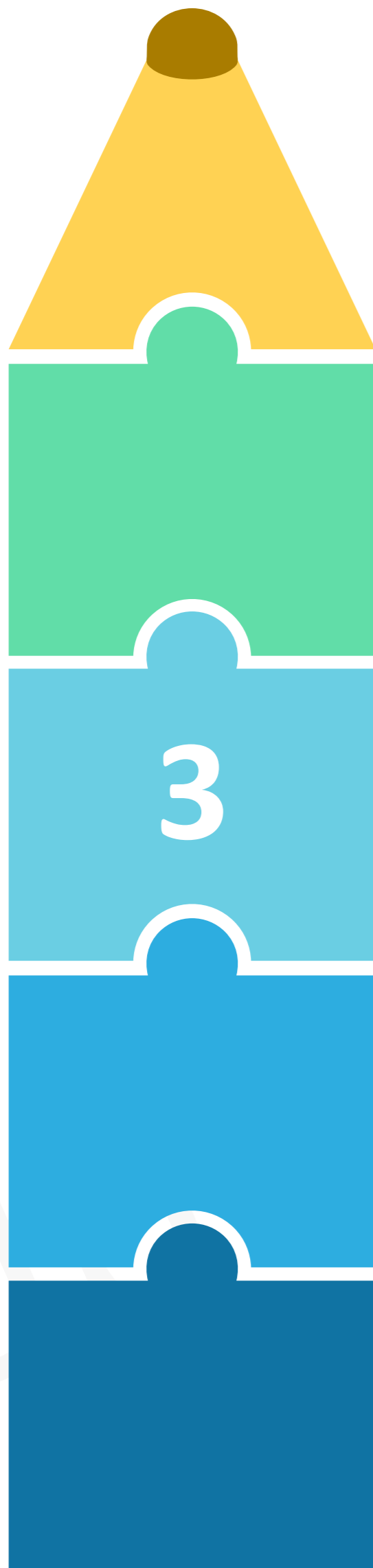
GAMIFICATION
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Impact of games on the student's learning about intercultural education and teacher's practice

Session 2.3
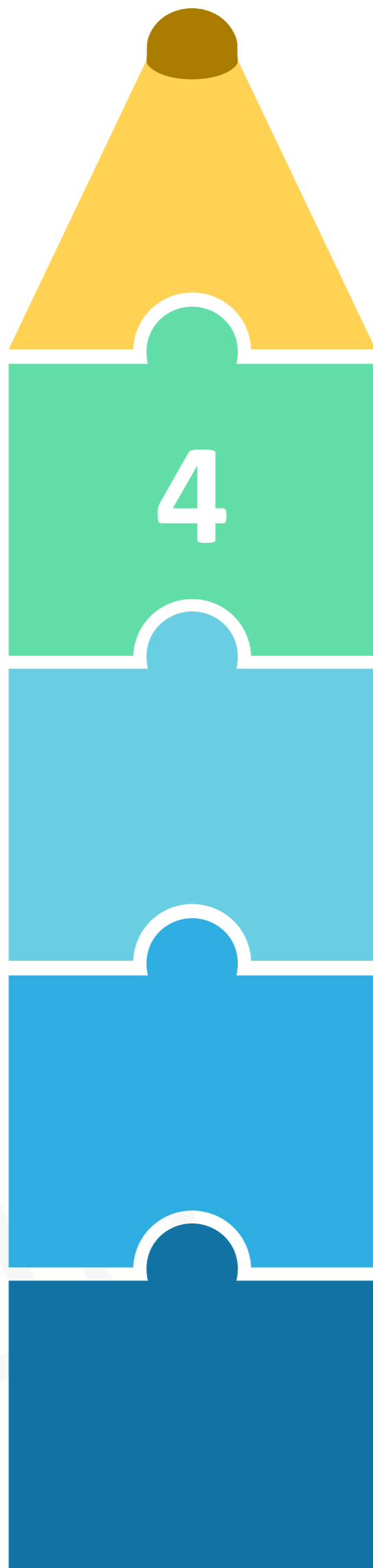
Pupils' self-confidence:

Self-confidence is a human trait that some people are born with while some people acquire it through extensive training, studying and practice.

Playing a game, a pupil usually adopts a role or simulates a situation thus causing a kind of experimentation and finally a kind of training.

Passing through this procedure a pupil should feel more confident of the topic the game was dealing with. Otherwise, the teacher should reconsider the game effectiveness.

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Session 2.3
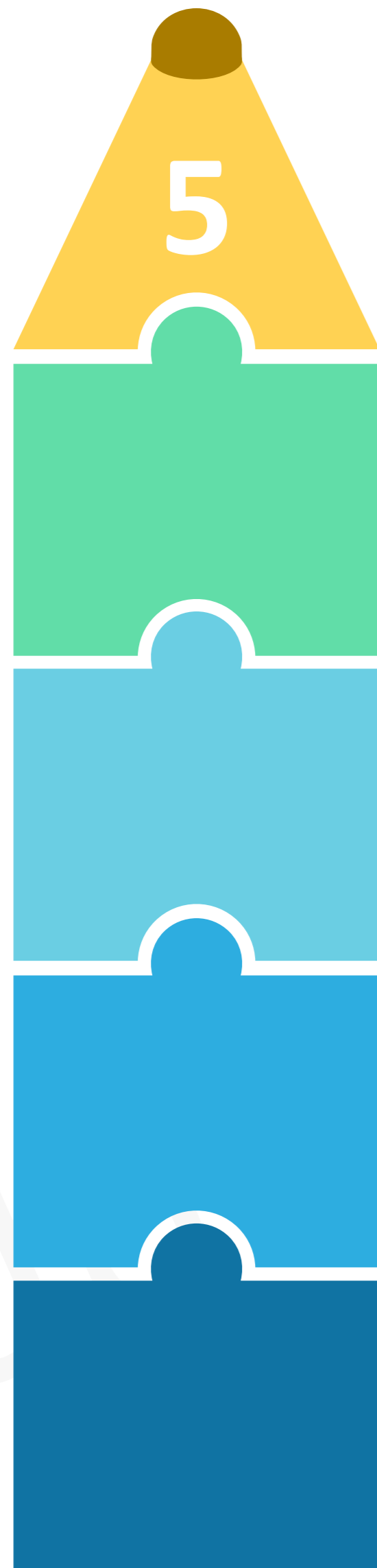
Pupils' material reusability:

A game that fulfills author (teacher) expectations, is usually a material that pupils will definitely will play again.

Thus, the teacher should consider the game reusability as a game quality factor.

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ACTIVITY HANDOUT 3

[Impact of games on the student's learning about intercultural education and teacher's practice]

Core skills developed

- Collaboration, communication, imagination, investigation;
- Analysing, applying critical thinking and problem solving methods.

Timing

60 minutes

Required tools

Cards, dices, paper, pens

Description

Discuss (10 minutes)

Teacher presents to learners the topic of the new lesson - Impact of games on the student's learning about intercultural education and teacher's practice.

Teacher informs learners that the lesson will be in the form of a contest, with diplomas and prizes at the end.

Teacher explains to the learners that, like in a game, they will have to roll dice and the numbers they get indicate the playing order of the groups. The team with the biggest dice starts. They roll dice again.

[Impact of games on the student's learning about intercultural education and teacher's practice]

Description

The number they get (from 1 to 6) corresponds to one of the 6 categories of card packs (categories of card packs: Card Pack No. 1: Pupils' extent of participation; Card Pack No. 2: Pupils' learning progress; Card Pack No. 3: Pupils' psychology; Card Pack No. 4: Pupils' self-confidence; Card Pack No. 5: Pupils' material reusability; Card Pack No. 6: Teacher's practice). Each team follows what the cards dictate them to do (question answering, storytelling, acting e.t.c.).

Practice (40 minutes):
Learners are split into two groups and the game begins. Each group has a dice. Learner throws the dice and takes a card. If the answer is done in maximum 2 minutes, the other member team goes further. If not, the other team continue. The winner is a group which comes to the end of the game with the highest number of answers.

Discuss (10 minutes):
Learners get diplomas for their contribution and active participation in the game, as well as stars on the pinboard.

Evaluation of session 2.3

3
8

Impact of games on the student's learning about intercultural education and teacher's practice

1. Can using games in intercultural education extend the pupils' participation in the learning process?

a. True
b. False

2. Can using games in intercultural education extend the pupils' self confidence?

a. True
b. False

3. Should a teacher consider the game reusability as a game quality factor?

a. True
b. False

Student-centered learning through games for intercultural education

Session 2.4

A student-centered learning model has four main characteristics:

◆ 1. voice;

◆ 1. choice;

◆ 3. competency-based progression;

◆ 4. continuous monitoring of student needs (Harrington & DeBruler, 2019).
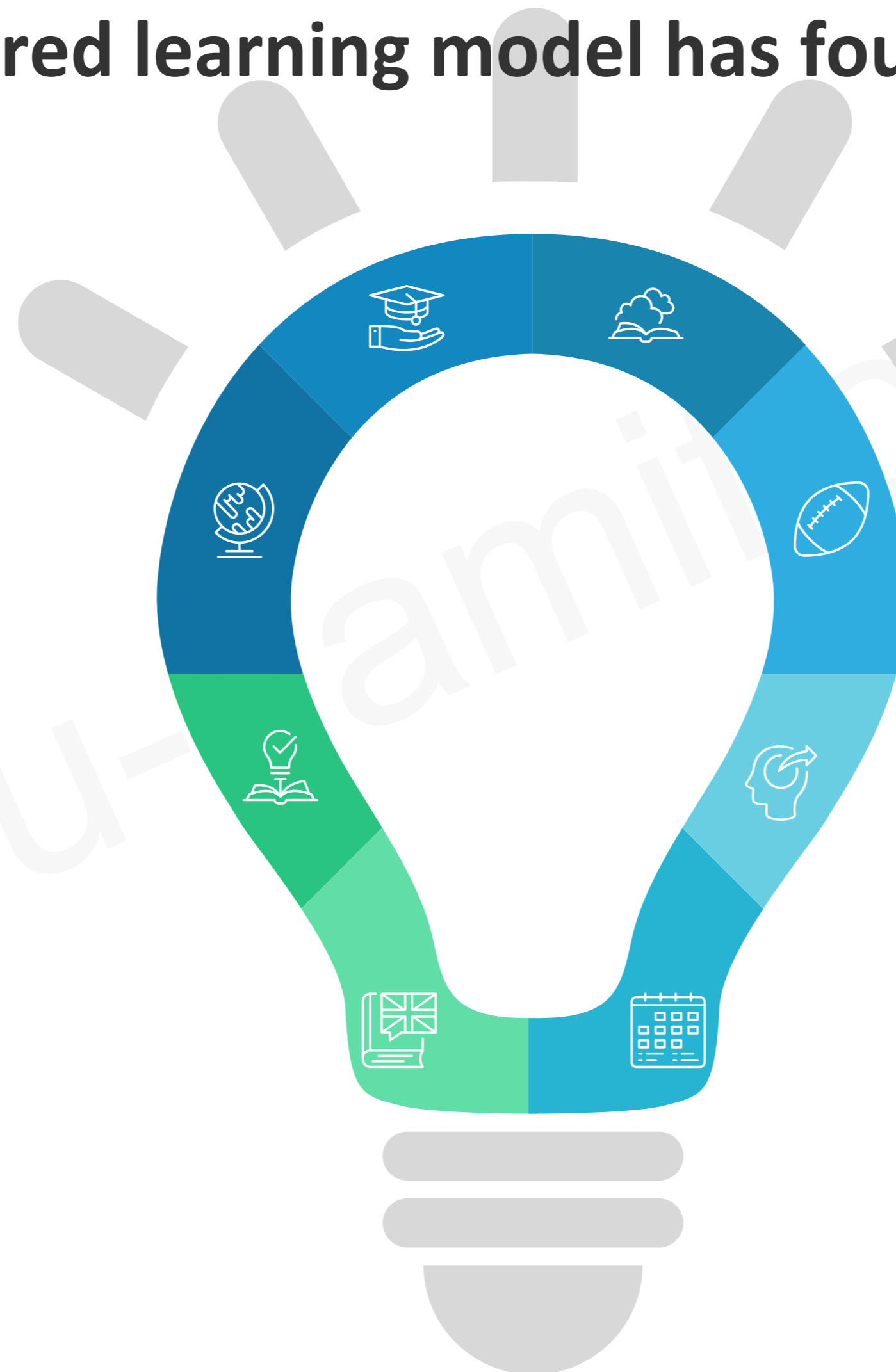
Student-centered learning through games for intercultural education

Session 2.4

A student-centered learning model has four main characteristics:
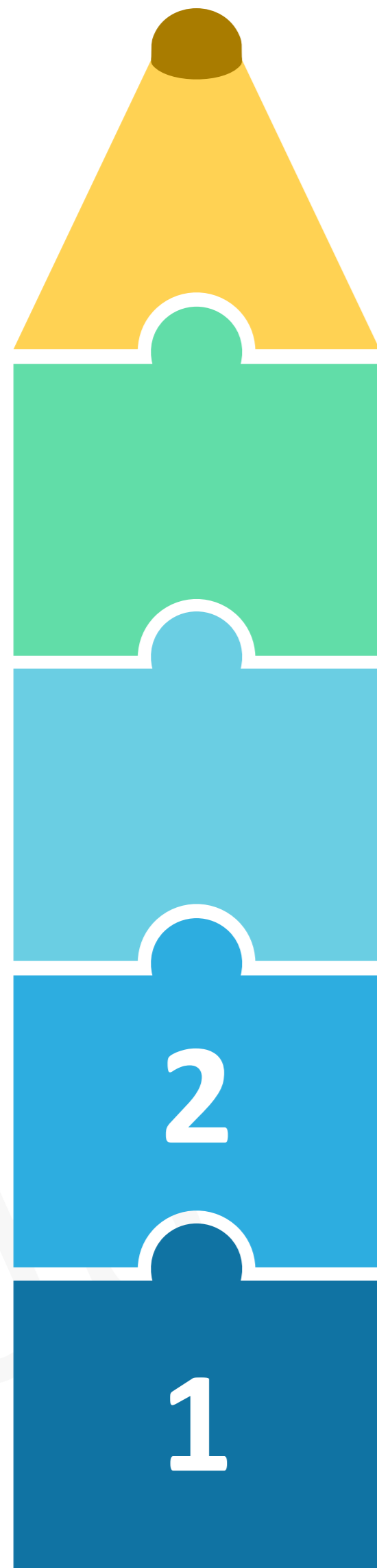
Students have 'voice and choice' in determining what, how, when, and where the learning occurs. The teacher serves more as a facilitator of the learning, helping to give each student the support that they need when and where they need it.

Student-centered learning through games for intercultural education

Session 2.4

3

A student-centered learning model has four main characteristics:
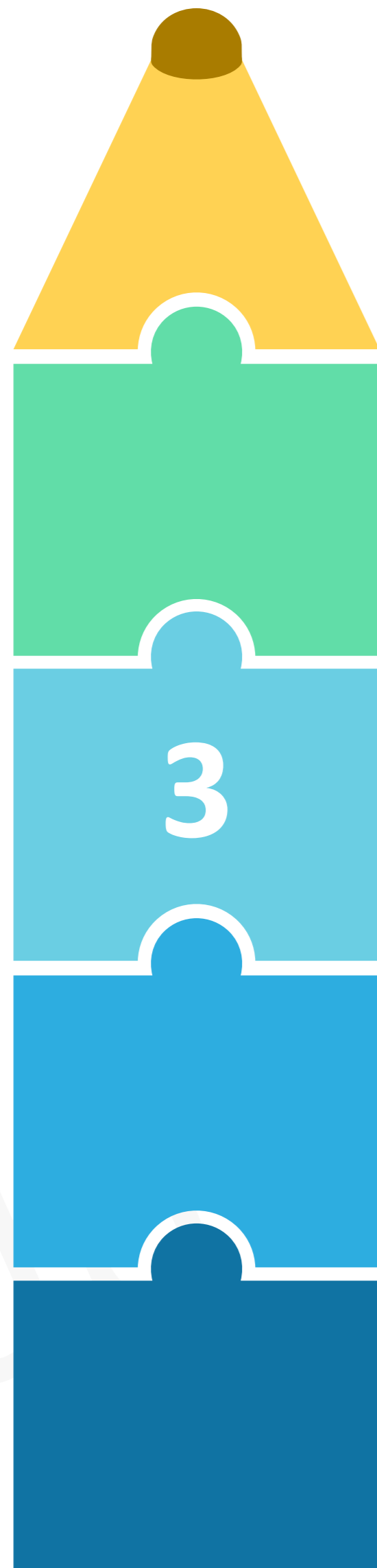
Competency-based progression acknowledges the fact that all students learn differently and should be allowed to progress at different paces while still demonstrating their knowledge.

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Student-centered learning through games for intercultural education

Session 2.4

A student-centered learning model has four main characteristics:

4

Technology is used to help monitor students' progress and to help both teachers and students evaluate and adjust learning pathways. "Assessment can be formal or informal, summative or formative, observational, anecdotal, via portfolios, rubrics, or projects, but ongoing monitoring of student progress is key to personalization of the learning experience" (Harrington & LeBlanc, 2019)

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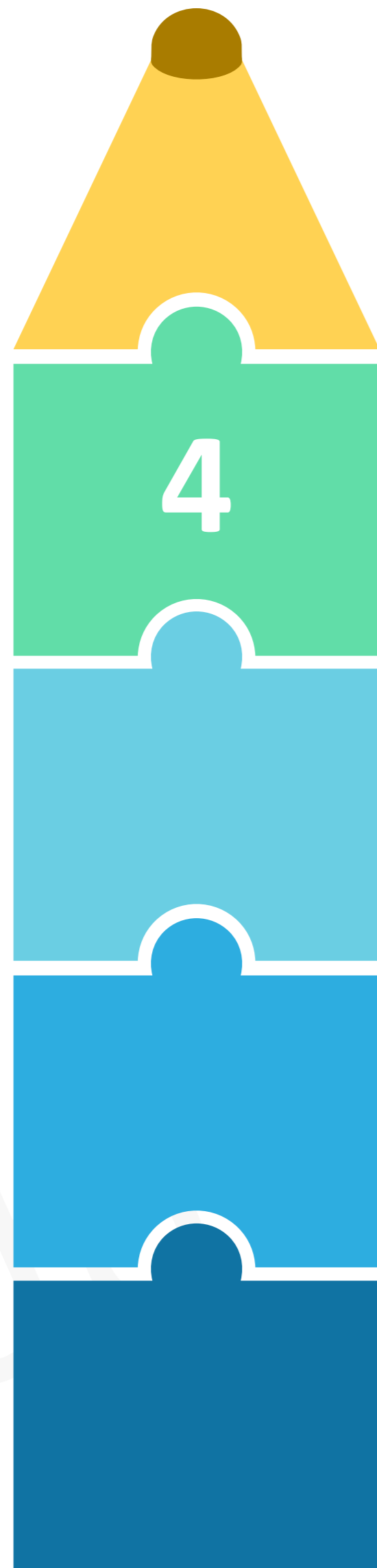
Student-centered learning through games for intercultural education

Session 2.4

◆ **TEACHERS HAVE TO CHOOSE GAMES FOR INTERCULTURAL EDUCATION OR DESIGN THEM TAKING INTO ACCOUNT THAT:**

- student-centered learning gives students the opportunity to decide two things: what material they learn and how they learn it

- there are three ways to think about the role of teachers in student-centered learning:
  ➢ resources
  ➢ mentors
  ➢ guides

Student-centered learning through games for intercultural education

Session 2.4

◆ **IN STUDENT-CENTERED LEARNING, TEACHERS HAVE TO CHOOSE GAMES OR DESIGN THEM IN ORDER TO:**

- increase students' motivation

- help students take ownership over their learning

- build strong relationships
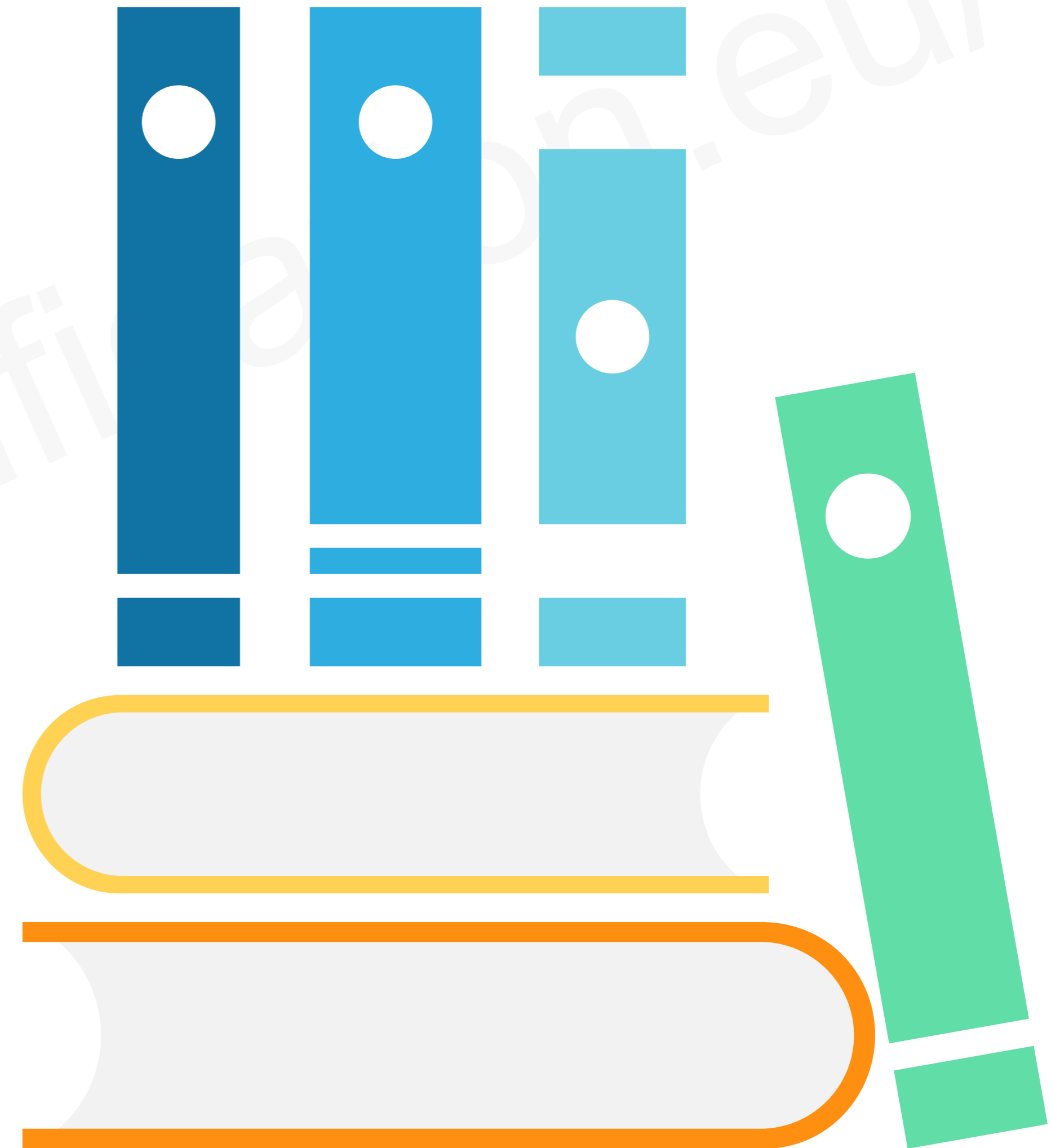
Student-centered learning through games for intercultural education

Session 2.4
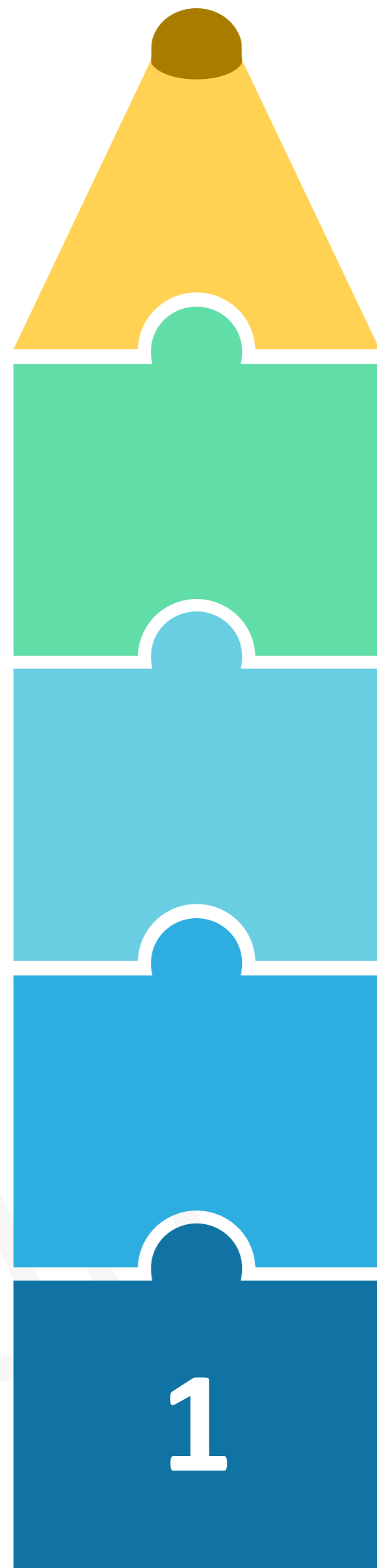
BENEFITS OF STUDENT-CENTERED LEARNING through games for intercultural education:

1. Increase students' motivation because they are aware that they can influence the learning process;

1

Student-centered learning through games for intercultural education

Session 2.4

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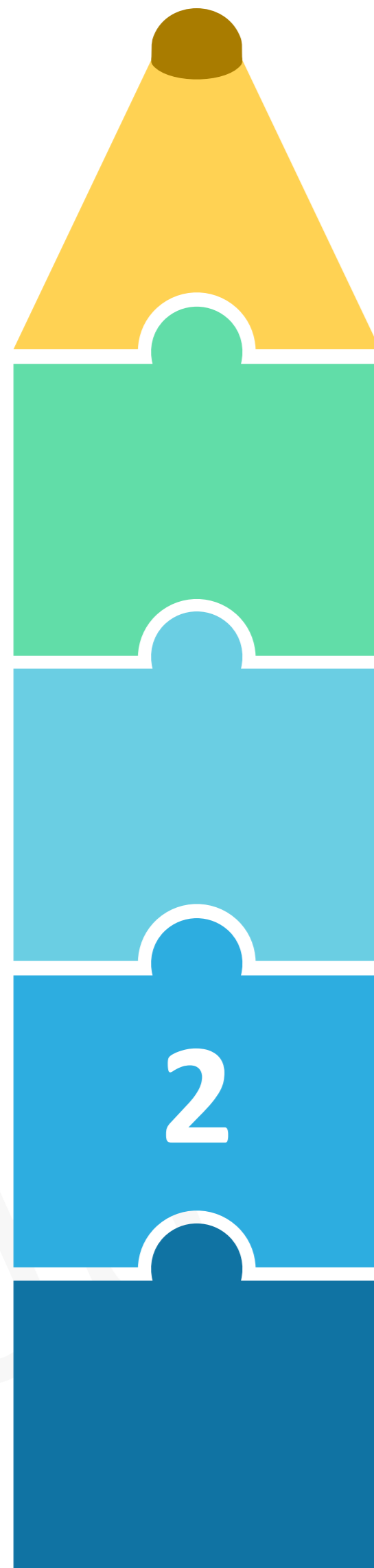
BENEFITS OF STUDENT-CENTERED LEARNING through games for intercultural education**:**

2. Greater effectiveness in learning and applying what is learned, as these approaches use active learning;

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Student-centered learning through games for intercultural education
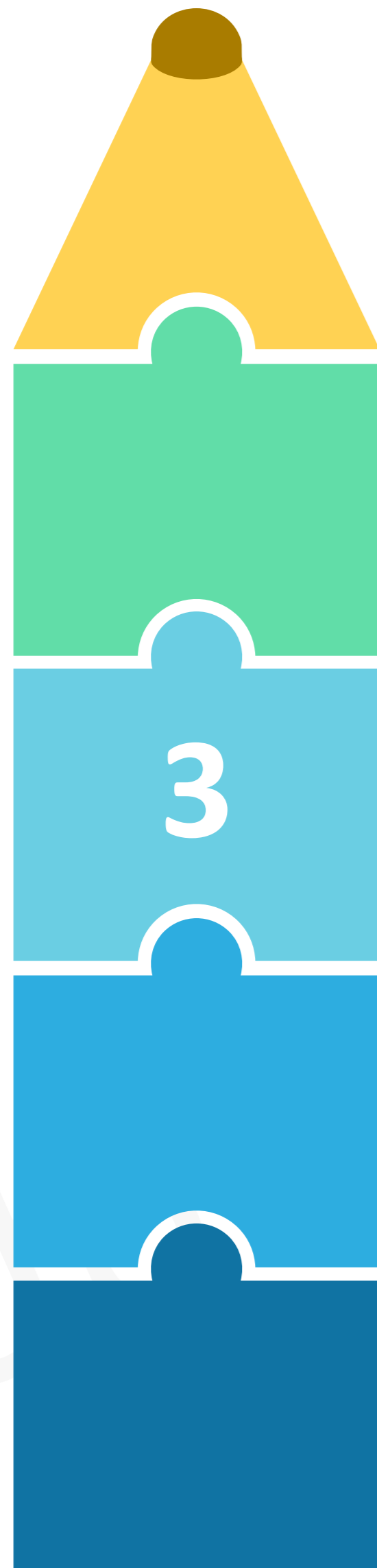
Session 2.4

BENEFITS OF STUDENT-CENTERED LEARNING through games for intercultural education:

3. Learning makes sense, because mastering matter means understanding it;

3

Student-centered learning through games for intercultural education

Session 2.4

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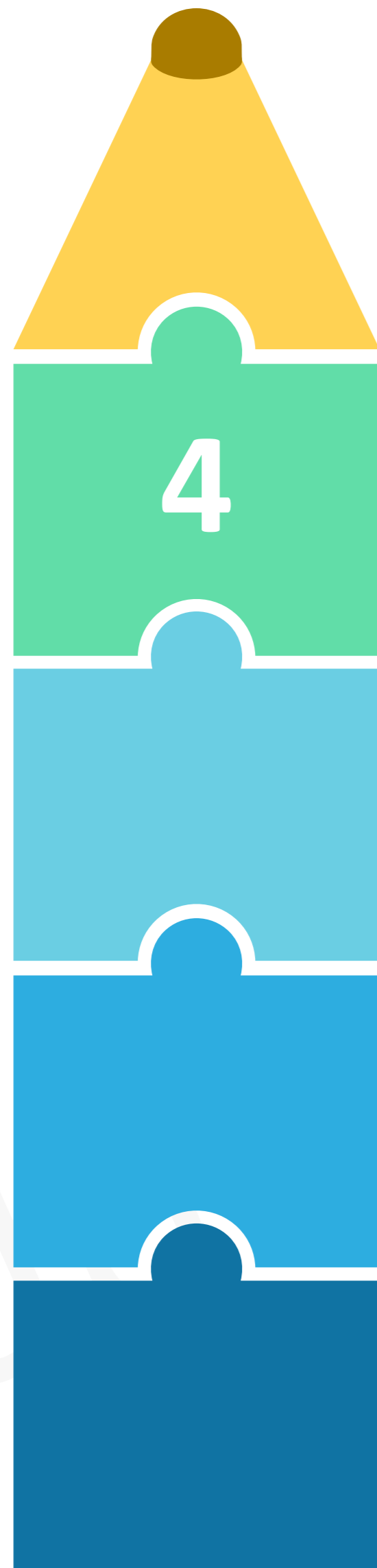
BENEFITS OF STUDENT-CENTERED LEARNING through games for intercultural education**:**

4. Greater inclusion - can be tailored to each student's potential, different learning abilities, specific learning contexts.

Student-centered learning through games for intercultural education

Session 2.4
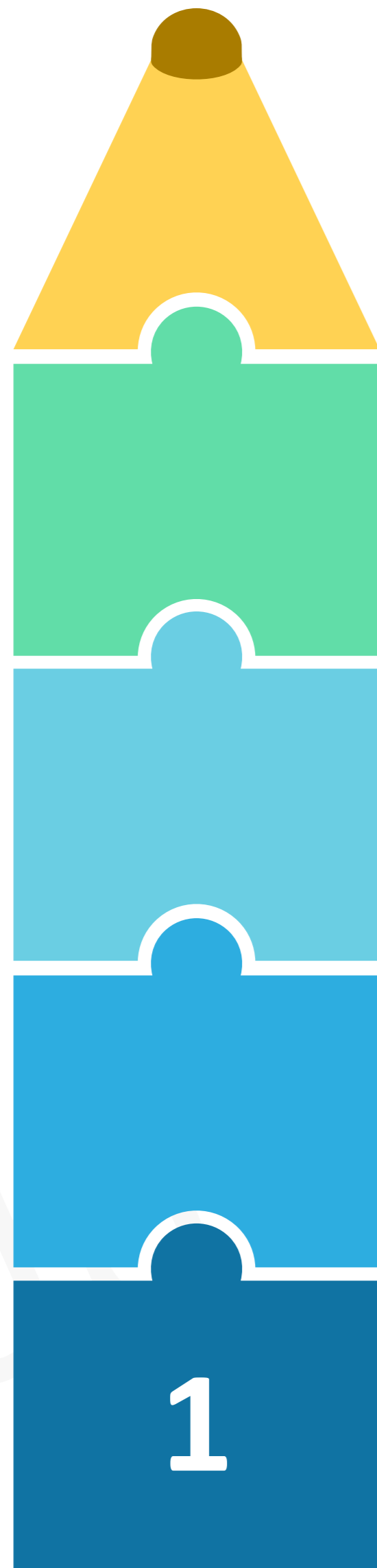
DRAWBACK OF STUDENT-CENTERED LEARNING through games for intercultural education**:**

1. With students free to interact, the classroom space can feel noisy or chaotic.

1

Student-centered learning through games for intercultural education

Session 2.4

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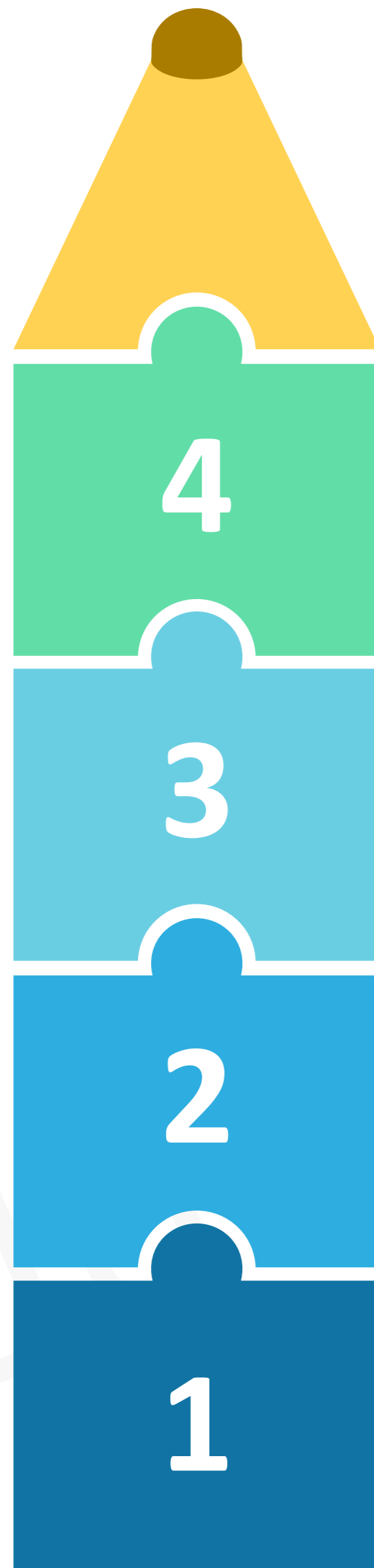
DRAWBACK OF STUDENT-CENTERED LEARNING through games for intercultural education:

2. Classroom management can become more of an issue for the teacher, possibly cutting into instructional activities.

Student-centered learning through games for intercultural education

Session 2.4

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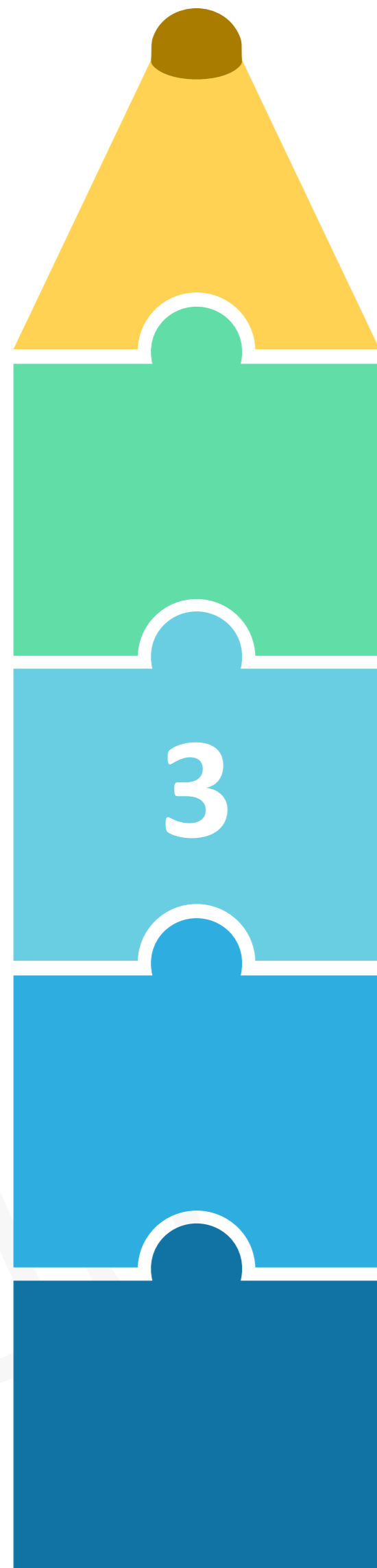
DRAWBACK OF STUDENT-CENTERED LEARNING through games for intercultural education**:**

3. With less focus on lectures, there can be a concern that some students may miss important information.

Student-centered learning through games for intercultural education

Session 2.4

4
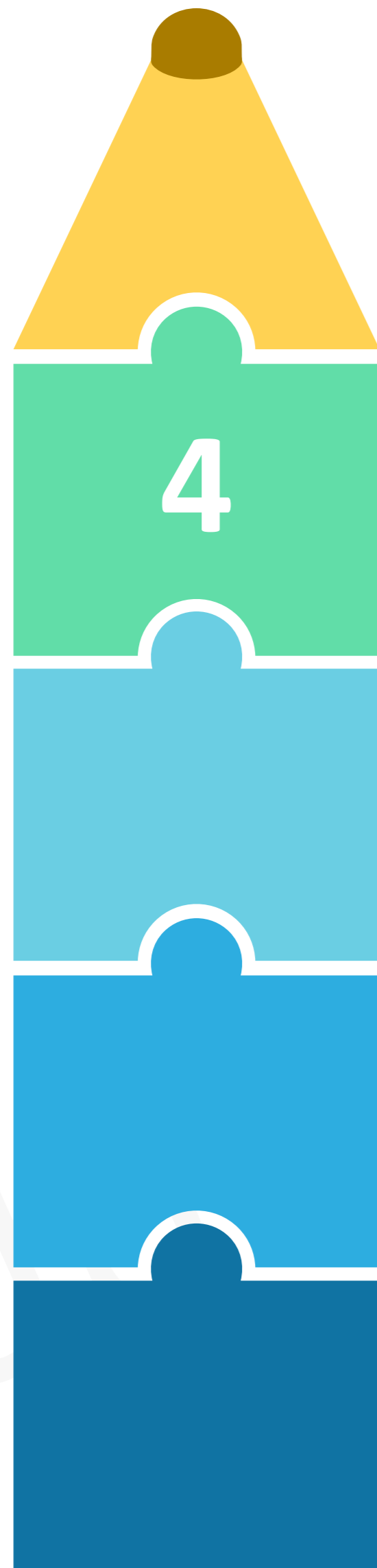
DRAWBACK OF STUDENT-CENTERED LEARNING through games for intercultural education**:**

4. Though collaboration is considered beneficial, this approach may not feel ideal for students who prefer to work alone.

ACTIVITY HANDOUT 4

[Student-centered learning through games for intercultural education]

Core skills developed

- Collaboration, communication, imagination, investigation;
- Analysing, applying critical thinking and problem solving methods.

Timing

120 minutes

Required tools

PCs, laptops, flipchart, stationery, paper, pens, projector, internet

Description

Investigate (20 minutes):

Learners search information about „student-centered learning through games for intercultural education" using the internet.

Discuss (30 minutes):

What is „student-centered learning through games for intercultural education"? Brainstorming: to collect ideas and create a complete definition of it and its general features.

Discuss (10 minutes):

Self evaluation with stars scoring 1-10.

Description

Collaborate (60 minutes):
All the learners have to collaborate to realize a new crossword puzzle on a paper whose solution is TOLERANCE, based on general features of the „student-centered learning through games for intercultural education". They have to: choose how many questions to ask, choose the questions and alternative answers, choose to put the question in a difficulty grade or not, choose to set a timer for each question, invent some trick questions.
Talk: Check the answers orally. What is the crossword solution? They check the accuracy of the solution.

Evaluation of session 2.4

Student-centered learning through games for intercultural education

1. Can student-centered learning give teachers the opportunity to decide two things: what material they learn and how they learn it?
✅ a. True
b. False

2. A way to think about the role of teachers in student-centered learning is (tick the correct options):
a. school leader
✅ b. mentor
c. learner

3. Can student-centered learning give teachers the opportunity to choose games or design them in order to increase students' motivation?
✅ a. True
b. False

4. In student-centered learning, teachers have to choose games or design them in order to: (tick the correct options):
a. allow the teacher to control the game
b. allow the teacher to control the students
✅ c. help students take ownership over their learning

Session 2.5

◆ WHAT IS ACTIVE LEARNING?

Active learning is "any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing" (Prince, M. (2004). Does Active Learning Work? A Review of the Research. Journal of engineering education, 93(3), 223-231).

GAMES ARE AN ACTIVE LEARNING METHOD.
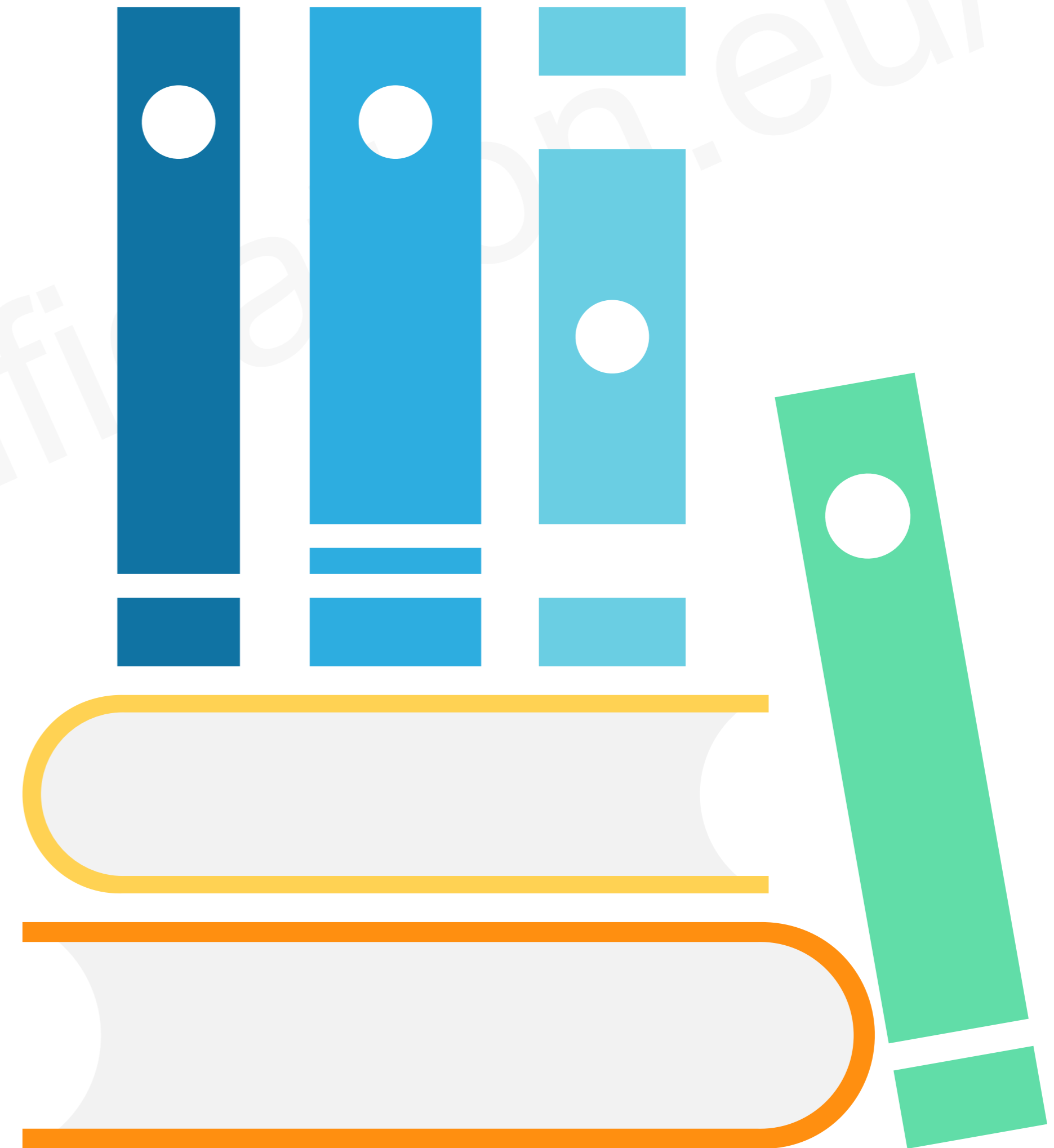
Session 2.5

◆ **GAMES, USED AS AN ACTIVE LEARNING METHOD, CAN ENGAGE STUDENTS IN VARIOUS WAYS BY:**

- reading, thinking and speaking critically
- expressing ideas through writing
- examining personal attitudes and values
- giving and receiving feedback
- reflecting on the learning process
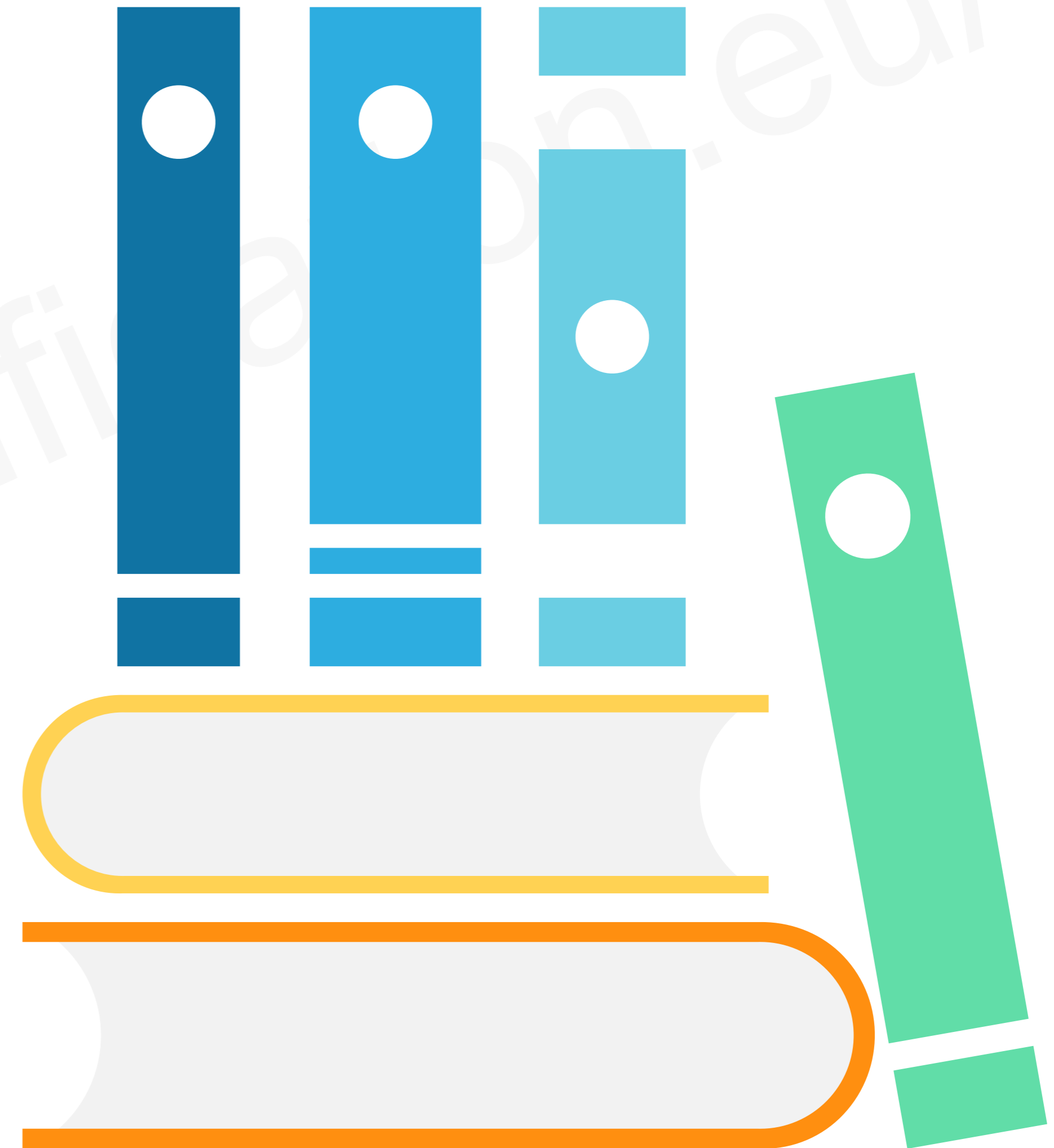
◆ **GAMES CAN BE UTILIZED IN DIFFERENT SETTINGS AND CONTEXTS:**

- online
- class
- a bridging tool (at the beginning of class to assess prior knowledge)
- on the way out of class (e.g., as formative assessment)
- outside the class (in e.g., study groups, online discussion boards, etc.)

◆ **GAMES CAN BE COMPLETED BY STUDENTS WORKING AS:**

- individuals
- pairs
- small groups
- the entire class

◆ **GAMES CAN BE TAILORED TO SPECIFIC TIME CONSTRAINTS.**

The activities can be as short or as long as time permits, ranging from between 1-2 minutes to 20-50 minutes.
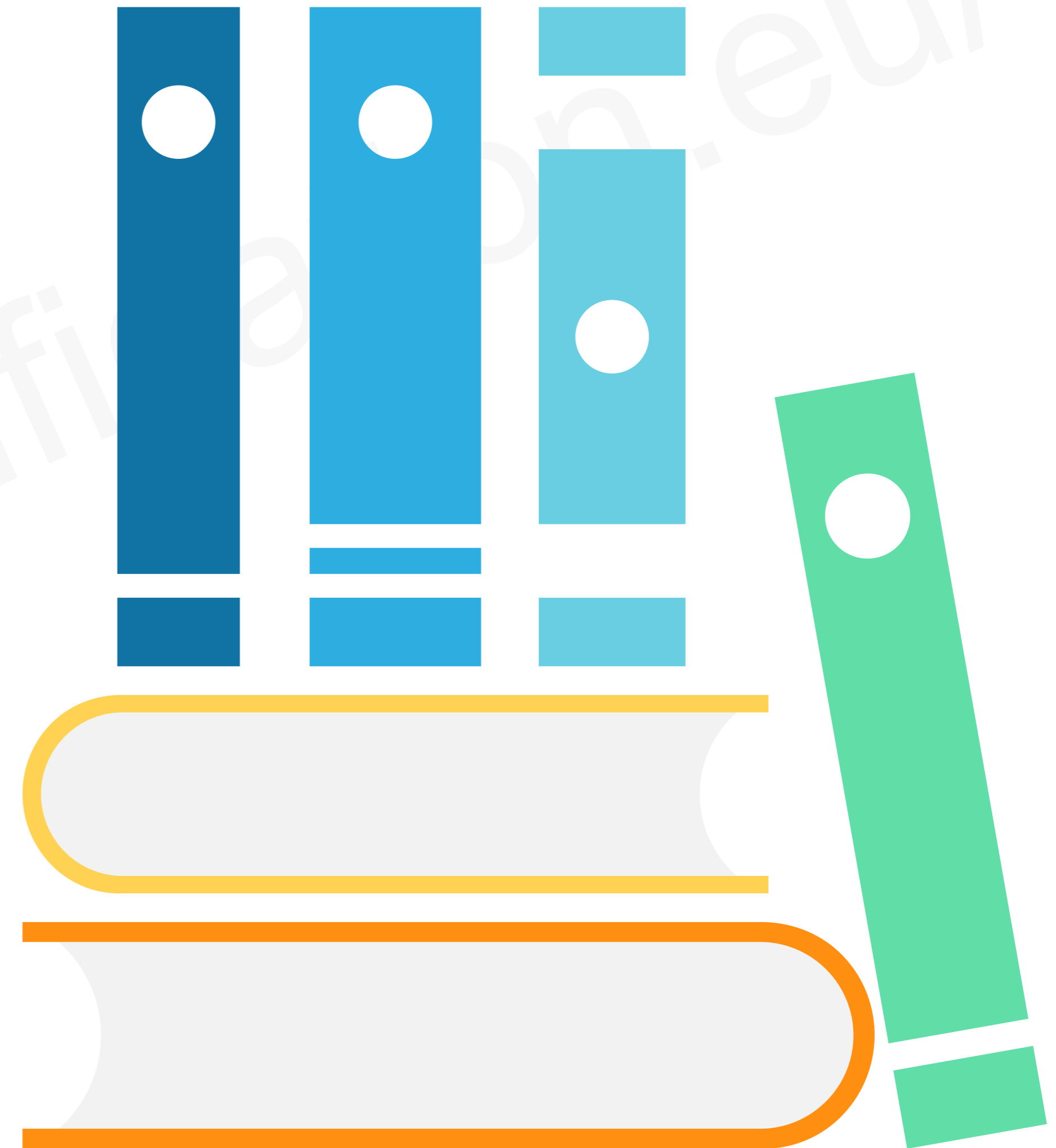
Session 2.5

◆ **TEACHING INTERCULTURAL EDUCATION THROUGH GAMES CAN HELP STUDENTS TO:**

- use correctly the specific terms of intercultural education with reference to facts / events / processes in contemporary society
- identify their own cultural identity landmarks by referring to various cultural reference systems
- analyze some situations in agreement / disagreement with the values and principles of the intercultural society

IN A PRACTICAL, ENGAGING AND MOTIVATING WAY.
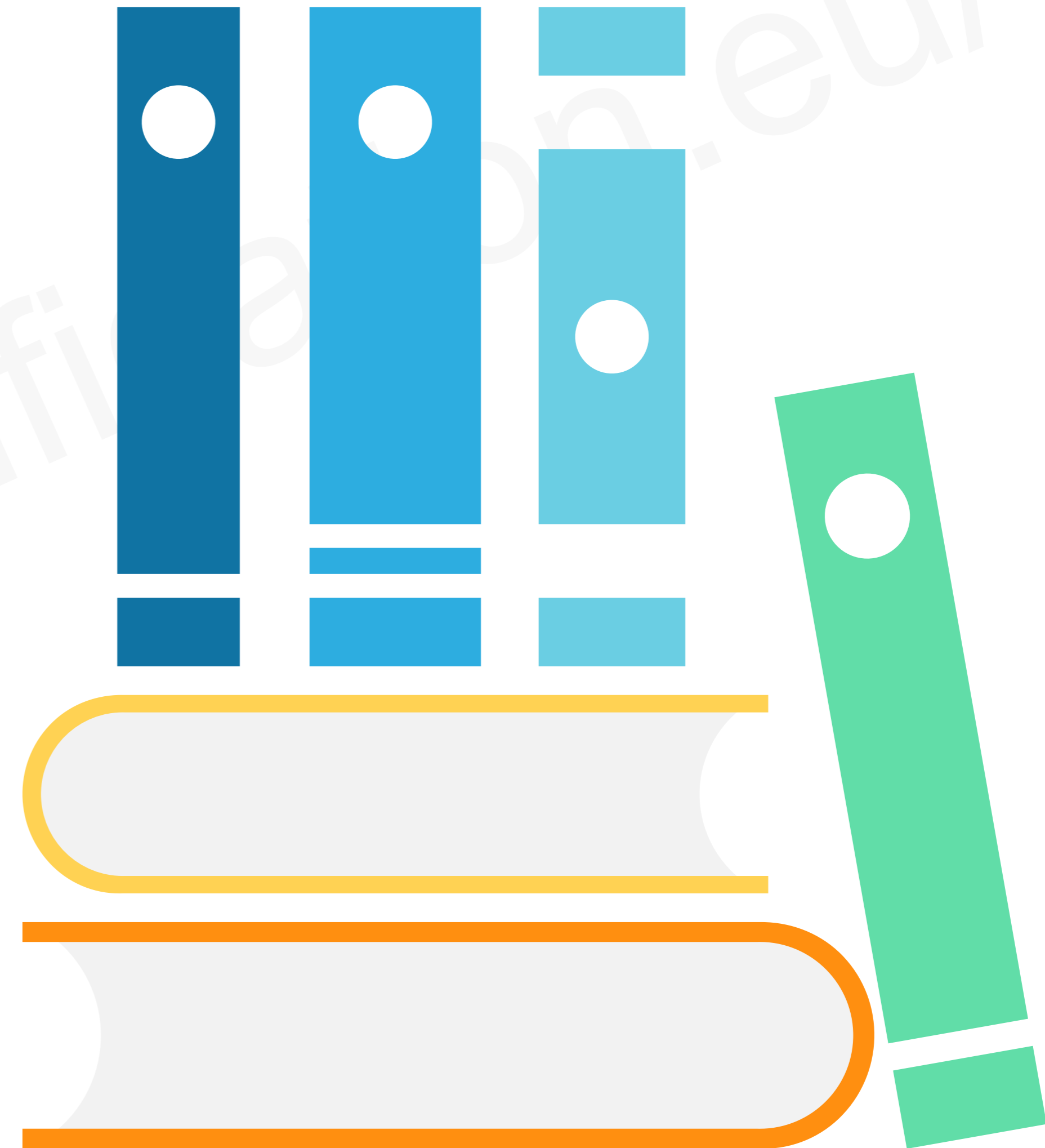
ACTIVITY HANDOUT 5

[Introduction to active learning method: teaching intercultural education through games]

Core skills developed

- Collaboration, communication, imagination, investigation;
- Analysing, applying critical thinking and problem solving methods.

Timing

90 minutes

Required tools

PCs, laptops, flipchart, printer, plasticizer machine, scissors, pens, paper, cardboard, stationery, projector, internet

Description

Collaborate (40 minutes):

The learners are divided into five groups according to their skills and competences. They create 2 equal games for teaching intercultural education. Each group participates in creating a part of the game. 1st group sets the rules of the game, 2nd group makes up questions for the game, 3rd group writes questions on a computer, prints and laminates, 4th group draws the background for the game, paying attention to rules of the game, 5th group makes 2 paper dice - origami.

[Introduction to active learning method: teaching intercultural education through games]

Description

Practice (40 minutes):
Learners are split into two groups and the game begins. They play the game created by learners. Each group has a board game with dice. Learner throws the dice and takes the card with the question. If he answers correctly, he goes further. If he answers incorrectly, he misses his turn. The winner is a group which comes to the end of the game with the highest number of accurately answered questions.

Discuss (10 minutes):
Learners get diplomas for their contribution and active participation in the game, as well as stars on the pinboard.

Evaluation of session 2.5

Introduction to active learning method: teaching intercultural education through games

1. Can games be tailored to specific time constraints?
✓ a. True
b. False

2. Teaching intercultural education through games can help students to:
✓ a. identify their own cultural identity landmarks by referring to various cultural reference systems
b. disagree the values and principles of the intercultural society
c. to behave in accordance with stereotypes

3. Can games be completed by students working as individuals, pairs, small groups or the entire class?
✓ a. True
b. False

4. Games, used as an active learning method, can engage students in various ways by: (tick the correct options):
a. controlling the game
✓ b. giving and receiving feedback
c. controlling the others

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E-learning course

Module 3: Methodology of involving students in the gamification process

GAMIFICATION
for Intercultural Education

Project number: 2020-1-PL01-KA227-SCH-095412

MODULE DESCRIPTION

Methodology of involving students in the gamification process

Session Aim

In this module teachers will find different methodologies of gamification, gamification vs game-based learning, how to gamify your classroom and examples of gamification.

Core skills developed

Gamification, Game-based learning, intercultural education

Timing

3 – 4 hours

Required items
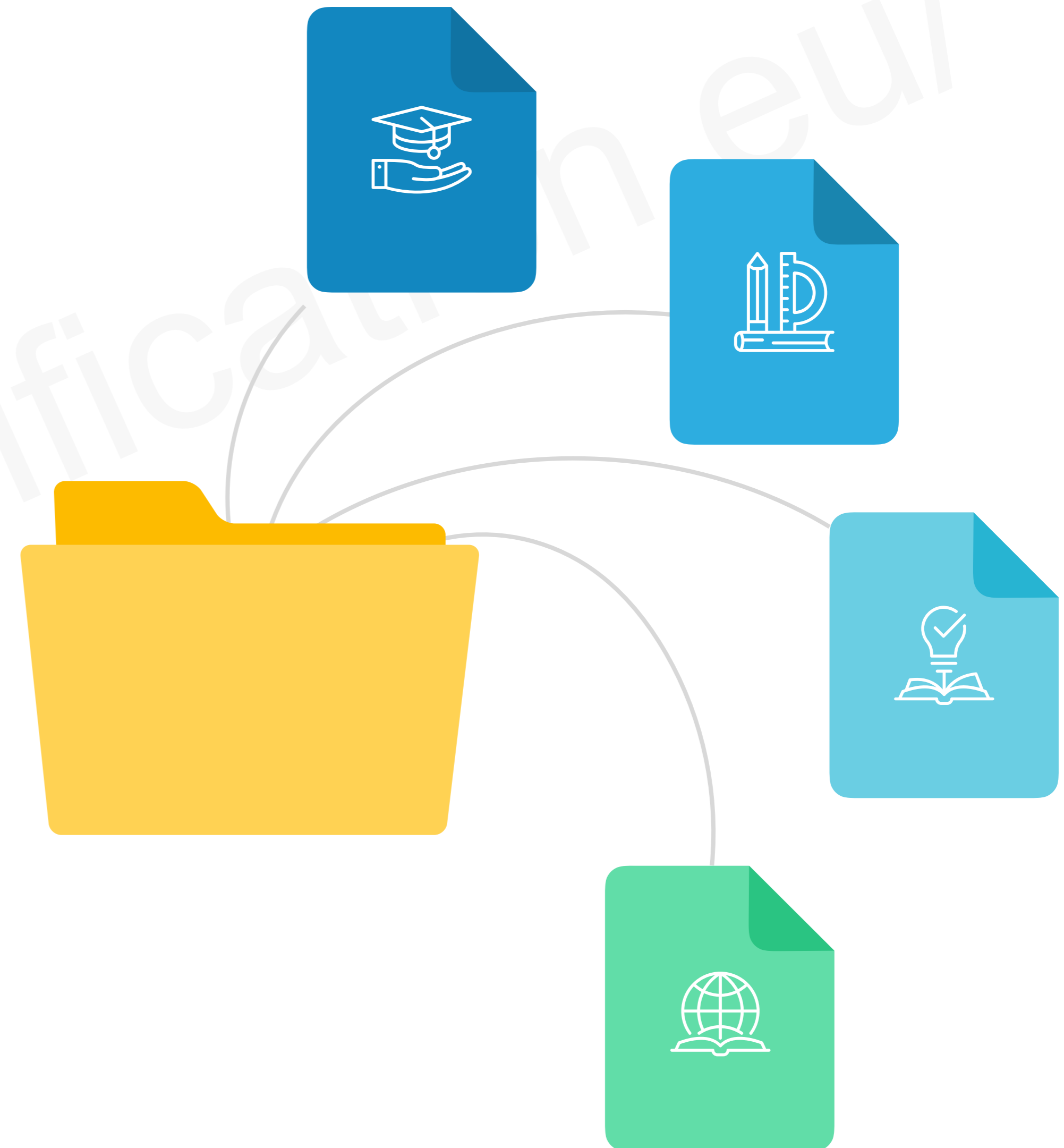
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Methodology of involving students in the gamification process

Session 3

All too often traditional school is perceived as boring or inefficient by many students (Dicheva, Dichev, Agre, & Angelova, 2015). In an effort to combat this problem, teachers look for new ways to motivate and engage their students in learning. One way of addressing this problem is through gamification, which is a rapidly growing approach in education, due in part to advancements in technology.

Most people are familiar with the concept of games, so the term "gamification" is probably familiar. A game can be described as a system that allows players to engage in an abstract challenge, which involves defined rules, interactivity, and feedback; ends in a quantifiable outcome; and may elicit an emotional response.

GAMIFICATION for Intercultural Education
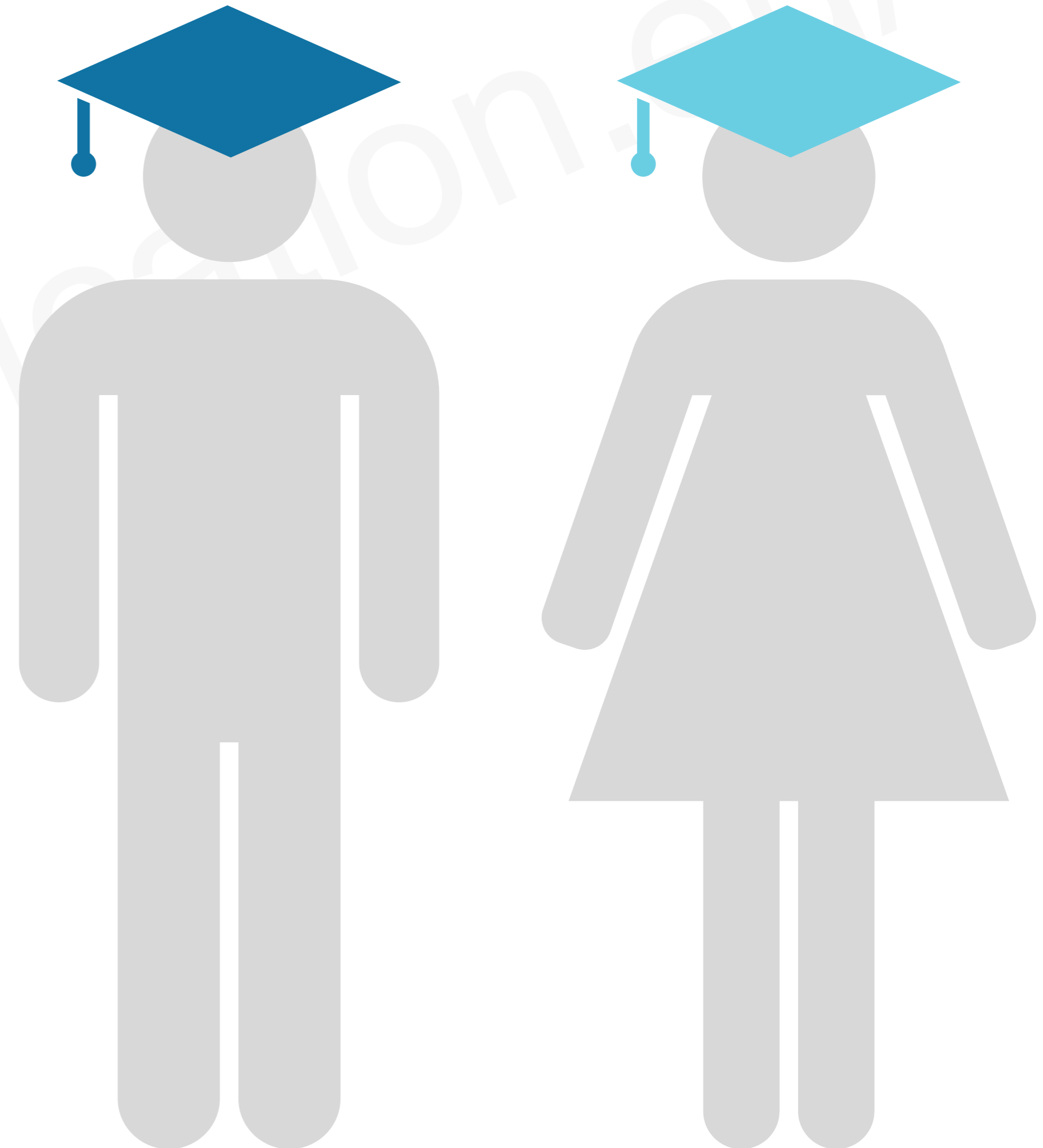
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Session 3

Simões, Redondo, and Vilas (2013) list additional game elements that are relevant to K-6 classrooms, including the following: encouraging repeated experimentation, breaking tasks into subtasks, adapting tasks to skill levels, allowing different routes to success, and giving recognition or rewards.
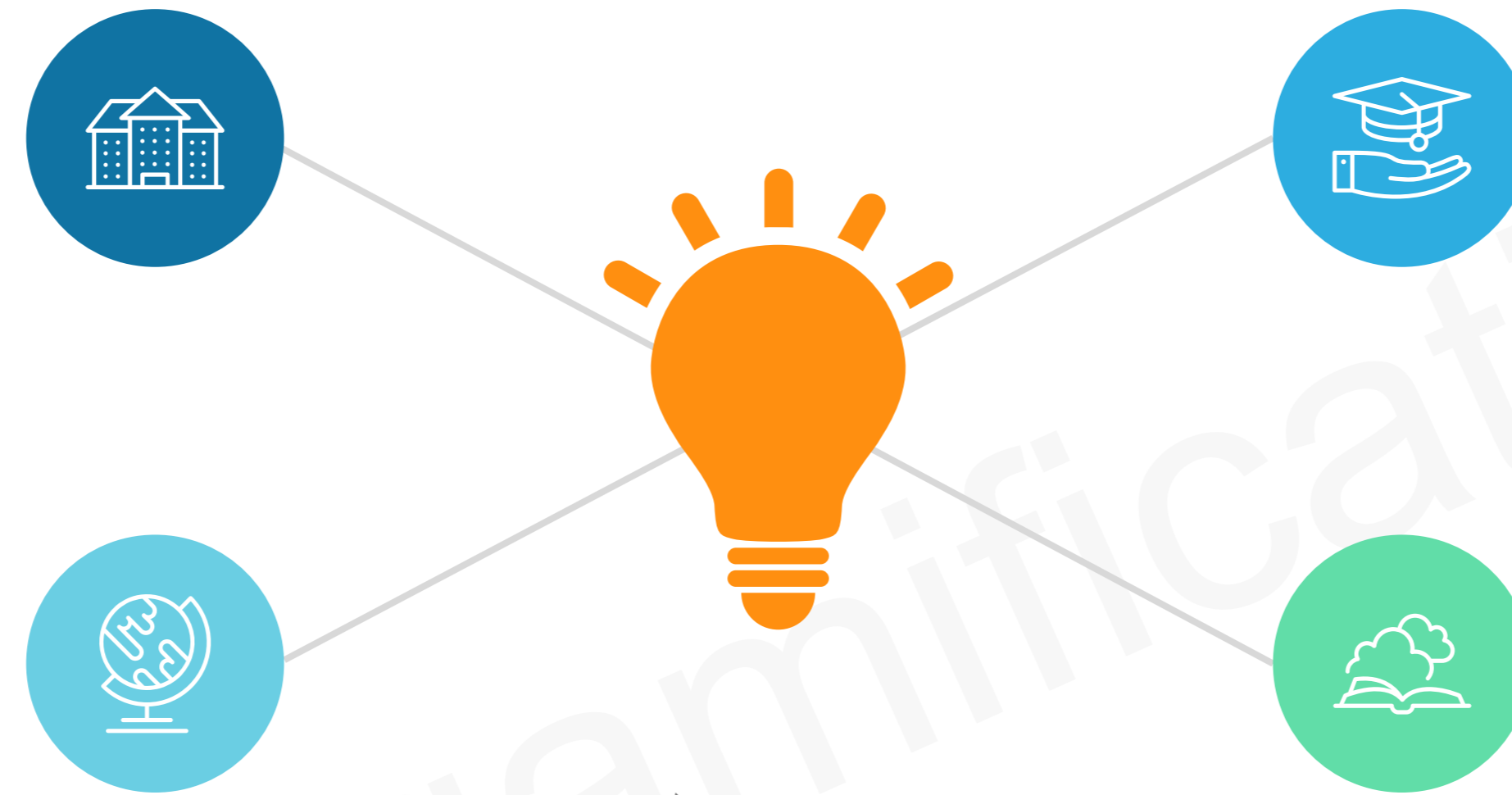
Gamification involves using these types of game design elements in non-game contexts (Deterding, Dixon, Khaled, & Nacke, 2014), such as the classroom.

GAMIFICATION for Intercultural Education

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Methodology of involving students in the gamification process

Session 3

When you were in elementary school, did you ever have a chart where you added stars for every book you read, and at the end of the month the student with the most stars received an award? Whether an effective learning activity or not, the star chart was an example of adding game elements to a non-game context. Teachers in traditional classroom settings naturally incorporate game elements to classroom learning to increase student motivation and engagement.
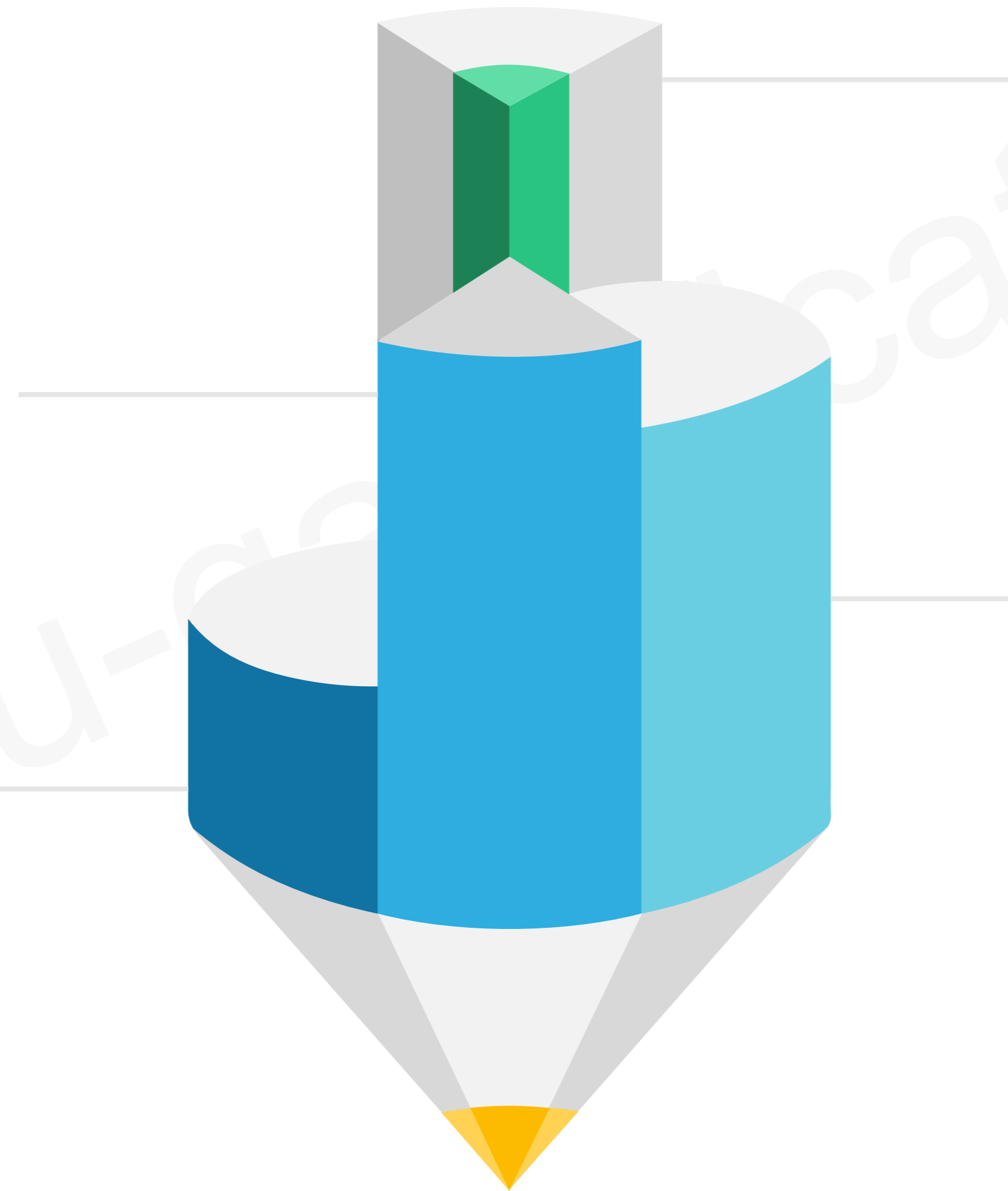
In the digital age, teachers often gamify classroom activities through the use of technology. For example, technological tools such as Class Dojo aid teachers with classroom management and communication as they award points for good behavior. Digital badges are visual representations of achievement that are available online and contain rich metadata as evidence of the achievement; they are often combined with points and leaderboards to gamify learning.

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Methodology of involving students in the gamification process

Session 3
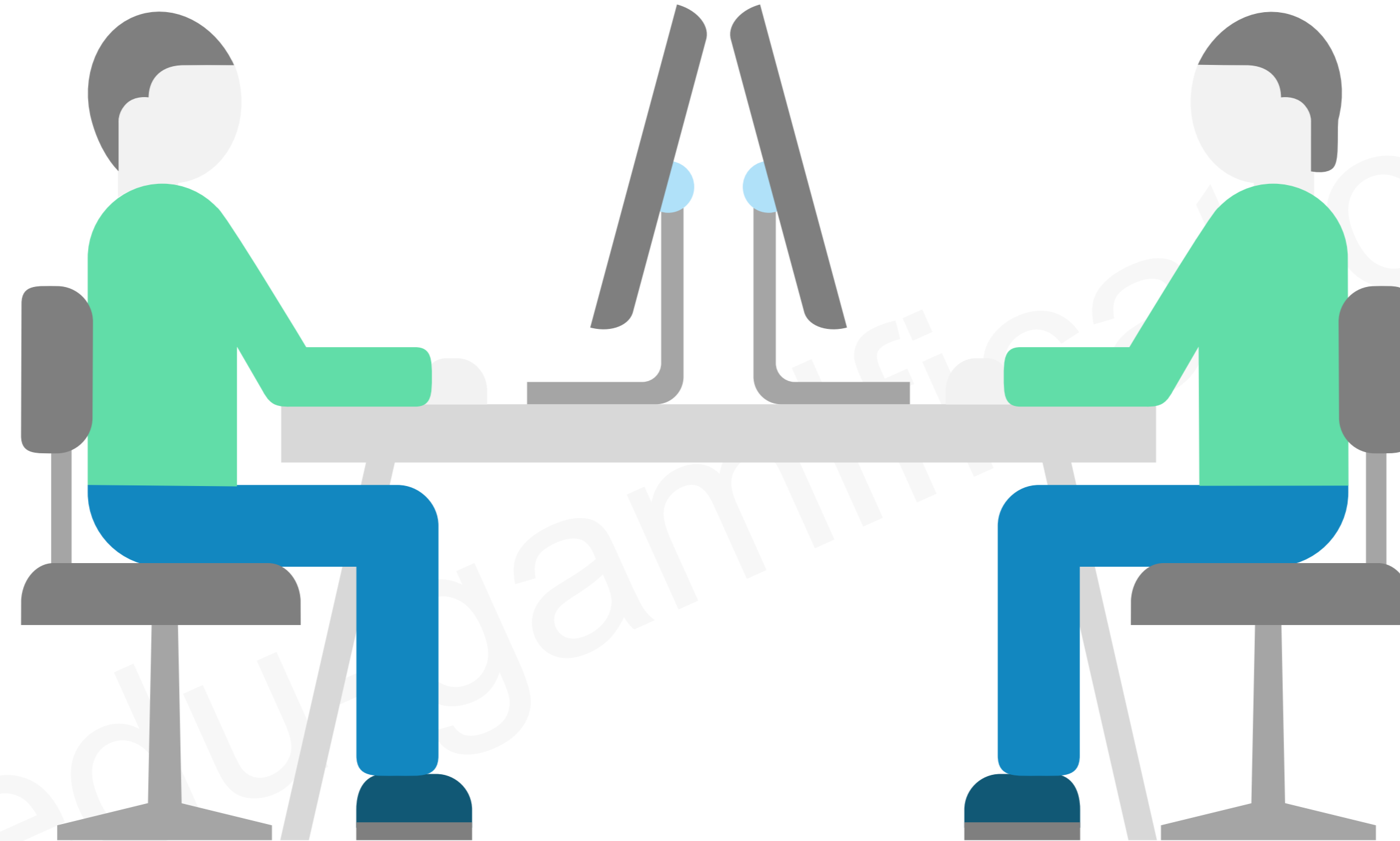
Students may use clickers or smart devices to answer questions in gamified response systems such as Kahoot! or ActivInspire.

Technology tools facilitate gamification by providing a framework for teachers to quickly and more easily add elements of gameplay to the classroom.

Gamification includes elements that stimulate both extrinsic and intrinsic motivation. Intrinsic motivation in a classroom manifests itself when students are inherently interested in the content (Ryan & Deci, 2000).

To address this, game elements can be added to increase extrinsic motivation, which is behavior driven by external rewards. Kapp (2012) asserts that the value of extrinsic motivation should not be dismissed; research studies show that extrinsic rewards can foster intrinsic motivation.

For example, intrinsic motivation is fostered when gamification elements "work to increase a feeling of agency and ownership" (Stott & Neustaedter, 2013, p.13), which can help to increase interest and enjoyment.
The excitement and engagement that accompany gameplay is almost universal for all ages but especially for younger students

Methodology of involving students in the gamification process

Session 3

Simões, et al. (2013) put it this way: The gamification of education approach has the advantage of introducing what really matters from the world of videogames – increasing the level of engagement of students – without using any specific game.

The aim is to extract the game elements that make good games enjoyable and fun to play, adapt them and use those elements in the teaching processes. Thus, students learn, not by playing specific games but they learn as if they were playing a game. (p. 3)

Word 'learn' in rhyme

Let's try this out on you, as a reader. Within the next ten seconds, think of at least five words that rhyme with "learn". Ready? Go! 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.

Likely, you felt a sense of urgency and focus as you either wrote or thought about these rhyming words. You may be feeling ready to design a gamified learning experience for the classroom.

Session 3

To specify a bit regarding didactic innovation and new ways of teaching, we will delve into the methodology of gamification. This methodology consists of bringing play closer to learning, and vice versa. In the ages comprised by the primary stage, which range from six to twelve years of age, there is an essential component that plays a leading role in many aspects of children's lives, such as cognitive, affective, motor aspects … This component is the game, and therefore it can be used in the classroom to learn through it.

As stated by Raquel Ocón Galilea (2017), gamification must involve three elements: motivation, involvement and fun. However, these three elements must always be applicable to the classroom, regardless of the methodology we carry out.

The relationship between the challenges proposed to the students and their abilities must be taken into account, if a challenge is too easy for them, they will lose motivation and abandon the process, while if a challenge is too difficult , get frustrated and quit in the same way. In this process, the two existing types of motivation must be taken into account.

GAMIFICATION for Intercultural Education

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Methodology of involving students in the gamification process

Session 3

◆ Goals and objectives

They promote motivation in the classroom, helping to solve problem situations and carry out activities directed by the tutor.

◆ Rules

They are established so that students have guidelines to follow and there is an order within the class. These rules can be to win or lose points, respect the turn to speak …

◆ The narrative

It is essential that the tutor present the game in an adequate way and involving all the students.

◆ Freedom to choose

Enabling students to choose their character, the route to follow or the objectives they want to achieve provides that they develop the competence of a sense of initiative and an entrepreneurial spirit.

◆ Freedom to make mistakes

Just as we give students the option to choose what they want to do, we must encourage players to make mistakes and rectify.

◆ Rewards

They have to be related to the game that is being carried out, for example new lives, virtual rewards, reinforcement in exams …

◆ Visible status

Have a kind of meter where the participants in the game can see in a range what their progress has been.

◆ Feedback

In which the progress of the students in the game is depending on their achievements that are measured through resources such as progress bar, performance statistics …
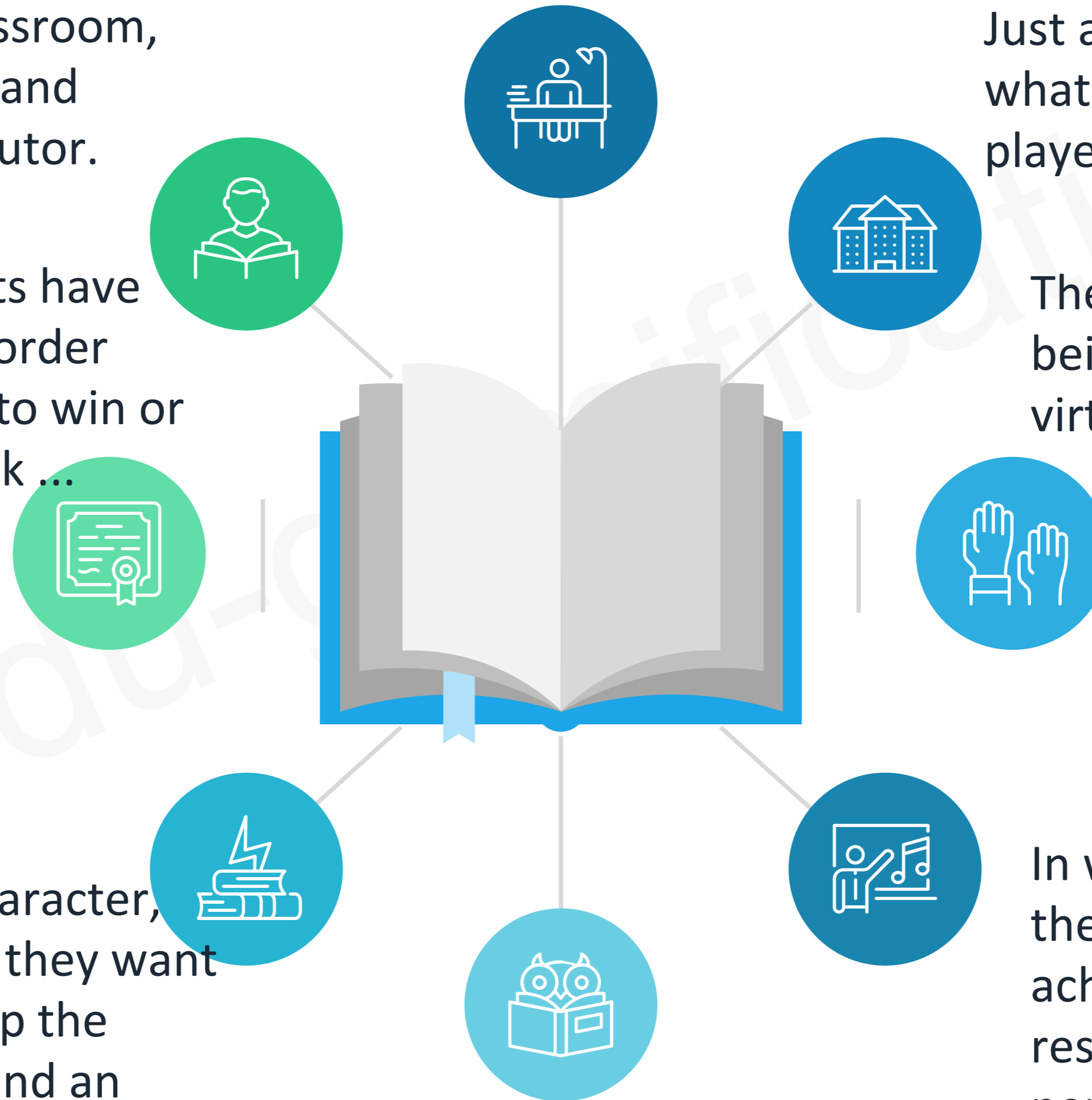
Session 3

◆ **Cooperation and competition**

This item is essential for all students to feel integrated in the classroom. The teacher's role is that students create groups, help each other ...

◆ **Time restriction**

This could be used so that students try harder in less time, since seeing that they need to achieve something in a period of time increases productivity.

◆ **Progress**

It is convenient for students to observe their progress and be motivated to continue achieving objectives. It can be measured through progress bars, learning development tutorials ...

◆ **Surprise**

Unexpected items can be included to help players stay focused.

WE CATCH OUR EQUIVALENT PARTNER

Description

This activity is proposed for the 5th year of Primary Education, within the Mathematics classroom and is titled "We catch our equivalent partner". It consists of an application and reinforcement activity, and it will be carried out in a session after trying and explaining the necessary content.

In the first place, the teacher will perform 21 roles with one function each. There will be seven groups of numbers, each group represents the same quantity but expressed in a different way. Each student will have a role, that is, they will represent a fraction, a decimal number or a percentage. Once they know what the role of each one is, they will have to find among all the classmates which roles are equivalent to their number. That is, if a student has a piece of paper that expresses the decimal number 0.5, he will have to find a partner who represents 50% (which is its equivalence expressed as a percentage) and another partner who represents ½ (which is its equivalence expressed in a reduced fraction). Once the game begins and they find their equivalent group, they will be placed in a row so that they will be placed in the order in which they finish the game.

ACTIVITY HANDOUT 2

WE CATCH OUR EQUIVALENT PARTNER

Figure 1. We catch our equivalent partner

Description

A first game will be held as a contact point so that they assimilate the terms of the game. Once this first game is made, the papers will be distributed again several times but, these times, timing the games, so that we can achieve with practice that each game lasts less time. At the end of each game, each group will be supervised. That is, group by group they will show what number they represent, what their equivalent numbers are and what process they have carried out to obtain that result. In this way, the teacher makes sure that the game is played effectively and solves possible errors.

Throughout the activity, the teacher will guide the students, solving possible doubts, and an active learning by the student, through the constructivist model.
Among the necessary material we find the seven groups of numbers distributed in 21 pieces of paper with the corresponding numbers and a timer that will be provided by the teacher.

On the other hand, during the necessary explanations the students will be located in their corresponding places. Once the games of the game begin, the students will go around the classroom trying to find their equivalent classmates.
An example of this could be seen on figure 1.
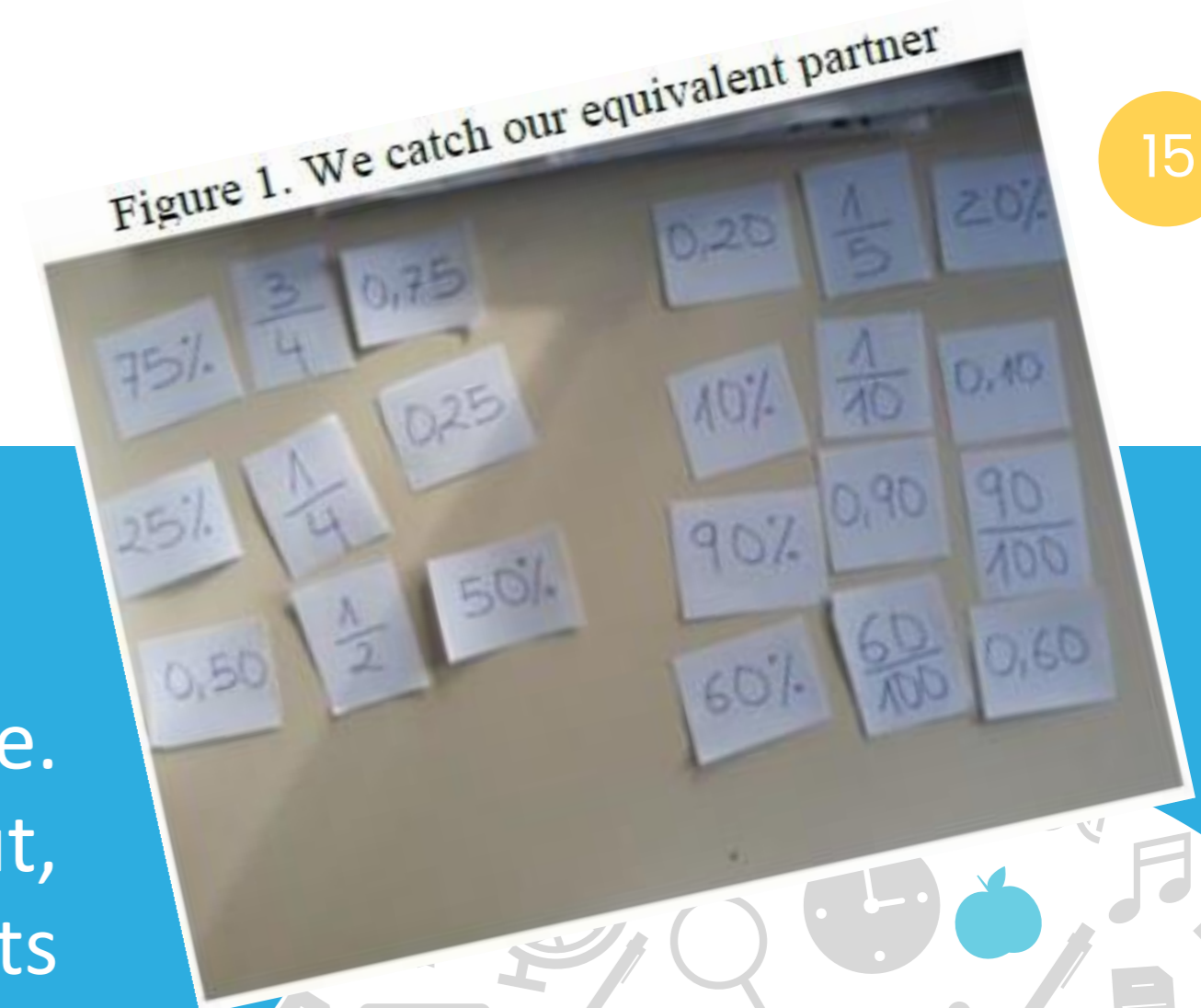
Gamification versus Game-Based Learning

Session 3.1

Session 3.1
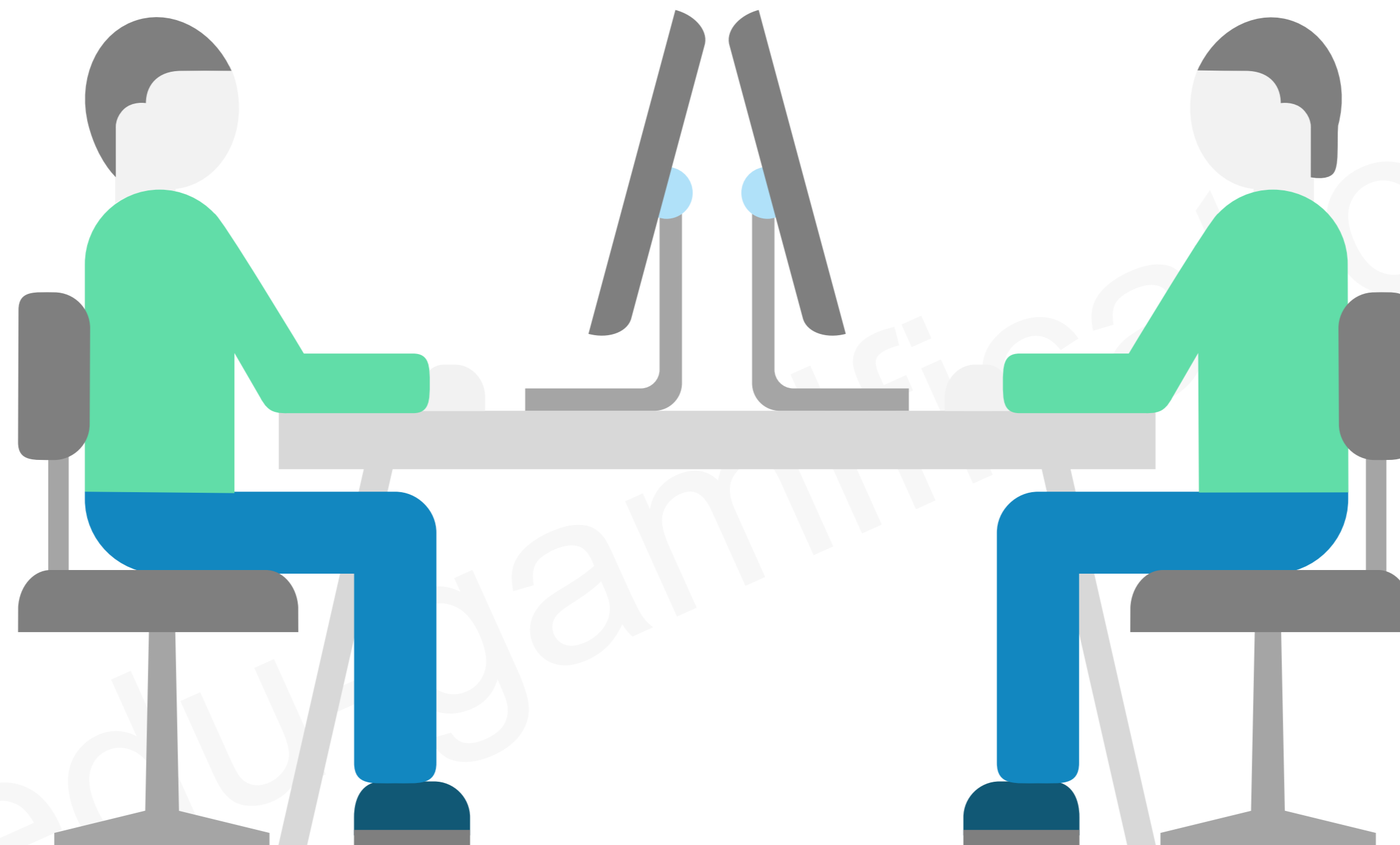
Discussions about modernizing curriculum need to include solutions for keeping the students engaged and making sure they're learning how to be critical, confident and creative—abilities they'll need for success in the work-a-day world of the future.

Games have been used as a learning tool for centuries. Chess was used to teach strategic thinking as far back as the Middle Ages, and the game of Kreigsspiel was invented in 1812 specifically to teach Prussian officers strategy. Beyond military strategy, the genesis of Kindergarten in the mid-1800s was Friedrich Fröbel's ideas of learning through play.

Gamification versus Game-Based Learning

Session 3.1

4

3

2

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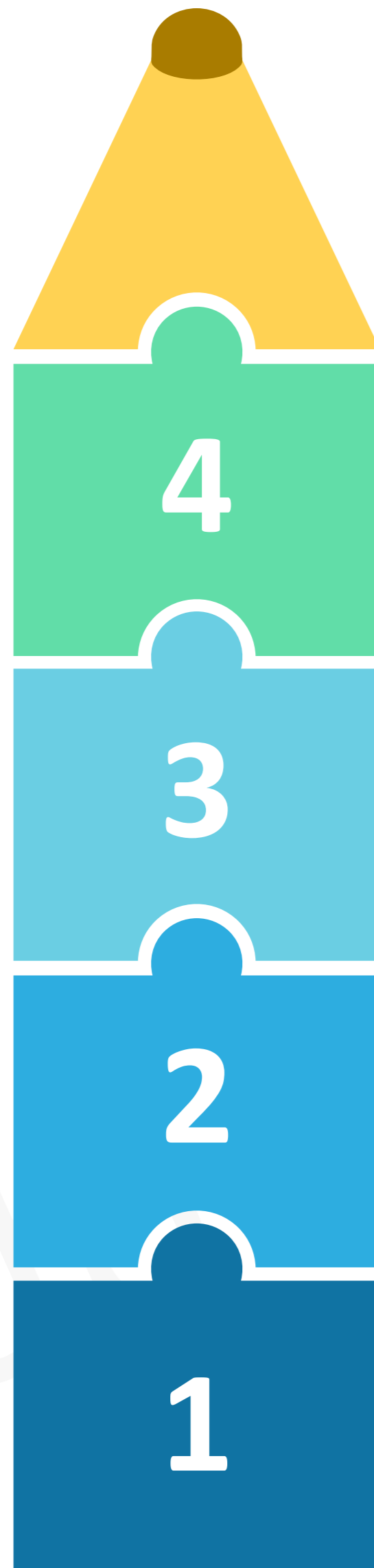
The core concept behind game-based learning is teaching through repetition, failure and the accomplishment of goals. Video games are built on this principle. The player starts off slow and gains in skill until they're able to skillfully navigate the most difficult levels. Games that are planned and designed well will offer enough difficulty to keep it challenging while still being easy enough for the player to win.

Game-based learning takes this same concept and applies it to teaching a curriculum. Students work toward a goal, choosing actions and experiencing the consequences of those actions. They actively learn and practice the right way to do things. The result is active learning instead of passive learning.

Flight simulators are a perfect example of the effectiveness of game-based learning. Pilots commonly use flight simulators during their training. They're given very specific goals and practice until they can accomplish them. The result is much more effective than sitting through lectures and theory.

Gamification versus Game-Based Learning

Session 3.1

Gamification and game-based learning are similar in that both strategies promote engagement and sustained motivation in learning. However, gamification and game-based learning can also be usefully distinguished:

Gamification is the integration of game elements like point systems, leaderboards, badges, or other elements related to games into "conventional" learning activities in order to increase engagement and motivation.

Game-based learning, in contrast, involves designing learning activities so that game characteristics and game principles inhere within the learning activities themselves
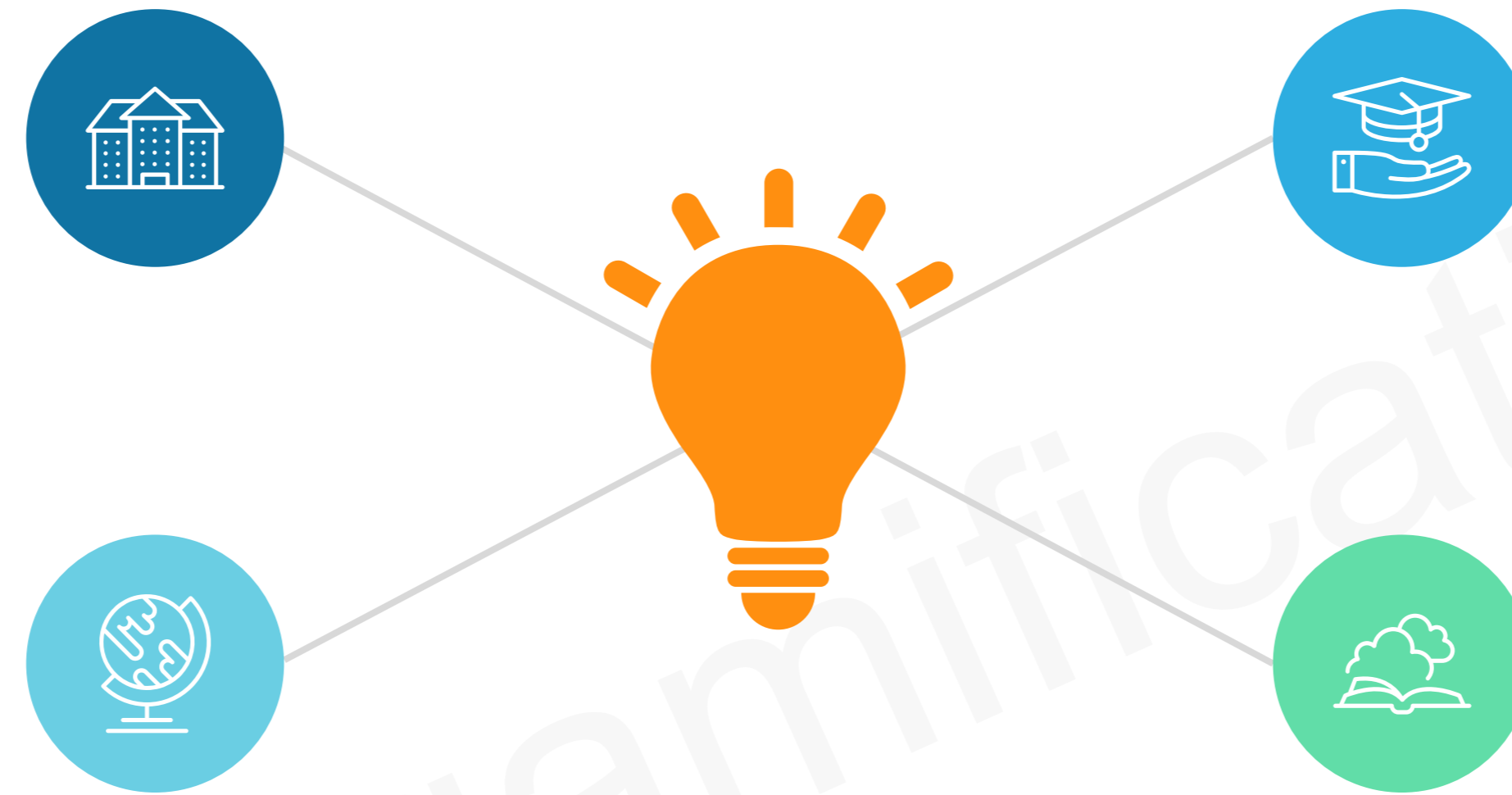
The line between GBL and gamification is sometimes very thin; the elements of gamification are normally present in a GBL activity, not vice versa.

GBL usually includes a game-like environment and practice of the learning content through activities like theatre and role play.

In GBL, the learning process comes as a result of playing the game.

Gamification, instead, is about inserting some elements of a game into traditional activities.

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Gamification versus Game-Based Learning

Different types of GBL

◆ In order to understand GBL better, its different types can be examined along with taking the following into consideration: the place where the game happens, and the environment in which the students play. The three types of GBL are:

Board Games

◆ Monopoly can be considered an educational game. It has all the necessary elements: a story, characters, points, competition, and many other aspects. There are many examples of Monopoly-like games for schools with modified rules for different subjects, like History Monopoly or Math Monopoly.

◆ N.B. Also in the next 2 types, but especially in board games, preparation of the game (for example, the board and the rules) is really important. Students should be involved in the "building-of-the-game" phase, because it can be highly instructive and motivating. Keep in mind that building an educational game can be a great Project Based Learning (PBL) activity.

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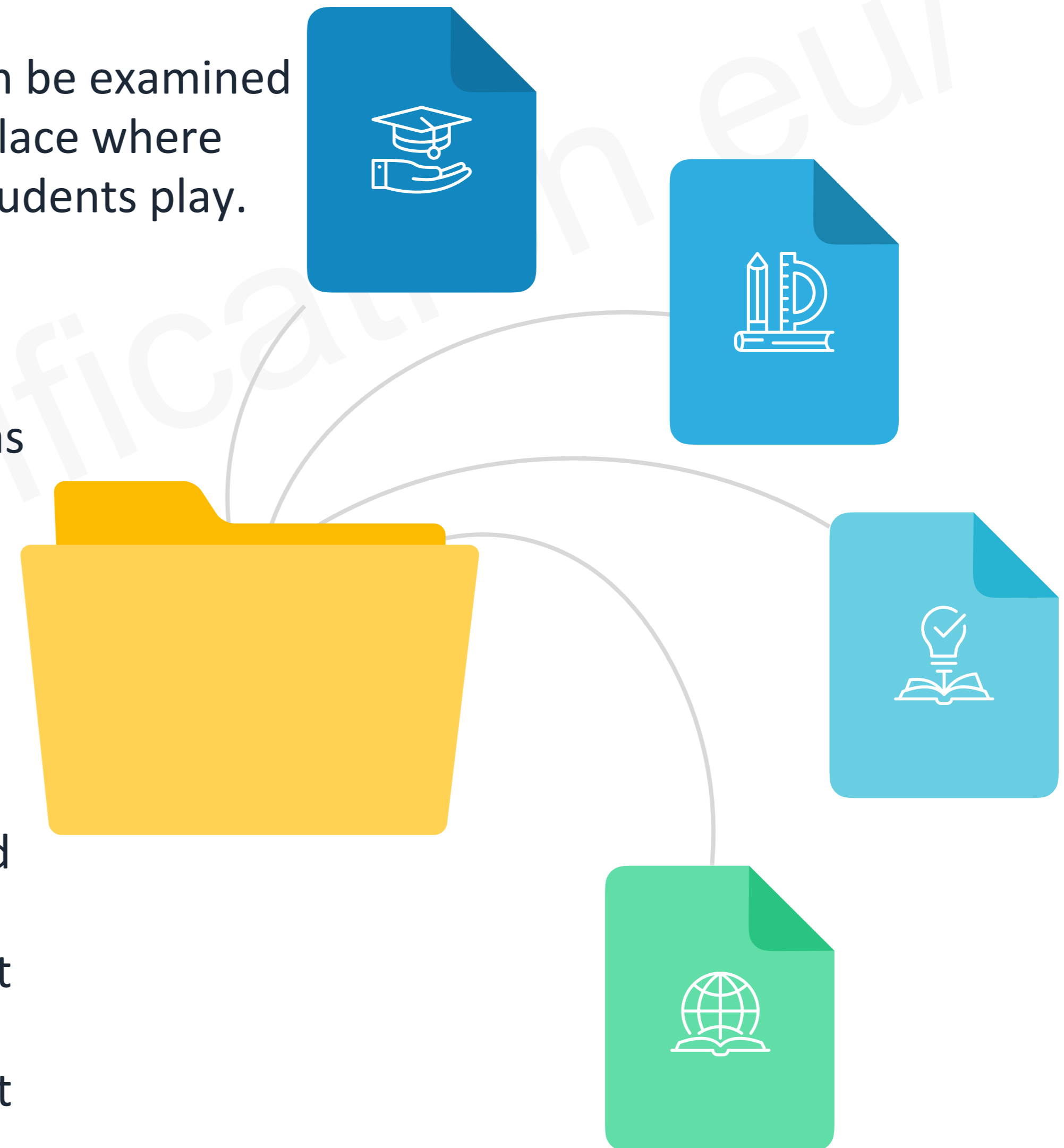
◆ Real Life Games

The environment here is the real world. This is probably the most motivating, but also the most stressful type of game. In this kind, students must move, act, use their body and their minds in order to play. This is the most immersive type and it provokes students in almost every aspect of their learning.

Since there is the possibility to move into a certain space, the real life game is often connected to the theatre. It's easy to find role play activities, as well as simulations or drama in this type of game learning. Students act "as if they were" a character of the game, make decisions according to their goals, the environment, and the rules.
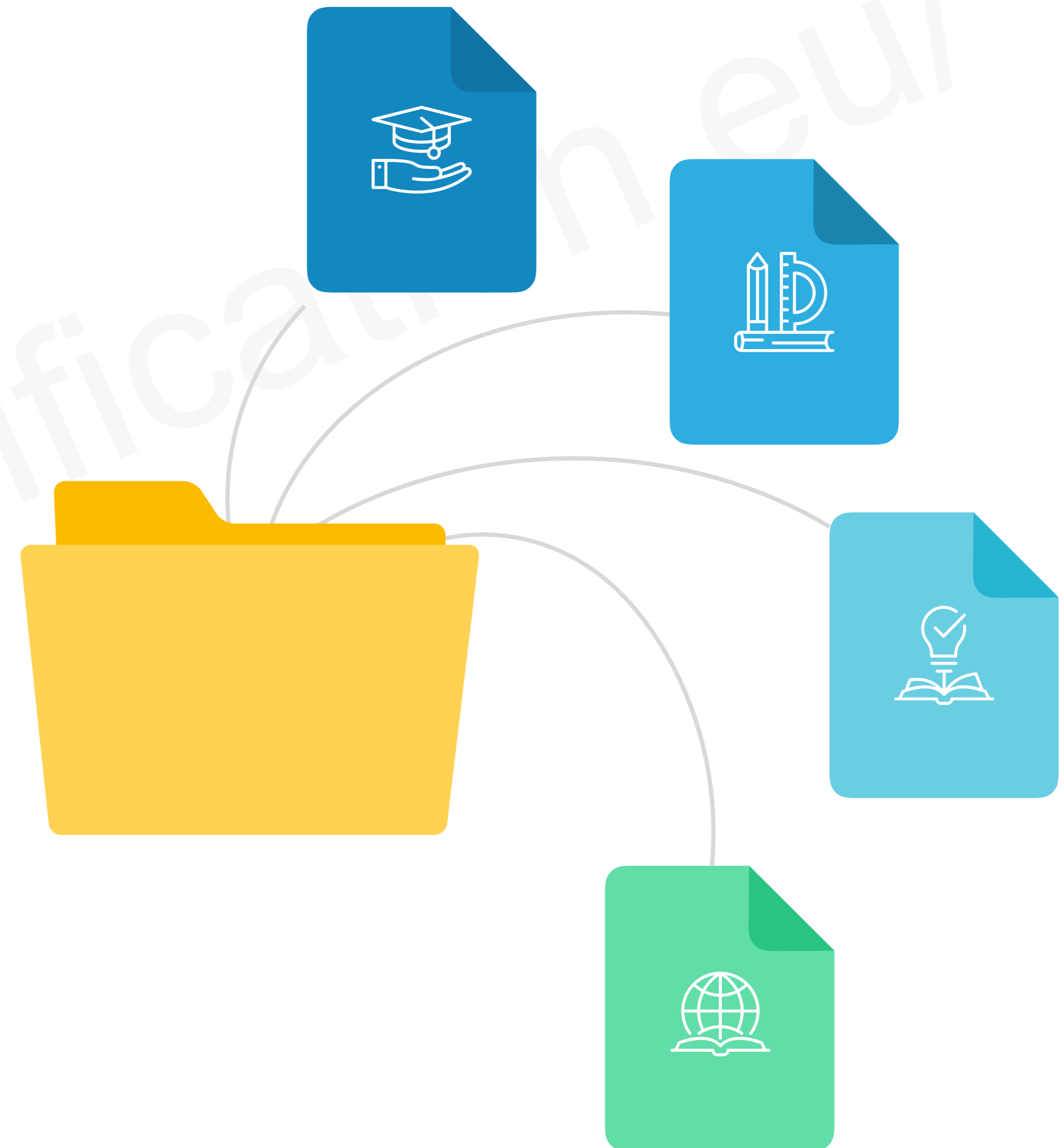
Digital Games

The environment here is online. Digital games can be compared to board games. In fact, a lot of digital programs for GBL use online boards that a teacher can edit or add educational content according to the topic that will be played. Also, in this type of game, students can be involved in the construction of the game, especially if the teacher is not able to manage online tools without their help. Students have a character (but not necessarily an account) that moves through the game where they face challenges that are placed along the games' path. A digital game does not involve skills that are connected to the use of the body and the real space, but it can train students to collaborate in a different and virtual way.

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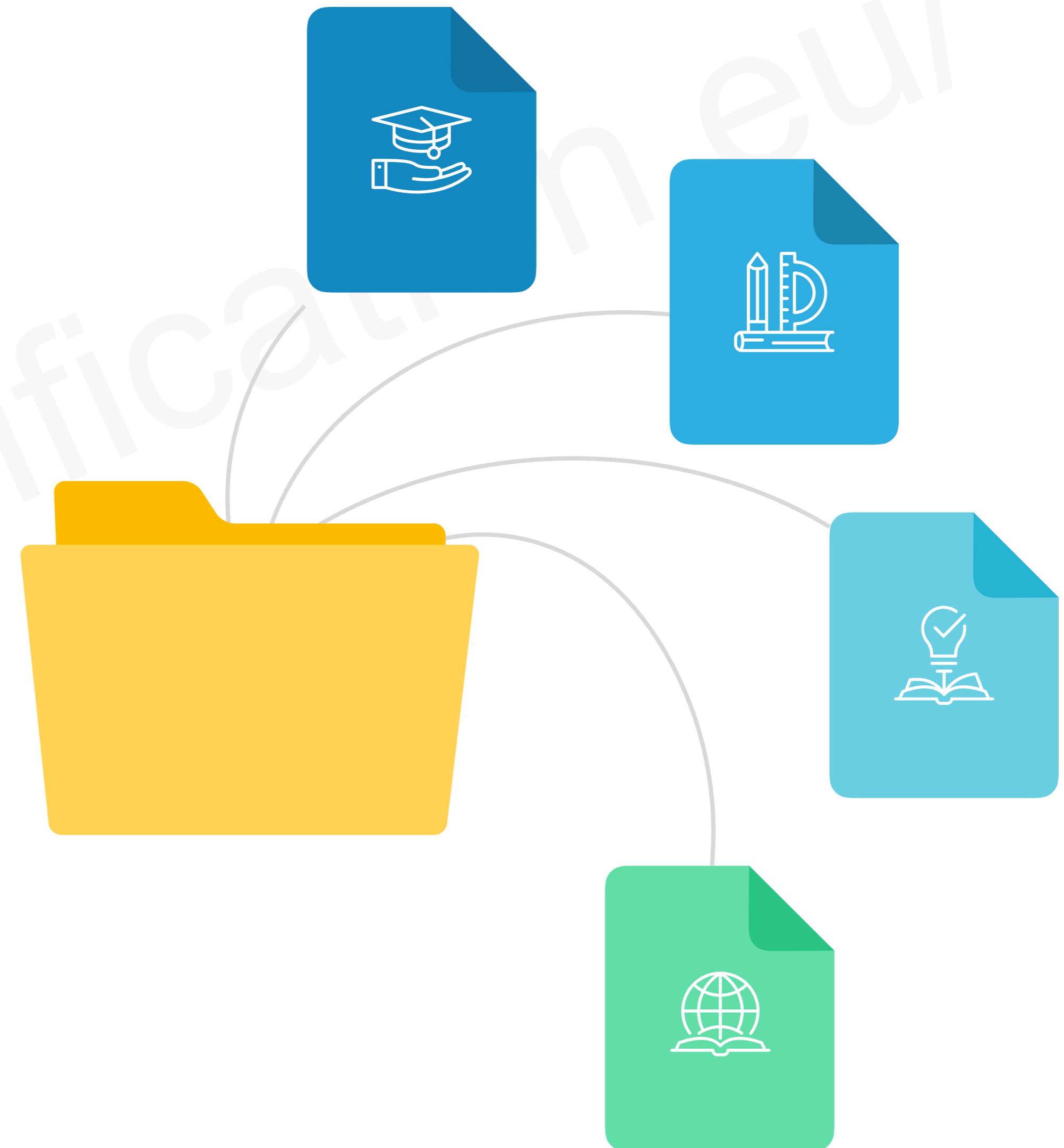
What are the benefits?

01 - Motivation

We could say that if students were always motivated, teachers' problems would disappear. Motivation is the key to good teaching and learning flow in the classroom. For this reason, GBL is very effective, as games are naturally motivating and engaging. Moreover, games provide something that can be described as "far from a traditional lesson" and they are often include competition among students; which can raise the level of motivation in a classroom. Teachers can decide on the type of competition and create supportive teams to lower the level of stress among students.

It is important to also create and incorporate games according to the students ages, for example, teenagers can tend to lose their motivation if a game seems too childish. In order to avoid this, the teacher must prepare games according to their audience with content that matters to their students. Teachers should never be afraid of using games for learning and keep in mind that nobody is ever too old to play a game.

Gamification versus Game-Based Learning
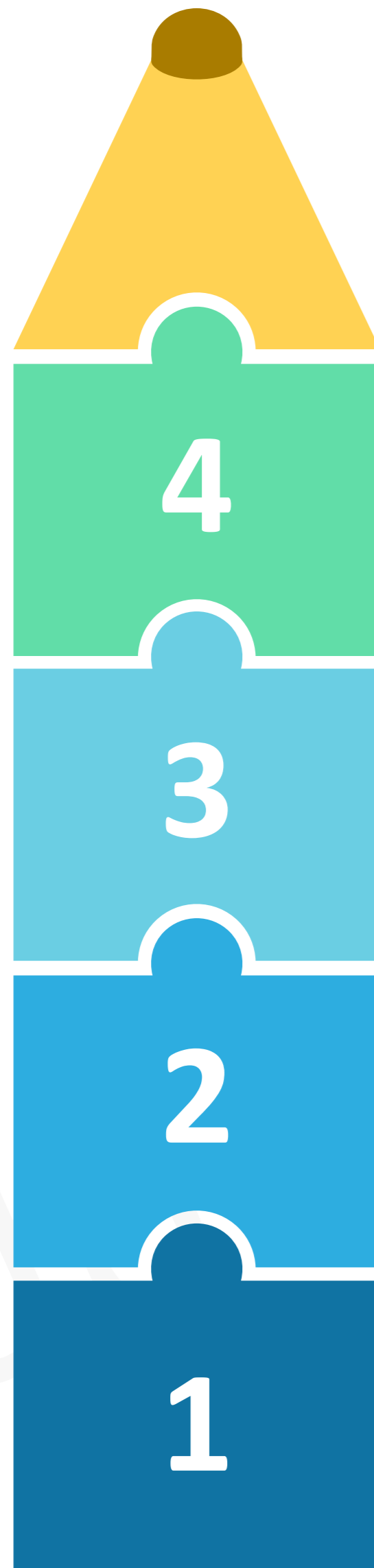
02 - Inclusion

Playing can challenge students and force them to step out of their comfort zone. For this reason, sometimes it can happen that some students don't want to play certain roles. If this is the case, the teacher should not force those who do not want to play them. Fortunately, a GBL activity, whether it is complex or not, is made of different parts and different characters; there is no limit to the creation of the type of players and the kind of participation that is required. Students can be assigned the role of a supervisor who checks that everybody respects the rules of the game, a recorder who makes a video of the in-class activity, a reporter who collects results and/or describes how the game evolves, or a constructor who builds the game, etc. The point is roles and tasks can be differentiated to include all students.

03 – Student centered

Games are naturally student-centered and students should be involved in the preparation of the game. If they are engaged and interested, they will accomplish tasks more willingly than with traditional activities. Usually, when teachers set up the goals and the rules, most students will work without any further explanation and teachers can monitor and assist their students.

Session 3.1

04 – Critical thinking and decision taking

These are two skills that can be practiced and learned especially when engaging in role play. When students are assigned to play specific characters in certain environments, they have to decide, on the spot, what to do in order to reach the goal.

05 – Group work

It is not difficult to understand why a game is highly suitable for team and group work. Unity is strength and everyone loses or wins when they play a game together.

06 - Creativity

GBL and games are effective tools for fostering creativity, especially if students are involved in the construction of the game. Imagination has no limits. Teachers can leave opportunities inside of a game where students can fill in the blanks with their own solutions and ideas.

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Gamification versus Game-Based Learning

Session 3.1

A couple of recommendations

A Final product

Students must see concrete results for their efforts. If they create a game and then play it, assessment or feedback should be part of it.

Remember, when a game is played in the classroom, it is a useful way to learn…

The assessment

Remember to give students, during (formative) the game or at the end (summative) assessment, which can come from the teacher, a peer or through student self-assessment.

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ACTIVITY HANDOUT 3

[Spelling Lottery]

Core skills developed

To act fast an properly;
Use and improve spelling
of words

Timing

10 – 30 minutes
Also depends on how
many words you are
preparing

Required tools

Sharp, flat and square word
cards and index cards are
needed and a sheet of paper
with different words

Description

This activity is proposed for the Primary Education, within the Spanish Language and Literature classroom and is titled "Spelling Lottery". It consists of a review activity, and it will be carried out in a session after trying and explaining the necessary content.
This preparation is based on the traditional lottery game and can be played in groups or in a large group. Sharp, flat and square word cards and index cards will be needed to cover the correct word. The teacher will have a sheet of paper with the different words on the cards (and their correct accentuation) and will say the names randomly. Students with cards must cover their word with the correct card (sharp, flat or esdrújula word with accent or sharp or flat word without accent). The students will be able to sing "line" or "bingo" and, after this, the cards will be corrected in a large group to check the solution and resolve all possible doubts. Therefore, it is necessary that the accentuation contents have been previously seen.

Figure 2. Spelling lottery

GAMIFICATION
for Intercultural Education

1. Is Game-based learning the same with Gamification?
   a. True
   ✅ b. False

2. What is Gamification (tick the correct options):
   ✅ a. inserting elements of games into activities
   b. degenerate strategy
   c. energizing games
   d. to use game elements to teach a specific skill

3. What types of GBL are there? (type the answer)

4. The elements of gamification are present in a GBL activity, and vice versa:
   a. True
   ✅ b. False

5. What are the advantages of GBL and Gamification?
   ✅ a. Motivation, inclusion, student-centered, critical thinking & decision taking, group work, creativity
   b. Motivation, goal-focused, energized, creativity, critical thinking & decision taking, individual work, creativity.

http://edu-gamification.eu/

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GAMIFICATION
for Intercultural Education

Gamify your classroom.
Key methods and techniques in gamification

Session 3.2

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Gamify your classroom. Key methods and techniques in gamification

Session 3.2

Gamification can be challenging to implement, because it is not just to use game mechanics in non-game context. The first results reveal that it is necessary to focus attention on the design process, where some of the main problems were detected. The setback that occurred in the early years was due to the lack of knowledge and tools to enable it to be accomplished. Currently it is possible to find digital tools that help on the design of gamification. Also, the knowledge available allows teachers to find creative solutions to successful experience.

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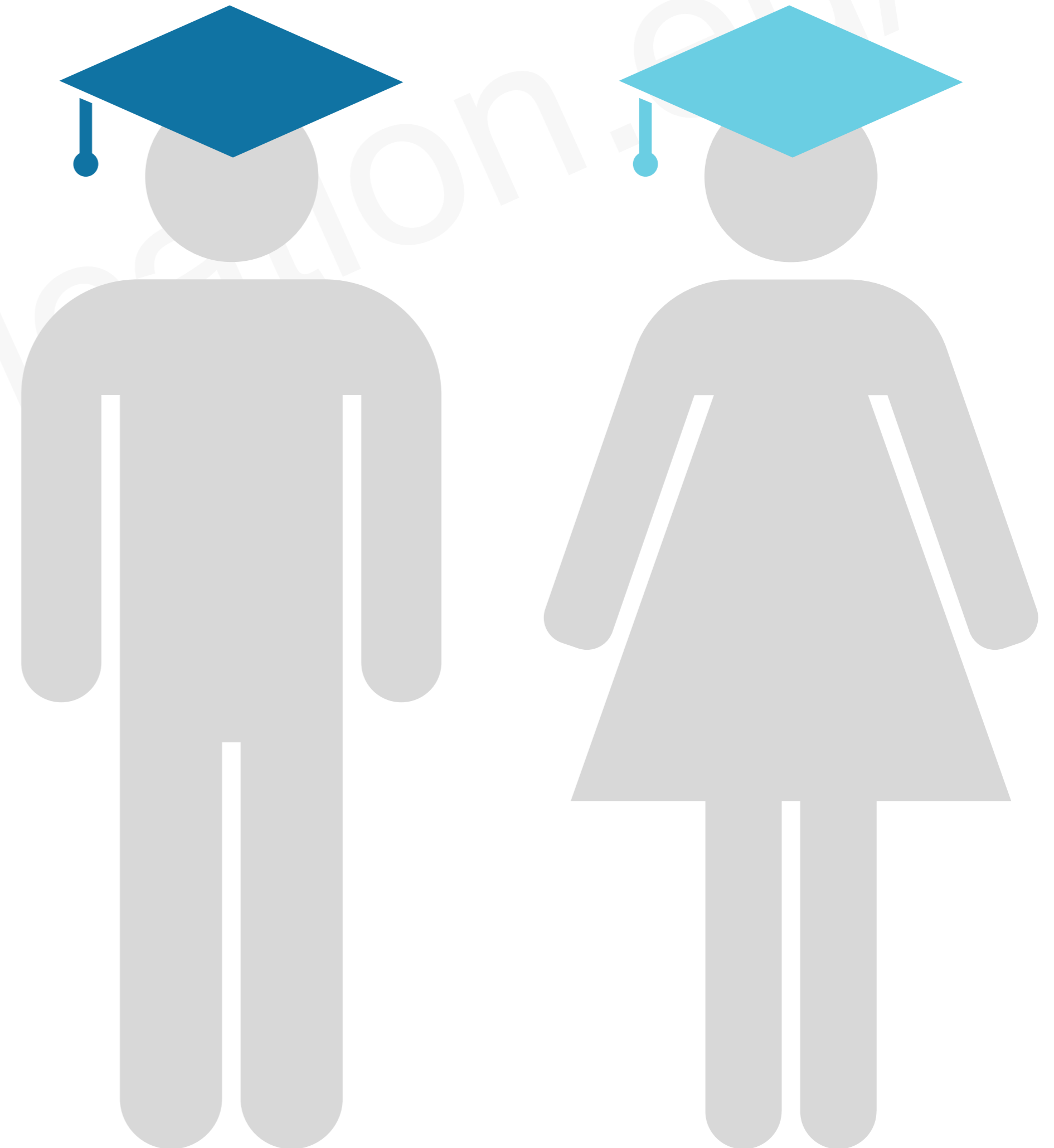
Gamify your classroom. Key methods and techniques in gamification

Session 3.2

How to apply Gamification on classroom?

According to Zichermann & Linder [8, p. 216] there are three Reasons for gamification to be the future:

1st

Gamification is the language of this new generation

2nd

The benefits of game apply equally well to older stakeholders

3rd

Game delivers affordable, measurable, and scalable behavior change

Gamify your classroom. Key methods and techniques in gamification

Session 3.2

◆ Gamification is taking its first steps in the educational area, however that it is the context where more studies are published according to Hamari [12]. Most studies are based on projects where game mechanisms have been implemented in learning contexts. But Gamification is much more than that, its success depends on the interests of the recipients

◆ Robson presents a framework of gamification named Mechanics, Dynamics, and Emotions (MDE). This framework was adapted from Hunicke, Leblanc and Zubek original game design: Mechanics, Dynamics, and Aesthetics (MDA). Aesthetics on the game design "describes the desirable emotional responses (...) evoked in players when they interact with the game" [21, p.413]. On his framework, Robson replace 'aesthetics' by 'emotions' since it is a close term to engagement outcomes.

Gamify your classroom. Key methods and techniques in gamification

Session 3.2

MDE framework includes four components, namely:

◆ **People involved**

Designers, players, spectators, and observers

◆ **Mechanics**

Decisions made by designers ("the goals, the rules, the setting, the context, the types of interactions, and the boundaries of the situation to be gamified" [18, p. 414]).

◆ **Dynamics**

Behavior that emerges in players due to a gamified experience.

◆ **Emotions**

The emotional state and reactions that the experience provokes in the players - from this depends the extension of the player in the experience.

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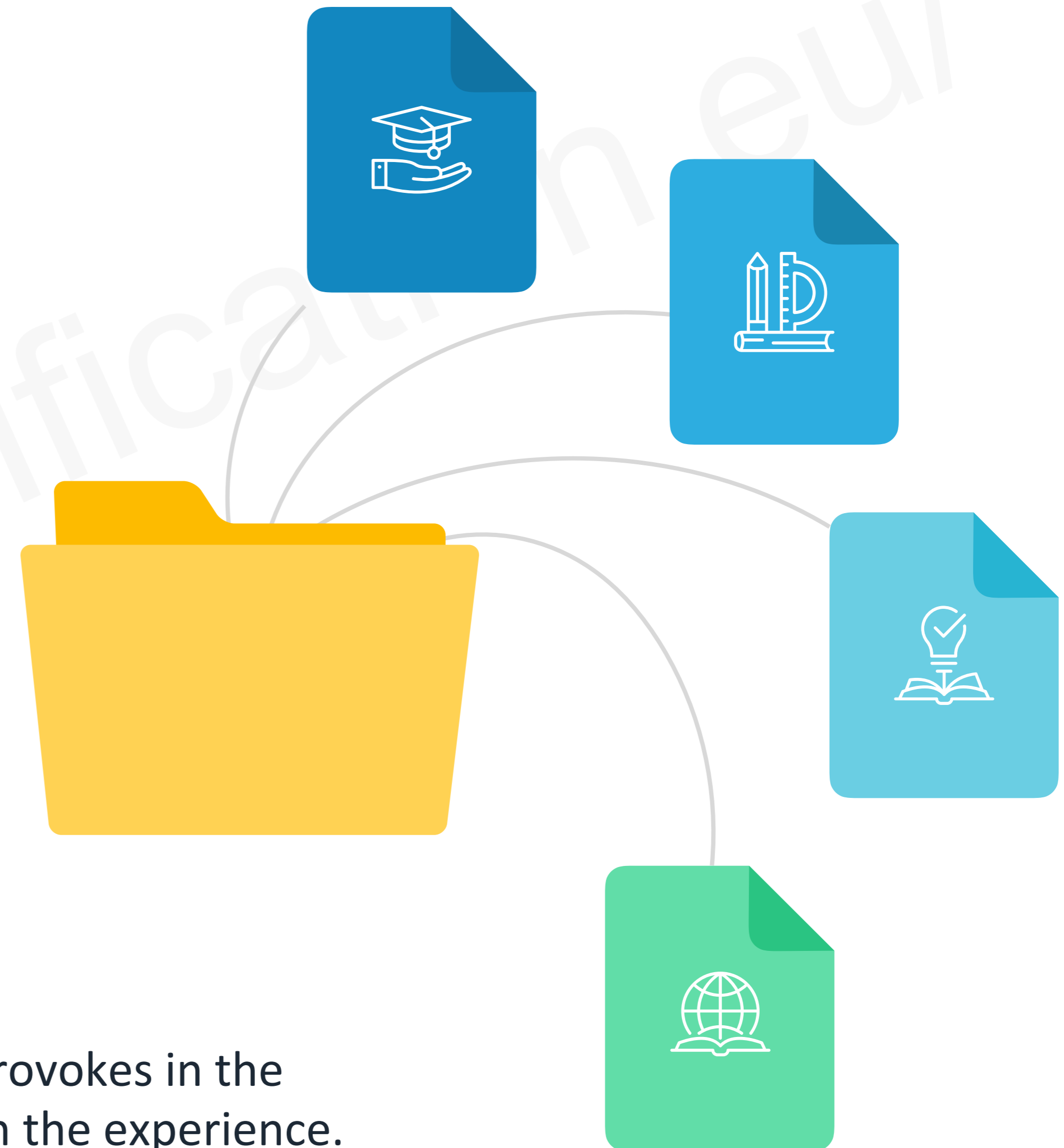
Gamify your classroom. Key methods and techniques in gamification

Session 3.2

It is important to understand how these components can be organized to accomplish a successful gamification experience. What mechanics should be used? What is the relationship between Mechanics and Emotions? What can we expect from a set of mechanics? To understand how we can design and apply gamification it will be presented the Octalysis framework developed by Chou.

The Octalysis framework is based on the concept of Human-Focused Design that prompts that people have feelings, motivations, insecurities and reasons why they want to do something and optimize it to achieve that aim. All human actions have behind it a Core Drive that motives them. Octalysis is an octagonal analysis of what drives anyone to do something, it describes eight core drives that explain the motivation that is stimulated by game mechanics (Table 1).
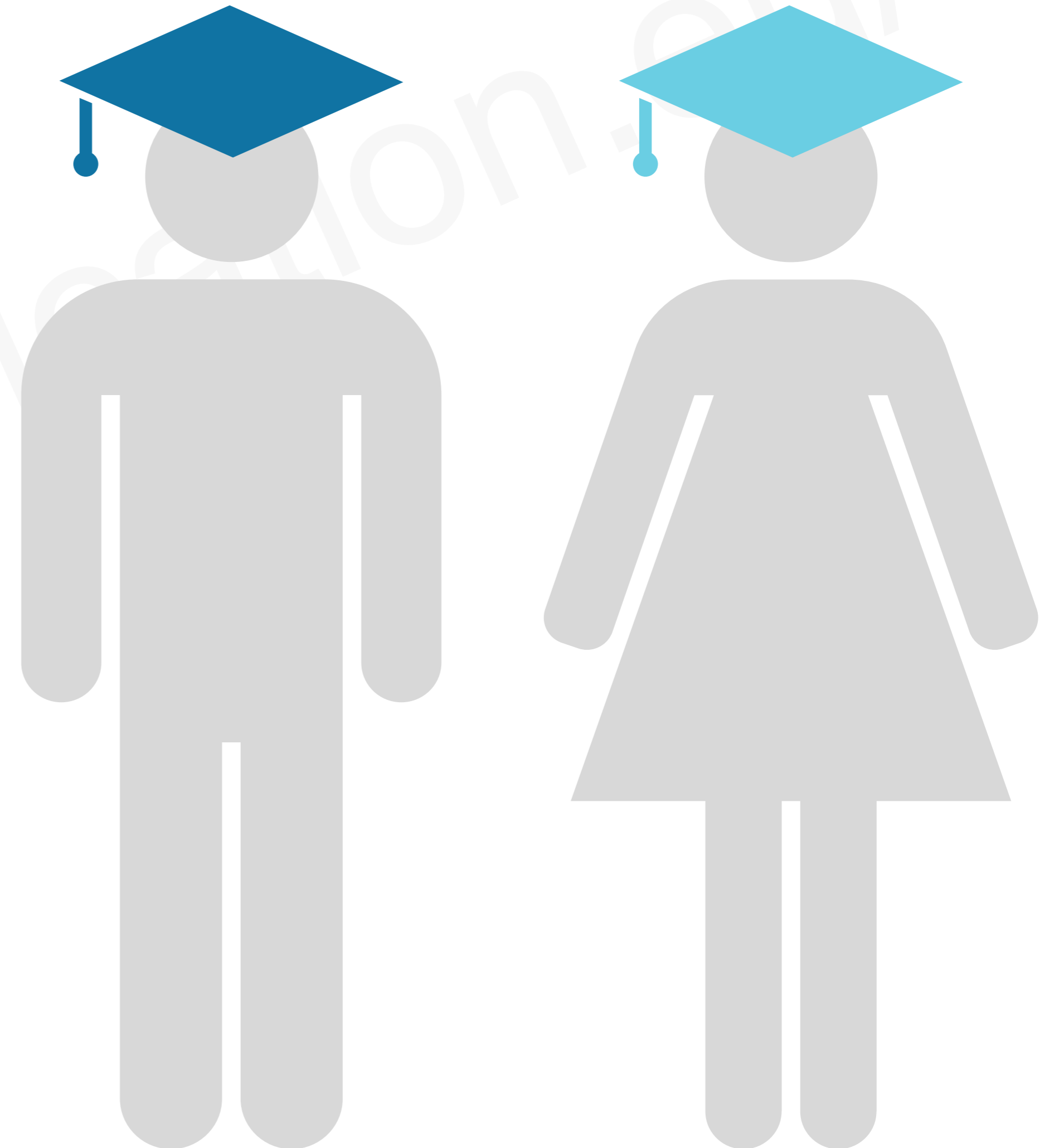
Core Drive	Description	Examples of mechanics
1 - Epic meaning and calling	- it "is the Core Drive that is in play when a person believes they are doing something greater than themselves and/or were "chosen" to take that action" (p.25)	- Narrative - Elitism - Destiny child - DoCreator
2 - Development and accomplishment	- it "is our internal drive for making progress, developing skills, achieving mastery, and eventually overcoming challenges" (p.25).	- Points - Badges - Progress bar - Leaderboard
3 – Empowerment of creativity and feedback	- it "is expressed when users are engaged in a creative process where they repeatedly figure new things out and try different combinations" (p.26).	- Mission unlock - Instant feedback - Boosters - Choice perception
4 – Ownership and possession	- it "is where users are motivated because they feel like they own or control something" (p.26)	- Collection set - Avatar - Virtual goods
5 – Social influence and relatedness	- "incorporates all the social elements that motivate people, including: mentorship, social acceptance, social feedback, companionship, and even competition and envy" (p.27)	- Social treasure - Group quest - Bragging - Mentorship
6 – Scarcity and impatience	- it "is the Core Drive of wanting some- thing simply because it is extremely rare, exclusive, or immediately unattainable" (p.27)	- Appointment dynamics - Fixed intervals - Count down - Patient feedback
7 – Unpredictability and curiosity	- it "is the Core Drive of constantly being engaged because you don't know what is going to happen next" (p.27)	- Mini quest s - Easter eggs - Random rewards
8 – Loss and avoidance	"This Core Drive should come as no surprise - it's the motivation to avoid something negative from happening" (p.28).	- Progress lost - Evanescence opportunity - Fear of missing out

Session 3.2

◆ To design gamification experience for your students, teachers are invited to:

1. Identify the goal they want to achieve (i.e.: change a behavior; engage students in a part of the subject;...)

2. Identify the emotions that can guide students to achieve that goal (i.e.: curiosity; item collection; peer appreciation; ...)

3. Identify digital tools that could be used to reproduce these emotions (i.e.: online space to interact with students; different tools to create more interactive support materials)

Session 3.2

◆ Based on these choices, teachers will be supported by the project team to prepare and implement a gamification design they planned. The possibilities of combining the different tools are gigantic.

This allows teachers to choose the options that best suit the technical conditions available in schools, the technical mastery they have over the tools and the interests of the students.

Of course, it is not an easy task to do. We expect that the discussion of ideas between teachers and the sharing of experiences could have a great effect here.

Also, the creativity of each teacher to think outside the box could have a big contribution to the success of each design.

Gamify your classroom. Key methods and techniques in gamification

Session 3.2

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8

◆ Make students Co-Designers

Present the class syllabus as a form of Gamification. Work together with students to develop the narrative of the class, as well as short, and long-term goals. Allow students to have a voice in the class design, vote on a model that agrees with everyone, work with it, learn from it, and revise it as the class goes on. As a result, students will be put behind the wheel of their own learning, allowing them to express creativity and some control over the direction of the class.

◆ Allow second Chances. And Third.

Like in video games, students should be allowed second chances. When a challenge is failed in a video game, users are able to learn from their mistakes, try again, and succeed. The same concept can be applied to the classroom, as students should be able to try an assignment, either succeed or fail, and try again. Students who succeed right away have the choice to either move on to a new challenge, or try to raise their score.

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Gamify your classroom. Key methods and techniques in gamification

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Session 3.2

◆ Provide Instant Feedback

This one isn't always easy, so you may need to use your noodle a bit.
In a game setting, feedback is essential for users to know how they are doing in the game. If a user makes a choice in a game, it is usually known immediately if that choice was the right one. Classrooms must work in a similar fashion, as students must be able to receive and give feedback so it is known if the steps they are taking are in the right direction. Though computers provide immediate feedback in video games, it may take a teacher a little longer to provide feedback to individual students.

◆ Make Progress Visible

In games, users usually have levels or progress bars that indicate how well they are doing in the game. Gamified classrooms can implement similar elements which indicate how far along students are, and how close they are to reaching the next level. Instead of issuing grades or percentages, teachers can either issue progress bars to students, or allow them manage their own. With each completed assignment, test, or project, a certain amount of points can be added to their progress bar, bringing them closer to reaching the next level.

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Gamify your classroom. Key methods and techniques in gamification

◆ Create Challenges or Quest Instead of Homework & Project

In games, users are constantly required to meet challenges, such as identify patterns, break codes, or complete quests in order to advance. The same elements can be applied to a gamified classroom, as homework and projects can be presented in a fun, yet challenging way. By simply changing the context in which the assignments are presented, teachers transform the act of work into a more enjoyable, epic activity. Instead of assigning math homework, present it as a code that must be cracked in order to open a safe full of treats. Projects can also be presented in the similarly epic context, drawing students in to work and learn in a new way.

◆ Give Students Voice & Choice

In many games, users are often given various choices that affect their progress, and the outcome of the game. Some are rewarded with extra lives or other benefits when completing harder challenges. The same choices can be implemented into gamified classrooms, allowing students different options they can use to reach their academic goals. As Alice Keeler explains in her classroom, students are given the choice to choose different paths in learning the curriculum.

For example, instead of simply issuing a test at the end of a subject, teachers can allow students to take different paths to demonstrate their understanding of the material. Some students may choose to develop a group project and presentation, others may write an essay, make a board game, or express their understanding in other creative ways.

Gamify your classroom. Key methods and techniques in gamification

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Session 3.2

◆ Offer Individual Badges & Rewards

Badges or other rewards are a good ways of recognizing student achievement and incentivizing students to continue raising their efforts in reaching academic goals. By providing a tangible symbol of achievement, badges and rewards can be very effective in celebrating certain student accomplishments, and can be a great tool for raising student confidence. Even if badges are given for simply attempting an assignment, completing extra credit, or showing continued effort in reaching a goal, the mere recognition of effort can go a long way in motivating students to learn.

Have Students Design
◆ A Class-Wide Skills & Achievement System

With your input of course.

To encourage an entire class to continually strive to raise their academic achievement, teachers must implement more than just individual badges and rewards as incentives. Teachers can implement a class-wide reward system, where everyone can celebrate individual and collaborative accomplishments. An example can be when a student reaches a new level or point total, certain skills or power-ups can be rewarded, such as the ability to choose a class-wide activity or game to play.

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Gamify your classroom. Key methods and techniques in gamification

Session 3.2

◆ Implement Educational Technology

Though gamification does not strictly require the implementation of technology to be successful, the 21st-century student is already very accustomed to using technology in their everyday lives. Therefore, teachers have found creative ways to use technology to help enhance their gamified classes. Customizable classroom management systems such as ClassRealm have helped teachers easily manage their gamified classrooms, allowing teachers, students, and parents to track student achievements, encourage student participation through educational adventures and games, and set up academic goals for individual students.

◆ Embrace Failure; Emphasize Practice

An effective gamified classroom should not merely focus on the information being taught, but on the skills achieved, and the knowledge gained. The emphasis of gamification is to provide students with a fluid environment of self-directed learning. In this capacity, students will learn meaningful skills such as critical thinking, problem-solving, collaboration, and an understanding of how to apply those skills. These are invaluable abilities that students will not only use in school, but throughout their own personal and professional lives.

GAMIFICATION for Intercultural Education

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Gamify your classroom. Key methods and techniques in gamification

Session 3.2

Adapt old-school games for classroom use

Scavenger hunts, bingo, dice games, Connect Four and Scrabble have been around for decades and can be adapted for classroom learning. Put vocabulary words on bingo cards and see if students can match the words after hearing the definitions

Play digital games

Students love playing Kahoot!, Quizizz, Quizlet Live, Gimkit and the newest online trivia and games, Blooket. These free platforms allow teachers to create multiple-choice questions that players answer on their own devices.

Create a quest

A quest is a mission with an objective. Every year my students participate in an adventure quest based on the weekly current events reading. Students who correctly answer a specific text-dependent question earn points. The student with the most points after six weeks wins a prize.

Ways to Gamify Your Classroom
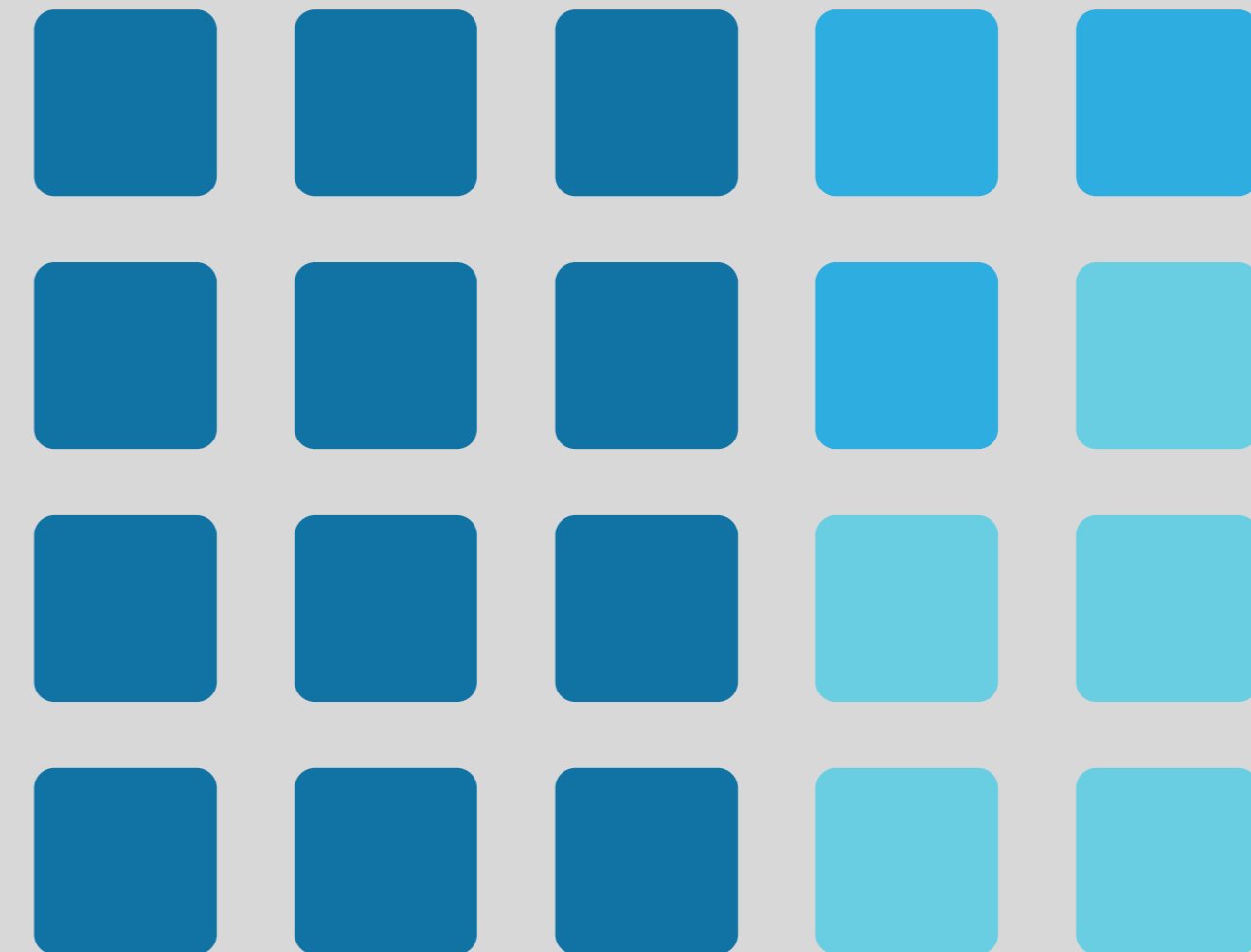
ACTIVITY HANDOUT 4

[What do we know?]

Core skills developed

Obtain prior knowledge about specific content

Timing

60 minutes

Required tools

Classroom, class computer, the projector

plickers
clickers, simplified

Description

This activity is proposed for Primary Education, we can apply it within any area and is entitled "What do we know?". It consists of an activity to detect previous knowledge. The specific objective is to obtain prior knowledge about specific content and it will be carried out in 60 minutes.

Among the necessary materials we find the classroom, the class computer, the projector, a plickers account with the necessary information of the students, their corresponding application labels and the questions asked to be answered.

Through the application of "Plickers", we will collect results on the knowledge that students have about the contents. The plickers is a tool for examining students in a fun and dynamic way. Through multiple choice questions that are displayed on the projector, each student will answer the questions with their corresponding card. Each card has a different geometric shape and on the 4 sides of said figure are the letters A, B, C, or D. To answer the answer that they think is correct, they must lift the figure with the corresponding letter on the upper side. Once the cards are exposed, the teacher with the application of the "plickers" on the mobile will sweep all the students, so that all the answers to these questions will be recorded.

Evaluation of session 3.2

Gamify your classroom. Key methods and techniques in gamification

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◆ **1. What does the gamification framework represent?**

   ✅ a. Mechanics, Dynamics, Emotions (MDE)
   b) Mechanics, Dynamics, Aesthetics (MDA)
   c) Mechanics, Graphics, Aesthetics (MGA)

◆ **2. To design gamification experience, teachers are invited to:**

   a) Identify the goal they want to achieve
   b) Identify the emotions that can guide students to achieve that goal
   c) Identify digital tools that could be used to reproduce these emotions
   ✅ d) All above

Linking gamification to intercultural education

Session 3.3

Gamification in the context of Intercultural Education refers as a playful technology that motivates and stimulates students' effort and acuity and, in addition to teamwork, enables students to learn to work in cooperation with others, to achieve the goal with a specific, neuroeducational style, methodology and resources, a science that develops brain functions with certain educational strategies and technologies.

Intercultural Education is based on the teaching of values such as communication, solidarity, respect, tolerance and inclusion of diverse students in school and the cultural and social integration of people in a common project.
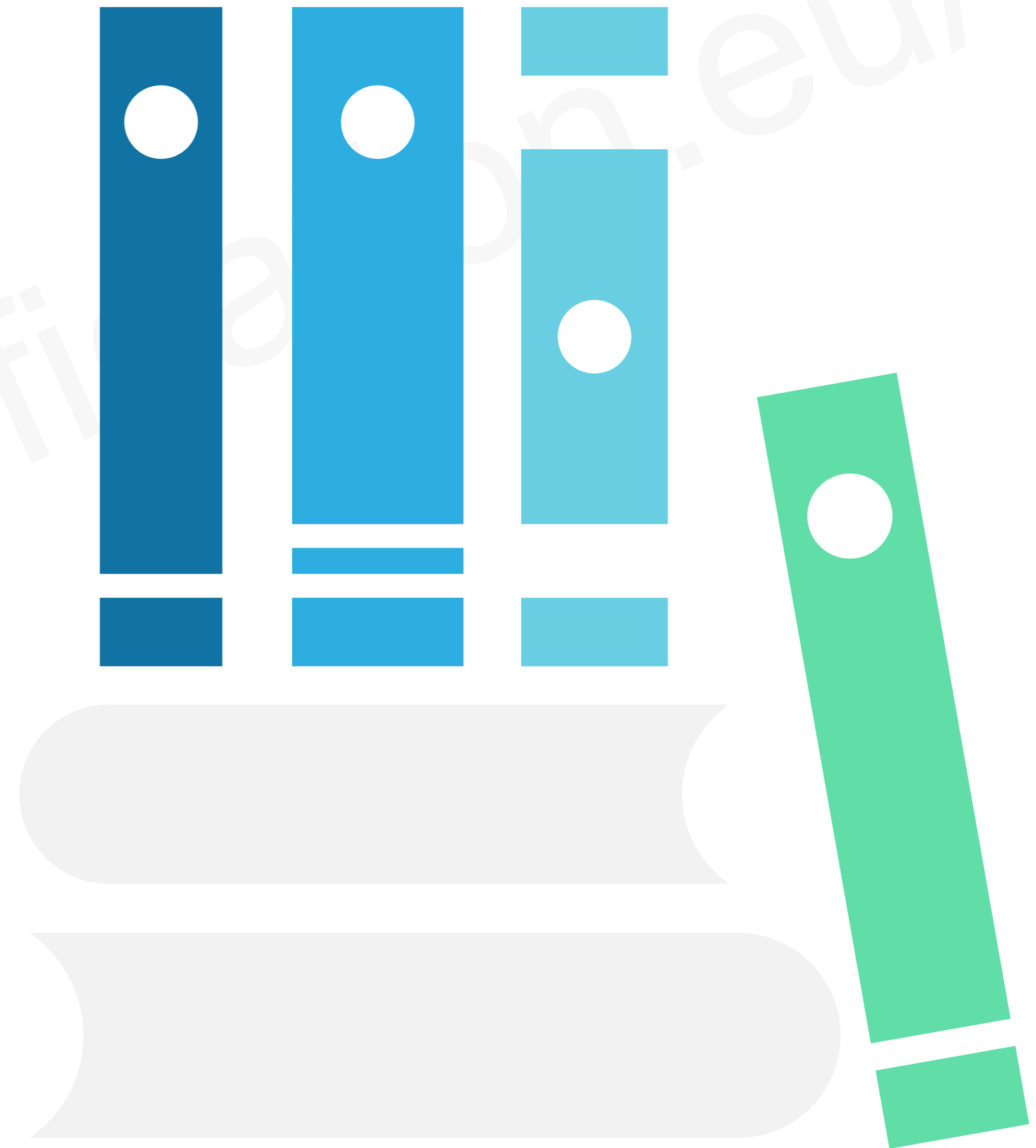
The term Intercultural Education originates in the eighties. Before, people used to talk about multicultural, pluricultural, multi-ethnic and multiracial education about assimilationist paradigms or ethnic conciliators, according to the cultural background and the experience of certain attitudes and values in the personal and institutional involvement (GONZÁLEZ- ALONSO; DE CASTRO-HERNÁNDEZ, 2012).

It is still stated that The value of interculturality in schools, as areas of formal education where the educative system is developed, also resides in the ability of the system itself to face cultural and linguistic diversity. It rests as well upon the ability to offer an intercultural education, able to promote integration among all students, and to improve coexistence among the different sectors of the school population (p.190).

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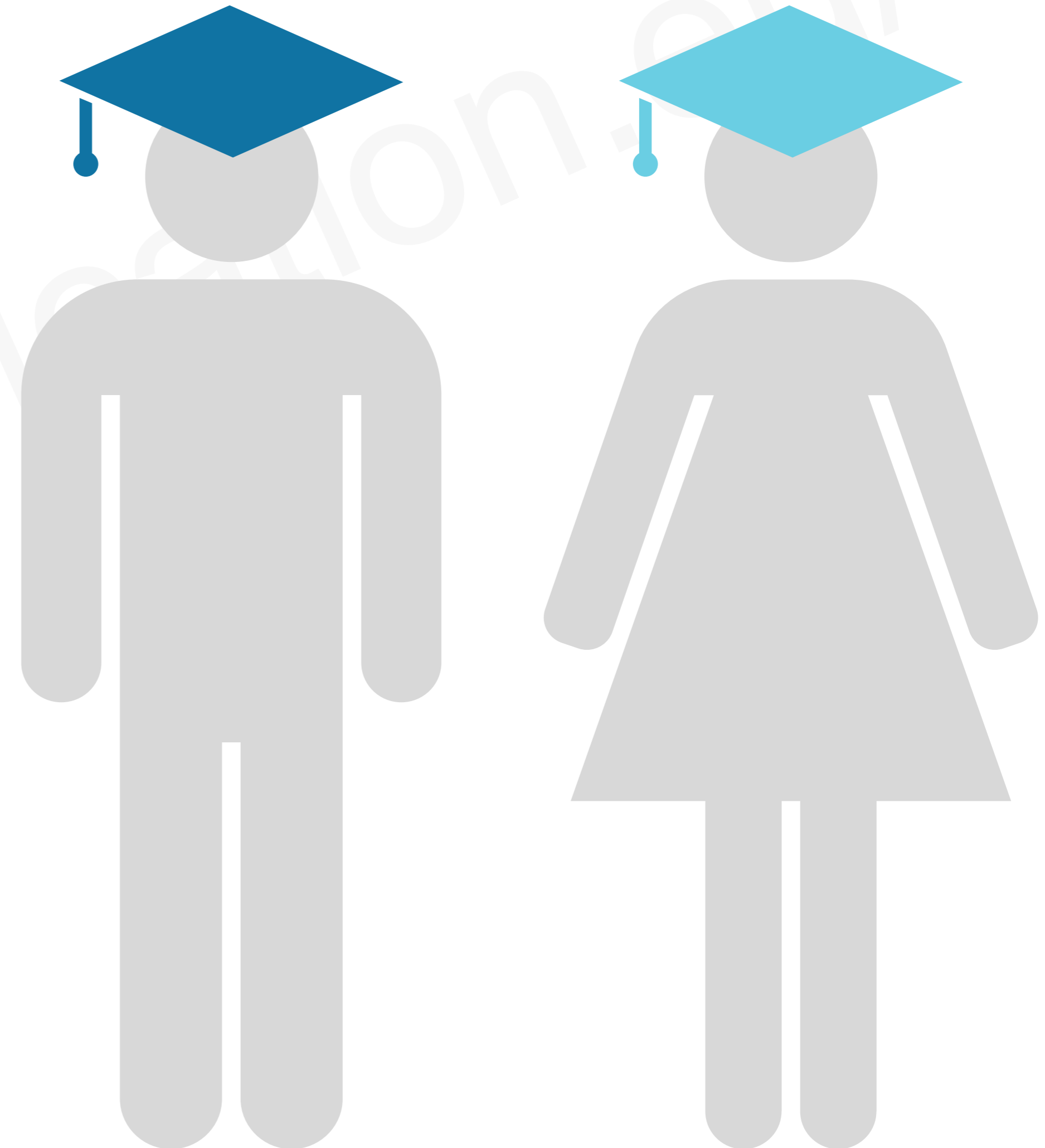
Escape Room and Brain Less

Description

Escape Room has to do with investigation and team games, which can be developed at any age and where there are no risks against people integrity. The group or groups are meant to exit the room in which they are, solving prepared games with clues that have a guiding thread, exposing the acuity and individual intuition, such as the ingenious and group abilities, in a fight against a fixed period of time (around one hour) in order to escape. The room could be set in a time and place that refers to, for instance, a castle, a museum, a bank, a church, a casino, or even a murderer"s house. In any case, players are meant to follow the clues, discovering the riddles and mysteries and escaping the place in time. Nicholson (2015) ensures Escape Room is based on live action teams, with clues and jigsaws to accomplish a goal in a short period of time, and that it has grown in popularity and has overcome the challenges (WIEMKER, ELUMIR; CLARE, 2015).

The second one, Brain Less, refers to the brain exercise while trying to solve tests or riddles, to get to the next enigma or attain the final prize in a fight against the time. This is achieved by playing games that can be more or less obvious, intuitive and participatory. These games can take you to intermediary boxes until you can open the final box or envelope, with the desired contents or surprises.

The combination of both would have to do with the performance of the group activities planned to discover mysteries that lead to the final box in order to escape that place in a certain time.

Escape Room and Brain Less

Description

To this end, there may be visible materials for the groups, such as: Clues inside a book, alphanumeric codes, pieces of hidden QR codes, secret envelopes, locks of three, four or more numbers, lockable boxes, badges or rewards, etc. Inside the locked boxes or envelopes, we can find different materials. For example, popular or famous quotes about interculturality, words about interculturality to be defined, positive and negative terms, educational ones or about processes related to interculturality, colour sticks, red cellophane pieces of paper for installing them over a printed decoder, sentences in a mosaic made of spikes, codes for opening boxes or finding envelopes, cards with codes to be solved, numbered brain profiles, hand gestures for elaborating sentences or decoding a number, computer graphics with references, passwords, QR codes with computer graphics, etc.

Session 3.3

These could be the steps to the interculturality workshop!
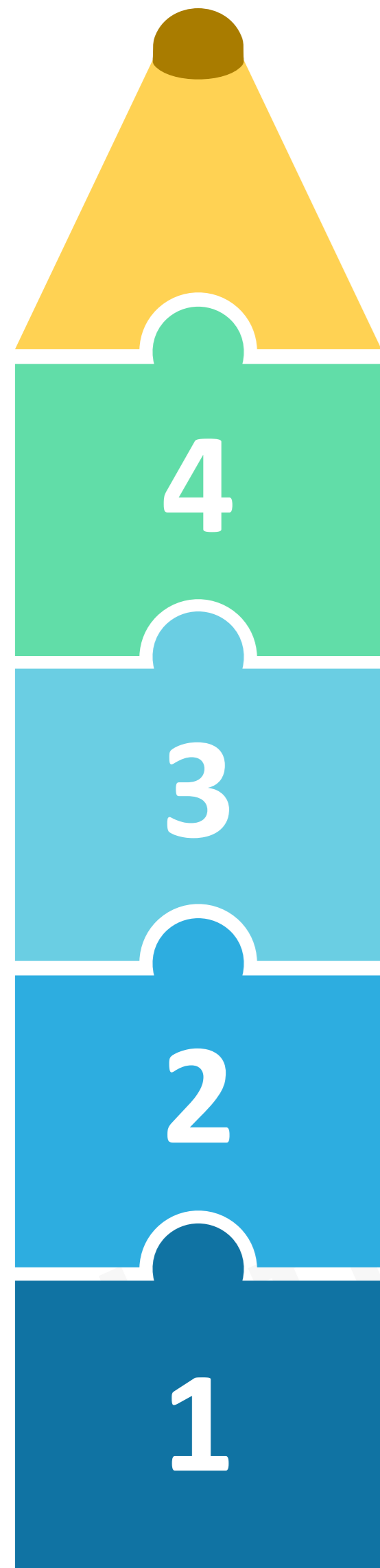
1. The selection of the learning objectives:

The selection of the learning objectives: If it requires previous knowledge, the proposed contents must be assessed, and the expected abilities must be applied and practiced. If it does not require previous knowledge, the new knowledge, abilities and processes need to be introduced. It is important to foster the critical thinking and teamwork.

2. The knowledge of the working group and its characteristics:

Its age, likes, interests, previous experiences with this kind of activities, etc.

3. The creation of the narrative of the experience:

Selecting the topic: future, fantasy, old Egypt, detectives, laboratories, horror, festivities (Christmas, Easter, summer holidays, Halloween, school parties, family meeting, etc.) and contextualizing it within a mission or conflict. Aiming this, one has to solve different challenges to deactivate a bomb, solve a crime, find an important object, remove a computer virus, escape from a prison, find a magic or healing potion, etc.

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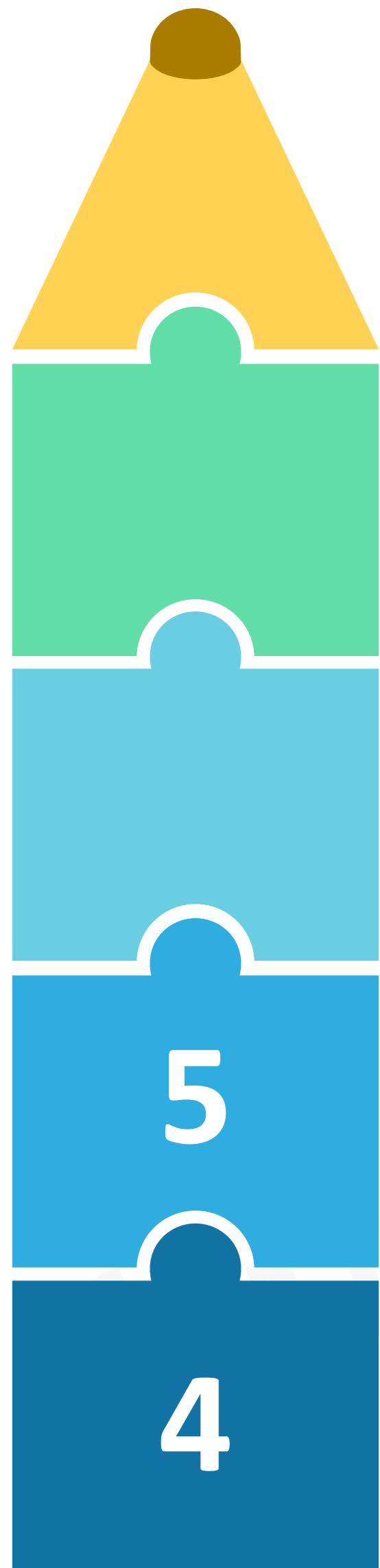
4. The specification of the rules or guidelines:

A planification and creation period is required, as well as a period for installing it, preparing it, and executing it. It has to be decided whether all players are going to participate at the same time or not, and whether they have a common material for everyone or in duplicate for each different group. One has also to think about the available space, getting adapted to the facilities with a story able to enhances it.

For instance, some of the rules may be: Do not run, do not touch the signals or indicators, do not force the boxes or envelopes to open them, indicate the maximum time (this can be visible in a chronometer, being susceptible to change depending on the group progress), clarify the number of clues and their typology.

5. The selection of the required materials:

One has to think, decide and elaborate the material and resources required for the story told via the experience (boxes, locks, lanterns, scenery, envelopes, signboards, codes, torches...)
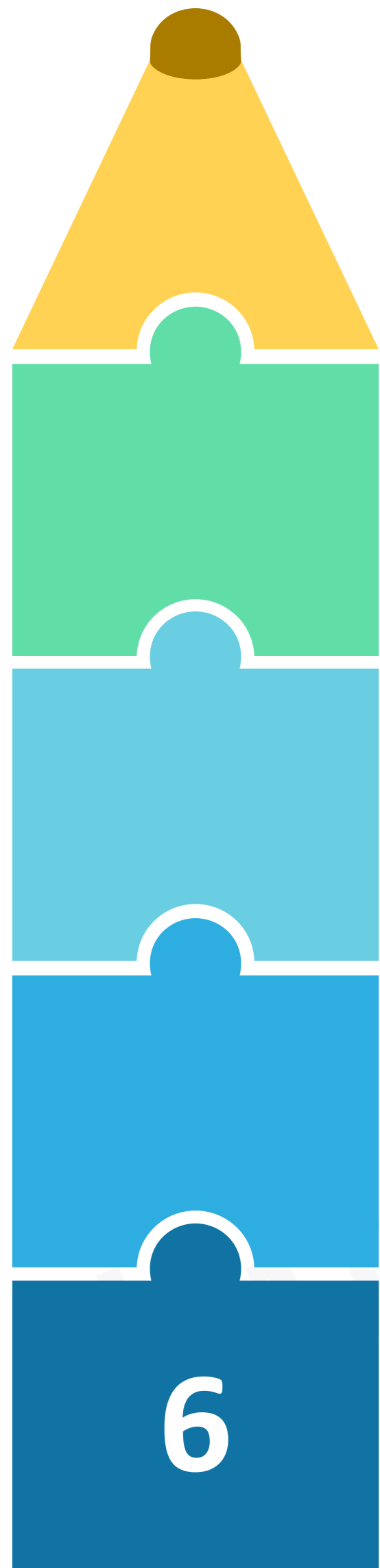
6. The selection and organisation of the challenges, enigmas or mysteries:

It consists in planning the path the group is meant to follow so the process can low when they feel frustrated because of the difficulties they may experience, or because of boredom due to the lack of practice and certain abilities.

Therefore, different paths can be created:

a) open or parallel with riddles or guessing games in a horizontal line, leading to the box, envelope or the big challenge;

b) consecutive or vertical: bottom-up, the discovering of a first enigma drives to the next one above it, and this continues until reaching the envelope or big challenge;

c) multiple paths of riddles in a vertical way, which individually lead to its own big challenge or surprise box, and finally

d) hybrid or combined paths, in order to reach the big challenge or envelope, and guessing the tests that drive to different levels.

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GAMIFICATION
for Intercultural Education

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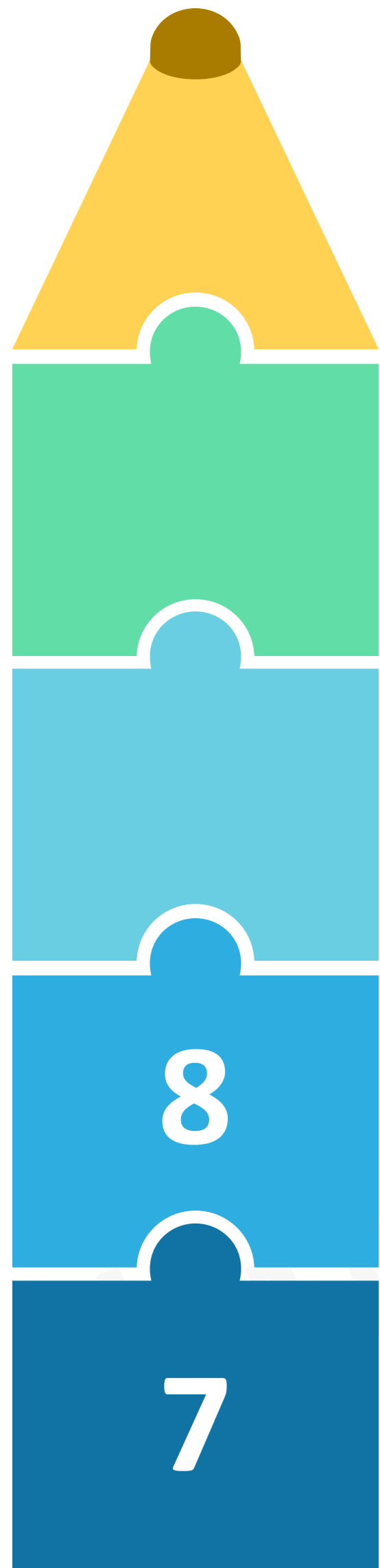
7. The approach of the final conclusion and reflection:

To this effect, we could ask ourselves which would be the final reflection we would like our groups to do at the end of the game.

8. The assessment:

The assessment by groups or as an only big group instead, taking into account if the intended objectives have been achieved, if every group answered to what was expected, if the story was the appropriate guiding thread, or if the rules were precise and complied. Additionally, if the materials were well prepared and worked efficiently, if the enigmas, clues and mysteries followed the right timing, and, finally, if the reflection itself has reunited the expected elements.

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ACTIVITY HANDOUT 6

"Comparing interculturality to"

TABLE 6 - Comparing interculturality to

in/out	with/without
academic	travel agency
occupational agency	yellow journalism
black Friday	bureaucratic
business	cool fashion
passionate	rational
supporters	sporty
educational	ethnical/folkloric
fake news	Halloween
wireless/online	low cost
protocols	religious
gossip magazines	medical
top	vintage / retro

Core skills developed

Making them think for different words and how to connect them with the interculturality

Timing

30 minutes

Required tools

Envelopes, different words to put in the envelopes

Description

Each group rescues or looks for a word inside an envelope or box, following the given clues until getting it. Later on, they will compare that term to the word interculturality. The gamification dynamic that this comparative procedure follows, helps to synthesize one of the discussed topics, interculturality in this case. In order to emphasize the important aspects known by the group about interculturality, taking into account the significant experience that the group has, interculturality is compared to other terms and expressions. Then, someone has to indicate the similarities and differences among both terms, their good aspects, the positive ones, their criteria and characteristics, etc.

For instance, if a group finds the term business inside one of the envelopes, they are meant to compare "interculturality to business". Likewise, if a different group finds a sign in which vintage or retro appear written, after reflecting on it, they must compare "interculturality to vintage or retro", highlighting their similarities and differences, their definition, extracting conclusions, etc. These aspects, whether they match or differentiate both terms, can be synthesized in a list, or using a mind map, or a visual thinking, among others.

◆ **1. Intercultural education is based on:**

    a. Individual work, understand different cultures, hard work, success

    b. Inclusion, communication, tolerance, respect, diverse

    c. Integration from same background, inclusion, respect, communication

    ✅ d. all of the above

◆ **2. Why is it important the knowledge of the working group and characteristics?**

    a. to keep expecting the same point of view from participants

    b. finding a target group so that we represent inclusion

    ✅ c. to find the communality between them and expecting same interest

◆ **3. Linking gamification to intercultural education motivates students to work with others with respect, tolerance, inclusion, solidarity, better communication between through certain educational strategies and technologies**

    ✅ a. True

    b. False

Organization of the "Game Day" in the classroom. Lesson plan design for game-based learning and intercultural education

Session 3.4

Session 3.4

These days playing games in the classroom is an integral part of the learning process. We know that kids learn through play, and the research is piling up that proves the value of classroom games for students as it makes learning concepts some kids might otherwise resist into something fun and irresistible. Gameplay in the classroom has become similar to parents hiding broccoli in their kids' hamburgers, and it's working.

From connecting kids to the material they've learned to proving reward and motivation, you know there are benefits to classroom games. But what's the science? How can games help students learn, and what's the real value of games in education? We did a deep dive into the research of game-based learning to find out what's really going to work in your classroom and pulled together some of our favorite teacher resources plus some simple learning game ideas for math, reading, social-emotional learning, and more.

Session 3.4
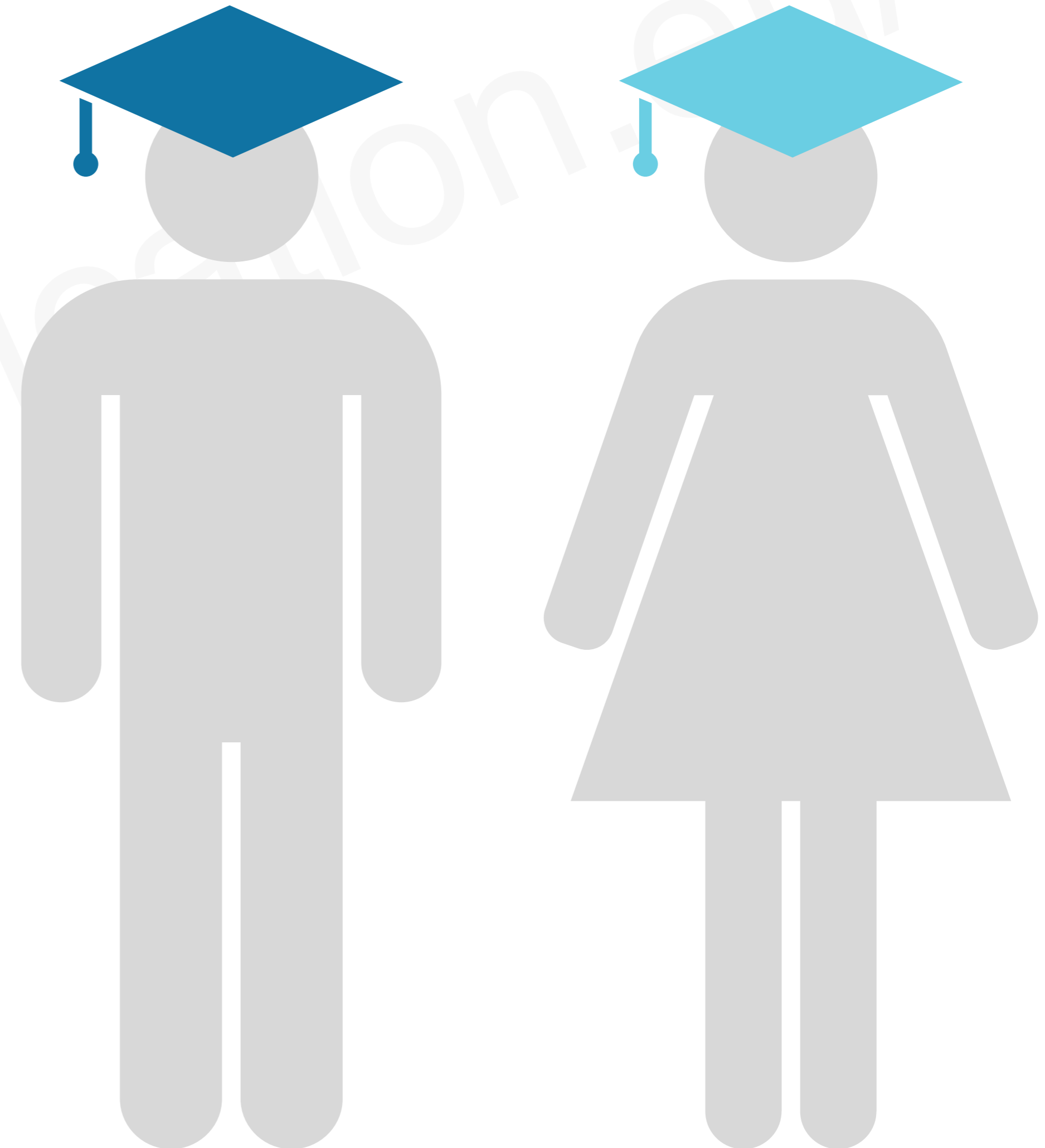
◆ **What Are the Benefits of Games in the Classroom?**
If you're anything like the teachers on the Teach Starter team, you love knowing the ins and outs of why something works in your classroom. There's been a lot of research into learning through play and how to build the best classroom games for students, so this is just the tip of the iceberg! Still, here's some pretty solid proof of the value of games in education!

◆ **More Motivation**
Studies show that playing games in the classroom can increase overall motivation. Students become more motivated to learn, pay attention, and participate in-class activities. They can also be a great classroom management tool, helping to motivate a class. One important thing for you to keep in mind: A 2011 study completed by researchers in the United Kingdom found games in the classroom provided more motivation if the learning was the playful part and not just a side note to the activity.

Session 3.4

◆ **Student Attentiveness**

Did you know that playing games help improve student attentiveness? That's right! As games can move quickly, a student needs to be alert and attentive for extended periods, and a study by researchers at the University of Wisconsin in Madison found games actually benefit students by helping them shape their attentiveness and training the brain in how to learn.
Using different instructional approaches in the classroom, such as playing games, enables students to encounter the content in various ways, making it easier for them to pay attention after the activity has ended.

◆ **Problem Solving**

When Taiwanese researchers looked at digital game-based learning for kids in a study published in the journal Computers & Education in 2012, they found that kids who designed their own cities using simulation games showed stronger problem-solving skills than peers who learned about cities in more traditional ways. The study isn't the only one to find that gameplay in education can enhance kids' problem-solving skills. Another study completed at the University of Manchester in 2016 had similar results — the small study concluded that "playing interactive educational games may have a positive impact on children's problem-solving skills and engage them in advanced mathematical thinking."

Session 3.4
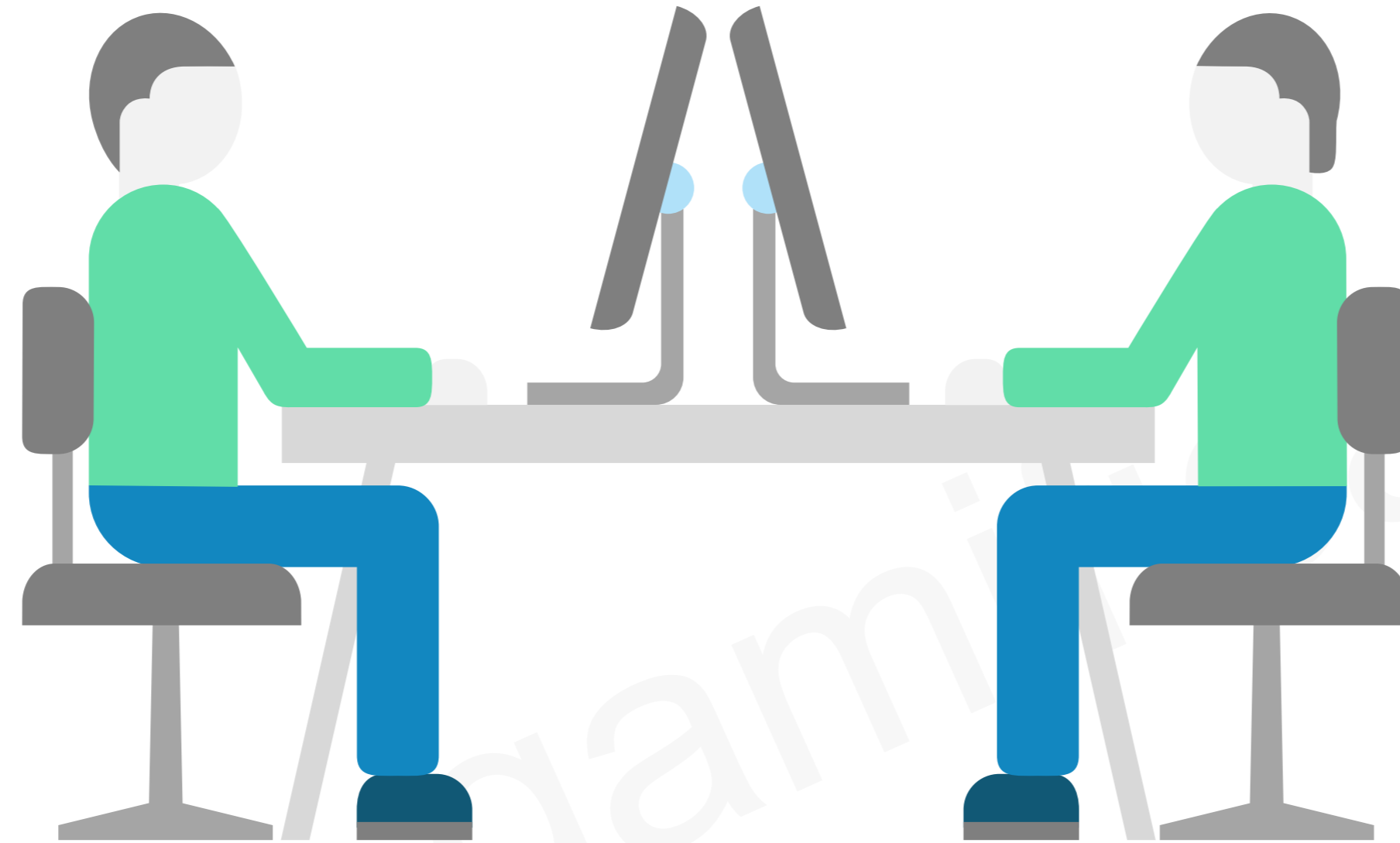
Language Development

Kids develop language when they encounter it — it's why reading is such a powerful vocabulary-builder — and that includes playing games in the classroom. In fact, a study by University of Connecticut researchers found a game doesn't even have to be language-focused for it to enhance language for kids in K-12.

Self-Esteem Boosting

There's often a fair amount of negativity around digital gaming — loner in his mom's basement stereotypes are rampant. But harnessing kids' love of video games for use in the classroom with games like Minecraft that can be incorporated directly into a lesson can have a powerful effect on kids' self-esteem. In one Australian study, for example, researchers found that playing video games in the classroom was tied to students' sense of pride and emotional connectedness to their peers — although this seemed more prevalent in boys than in girls.

Increased Class Cooperation

Studies show kids as young as 3 enjoy working in teams vs individual activities, but you don't need us to tell you that getting kids to work together smoothly is not always easy. Gameplay can go a long way toward building their cooperation skills as researchers at the Nottingham Trent University in the United Kingdom found. Games in the classroom allow students to learn how to work together as a team, take turns, build respect, listen to others, and play fairly.

Memory Workout

We often think of playing brain games as a means for older folks to keep their memories in shape, but that benefit extends to kids too. Several studies have shown that video games, in particular, actually help kids build up their memories — and the benefits last well into adulthood!
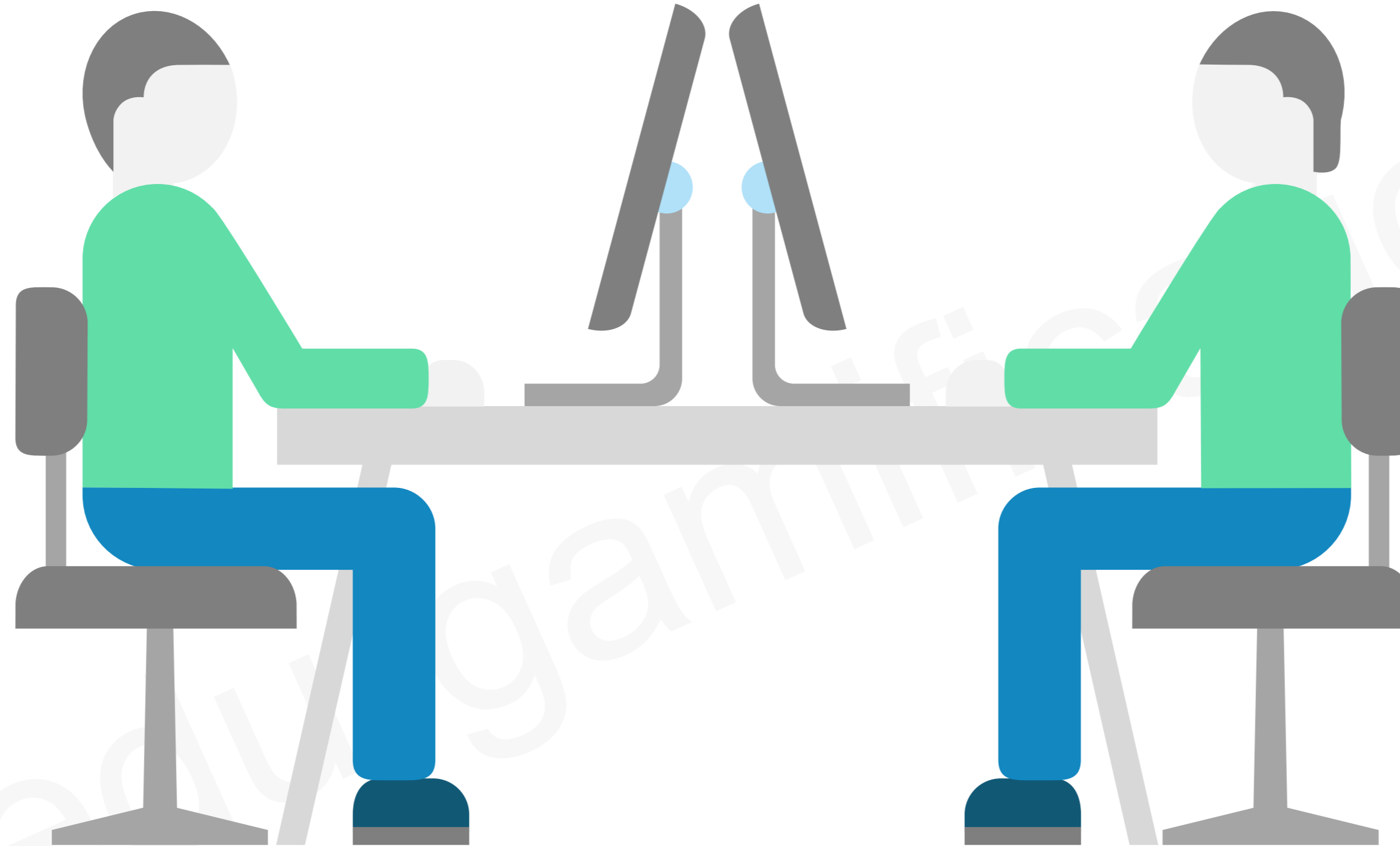
Reaching Them on Their Level

Today's kids live in a digital world — it's why they're often called digital natives. They're used to a gamified experience at every turn, and research has shown games in the classroom help relate to digital natives in a language they understand.

GAMIFICATION
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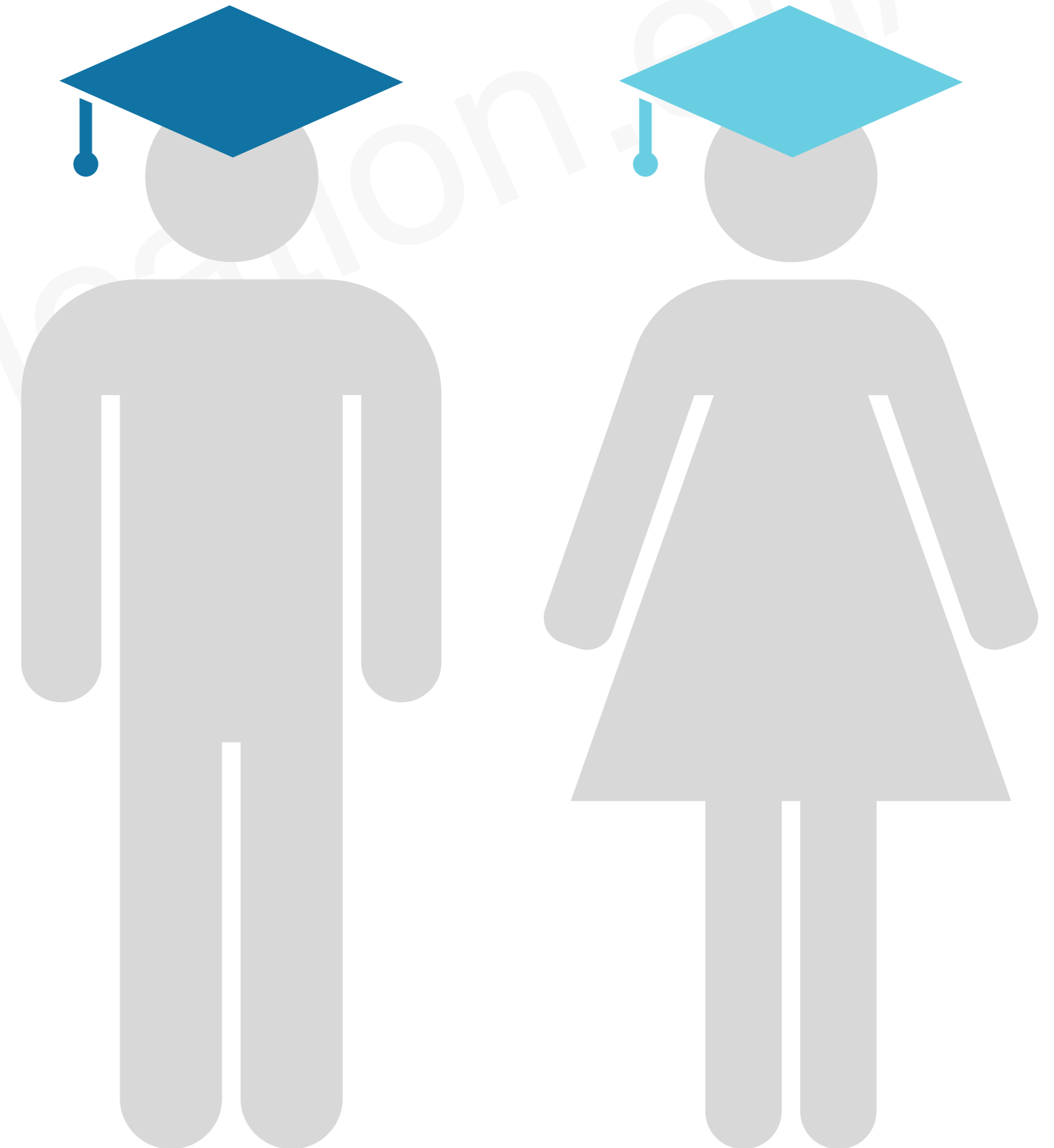
Session 3.4

Kids Want to Learn

Yes, this is a simplistic way to put it, but the research is solid. Studies from as far back as 1992 show that simply re-working a lesson as a game makes kids more receptive to learning a concept.

Learning from Mistakes

As much as games in the classroom are about learning a concept, they're also about learning from what goes wrong, which gives students both the problem-solving development we already mentioned and the social-emotional benefits too. As Stanford researchers point out, kids learn to abandon the game, even when they've lost.

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Session 3.4

◆ **Organization of the "Game Day"**
Do you need ideas for occupying students during the last ten minutes of a busy day? Perhaps you want to reward kids at the end of a particularly productive day. These ten games are great for end-of-the-day fun. You can link many of them to classroom curricula too. These games are also great to use for your Field Day activities!

◆ It's a rainy day, everyone has to stay indoors, and the kids are driving you nuts. Maybe you just want to give a well-deserved break to students who have really been trying hard in class. What do you do? Play a game!

◆ The kids probably like the games you usually play, but a little variety can't hurt. Why not try Password or Sparkle or Pass the Chicken? Simple rules for those games and some others can be found in the next slides.

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◆ Math Games

When it comes to math, there are plenty of games you can play with a simple pack of playing cards and a few other resources you probably already have in your classroom.

Here are some other favorite math games among our teacher team:

- What's Remaining? – Long Division Board Game (Free download!)
- How Much Does It Measure? Match-Up Activity (Length, Mass, and Capacity)
- Place Value Bingo Game

◆ Reading Games

Reading Games
Hangman alternatives are fun games kids love for practicing spelling. Here are some of our other favorite classroom games for teaching reading:

- Bowling for CCVC Words
- Antonyms Board Game
- How Does It End? – Final Sounds Match-Up

http://edu-gamification.eu/

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◆ **Writing Games**

Here are some of our favorite classroom games for making writing fun:

- Parts of Speech Bowling
- Prepositions Dominoes
- Building Sundaes — Nouns

ACTIVITY HANDOUT 7

Password

Description

Anybody older than 20 probably remembers the TV game show Password. The game can be easily adapted for classroom use. Choose two students to be the "contestants." You can always use the "I'm thinking of a number ..." guessing game to determine the contestants. Those two students go to the front of the room and face their classmates. Reveal a secret word -- write it on the chalkboard or a chart or hold up a card -- to everyone but the two contestants. The rest of the students raise their hands to volunteer one-word clues that might help the contestants guess the word. Contestants take turns calling on clue volunteers until one of the contestants correctly guesses the secret password. The contestant who guesses the password remains at the front of the class; the student who gave the final clue replaces the other contestant.

Tip: Choose words appropriate for your students' abilities. Words for which they might know multiple synonyms or meanings are best! You might use a thesaurus to create a list of possible words before playing the game. Write those words in large letters on cards so students can use them as the game is played. Save the cards from year to year.

Sample password: ferocious
Possible clues: fierce, vicious, wild, fiendish, savage, cruel, brutal

More possible passwords: understand, taste, slam, easy, recess, ancient, nasty, laugh, drink, impatient, hot, pound, glimpse, friend, correct, motion, ruin

ACTIVITY HANDOUT 8

Silence

Description

In Silence, silence is the name of the game. Students must arrange themselves in order without uttering a peep! For example, challenge students to silently sequence themselves according to height. The game can be adapted with very little preparation to fit almost any curriculum theme. For example, if the class is studying state capitals, count out enough sticky notes for each student. On each note, write the name of a state capital. Each student wears a "capital" tag on his or her shirt. The students must silently sequence themselves in alphabetical order. You might make the game even more challenging by asking them to line up according to the state for each capital!

Options: Students can create their own tags. They might write their birthdays on tags and arrange themselves in order from January 1 to December 31. They might write their seven-digit phone numbers as a seven-digit number and arrange themselves in numerical sequence.

Other categories: The possibilities are endless, but students might include U.S. presidents (arrange in order of the presidencies), fractions (arrange in order of size), clocks (arrange printed a.m. and p.m. clock faces in order of the time shown), or largest U.S. city populations (arrange tags with the largest cities and their populations from largest to smallest).

ACTIVITY HANDOUT 9

Dictionary Deception

Description

This game is based on a popular box game. To start the game, the teacher chooses a word for which no student will know the meaning. The teacher writes the word on the chalkboard and writes the definition of the word on a sheet of paper from a small pad. Then the teacher hands a sheet from the same pad to each student. The student must write on that sheet his or her name and a definition of the word. The teacher collects all the definitions. One by one, the teacher reads the definitions. Students consider each definition. Then, as the teacher rereads them, the students vote for the definition that they believe is the real meaning of the word. Students earn a point if they guess the definition correctly; they also earn a point each time another student selects their (fake) definition as the true meaning of the word. The person with the most points at the end of the game wins.

Some Words to Try
- fabulist (FA-beeyuh-list) -- a creator or writer of fables
- coppice (KAH-pes) -- a thicket, grove, or growth of small trees
- inquiline (IN-kweh-lign) -- an animal that lives habitually in the nest or abode of another species
- miliaria (mi-lee-AR-ee-eh) -- an inflammatory disorder of the skin characterized by redness, burning, or itching
- baht (bot) -- a unit of money in Thailand
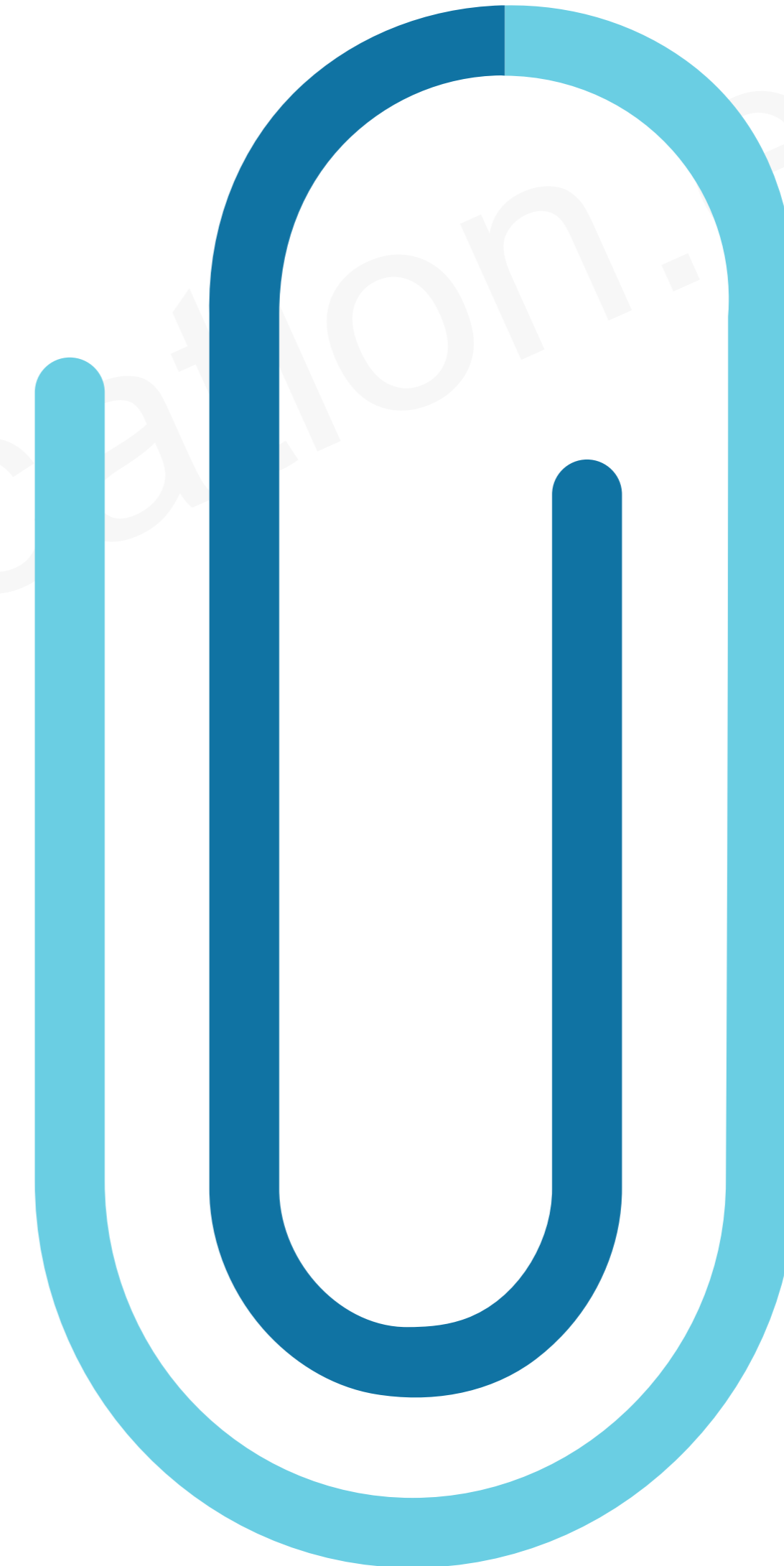
Pass the Chicken!

Description

In this game, nobody wants to hold the rubber chicken -- the game's only prop! To begin the game, all students sit in a circle. Select one person to be It. That person holds the rubber chicken. The teacher or a "caller" says to the person holding the chicken, "Name five presidents of the United States. Pass the chicken!" As soon as the caller says, "Pass the chicken," the person holding the chicken passes it to the right. Students quickly pass the chicken around the circle. If it returns to the original holder before he or she can name five presidents of the United States, the holder is still It. Otherwise, the person holding the chicken when It finishes listing five presidents is the new It. You should prepare the topic cards for this game in advance. Topics can relate to your curriculum or be general information topics. The student who is It must name five items in the called-out category in order to get rid of the dreaded chicken!

Some Suggested Topics
- fast-food restaurants
- authors of children's books
- countries in South America
- sports teams
- things that grow in the desert
- vegetables
- cartoon characters

- musical groups
- cereals
- rivers in the United States
- candy bars made with chocolate
- large bodies of water
- animals found in salt marshes
- cities in [your state]
- cities in Florida

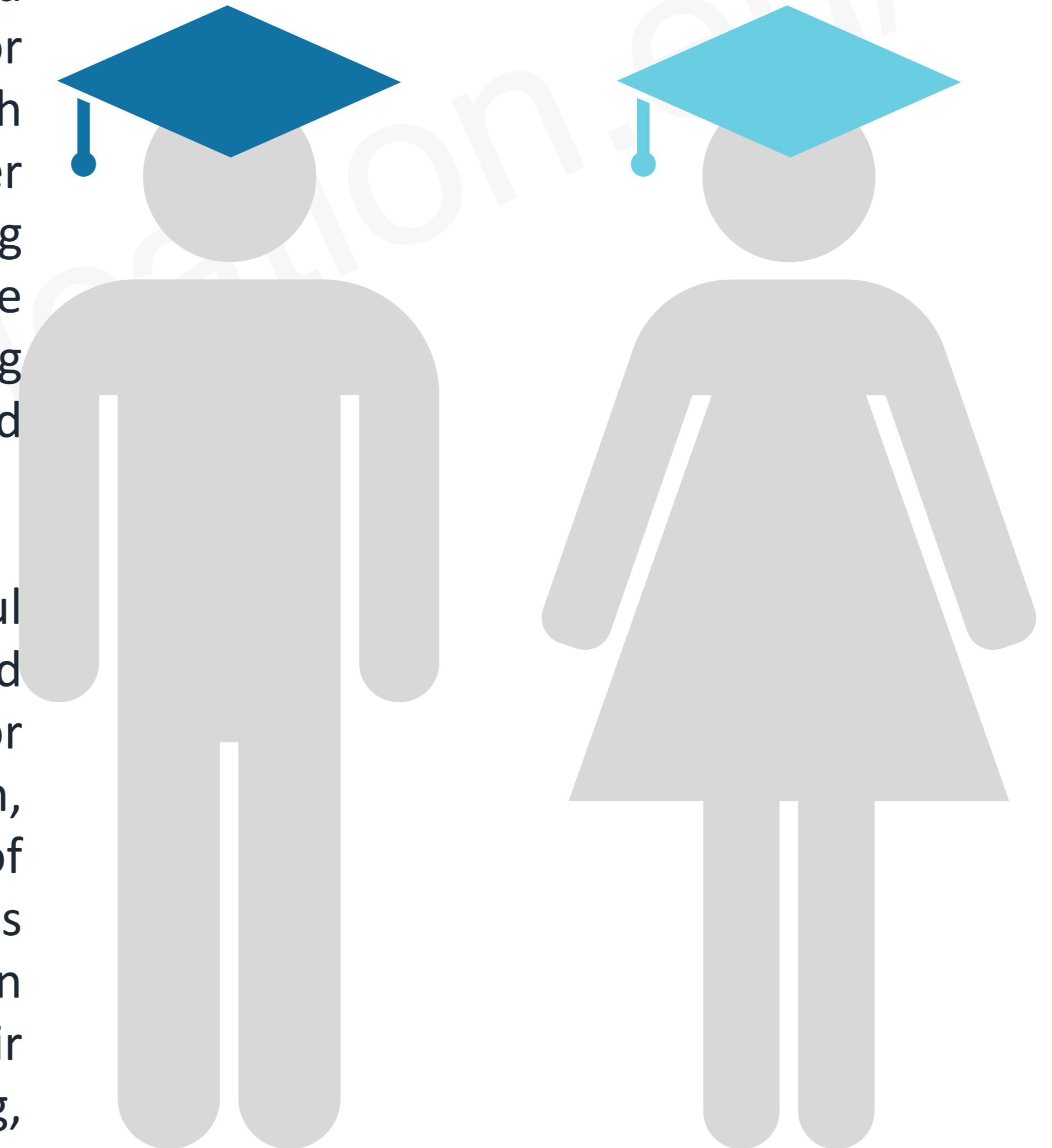# Examples of Gamification

Session 3.5

Everyone loves games.

Albert Einstein himself indicated they are the most elevated form of investigation. He knew games are avenues for something deeper and more meaningful than a childish waste of time. Games promote situated learning, or in other words, learning that occurs in groups of practice during immersive experiences. Oftentimes, playing games are the first method children use to explore higher-order thinking skills associated with creating, evaluating, analyzing, and applying new knowledge.

Games have many elements that make them powerful vehicles for human learning. They are commonly structured for players to solve a problem; an essential skill needed for today and tomorrow. Many games promote communication, cooperation, and even competition amongst players. Some of the most immersive games have a rich narrative that spawns creativity and imagination in its players. Finally, depending on how they are designed, games can both teach and test their players. They are incredible packages of teaching, learning, and assessment.

Session 3.5

◆ In the education realm, gamification is starting to pick up steam. With success stories such as Kahoot, Classcraft, Class Dojo, and Rezzly leading the charge, the potential for gamification to spread to more and more classrooms is a forgone conclusion. There are also pockets of educators in the teaching landscape that are designing their own 'gamefully-designed' learning environments.

In the next slides are some examples of game designs, which capture the learners on a much deeper level. These games help the learners to master the skill or information, as they put them to competition or challenges. Meanwhile, they also offer rewards and both positive and negative feedback.

Ribbon Hero

If we speak of corporate learning and gamification then Ribbon Hero is the game that first comes to mind. The game helps in meeting the basic demands of Microsoft Office. It helps learners to learn the basic tools of Microsoft Office. As the learners play the game they earn points for successfully completing the different challenges. The challenges are offered as text manipulation, page design, artistic presentation and a comprehensive section of quick points.

The game is smartly designed that put learners to various challenges while helping them developing Microsoft skills. Ribbon Hero tracks learners' progress and links' it with Facebook, allowing learners to share and compete with other learners.
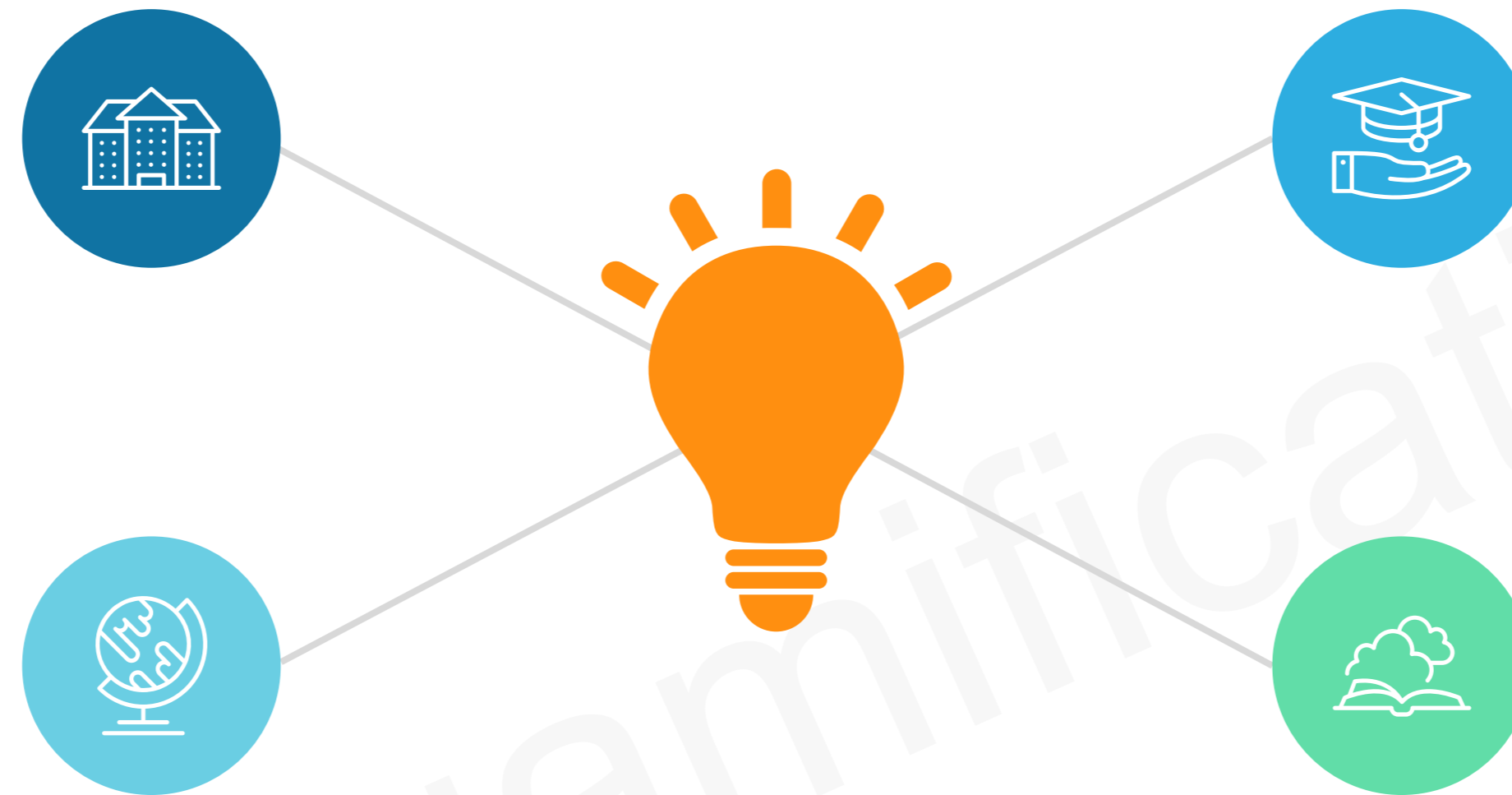
Medieval Swansea
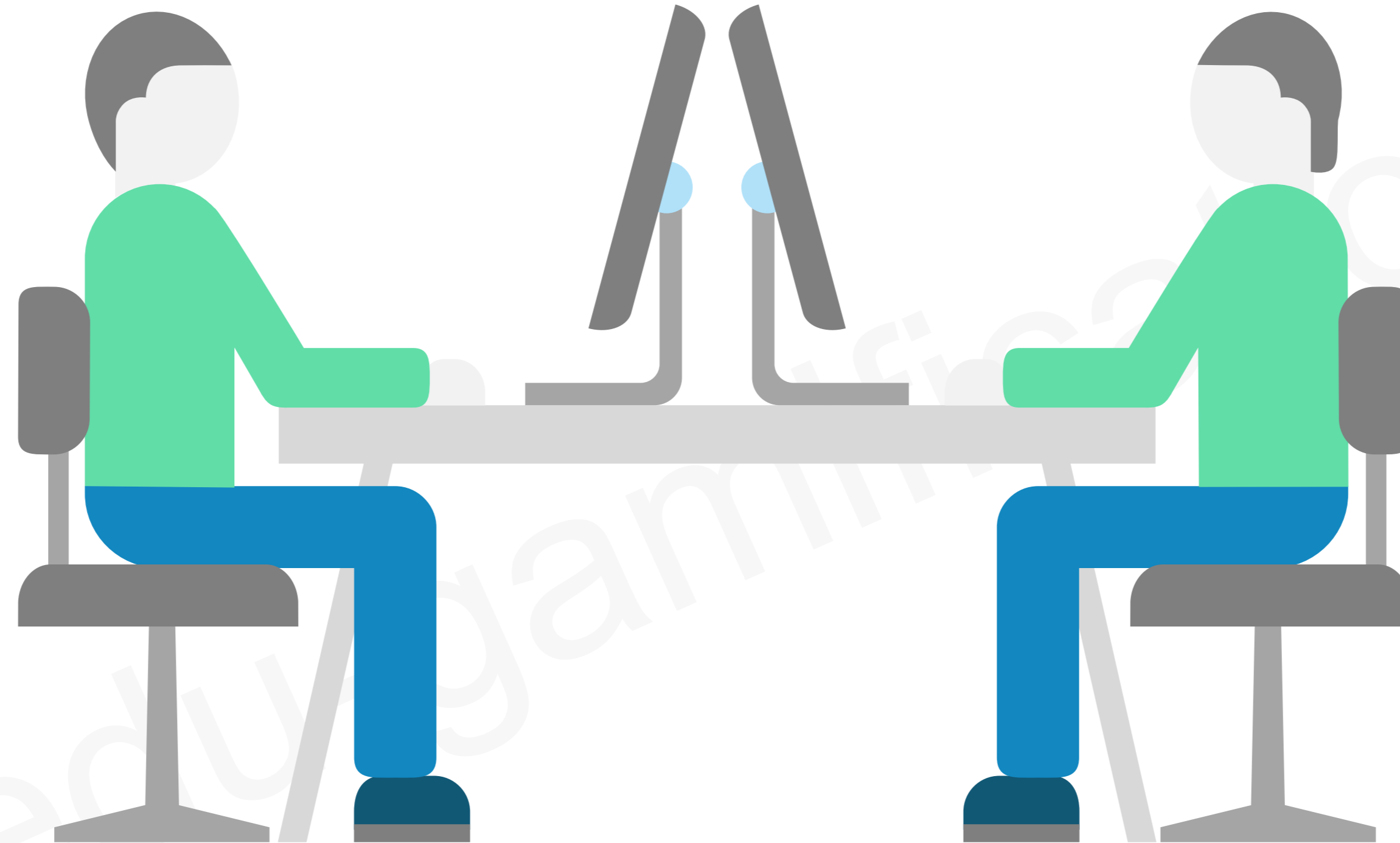
This is a highly interactive game. It's a historical game in which learners take up the role of a detective to solve an old mystery. The game can be played on all digital devices. The underpinning ideas of the game include various scenarios driven by different branches, character witnesses and narrative stages, including progression. All of this; help learner to follow their progress and to know what is left to be done.

Every stage put learners to new challenges and provides them with instant feedback. The better they perform the better they can move on in the game.

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Virtual Reality House

At eLearning Awards, the game has been awarded gold medal twice. The skillful game let the trade trainees for instance plumbers to utilize and practice their learned skills in an immersive and real-life virtual reality simulation. The game helps them to polish their skills, improve competence and confidence and to learn from their mistakes.

The game comes with scenario-based learning, with different pathways for advanced learners and beginners. It offers the players with tools, fittings, and fixtures the assist players in visualizing the real-life setting. Moreover, learners learn through step by step approach as they follow through the steps of planning, installation, and costing.

Session 3.5

DuoLingo

This game is actually a language learning platform. The game offer combination of paid and free components i.e. free language learning and paid text translation feature.

The game offers different levels based on developed skills of the learners. It also comes with the features of websites and documents translation. Also, the learners can look at other learners' translations, rate them and provide feedback. If the student completes the task within the time limit, they earn points as well as a time bonus. DuoLingo is definitely a great achievement in terms of gamification in education.
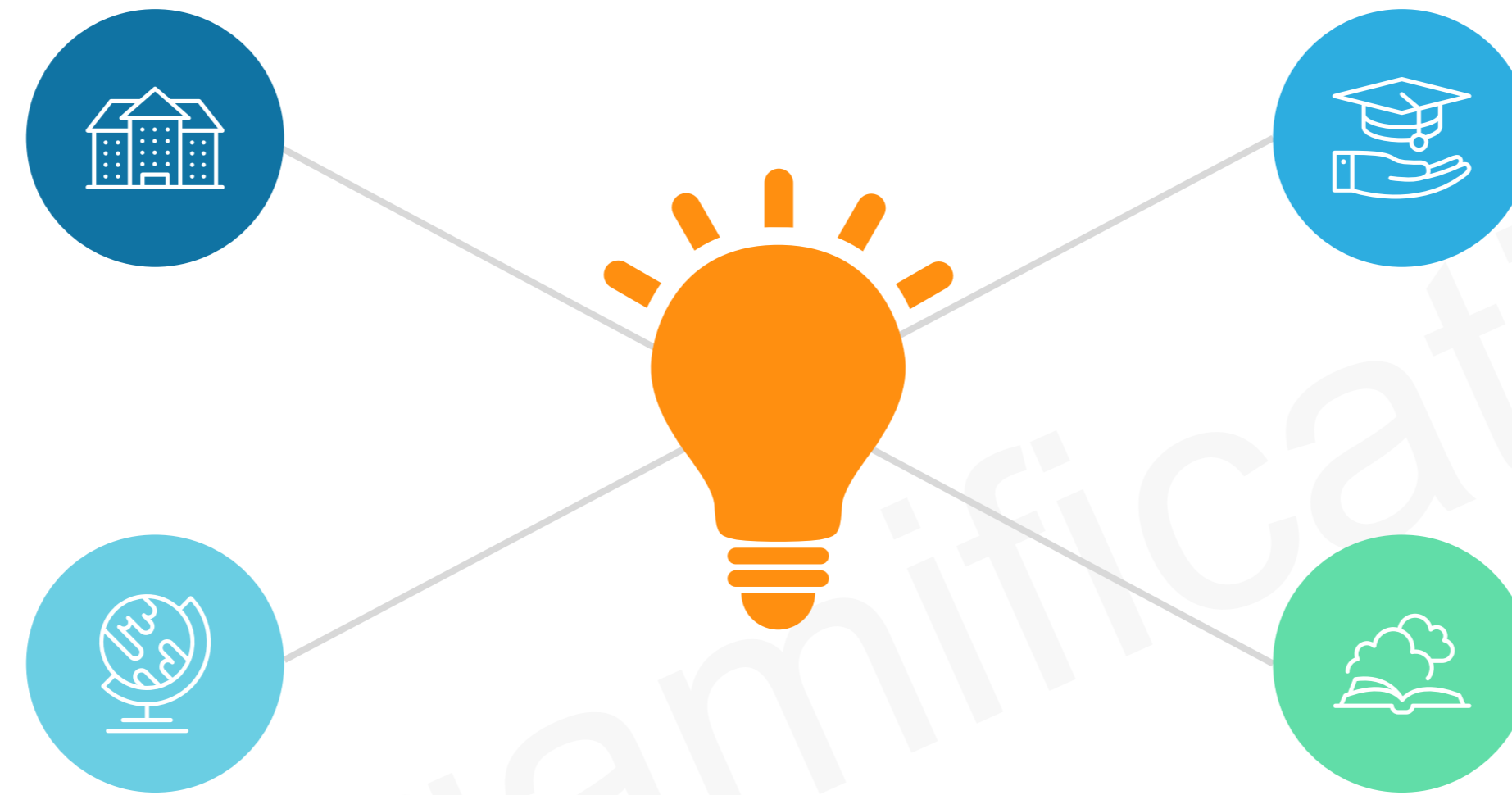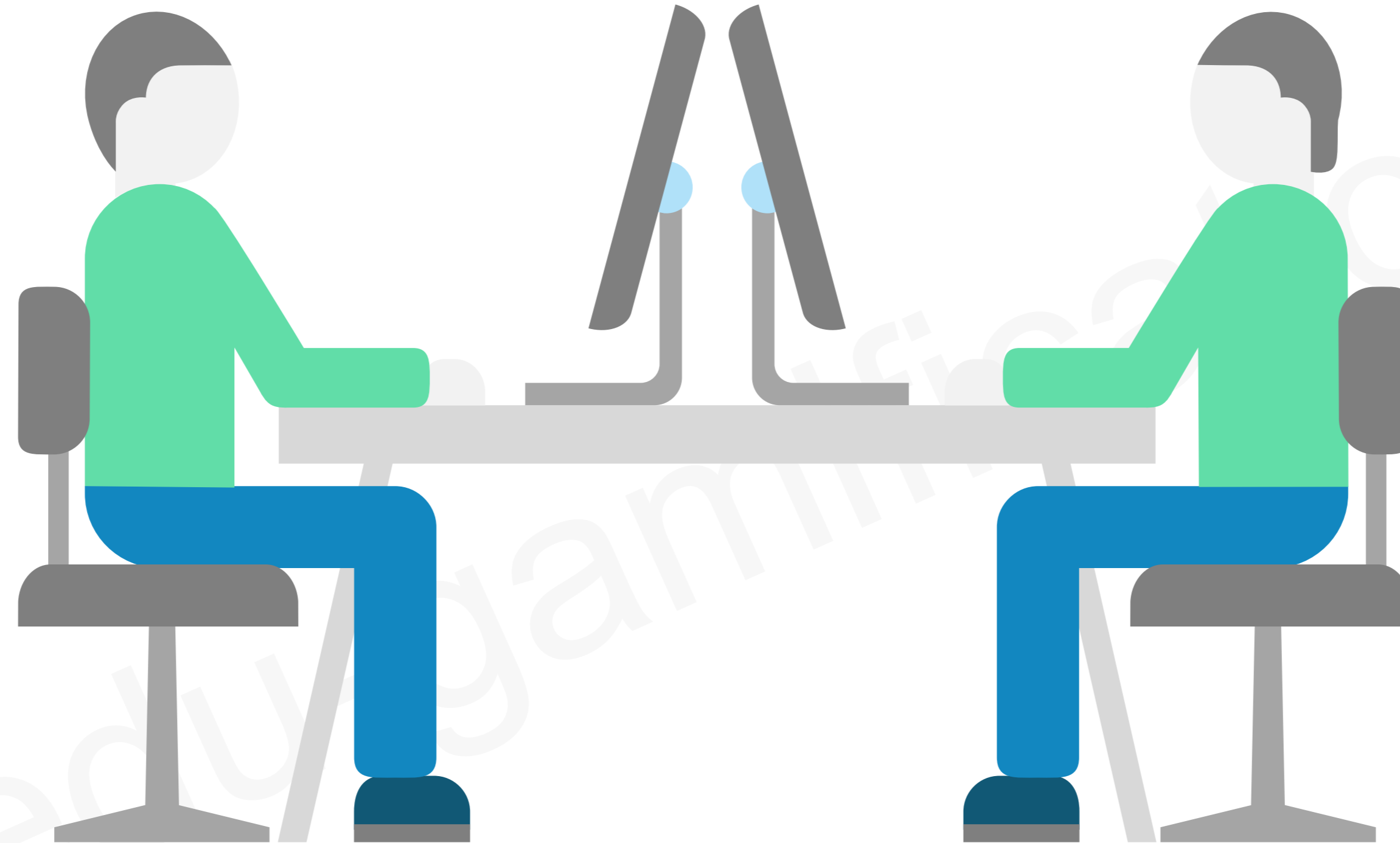
Brainscape

Brainscape is a simple learning-oriented game. This helps the learners to create exceptional flashcards to meet their learning capabilities. In such a way they learn the ideas in the most comprehensive manner, leaving out the ones they already know. Since learners usually forget almost 90% of the material while studying, brainscape overcome this issue with its smart flashcards. Teachers and students can create flashcards collaboratively, using the scientifically proven system of study.

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Session 3.5

Knowre

In a traditional classroom, it is difficult for teachers to personalize the material. The high achievers may not be challenged enough or the low-graders might get frustrated due to lack of motivation. But as we speak of the potential of gamification in education, Knowre has enabled the instructors to personalize the course material in accordance with every learner's skill.

It is an adaptive math curriculum which enables instructors to provide personalized instructions to every student. It helps the student to get the experience and benefits of one-on-one learning. It helps students to break concept in a step-by-step process and help them in learning with more depth and with consistent feedback and review to overcome weak areas.

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Lifesaver

The game helps learners in understanding and applying the basic steps to save someone's life, suffering from choking or cardiac arrest. The players are challenged on the basis of scenario-based approach, crisis simulation; choice of story and characters, and time limitations that help in understanding that time is essential in such circumstances.

The learners can unlock levels as they progress and acquire the required skills and knowledge. Moreover, you can review your performance in the real-time, analyze your weak points and share your progress through various social media platforms to compete with other learners.

Session 3.5

VIrtonomics

This is the game that offers extensive strategic learning for higher education learners. However, there is no age limit to play this game. The game is played by over 1 million learners around the globe. The storyline of the game revolves around an economy which is full of businessmen, scientist, students, entrepreneurs etc.

They live in a friendly yet business-oriented community. However, players have to use their strategic and analytical thinking, experience and knowledge to implement impactful business strategies in order to bring exponential success in your company.

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E-learning Course

Module 4: Methodology of Creating Educational Games

GAMIFICATION
for Intercultural Education

Project number: 2020-1-PL01-KA227-SCH-095412

module 4
Methodology of Creating Educational Games

Aim

In this module, you will get familiar with the methodology of creating educational games and create your own game about intercultural education step by step.

Core skills developed

intercultural competence, intercultural awareness, game design

Timing

3 hours

Required items

pen-paper-smart device with internet connection
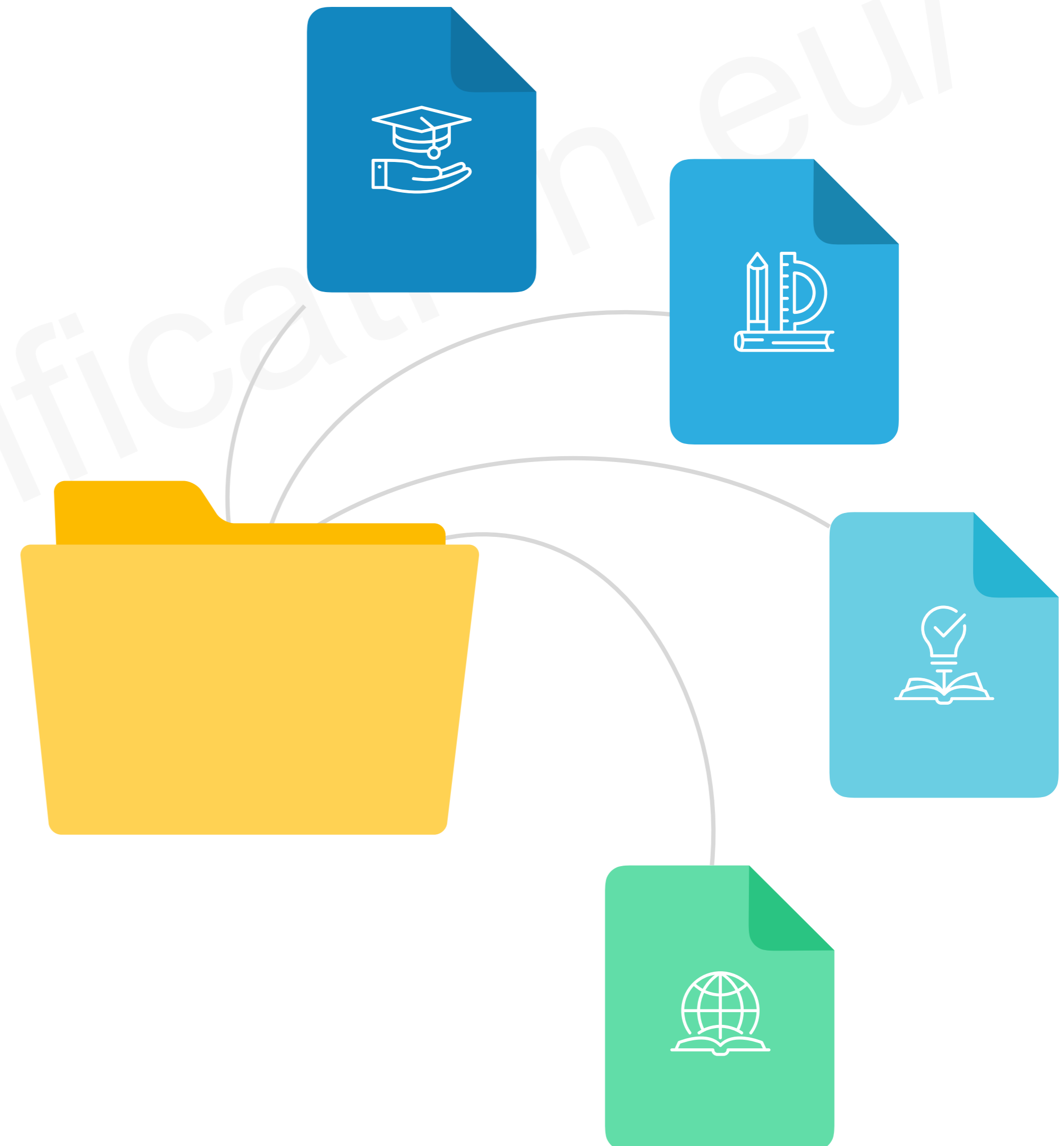
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Gamification for Intercultural Education

Module 4
Session 1

Incorporating intercultural education into a game creation process

Corresponding handbook chapter 3

Module 4
Session 2

Creating educational games for students step-by-step

◆ **Complete the "Circle of Development Areas in Online Education" by drawing on a blank piece of paper.**

-Give each part of the circle a number from 1 to 10 and color it according to the number you give. This number you will give should express where you see yourself about the relevant topic out of 10.

-This is a self-assessment activity and is specific to you. It will support you in seeing your progress during the training. You can add a skill you want to the blank part.

-When the training is completed, you will be able to see the change and development by returning to the circle again and updating it according to the changes.

-Ex: Gamer Characterictics
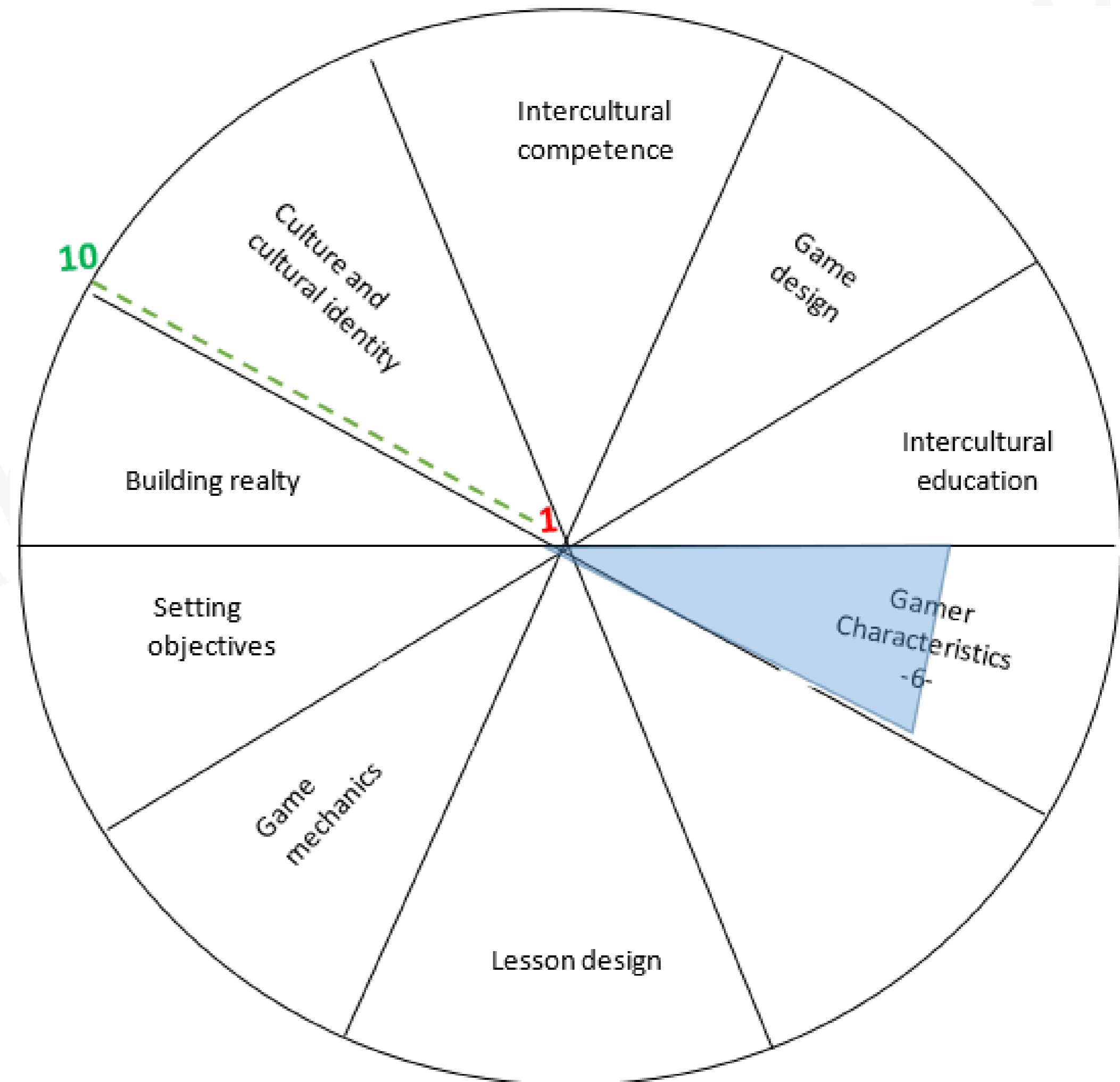
Incorporating intercultural education into a game creation process

Session 1

Let's jump in!

ACTIVITY 1

GAMIFICATION
for Intercultural Education

Are You Intercultural?

Core skills developed	**Timing**	**Required tools**
Brainstorming on intercultural education, intercultural awareness	10 minutes	-

Description: Answer the questions:

1) Do you know any songs or music of other countries?

2) What types of international music do you like?

3) Have you eaten foods from other countries? What types of different food have you eaten? Do you have favorite dish?

4) Do you have friend from other countries? Describe your friends and tell where they are from, how you met, etc.

5) Do you speak or study a language other than English? How about members of your family? Can you speak and read and write the language? Is it easy or difficult to learn?

6) Have you traveled to another country recently? Have you ever studied abroad? Would you like to study in another region of the world?

7) What international holidays or celebrations do you know about? Describe one international holiday

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Session 1

WHAT IS INTERCULTURAL EDUCATION?

Considering the advances in transportation and communication technologies and multicultural structures of the countries, Intercultural Learning becomes more important every day.

It implies readiness to deal with differences in a manner that viewing values and behaviors of others from broader perspectives, and not seeing one's own as normal/superior.

Incorporating intercultural education into a game creation process

Session 1

Intercultural education cannot be just a simple 'add on' to the regular curriculum. It needs to concern the learning environment as a whole, as well as other dimensions of educational processes, such as school life and decision making, teacher education and training, curricula, languages of instruction, teaching methods and student interactions, and learning materials.
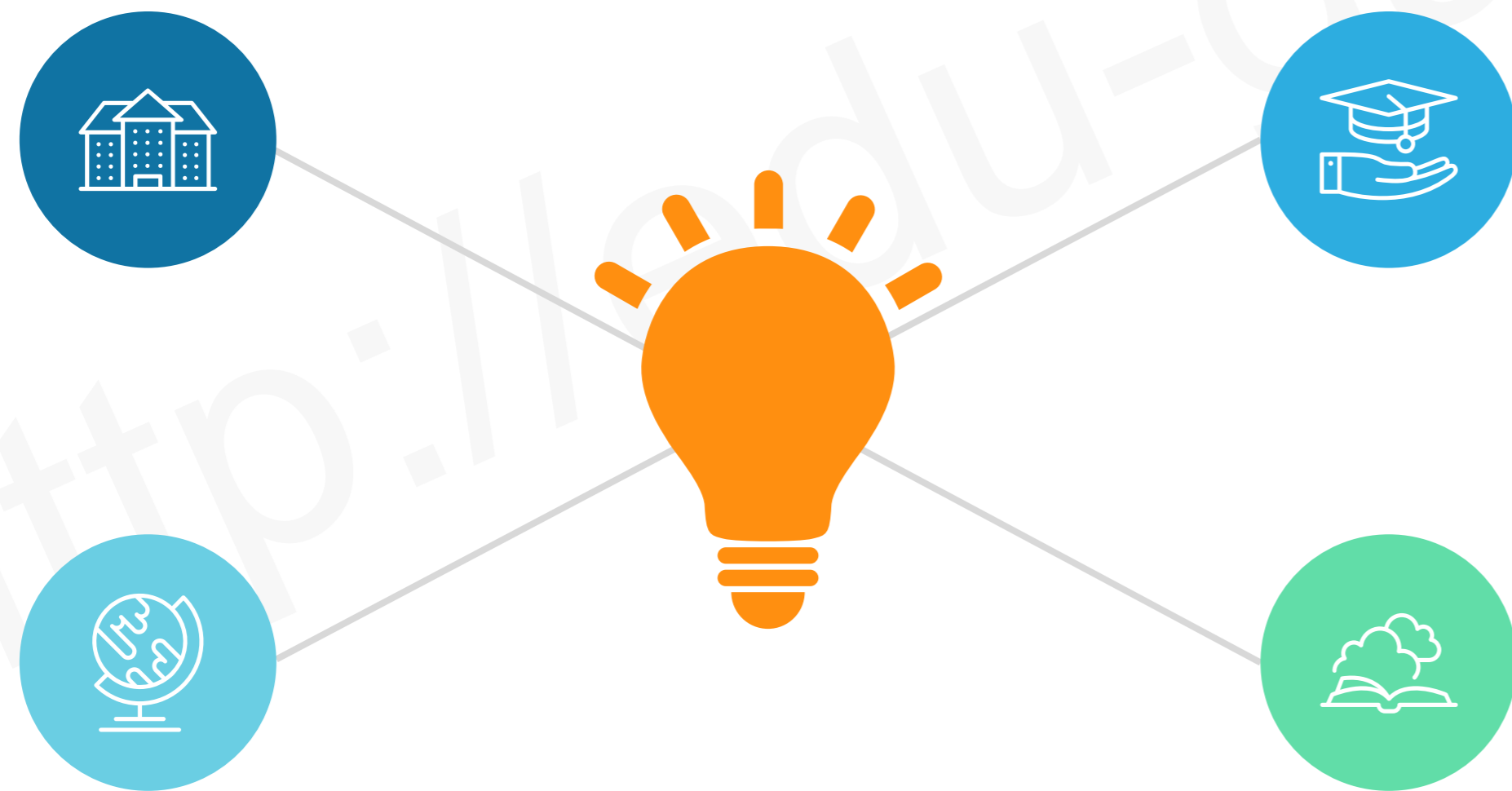
Incorporating intercultural education into a game creation process

Session 1

VALUES

ATTITUDES

KNOWLEDGE AND CRITICAL UNDERSTANDING

SKILLS
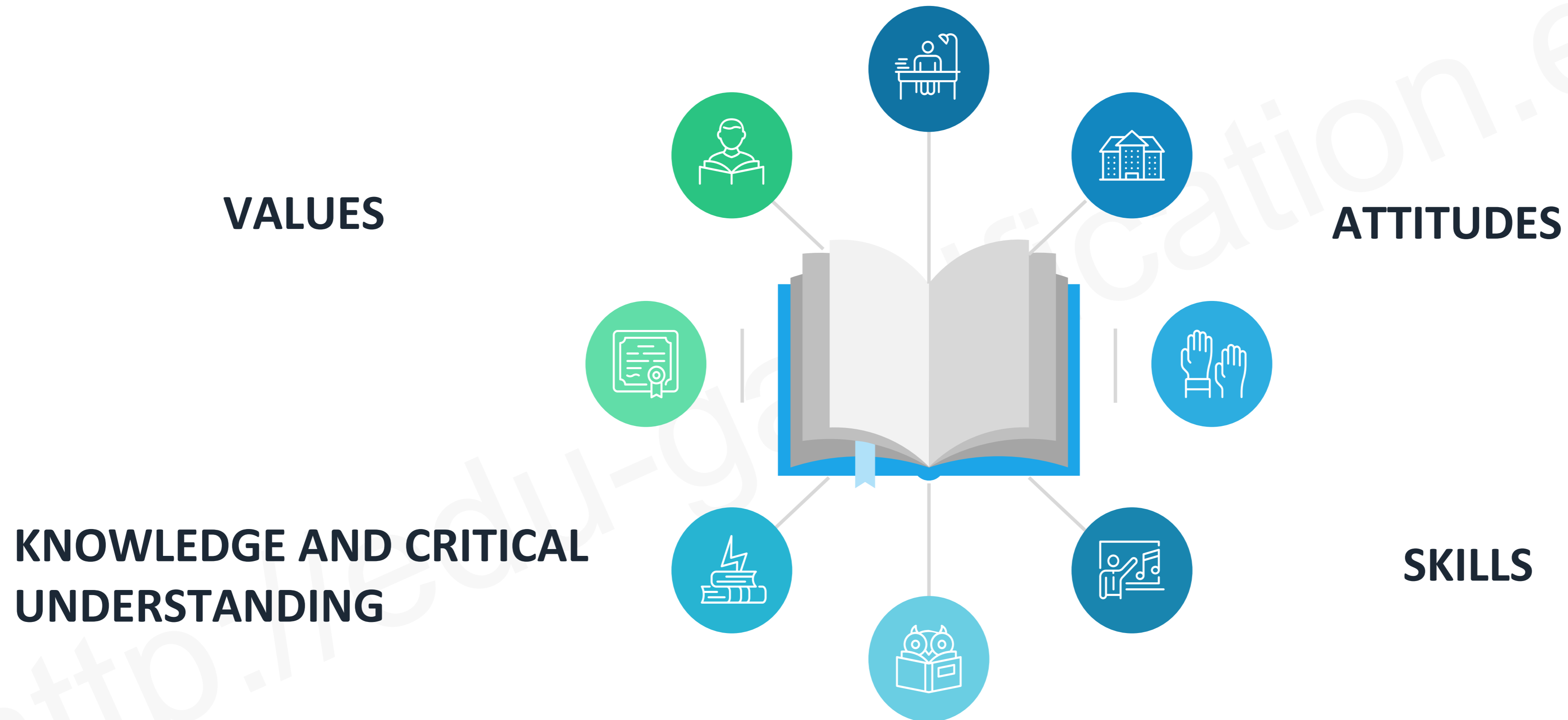
Incorporating intercultural education into a game creation process

Session 1

◆ **VALUES**

valuing/respect of other human beings

valuing/respect for cultural difference and diversity

valuing/respect for other cultures/cultural otherness
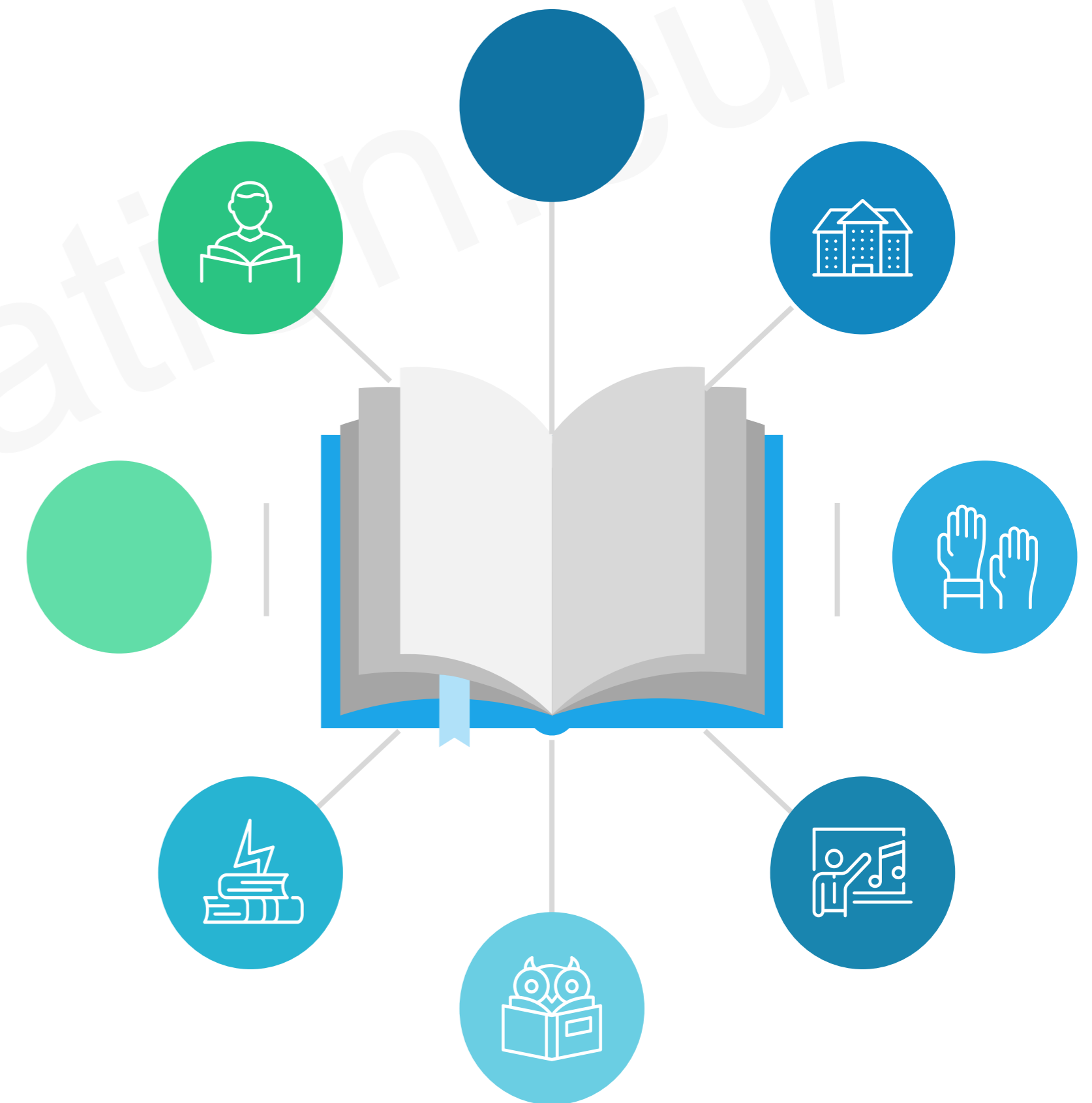
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Session 1

◆ **KNOWLEDGE AND CRITICAL UNDERSTANDING**

knowledge and understanding of other cultures

knowledge and understanding of culture in general
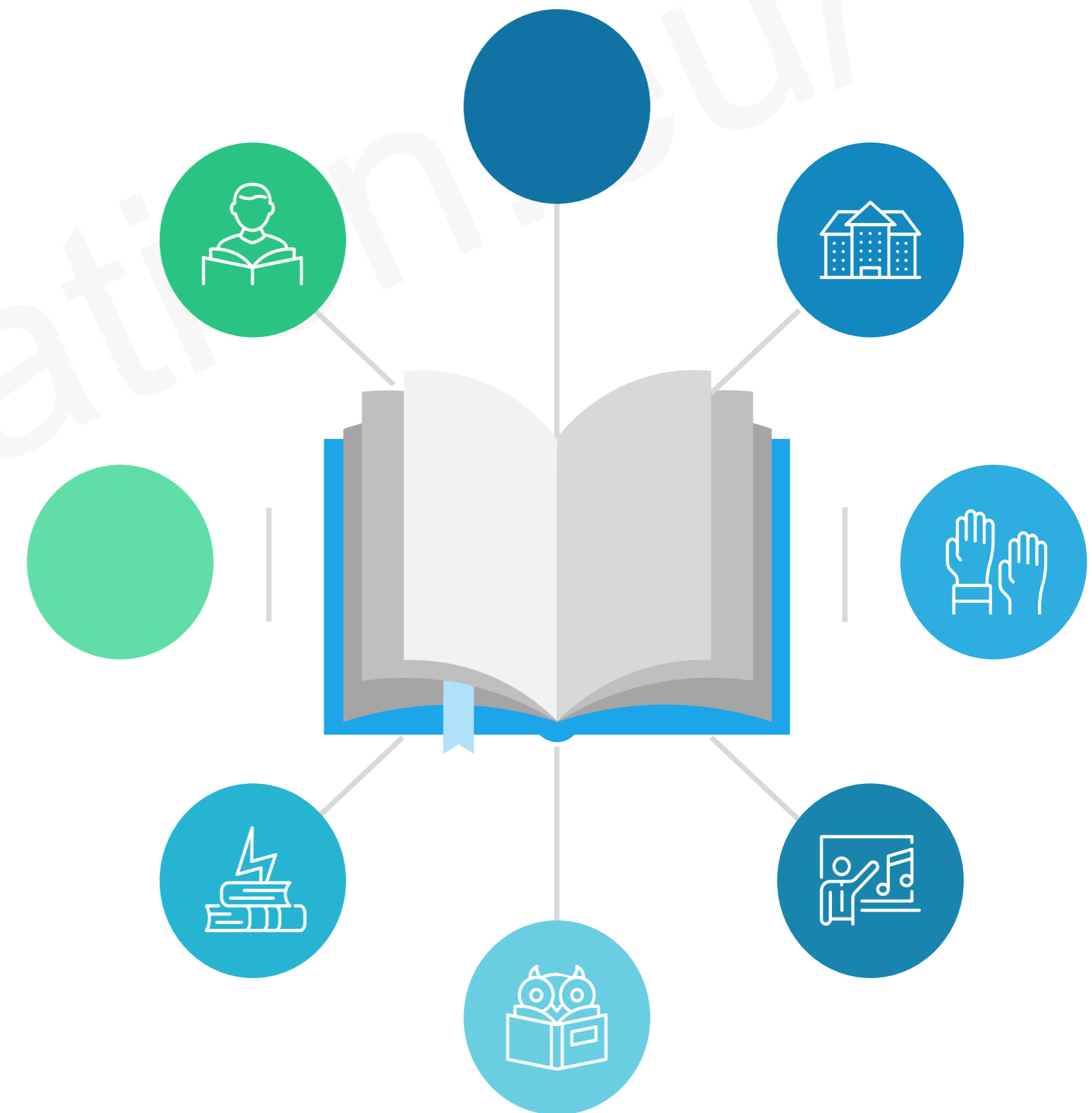
Incorporating intercultural education into a game creation process

Session 1

◆ **SKILLS**

multiperspectivity

linguistic and communicative skills

skills of listening and observing

Incorporating intercultural education into a game creation process

Session 1

◆ **ATTITUDES**

tolerance

tolerance for ambiguity.

empathy and decentring

flexibility and adaptability

self awareness and self knowledge

critical cultural awareness

intercultural behavior

communicative awareness

critical thinking

ACTIVITY 2

Is Your Circle Intercultural?

Core skills developed

intercultural awareness

Timing

10 minutes

Required tools

-

Description:

Think about your family, your friends, colleagues, students etc. and intercultural values, skills, attitudes and knowledge.

Which ones do you think they have deficiencies?

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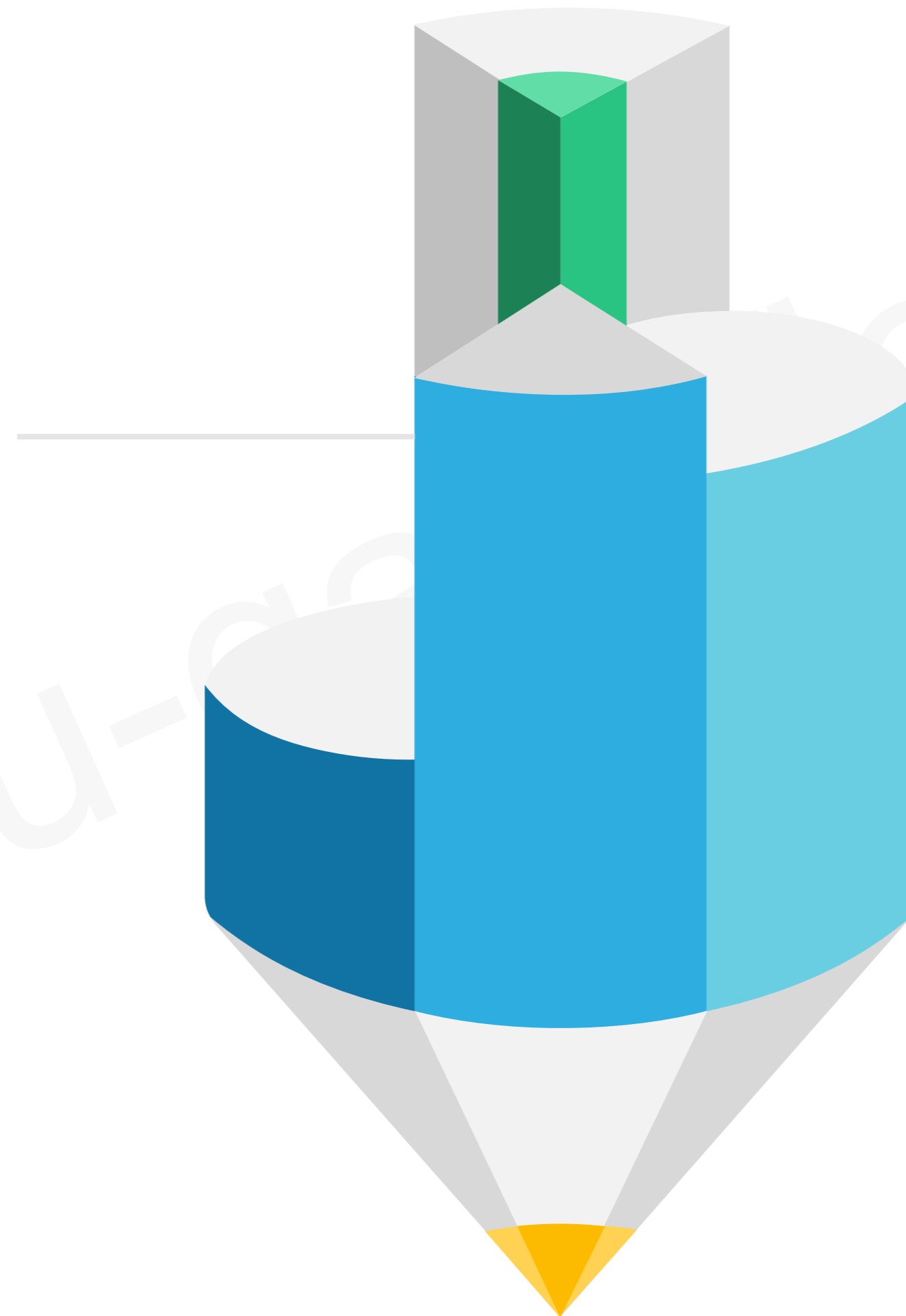# Incorporating intercultural education into a game creation process

Session 1

Games have been in the use of humanity since ancient times both for educational and entertainment purposes.

They serve as ice breakers, motivators or they help shaping students behaviours during the teaching learning activities.

Games entertain and attract students to educational process.

Games can be used to provide students knowledge

Incorporating intercultural education into a game creation process

Session 1

◆ **SETTING OBJECTIVES**
Setting game objectives and goals aligned with intercultural education.

◆ **BUILDING REALITY**
Setting topics and building reality in order to develop intercultural skills.

◆ **DETERMINING TIME FRAME**
Determining time frame and place for intercultural education games

◆ **GAME MECHANICS**
Choosing game mechanics and components for intercultural education games
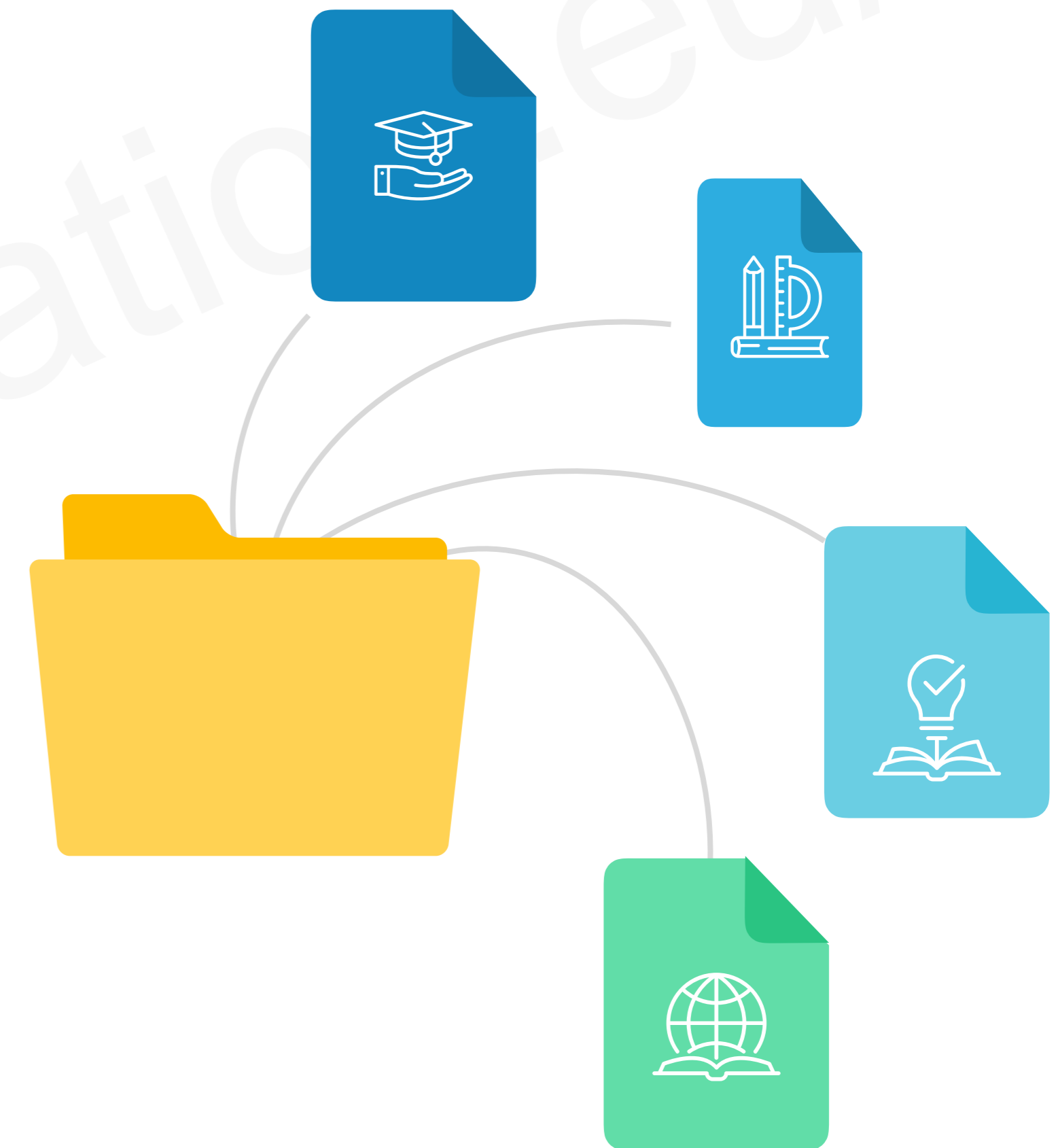
Incorporating intercultural education into a game creation process

Session 1

Setting Objectives

Goals are objectives that a person or a system desires to achieve(Oxford Dictionaries, 2014)

Goals are fundamental to games; they determine what the player has to do to win the game, and give the player a sense of accomplishment and progression.
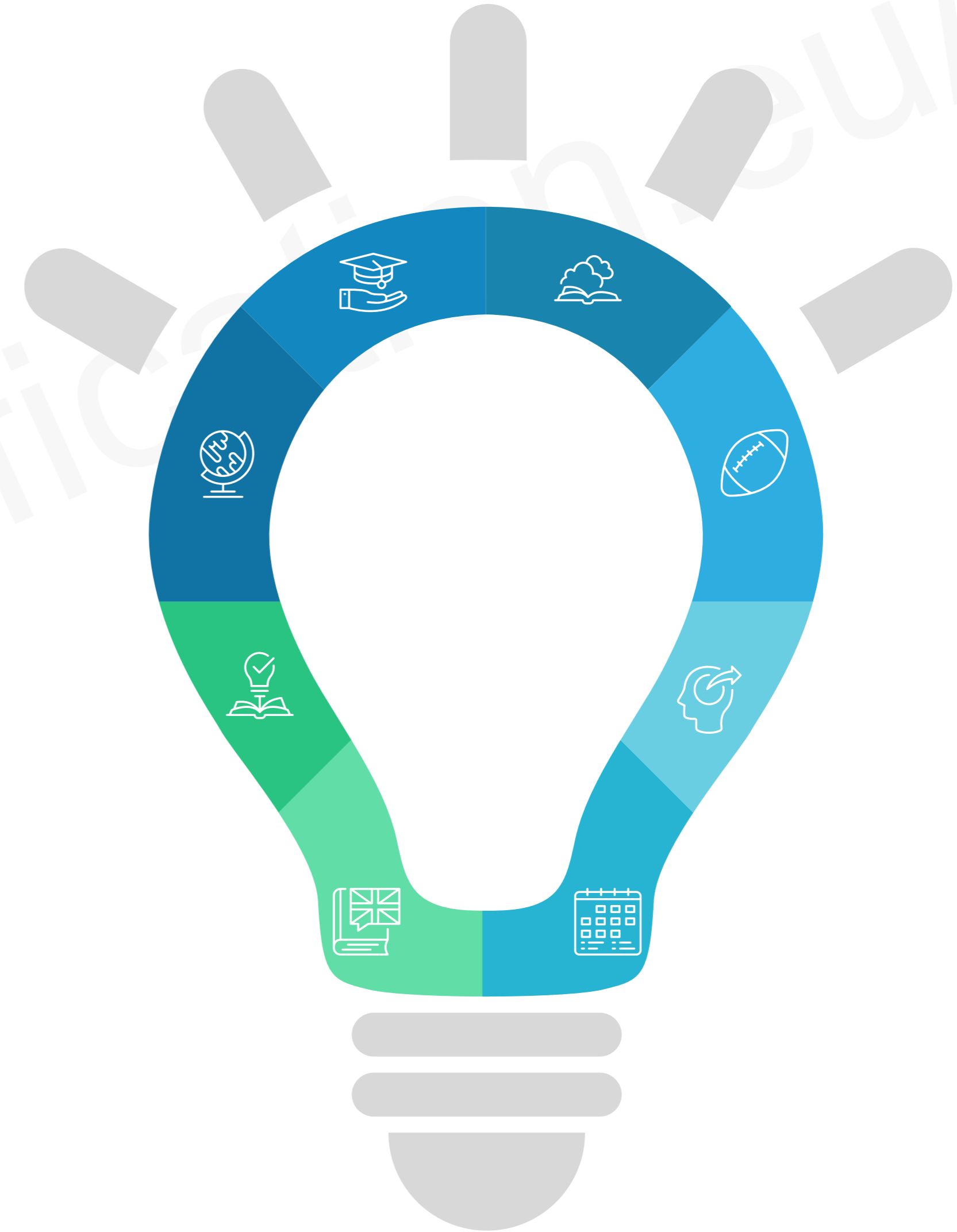
Incorporating intercultural education into a game creation process

Session 1

SMART Goals

Specific
Keep your goals specific and narrow so that it's clear what your're trying to achieve

Measurable
Measurable and can be expressed in standard accepted units of measure

Attainable
Visible and accessible

Relevant
Aligned with you intercultural education objectives

Time bound
Lasting, starting and ending in a certain time interval
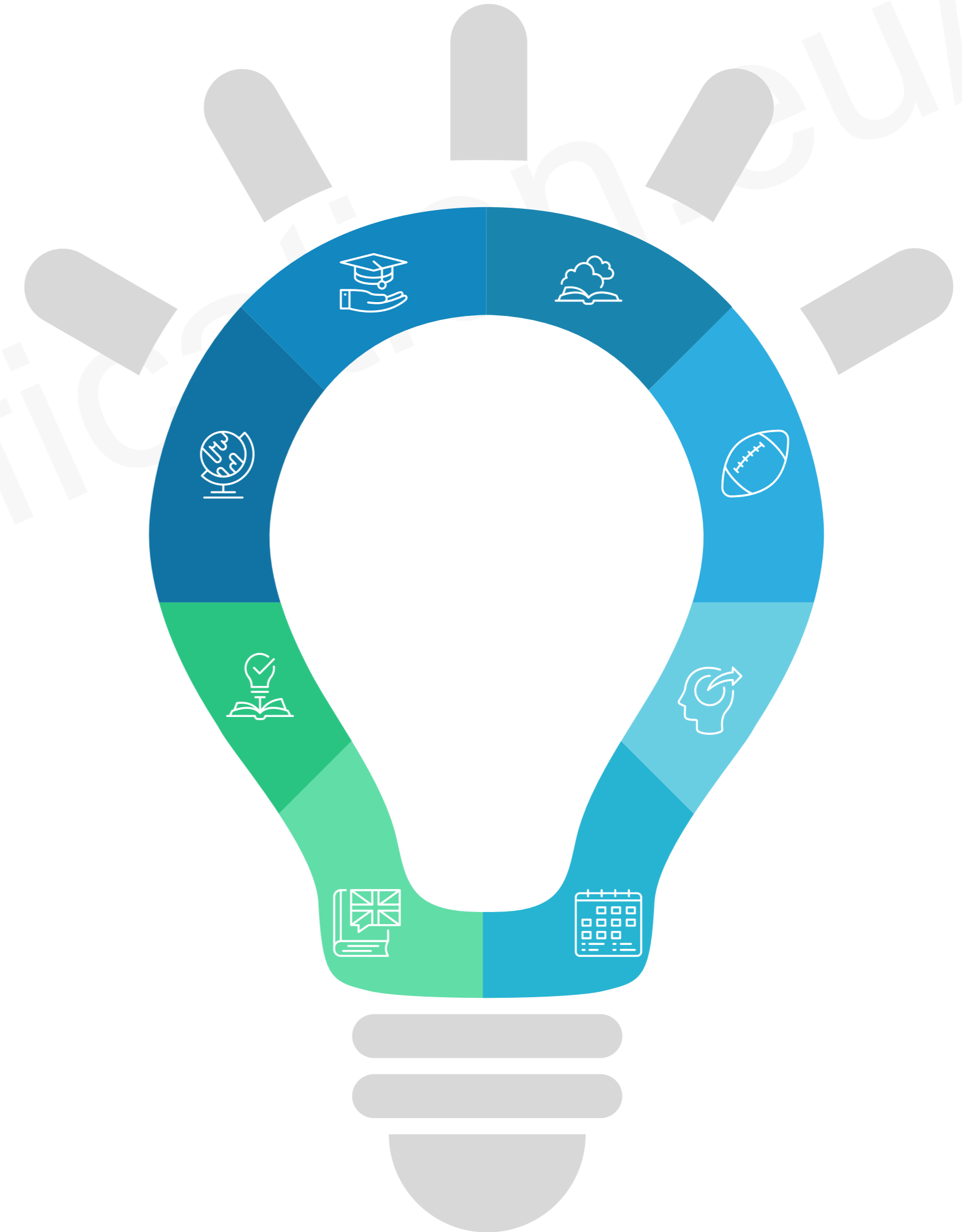
Incorporating intercultural education into a game creation process

Session 1

- Game goals need to be consistent with intercultural communication skills.

- Goals should not contain or imply any racist, xenophobic, intolerant language.

Incorporating intercultural education into a game creation process

Session 1

- In the game, the enemy or the target should be free from prejudices and stereotypes against different cultures.

- Goals that stimulate respect for other cultures, empathy, cultural understanding and tolerance should be established.

ACTIVITY 3

What makes you leave the game?

Core skills developed
Building Reality

Timing
10 minutes

Required tools
-

Description:

Think about the games you played yourself, answer the following questions.

What makes you bored in a game?

What makes you frustrated in the game?

What keeps you playing the game?

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Incorporating intercultural education into a game creation process

Session 1

BUILDING REALITY

- Keep players in the flow
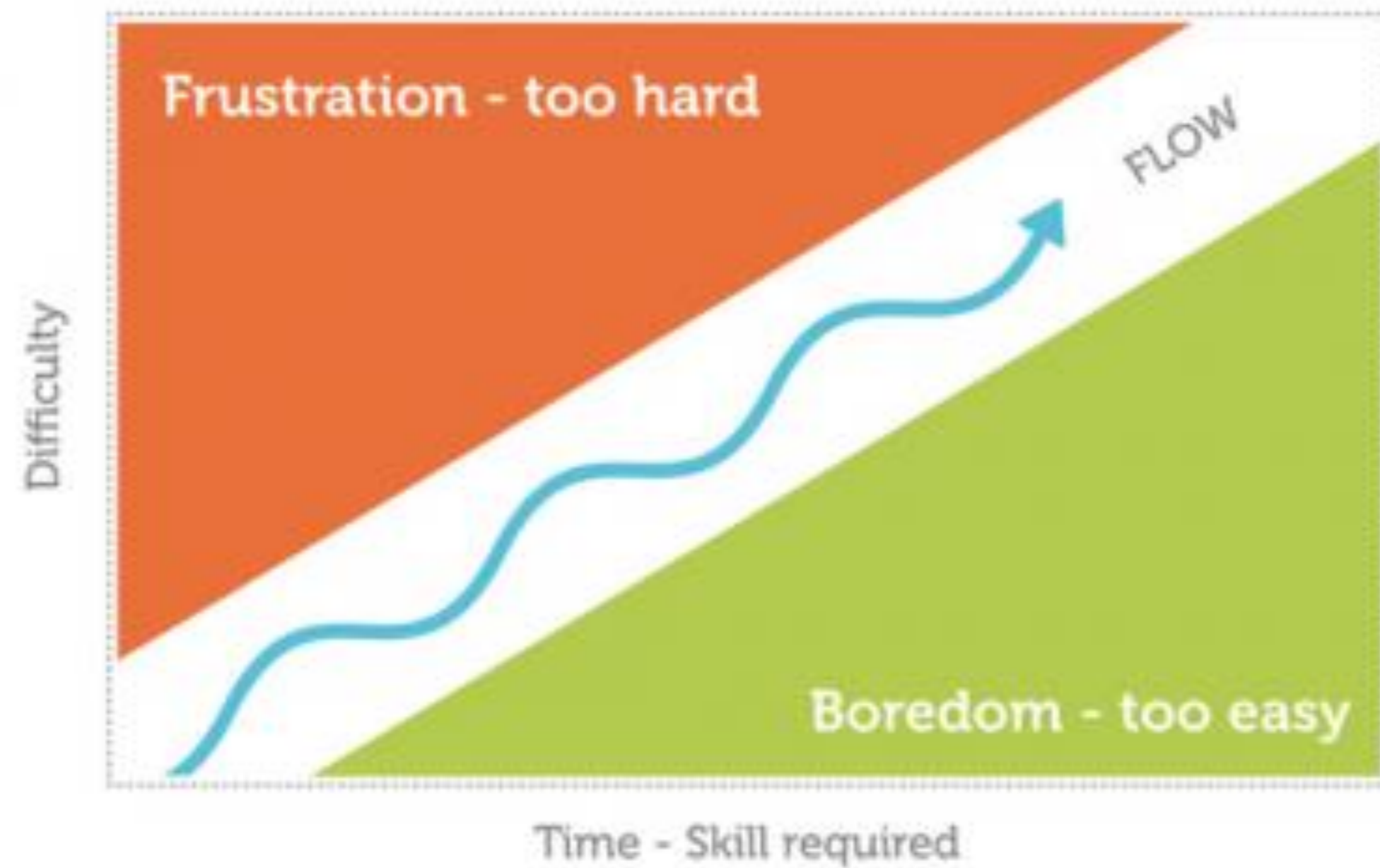
Incorporating intercultural education into a game creation process

Session 1

BUILDING REALITY

- Organize tasks or duties, easy at the beginning and harder by progress so that flow goes on smoothly

- Involve multicultural elements

- No stereotypes or prejudices

- Be aware of player types and related mechanics

Incorporating intercultural education into a game creation process

Session 1

DETERMINE TIME FRAME

- If it is desired to encourage a large number of good practical ideas, the time given is reduced.

- If it is desired to encourage creative and more abstract thoughts, they are given longer.

- Be flexible about time restrictions according to your group dynamics, learning goal, game objective.
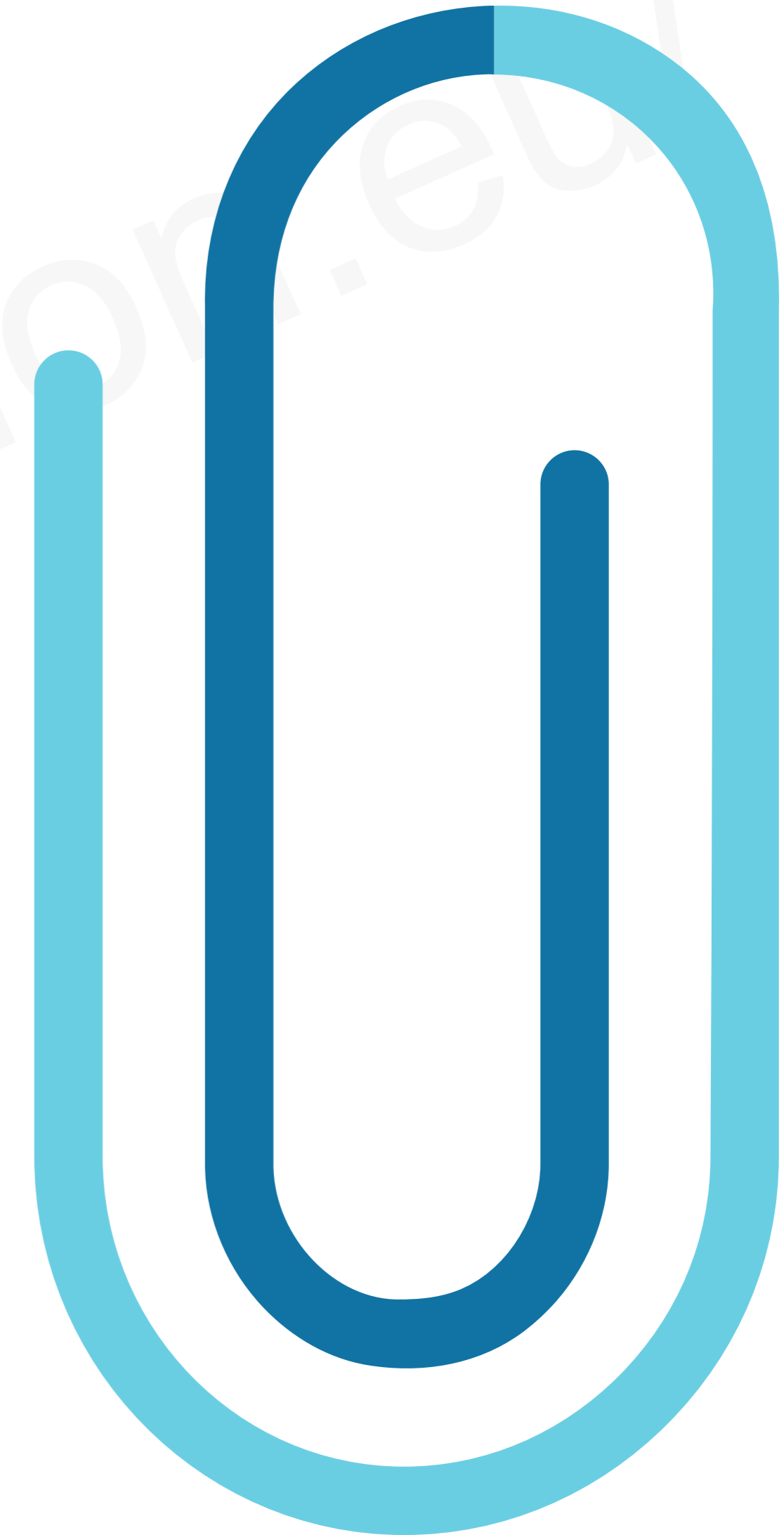
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Incorporating intercultural education into a game creation process

Session 1

GAME MECHANICS

systems of interactions between the player and the game

the rules and procedures that guide the player and the game response to the player's moves or actions

Incorporating intercultural education into a game creation process

Session 1

GAME MECHANICS

- Challenges (Solving puzzles or tasks takes time and effort)

- Chance (Randomness)

- Competition (Winning or losing)

- Cooperation (Working together for desired objective)

- Feedback (Information about players progress)

Incorporating intercultural education into a game creation process

Session 1

GAME MECHANICS

- Resource Acquisition (Getting hold of usable and collectible things)

- Rewards (Items given for achievement)

- Transections (Trading between players directly or indirectly)

- Turns (Alternating participants take turns participating in the game)

- Win States (Draw and loss statuses are connected to the goal that makes one player/group the winner)

Session 1

KNOWLEDGE CHECK 01

1)Which one is not a game mechanic?

a)Compettion
b)Cooperation
c)Rewards
d)Timing

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Incorporating intercultural education into a game creation process

Session 1

KNOWLEDGE CHECK 01

2)Which one is not an aspect of SMART goals?

a)Serious
b)Measurable
c)Attainable
d)Relevant
e)Time bound

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KNOWLEDGE CHECK 01

3)True or False?

Games serve as ice breakers, motivators or they help shaping students behaviours during the teaching learning activities.

(True)

Incorporating intercultural education into a game creation process

Session 1

KNOWLEDGE CHECK 01

4) When do players get bored according to flow theory?

a)When the tasks are too easy

b)When the tasks are too hard
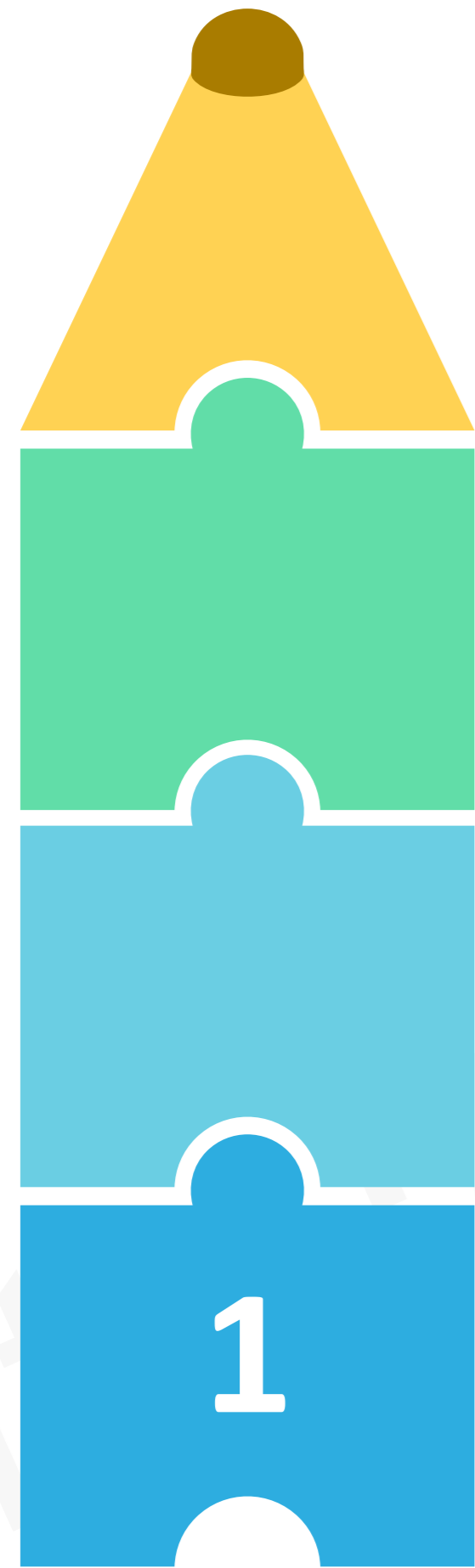
◆ **STEP-1: ANALYZE**

◆ **STEP 2- DESIGN**

◆ **STEP 3- IMPROVE**
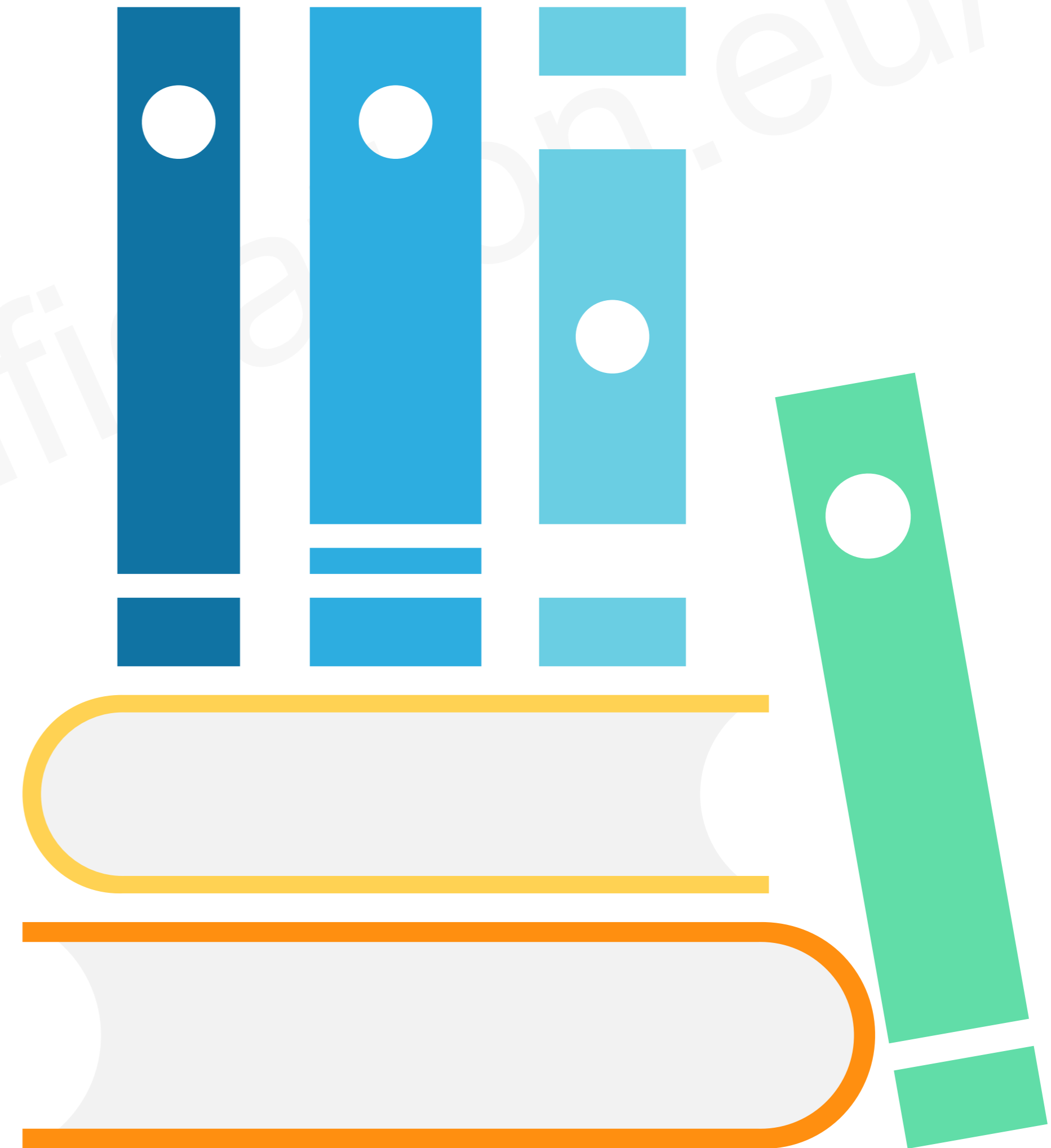
STEP 1- ANALYZE

The first step to create an educational game is to analyze.

- Needs Analysis
- Target Group Analysis
- Content Analysis
- Determining Game Design Purpose
- Educational Goal Analysis
- Determination of Game Technology
- Determining the Game Type

1
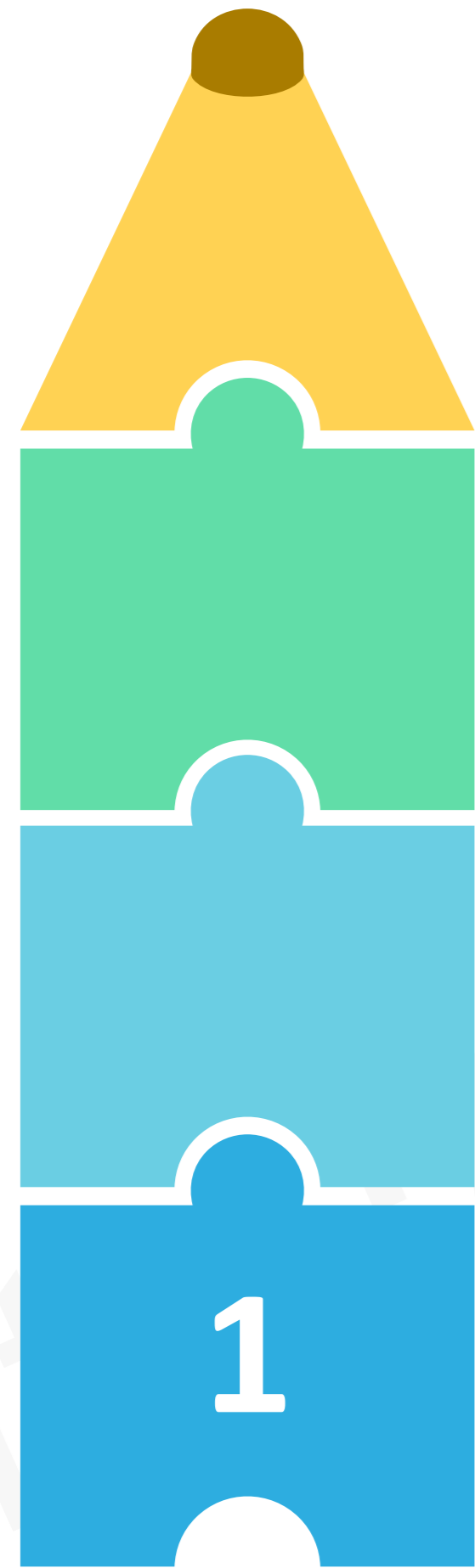
STEP 1- ANALYZE

Needs Analysis: Why do you/your students need this game? The answers to this question may be given according to your own observations or suggestions of others.

1

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STEP 1- ANALYZE

Target Group Analysis: Begin with demographic properties of your players. To make the game playable longer you need elements that will support the motivation of individuals in the game. For this reason, player/user types mentioned in the Handbook Part II (What target group characteristics teachers should take into account when designing the game and why?) can be used.

1
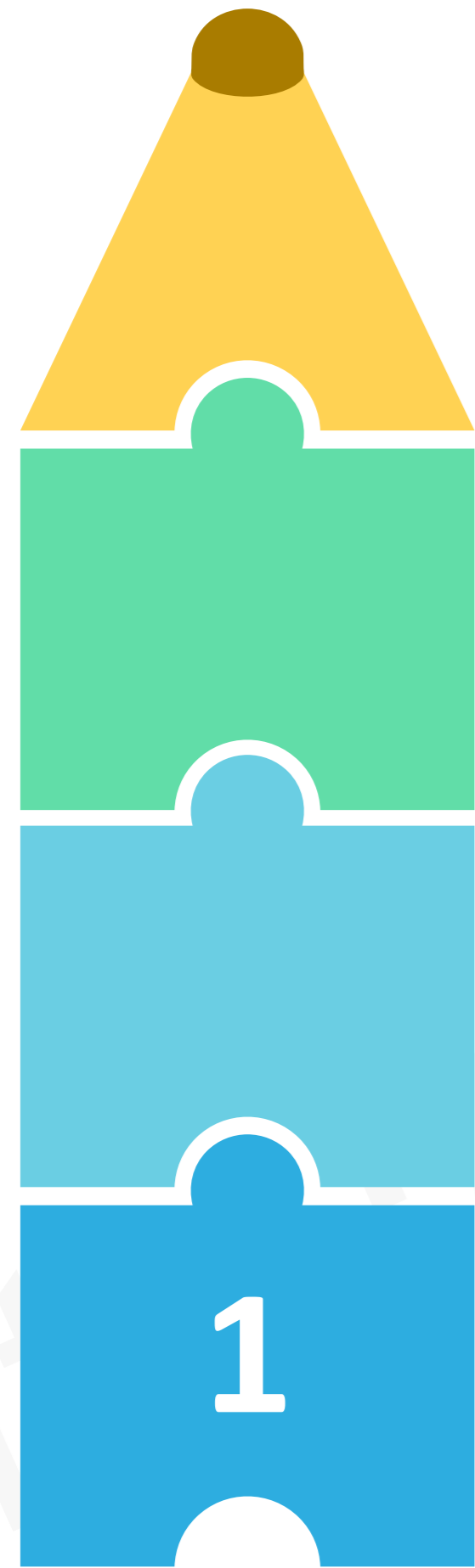
STEP 1- ANALYZE

Content Analysis: Determine the content to be taught or the subjects of the game. Shape the content in line with the data obtained in the needs analysis. Take into account the previous experience and learning of the target group.

1

Creating educational games for students step-by-step

Session 2
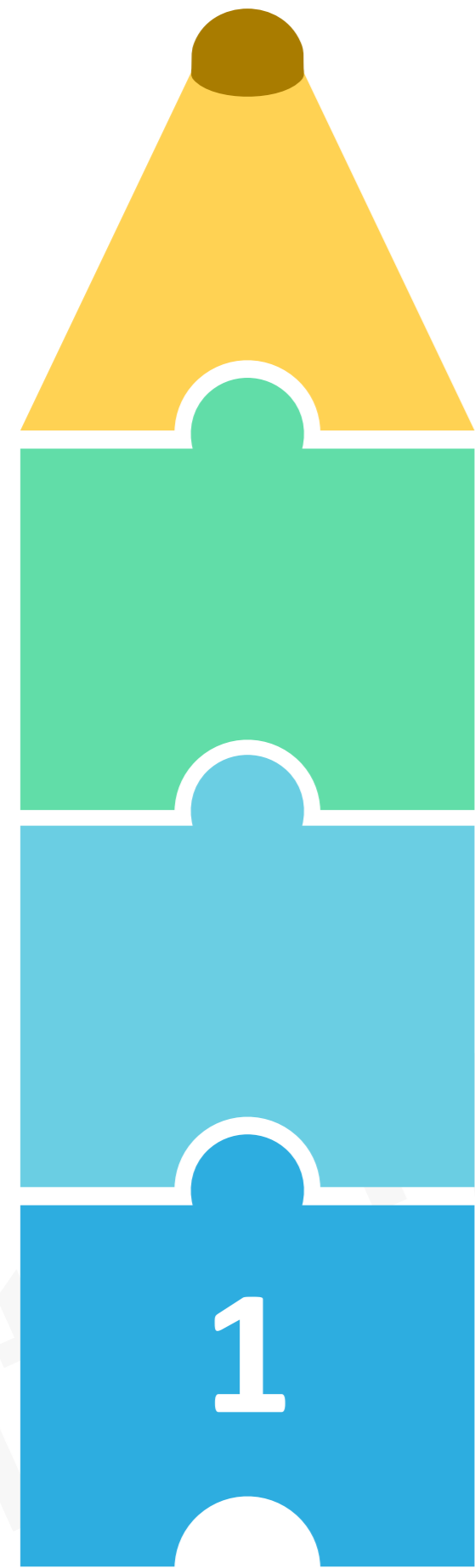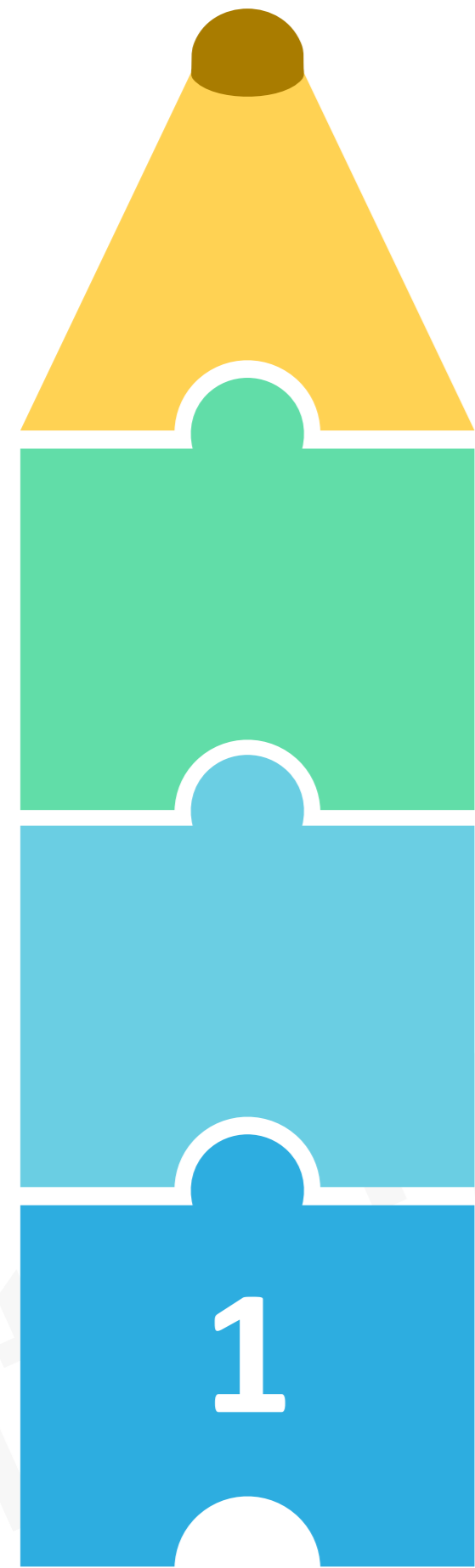
STEP 1- ANALYZE

Determining Game Design Purpose: Answer the question "Will the game be designed for educational purposes?"

Educational Goal Analysis: Determine educational goals suitable for the content, needs and game design purpose.

1

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Creating educational games for students step-by-step

Session 2

STEP 1- ANALYZE

Determination of Game Technology: Answer the question "Will the game be a physical or digital game?"

Determining the Game Type: Answer the question "Which type of the game, board-digital-outdoor-hybrid?"

1

ACTIVITY 4

Game Design Canvas Part I

Core skills developed

To analyze all the components of creating educational game process

Timing

15 minutes

Required tools

Paper-Pen
Game Design Canvas I Activity Form

Description

Print out the Game Design Canvas Part I Activity form and fill in the blanks. If possible work in groups and share ideas.

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ACTIVITY 4

Game Design Canvas Part I

GAME DESIGN CANVAS PART 1	
Step 1-Analyze	
✓ **Target Group Analysis** How old are the participants? Participants by gender distribution? Player types?	
✓ **Game Design Purpose** For what purpose will the game be designed? How long will it be in use?	
✓ **Educational Goals** What is the educational content? Which grade? What will be the evaluation criteria?	
✓ **Game Technology** Is the game physical? Is the game digital?	
✓ **Game Type** Which type of game, board-digital-outdoor-hybrid?	

Session 2

In the analysis step, target group analysis is of particular importance. There are **6 player types** in our target audience.

In addition, there are 52 **game elements** that could be linked to these types. They will be mentioned in the following slides.

Session 2

- **Socialisers** are motivated by ***Relatedness*** They want to interact with others and create social connections.

- **Free Spirits** are motivated by ***Autonomy and self-expression***. They want to create and explore.

- **Achievers** are motivated by **Mastery**. They are looking to learn new things and improve themselves. They want challenges to overcome.

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- **Philanthropists** are motivated by *Purpose and Meaning.* This group are altruistic, wanting to give to other people and enrich the lives of others in some way with no expectation of reward.

- **Players** are motivated by *Rewards*. They will do what is needed of them to collect rewards from a system. They are in it for themselves.

- **Disruptors** are motivated by *Change*. In general, they want to disrupt your system, either directly or through other users to force positive or negative change.

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Session 2

Periodic Table of Gamification Elements by Marczewski

Session 2

Philanth-ropist

- **Philanthropists** want to feel that they are part of something bigger. They want to give to others but expect nothing in return. These are the ones who will answer endless questions on forums, just because they like to feel they are helping. They want a system that allows them to enrich others and feel a sense of altruism and *purpose*.

35 **Ap** Altruistic Purpose	36 **Cg** Care Taking	37 **A** Access	38 **Cn** Collection	39 **Gs** Gifting / Sharing	40 **Ks** Knowledge Share

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ACTIVITY 5

What's your type?

Core skills developed

To determine the type of user/player according to Marczewski's Player and User Types Hexad

Timing

10 minutes

Required tools

-Mobile Device with internet connection
-paper-pen

Description

Go to: https://gamified.uk/UserTypeTest2016/user-type-

test.php#.YR4rt44zbIU

Take the test and note down your results!

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STEP 2- DESIGN

The second step to create an educational game is to design by determining Game Elements and Mechanics.

● Determine the game elements and mechanics according to the data you obtained in the first step.

● Feel free to decide which game element or mechanic to start with the game design. Evaluations are made throughout the process.

2
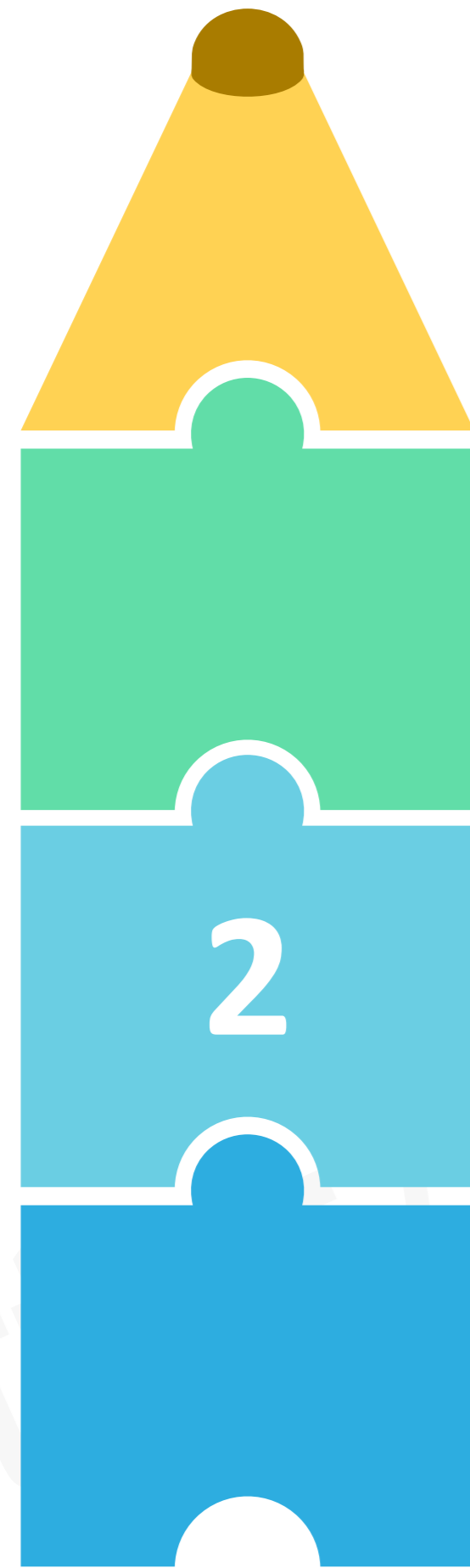
STEP 2- DESIGN

- Game Character
- Game Mechanics
- Game Goals
- Challenges
- Environment
- Feedback
- Rules

2

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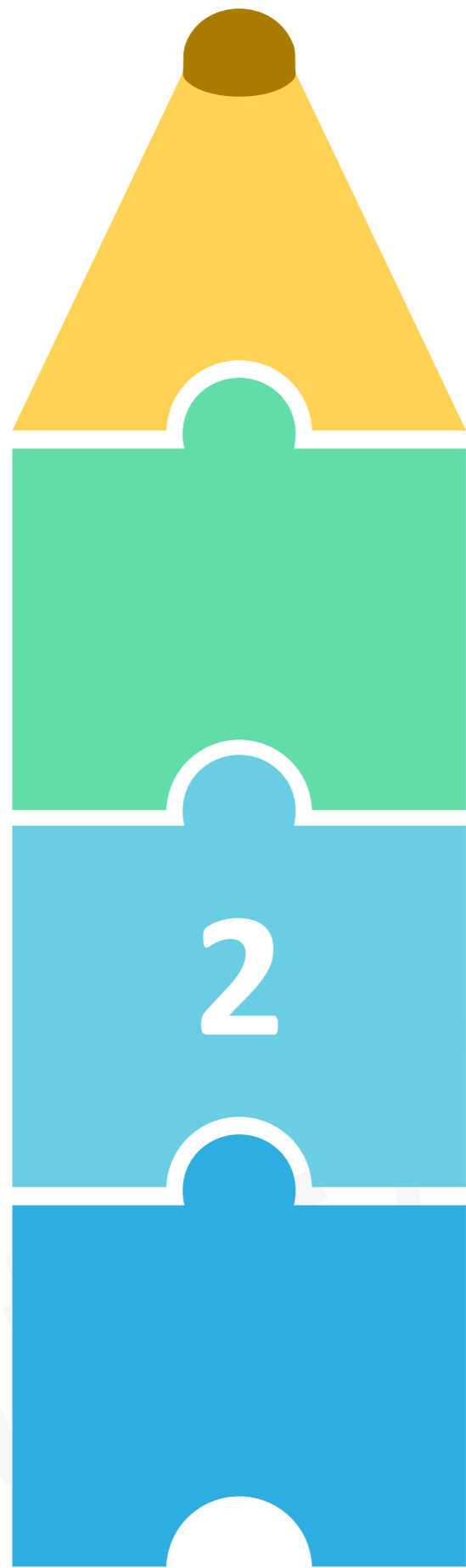
STEP 2- DESIGN

Game Character:

"What will represent the player in the game world?"

In the game, the player can participate individually, control a character or be represented by a pawn in the game. Not only the visual characteristics of the character, but also the characteristics of the character such as the power and abilities that affect the game experience are determined in this step.
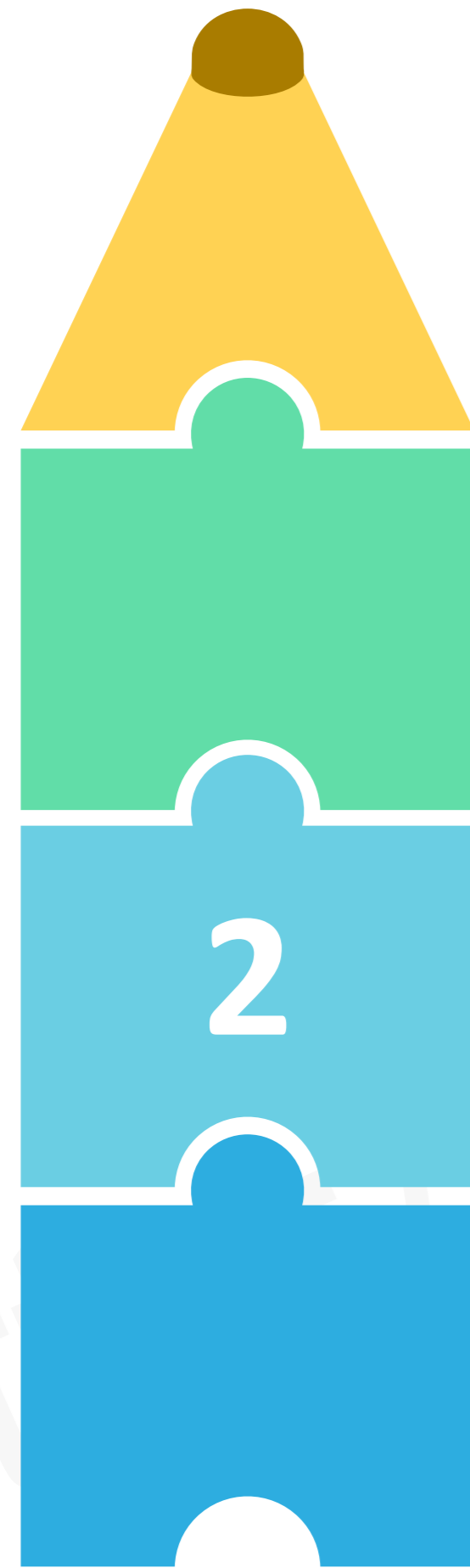
STEP 2- DESIGN

Game Mechanics:

"What will the player do in the game world?"

Game Goals:

"What is the player taking action for in the game world?"

2

Session 2
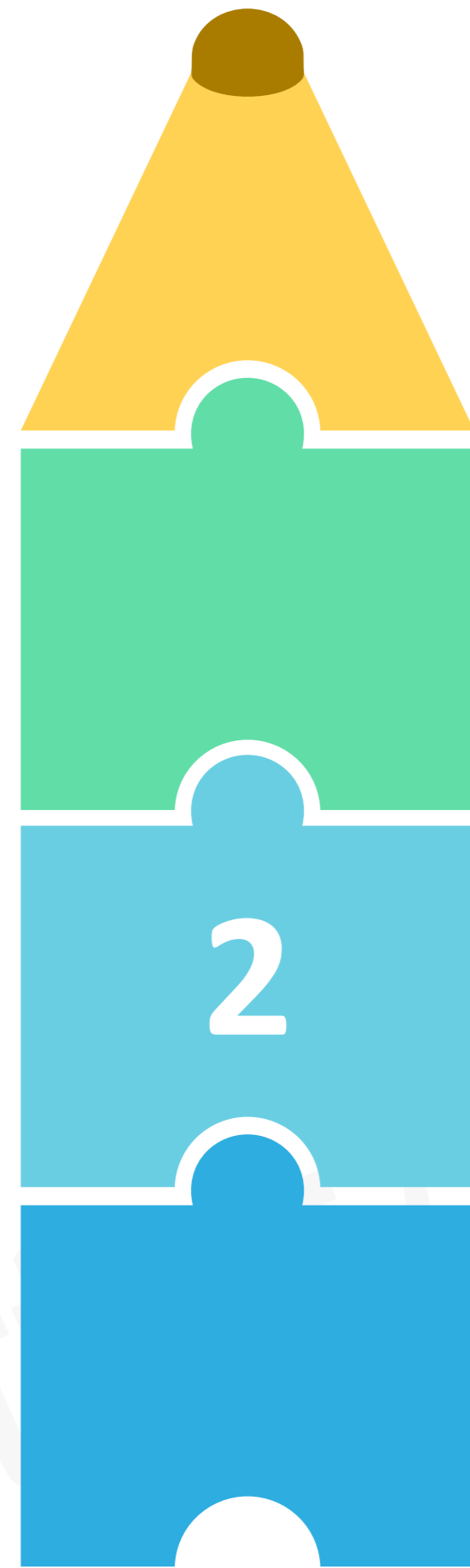
STEP 2- DESIGN

Challenges:
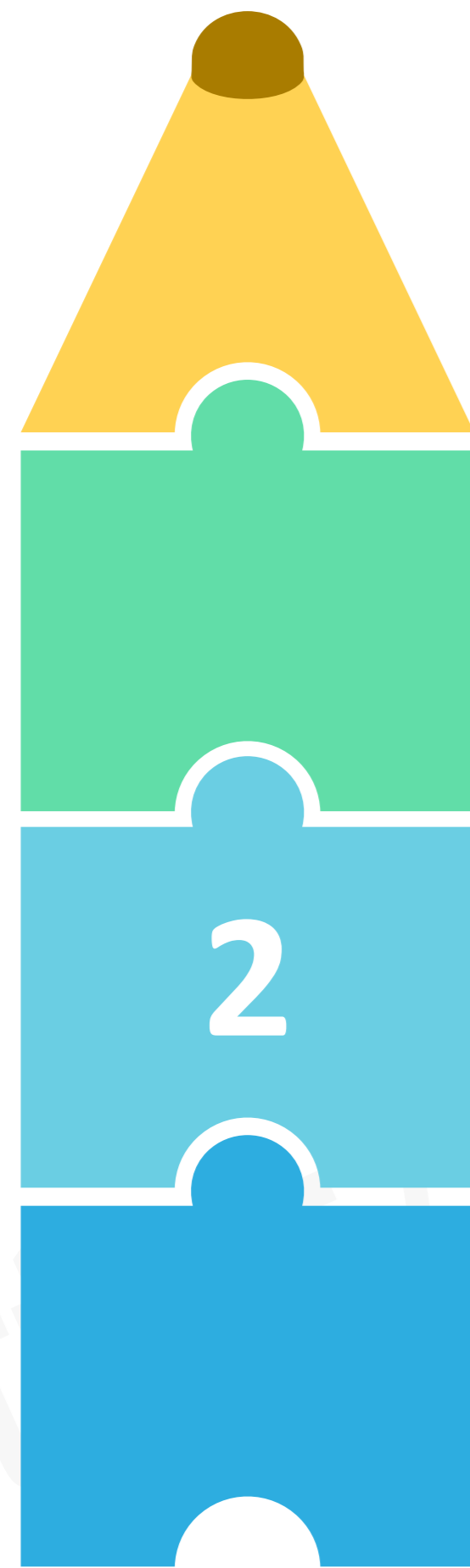
"What will the player struggle against in the game world?"

Environment:

Where will the game take place? (Board-Digital-Outdoor)

2

STEP 2- DESIGN

Feedback:

"What happens when the player's actions are right or wrong?"

Rules:

"How will all the game elements come together and how will the game be played?"

simple, comprehensible and few rules

ACTIVITY 6

Game Design Canvas Part 2

Core skills developed

To design all the components of educational game

Timing

20 minutes

Required tools

Paper-Pen
Game Design Canvas 2 Activity Form

Description

Print out the Game Design Canvas Part 2 Activity form and fill in the blanks. If possible work in groups and share ideas.

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ACTIVITY 6

Game Design Canvas Part II

GAME DESIGN CANVAS PART 2	
STEP 2-DESIGN	
✓ **Game Mechanics** (Prefer game mechanics and elements, take into account the player types determined in the target group analysis) "What will the player do in the game world?"	
✓ **Game Goals** "What is the player taking action for in the game world?" "What is the player's task?" "Will the game consist of levels?"	
✓ **Challenges** "What will the player struggle against in the game world?" "Will the game be played in a limited time?" "How many people will the game be played with?" "Will the game be played as a team?"	

✓ **Feedback** "What if the player's actions are right or wrong?" "How will earning points/authority/status work?"	
✓ **Rules** "What are the rules that the player must follow in the game?" "How is the relationship between elements and mechanics in game design?"	
✓ **Character** "What will represent the player in the game world?"	
✓ **Environment** "Board-Digital-Outdoor?" "Where will the game be played?" "What will the game be played with?"	
✓ **General Description of the Game**	
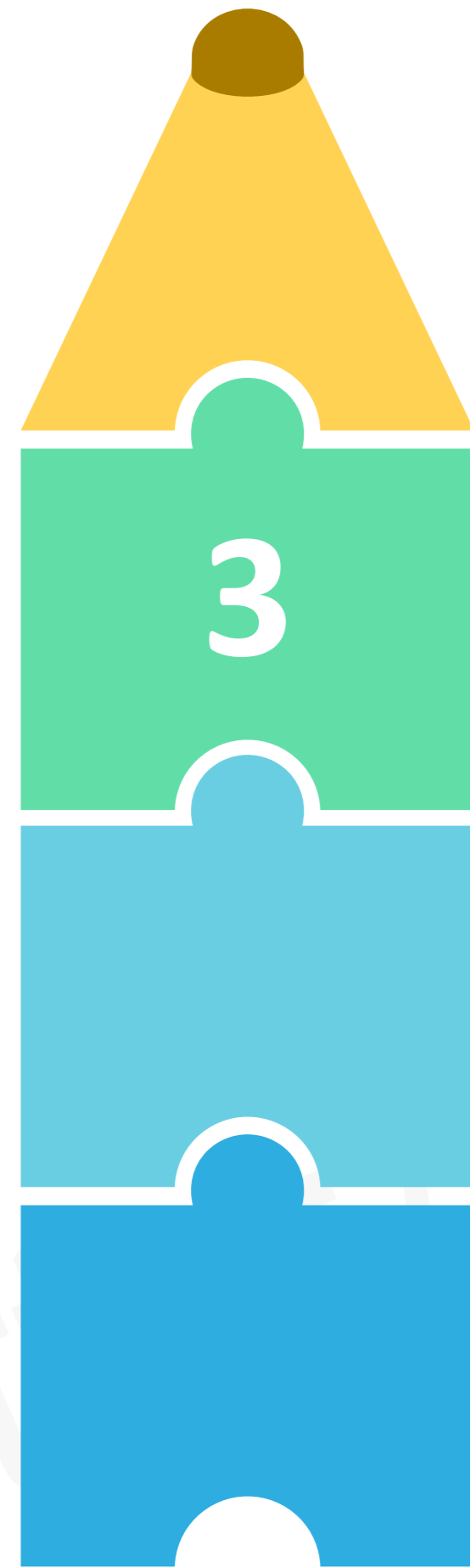
STEP 3- IMPROVE

In line with the decisions taken in the design step, first the physical prototype of the game is developed, and then its implementation and evaluation is made. Since an educational game design is carried out, the lesson plan is developed simultaneously with the prototype of the game in this step.

3
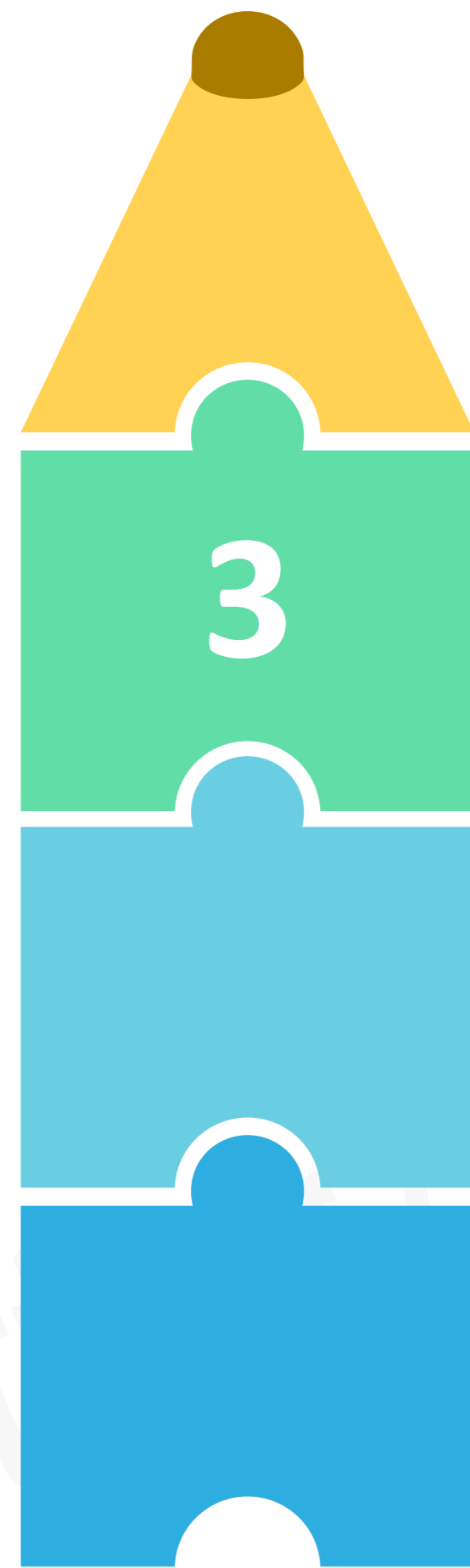
STEP 3- IMPROVE

Prepare a physical prototype of the game (A document explaining the game, not the actual game itself). With this document, which everyone who will be a stakeholder of the game can understand and express their ideas about the game, feedback can be obtained from everyone.

3

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STEP 3- IMPROVE

Prepare final version of the game according to the feedback obtained.

3

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ACTIVITY 7

Improve Your Game

Core skills developed

To design all the components of educational game

Timing

10 minutes

Required tools

Paper-Pen
Game Design Canvas 1 Activity Form
Game Design Canvas 2 Activity Form

Description

Go through your forms and make improvements.

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5
9

KNOWLEDGE CHECK 02

1) What is the first step in creating educational game?

a) Motivation
b) Cooperation
c) Analyze
d) Design

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KNOWLEDGE CHECK 02

2)What is the name of the document explaining the game, not the actual game itself?

a)Physical Prototype   b) Game Design Canvas

KNOWLEDGE CHECK 02

3)True or False?

Philanthropists are motivated by ***Purpose and Meaning.***They want to disrupt your system.

(False)

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THIS MODULE IS OVER!

THANK YOU FOR YOUR TIME AND EFFORT!

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E-learning course

Module 5: Use of educational games in different educational environments

Project number: 2020-1-PL01-KA227-SCH-095412

MODULE DESCRIPTION

Use of educational games in different educational environments

◆ **Session Aim**

How educational games can be used in different educational environments.

◆ **Core skills developed**

Information processing, collaborative working, communication skills, system skills, exploring attitudes & values

◆ **Timing**

3 hours

◆ **Required items**

Projector, Internet connection, flipchart, stationery

GAMIFICATION for Intercultural Education

Outdoor Games

Session 5.1

◆ **5.1.1. Using outdoor environment in outdoor game design**

◆ **5.1.2. Using and adjusting outdoor environment for game playing**

◆ **5.1.3. Materials to provide for engagement in outdoor games and learning**

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http://edu-gamification.eu/

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5.1. Outdoor games

◆ **Outdoor games are...**

Usually athletic games played

outside. They require space and

optionally some equipment. Provide

conditions for participants to thrive,

learn, gain knowledge of the world

◆ **Interculturalism involves...**

Working together, breaking

down barriers, building

relationships across all

different aspects of culture

Therefore, outdoor games connect us since...

They offer experience we all

share,

connect community members,

create understanding,

bridge differences,

increase and promote social

skills, cultural understanding,

physical, mental and community

health

5.1. Outdoor games

◆ **Intercultural outdoor games**

- Focus on engagement with activity rather than competition,

- create a sense of relationship building among participants who develop common values and goals,

- enhance physical literacy and adaptability/modification skills,

- promote intercultural understanding, acceptance of otherness and innovative thinking,

- facilitate free, creative expression of participants in order to accomplish tasks and challenges

- reinforce contact with a variety of out-of-classroom environments

5.1.1. Using outdoor environment in outdoor game design

Intercultural outdoor games incorporate 3 vital elements:

- Learning about the nature and history of the game

- Establishing cooperation and creative working

- Encouraging participants to co-create new activities

Game design for inclusive learning environment

In order for participants to feel safe and accepted certain principles should be taken into account:

- Development of character and values

- Facilitation of flow and creativity

- Incorporation of democratic values

- Empowering the sense of community and belonging
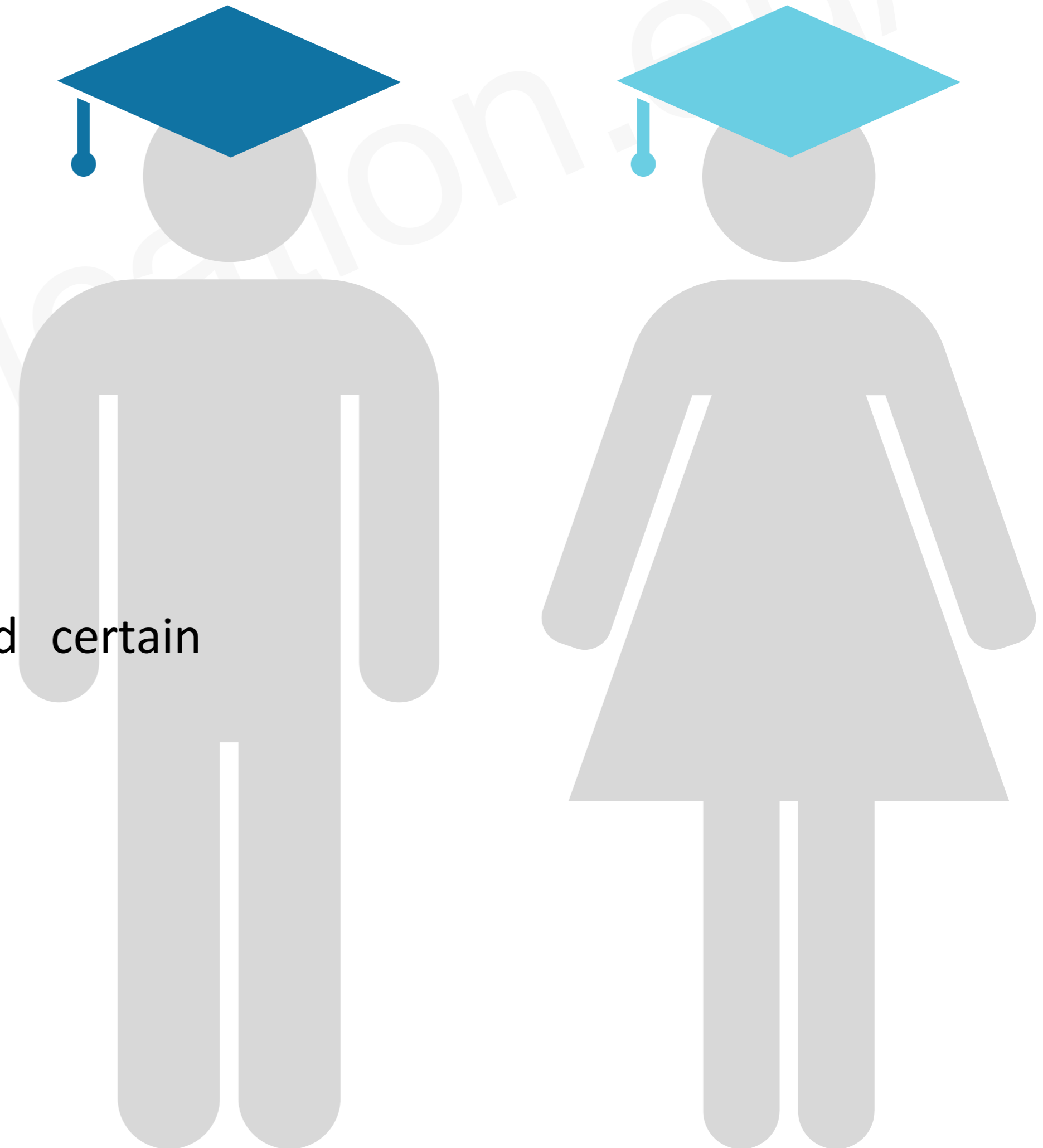
Points to consider in outdoor game designing

◆ **Number of participants**
Offered options for individual, partner or larger groups games

◆ **Game playing spaces**
School playgrounds, school gym, backyards, public spaces, adaptable play areas

◆ **Equipment**
It can be used, substituted, modified or even removed

◆ **Skills and rules**
Rules can be creatively modified to suit participants' needs
Skills can be altered to promote initiative and creative thinking

◆ **Transforming leadership**
Although adult-led the aim is to offer participants a sense of control and responsibility

◆ **Outdoor places**
- Foster the process of developing one's personal and communal identity
- Can be highly emotionally motivating for participants
- Offer a holistic, meaningful and scaffolding approach to learning

5.1.2.Using and adjusting outdoor environment for game playing

The outdoors can be defined as an open, continuously changing environment providing freedom of boisterous movements and contact with natural/urban elements

The outdoor environment is intertwined with the notion of "place"

- Places are linked to the individuals' or social groups' lived experiences.

- Places are the integration of nature and culture not just locations

5.1.2.Using and adjusting outdoor environment for game playing

Places help students make sense of both their personal and communal identity. Individuals' relationship with places acts as a way to understand who they are, how they connect to others and how this interaction is a give-and-take of meanings from the places where they live and learn
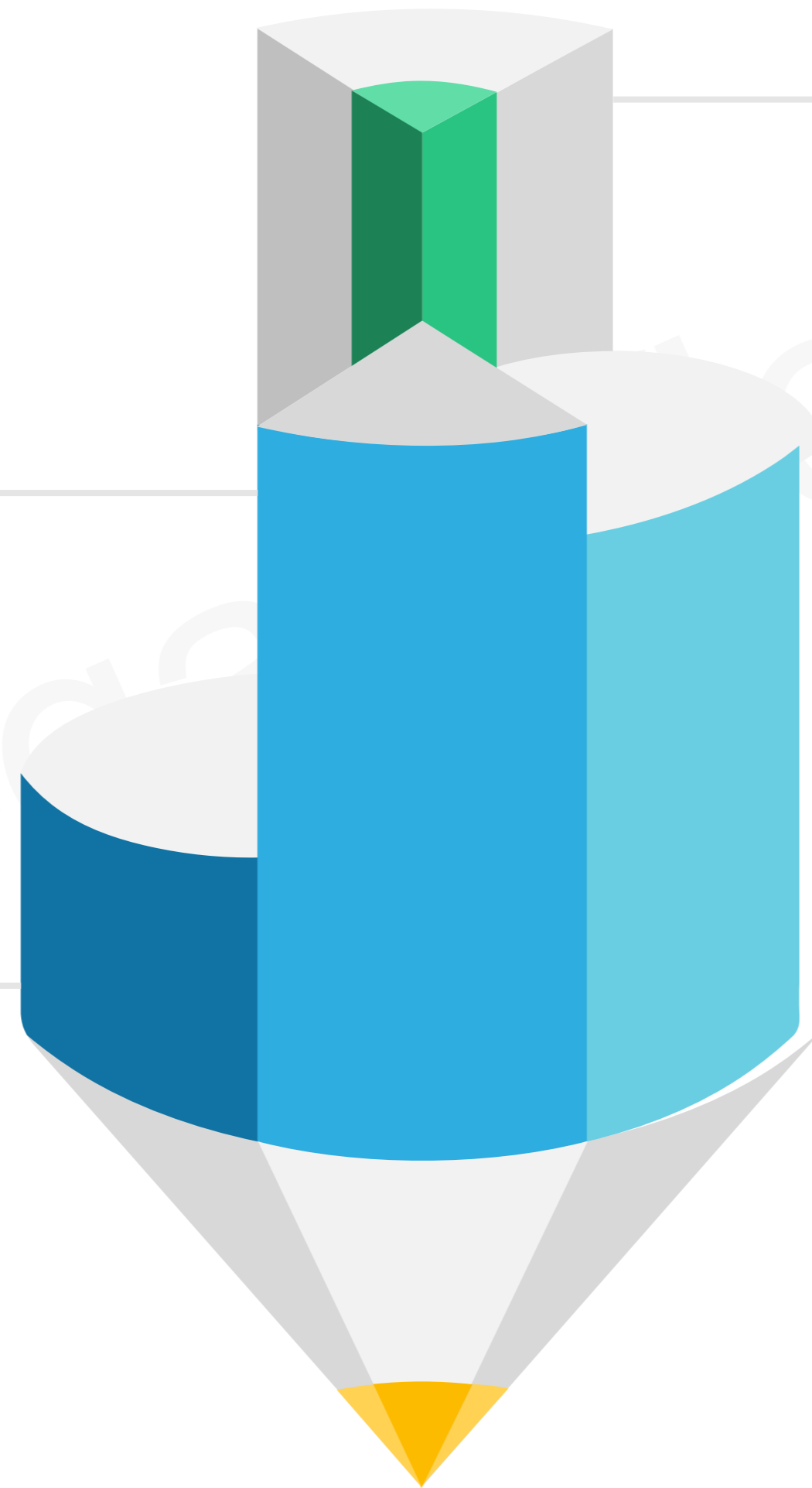
- **Outdoor games aim at invoking more engaging participant-driven learning experiences**.

- **Outdoor games explore the connections that underpin the real world**

◆ **Natural materials (may be used in an open-ended manner)**

Tree leaves, wood sticks, soil, water, sand, stones

◆ **Any objects used for outdoor games that participants from different cultural backgrounds can bring along**

5.1.3. Materials to provide for engagement in outdoor games and learning

4

3

2

1
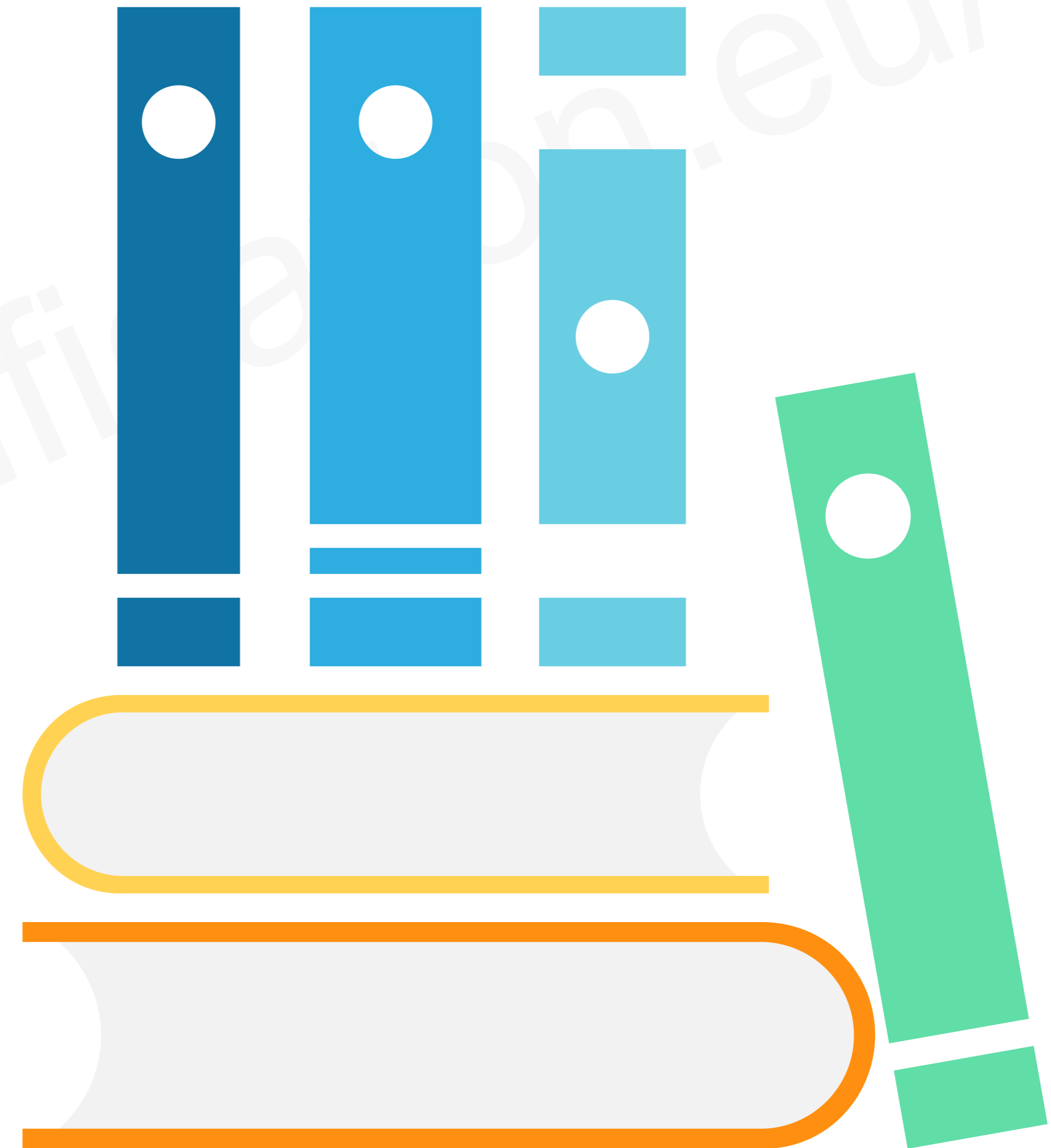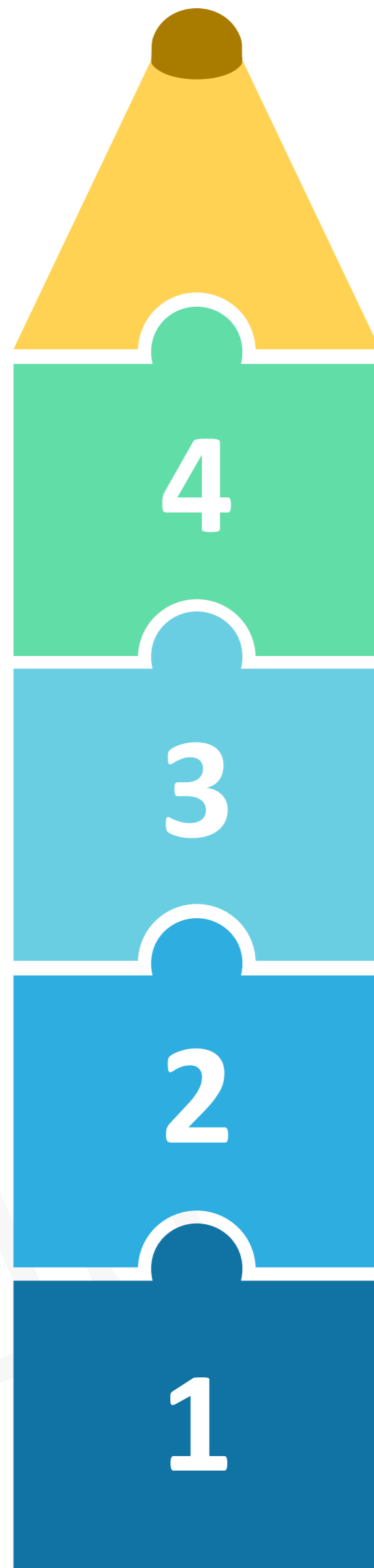
Balls, jumping ropes, hula hoops, bean bags, mats, paper, cloth, sports equipment, paints and brushes

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ACTIVITY HANDOUT 1.1

Core skills developed
- Group management skills
- Problem solving skills
- Organizational skills
- Environmental skills
- Technical and safety skills
- Time management skills

Timing
2 or 2 ½ hours

Required tools
PCs, laptops, flipchart, stationery

Description

Participants are divided in two groups of four (Team 1 and Team 2)

Team 1 is required to prepare an ice breaking activity. They can choose one of the following: Name ball, Mirror-mirror, Mingle walk or any icebreaking activity of their choice.

To carefully plan and prepare the activity team members should take into consideration the number of participants as well as their cultural and educational backgrounds, they should define the size of the outdoor/playing space, the type(s) of equipment needed, the set of rules to be followed and the skills that are expected to be developed.

Read more

ACTIVITY HANDOUT 1.1

Description

Team 2 is asked to design an outdoor game with the aim of promoting communication, cooperation and problem solving skills in conjunction with physical literacy.

As with the planning and preparation of the ice breaking activity, team members should take into consideration the number of participants as well as their cultural and educational backgrounds, they should define the size of the outdoor/playing space, the type(s) of equipment needed, the set of rules to be followed and the skills that are expected to be developed.

When the two teams complete their assigned tasks, it is time to put them in practice interchangeably, that is the members of Team 2 carry out the ice breaking activity while the members of Team 1 follow the plan proposed for the outdoor game.

During the development phases the members of both teams are expected to suggest improvements, comment on specific issues raised and pinpoint potential problems relating to activities ordering, organization matters, time management, safety issues and suitable implementation of intercultural approaches.

ACTIVITY HANDOUT 1.2

Core skills developed

- Problem solving skills
- Organizational skills
- Technical and safety skills

Timing

15-30 minutes

Required tools

It's best to have at least three people who have played Rock-Paper-Scissors before.

Description

Space: the space of Rock-Paper-Scissors is a close, but not intimate, area between two players.

Components (the pieces of the game): the hand symbols for rock, paper, and scissors; two players.

Mechanics (what you do in the game): a player "throws" a hand symbol into the game space.

Rules (the parameters of gameplay): One hand symbol beats another and the player who threw the winning symbol gets a point. Paper beats rock. Rock beats scissors. Scissors beats paper. Players throw the hand symbols at the same time (often after counting to 3). Players cannot change a hand symbol once it's thrown, and the symbol must be in both player's lines of sight.

Goals: A player wins a round by throwing a winning hand symbol. Another common goal is to win 2 out of 3 rounds.

Scissors
beats paper

Rock
beats scissors

Paper
beats rock

Read more

Description

1. Have two people demonstrate a normal game of Rock-Paper-Scissors for the group. (Note: "normal" may mean different things to different players. Some may start the game by counting to 3, other may start it by saying "rock, paper, scissors, shoot"). Go over the five elements of the game with the group (as described above).

2. Then ask the demonstrators to change only one element of the game. A good place to start is by changing the space of the game by having the players stand back to back, so that they cannot see each other. Have them play a round of Rock-Paper-Scissors like this and note what happens. Now, the two players alone cannot tell who has won the round without the help from a judge who can see both of the hand symbols. So, by changing the game space, we've also changed the components; we need at least three players instead of two! Have any other elements changed in this version of Rock-Paper-Scissors?

3. Divide your class into small groups of 2 or 3 and assign each group an element of Rock-Paper-Scissors to change. Give them 5 minutes to change their element and then present the game in front of the class.

Quiz 5.1

1. Intercultural outdoor games promote (tick the correct options):

a. relationship building

b. competition

c. cooperation

d. mutual understanding

2. Outdoor Intercultural Games original design cannot be modified to suit participants' needs.

a. True

b. False

3. Points for consideration in Outdoor Games design:

☐ Democratic values
☐ Participants' physical ability
☐ Participant's cultural background
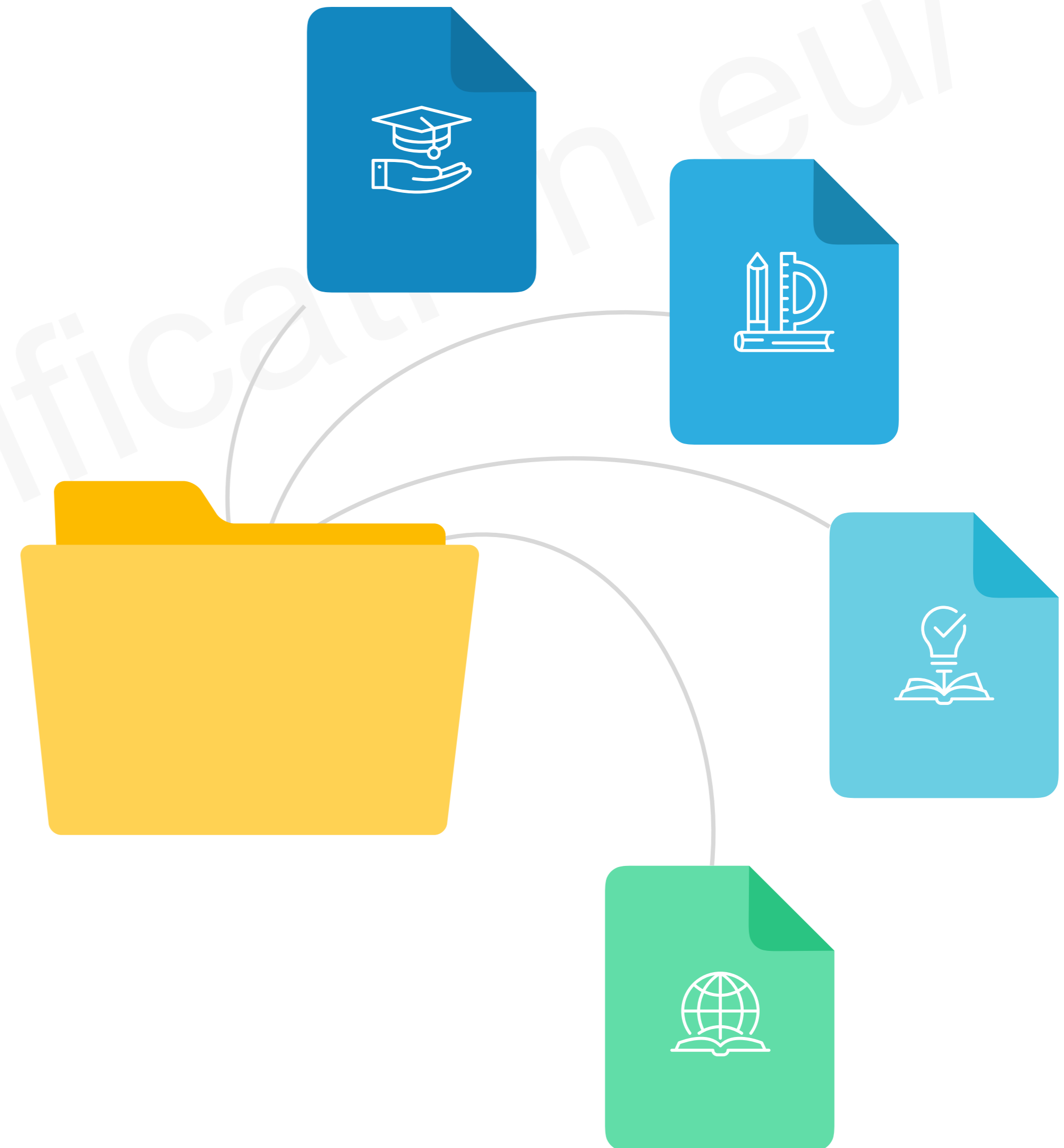☐ Team building
☐ All the above

Quiz 5.1

4. A variety of outdoor environments should be utilized in accordance with their social and cultural background:

a. True

b. False

5. Places are (tick the correct option):

a. related to places only

b. connected with nature and culture

Board Games

Session 5.2

◆ **5.2.1. Method of designing a Board Game**

◆ **5.2.2. Board Games: Types and templates**

◆ **5.2.3. Introducing board games rules to the new players**

◆ **5.2.4. Teaching with Board Games**
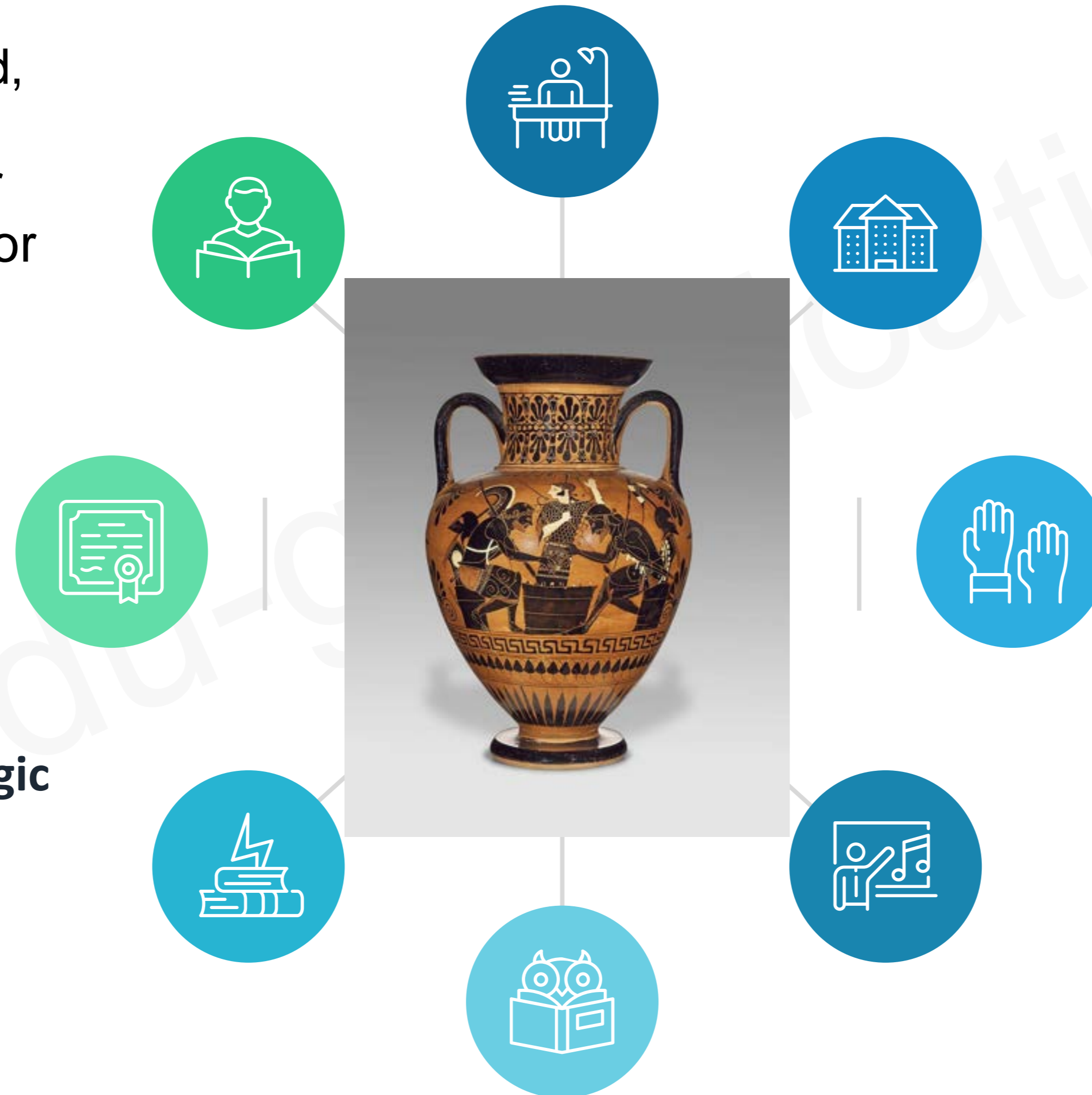
Board Games

What are Board Games?

Games played with a board, cards, dice and tokens, either for entertainment or for educational, exercise or experimental purposes

Gaming Patterns

- Winning thanks to **luck**

- Winning thanks to **strategic thinking and analysis**

- Winning thanks to **a combination of luck and strategy**

Categories of Board Games according to cultural orientation

- **Competitive** games are based on Individualism (pursuit personal goals)

- **Cooperative** games are based on Collectivism (pursuit group / team goals)
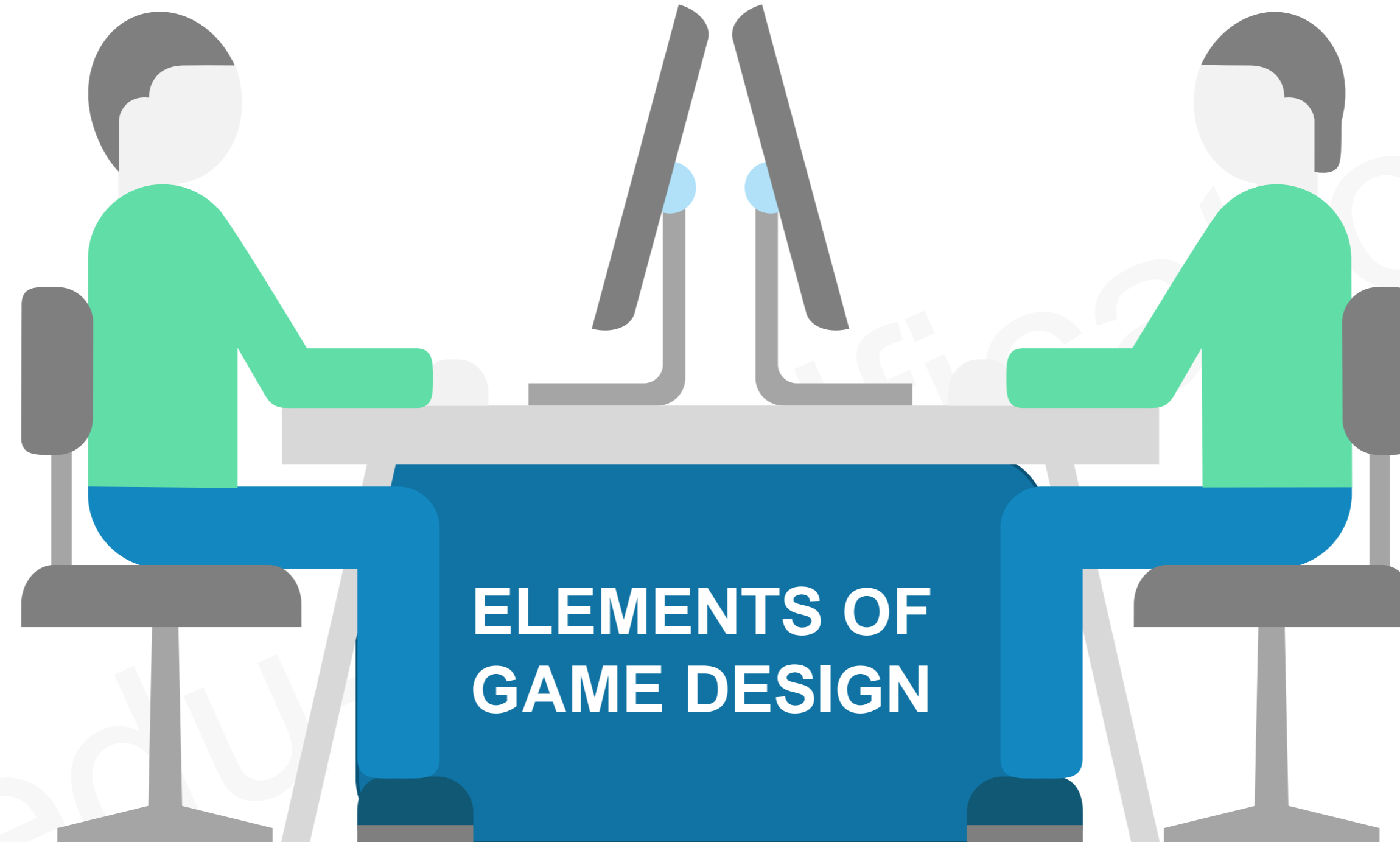
Session 5.2

GAME DESIGN

the development
of rules and
presentational aspects
of a board game

**ELEMENTS OF
GAME DESIGN**

GAMEPLAY

the interaction between the player and the mechanics and systems

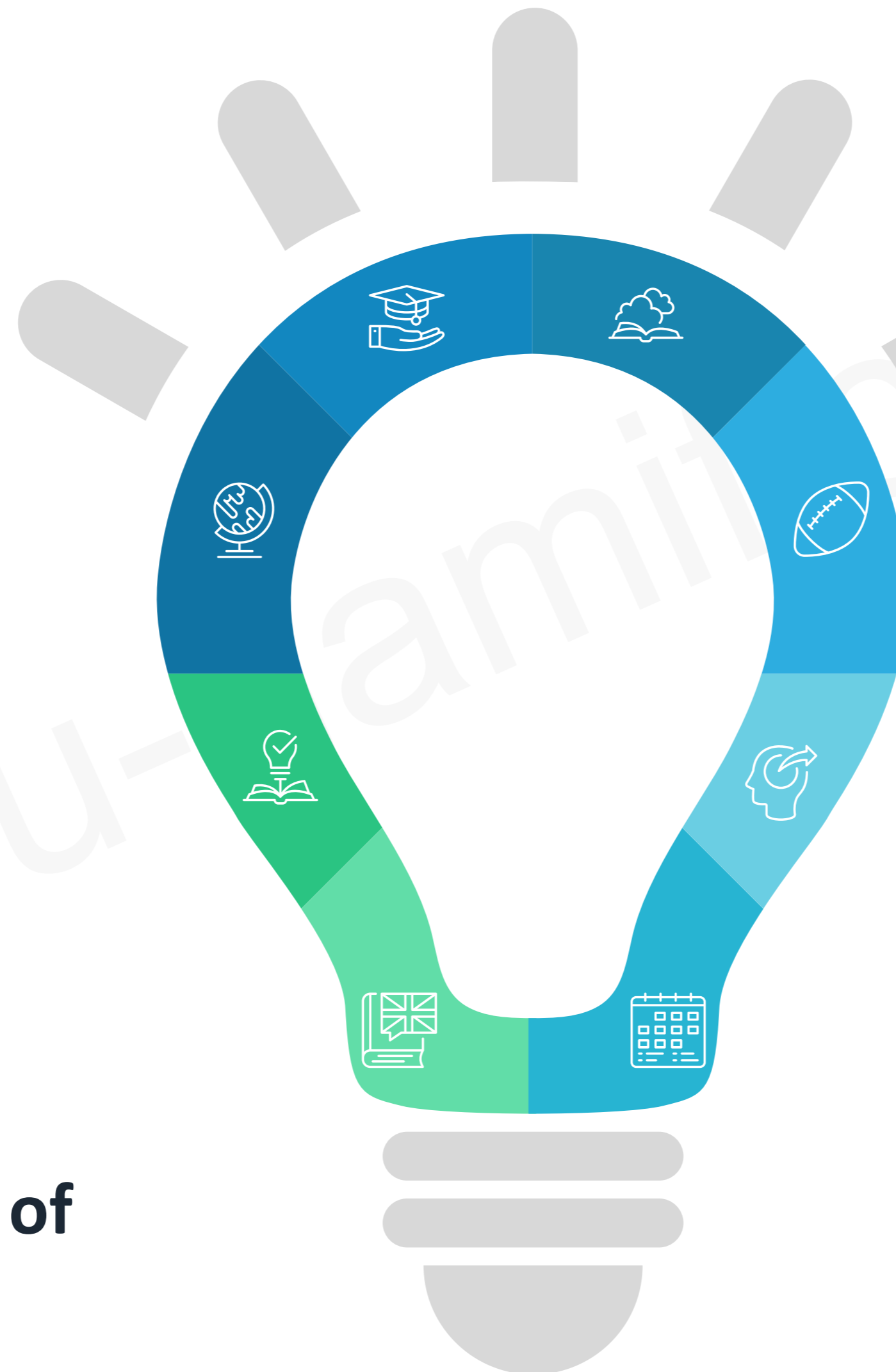**MECHANICS & SYSTEMS**

the rules and objects in the game

PLAYER EXPERIENCE

how users feel when they're playing the game

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Method of Designing a Board Game

Session 5.2.1.

- Come up with an idea
- Define your target group i.e. students
- Define your learning & pedagogical objectives
- Flesh out your idea
- Develop the content
- Organize the interactions of your game

- Iterate the ruleset
- Design & build your prototype
- Go on with play-testing
- Record your playtest sessions
- Ask for feedback

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BOARD GAMES. What do they differ from other games in methodological terms?

THE ANSWER IN THE DEFINITION

In game studies, board games are games with **rules**, **a playing surface**, and **tokens** that enable interaction between or among players as players look down at the playing surface and face each other (Barbara, 2017; Zagal et al., 2006)

Allery defines an educational game as "a specific learning tool which requires learners to engage in some form of competitive activity undertaken within a set of predefined rules."

SO, HOW IS THE METHODOLOGY BUILD?

The basic constructive elements consist of core elements like:

- Individual players or groups of players
- An educational scenario or content
- A basic idea of players' method or set of interaction
- An apparent goal: the victory challenge and identification
- A hidden or less apparent goal: pedagogical, educational, entertaining, skills acquisition
- Available media and materials

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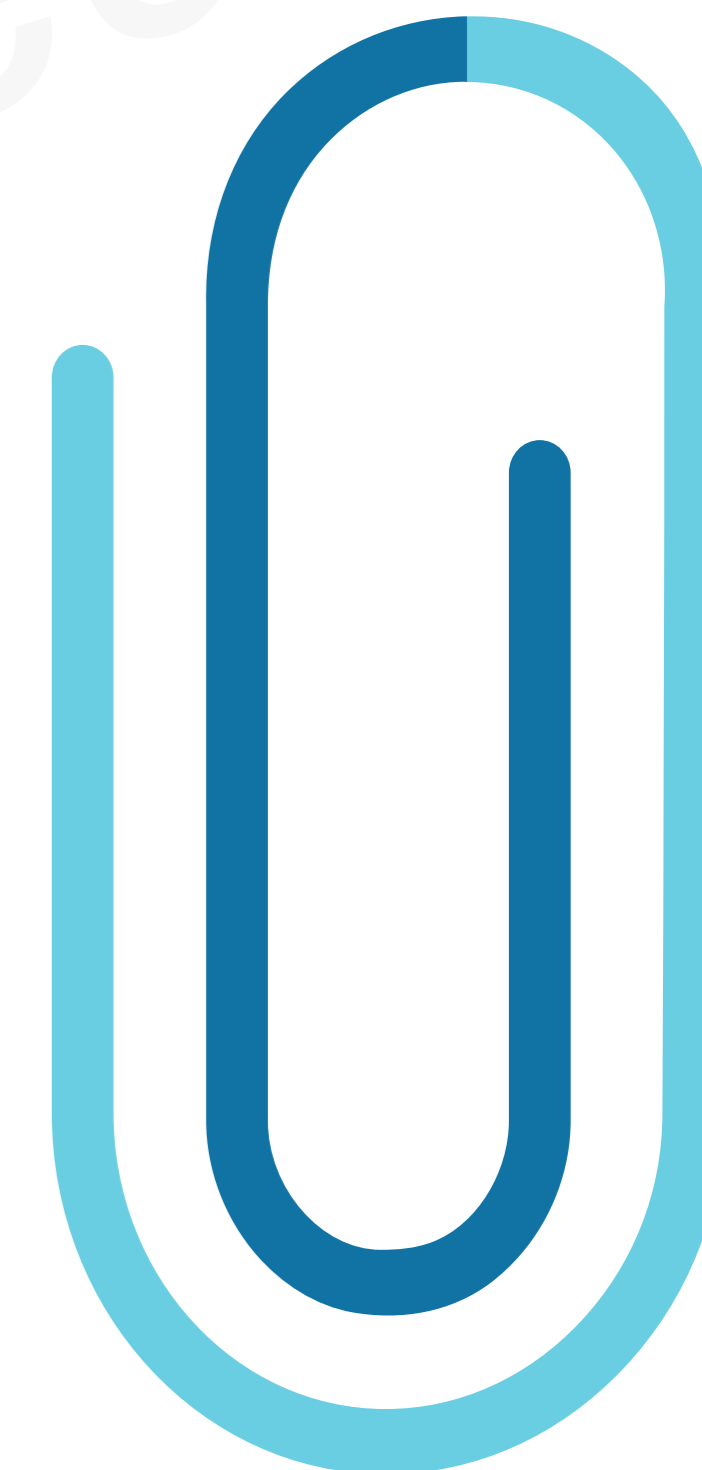
Method(s) of Designing a Board Game

Session 5.2.1.

STARTING OUT A GAME DESIGN

THEME FIRST
Choose a theme appealing to your target group.

MECHANIC FIRST
Choose a really interesting way to play a game e.g. a new component, a new combination of mechanics e.t.c.

SCORING CONDITION FIRST
Choose how you want the scoring to work.

COMPONENT FIRST
Design around a "final product" type component.

Method of Designing a Board Game

Session 5.2.1.

Decide about the kind of:

RESOURCES
- Scaling
- Fixed
- Accumulating

VICTORY CONDITIONS
- Player elimination
- Time limit
- Goal achieving

PLAYER INTERACTION
- Shared resource
- Direct attack
- Deduction

Board Games: Types and Templates

Schools of Design/Design Philosophies

Ameritrash

Key word: Drama
Key tenants:
- Theme & Narrative
- Conflict & Interaction
- Uncertainty & Chaos
- Epicness & Victory
- Chrome & Immersion

German Family

Key word: Engagement
Key tenants:
- Accessibility
- Approachability
- Closeness, Balancing, Pacing
- "Pacific" themes
- Non-violent interactions

Eurogame

Key word: Challenge
Key tenants:
- Intricacy & Mechanics
- Competitiveness
- Control & Constraint

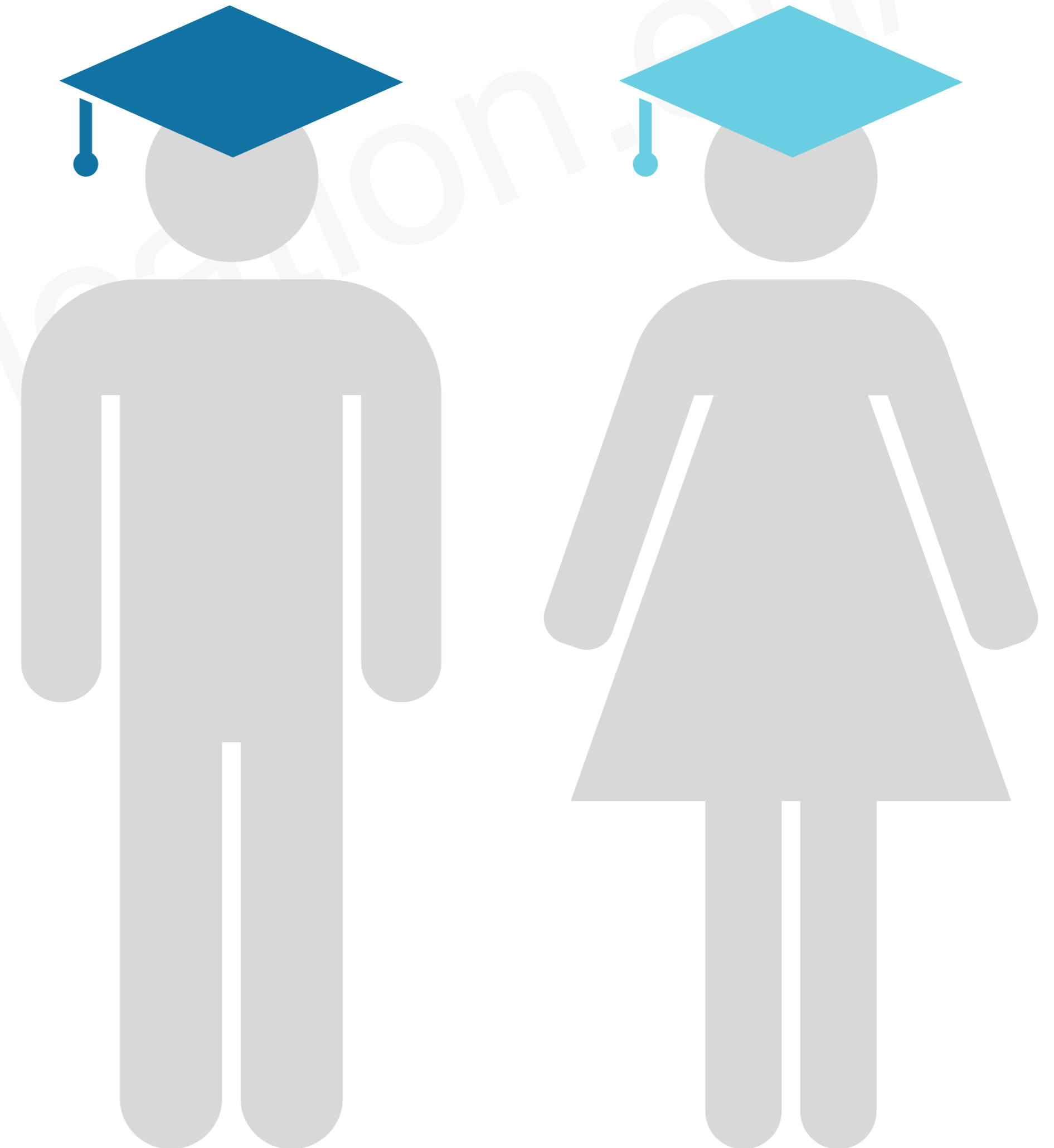### Wargame

Key word: Realism

Abstract

Key word: Minimalism

Introducing Board Games rules to new players

Session 5.2.3

- Learn the game yourself before you teach it

- Assemble the right group of players

- Turn off all distractions

- Get into your role

- Introduce the game theme

- Set up the game with the group
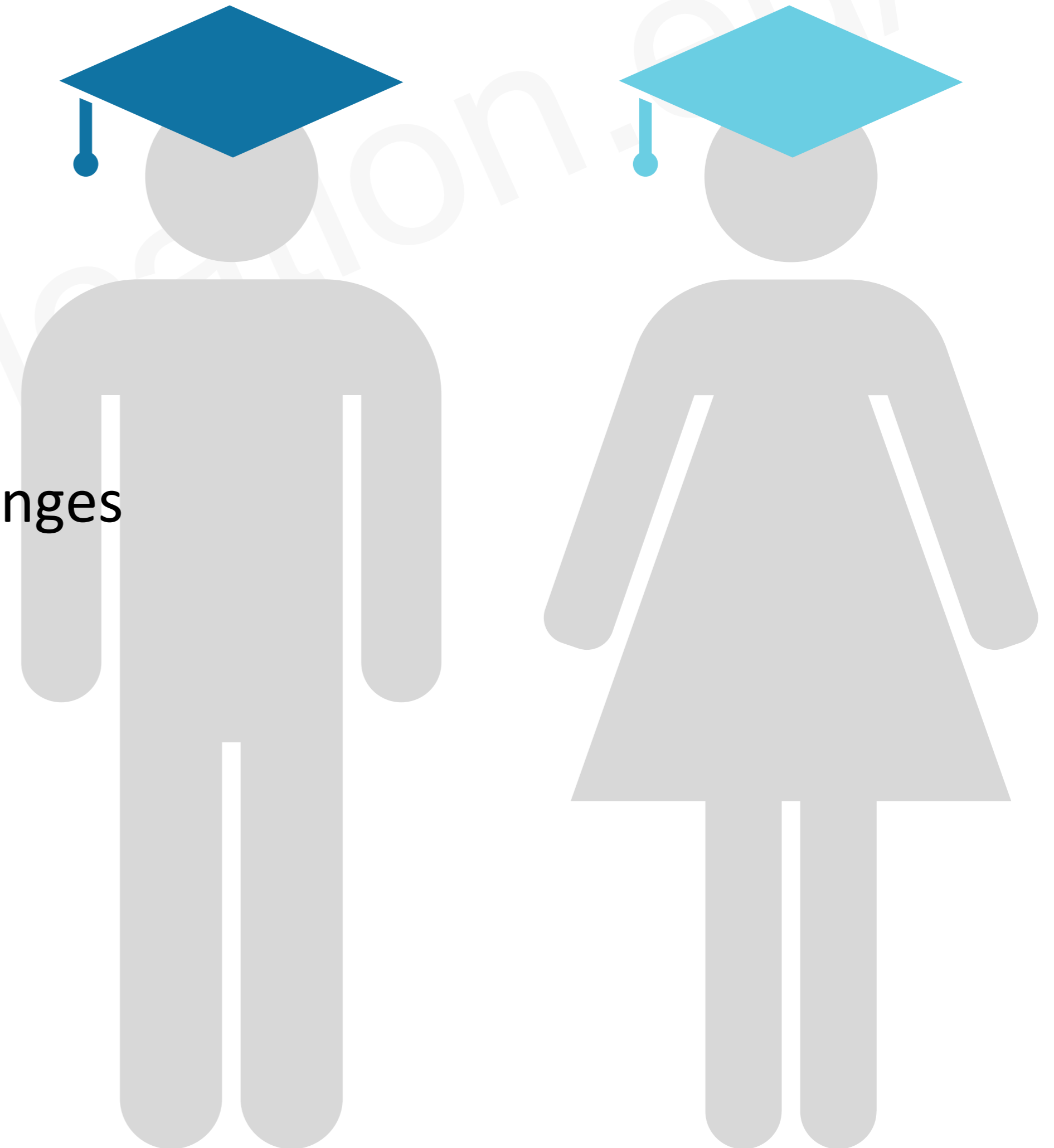
- Hand out game guides

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Introducing Board Games rules to new players

Session 5.2.3

- Hand out game guides

- Explain the objectives

- Play through example turns

- Play through an example round

- Demonstrate tough moments and challenges

- Play a learning game

- Take a quick comfort break

- Set the stage and the scene

- Play the game!

◆ **Why should I use a board game as an educational tool?**

➢ Because children can develop social and cognitive skills, mature emotionally, gain self-confidence and adaptability by meeting physical and mental challenges

➢ Because games can engage students with different learning styles and inspire individual creativity.

➢ Because you will encourage creative, strategic and computational thinking

MATHS

LANGUAGES

SCIENCE

ENVIRONMENTAL SUSTAINABILITY

GAME BASED LEARNING

EDUCATIONAL GAMES

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GAMIFICATION
for Intercultural Education
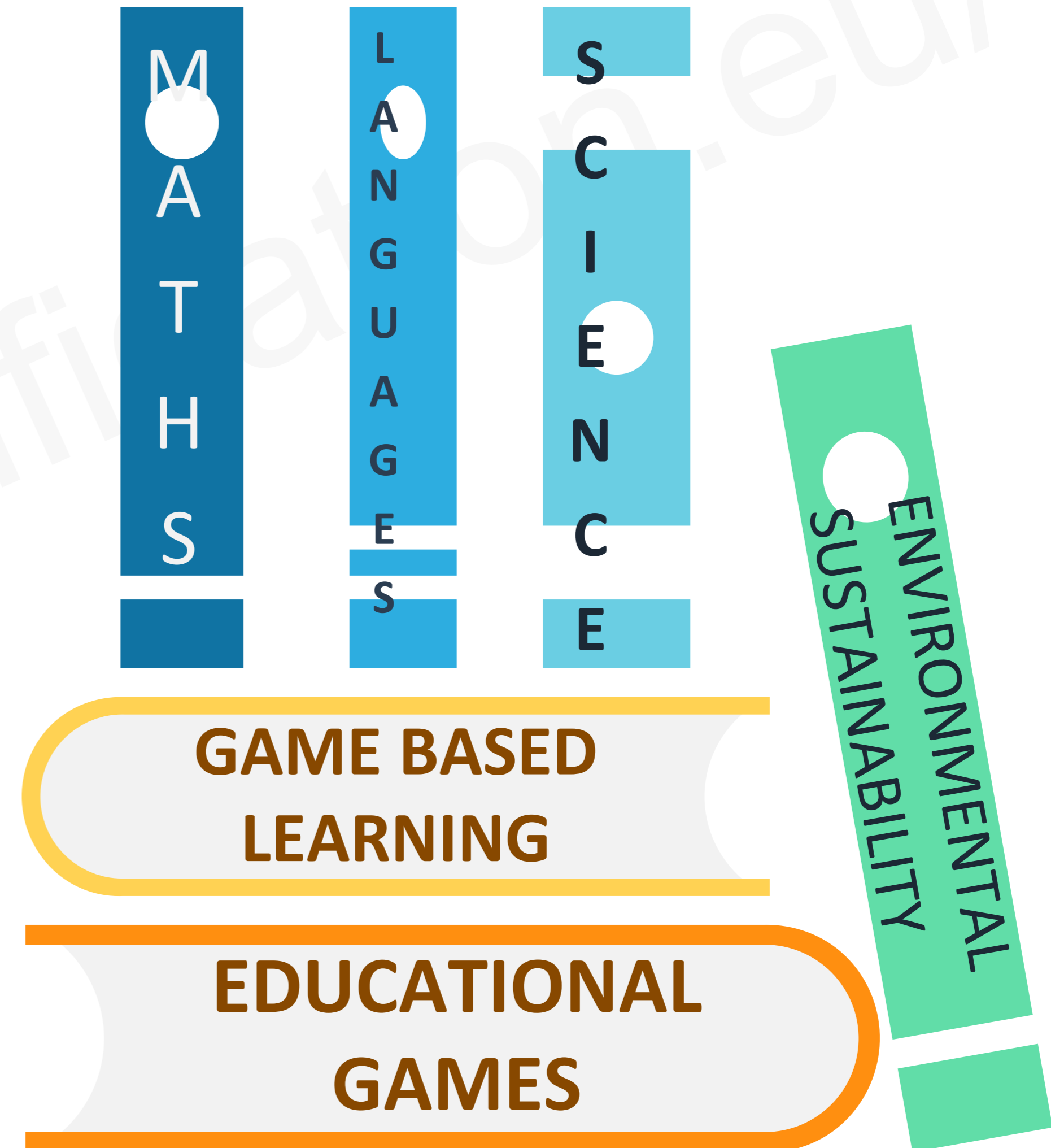
◆ **Why should I use a board game as an educational tool?**

➢ Because you will provide ample speaking opportunities as students work together to solve the game

➢ Because you will encourage healthy competition between classmates

➢ Because you will provide a break from the traditional lesson structure

➢ Because you will stop talking and focus on students' interactions – they will have fun!

MATHS

LANGUAGES

SCIENCE

ENVIRONMENTAL SUSTAINABILITY

GAME BASED LEARNING

EDUCATIONAL GAMES
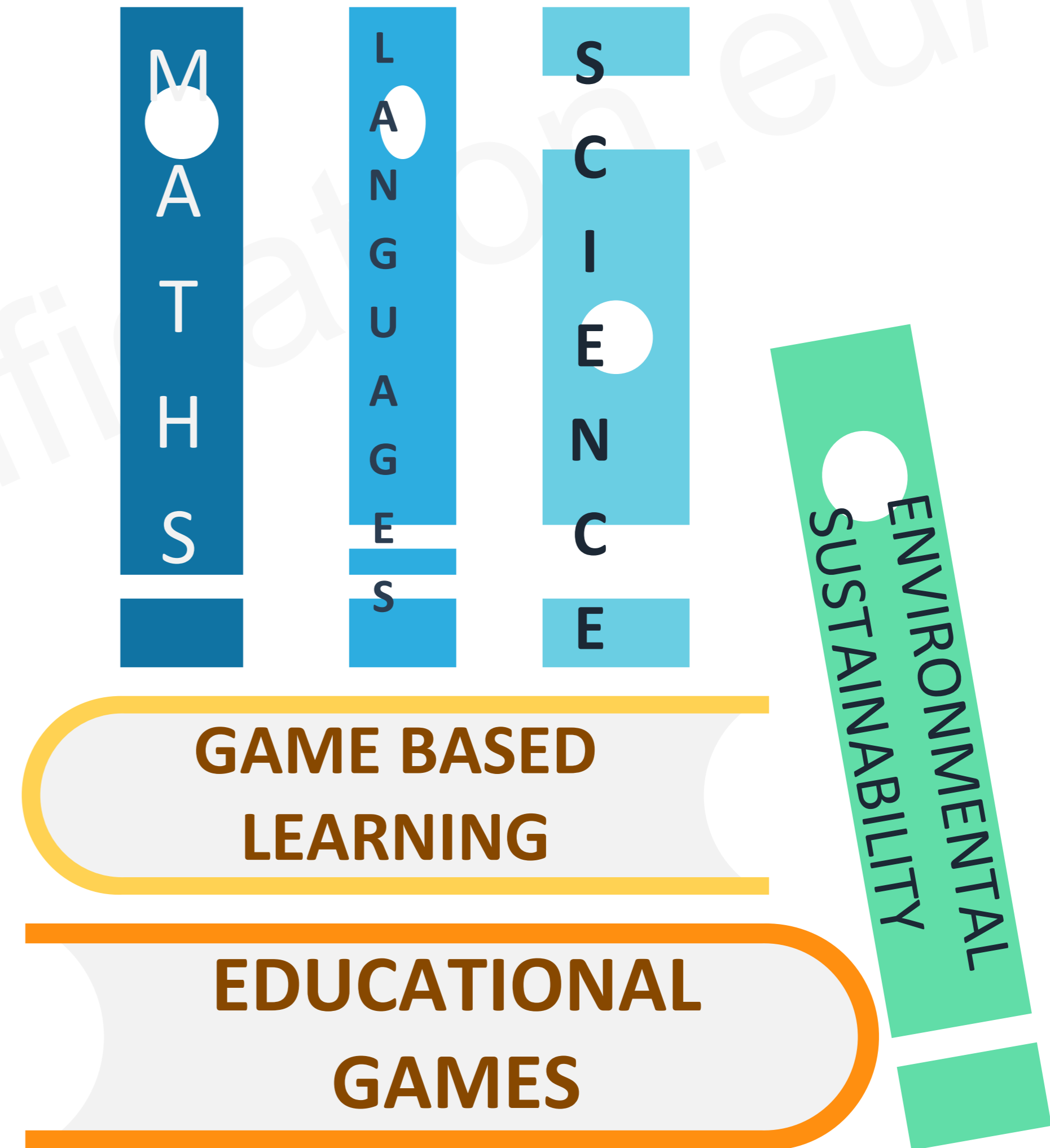
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Session 5.2.4.

After Test/Reward Game

Homework

## Parent Game Night

Game-Based Learning (GBL) is a type of gameplay with defined learning outcomes designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world (Team, 2017).

Board games represent the missing tool in our toolboxes and they can replace the traditional lectures with a method that reaches all students.

Teaching with Board Games

Session 5.2.4.
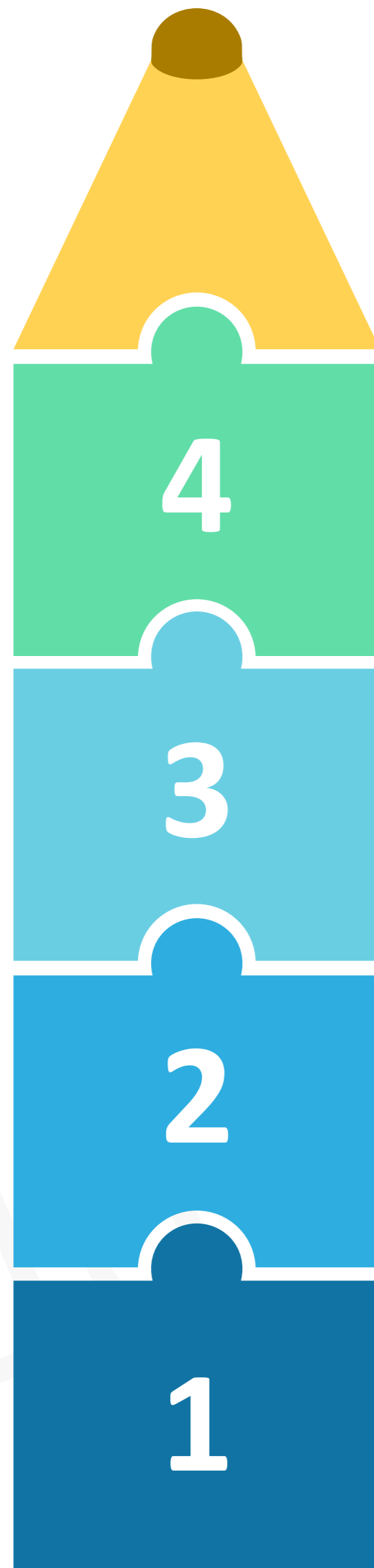
Key Competences for lifelong learning

4 — **Soft skills: sharing and openness, storytelling, just competing**

3 — **Cognitive skills: self-regulation, working memory, cognitive flexibility, inhibitory control, problem solving, risk assessment, autonomous decision-making, metacognition, learning how to learn.**

2 — **The popular "4 Cs": communication, collaboration, creativity, critical thinking**

1 — **Ethical capacities: rule-following, learning to lose, respect**

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ACTIVITY HANDOUT 1

Core skills developed

- Cognitive skills,
- Communication & Language skills,
- Socialization,
- Alertness,
- Negotiation skills,
- Teamwork skills

Timing

2 hours

Required tools

- pictures- photos,
- question/task cards grouped into categories,
- dice, hourglass,
- electronic photo-sharing device (tablet or laptop, video projector for screen projection, etc.),
- Beans/tokens for points gathering

Mind the photo!
A Card Game about photos!

The groups are put around a photo slide projection. For every random picture-photo is projected, the groups pick up cards from six different card packs according to the number of their dice and address questions to the others.

Hourglass is used for keeping time. The more points you get, the better for you!

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ACTIVITY HANDOUT 1

Game description

- ❑ The **basic idea** is based on photo observation and the use of appropriate vocabulary so that there is a quick response to the groups' missions.

- ❑ **Photos** can be digitally projected or given in cards.

- ❑ Each group deals with a **different photo** and **different challenges**.

- ❑ Teamwork, language and cognitive skills, alertness, co-operation, competition, responding to challenges, fun, are some of the **key prerequisites**.

- ❑ A **neutral player** keeps score counting (in points) and time counting for each group.

Game description

❑ **Target Group**

   High school students, 12-15 years old, of mixed national and cultural origin &
   background, with low-moderate understanding and use of the official,
   reception country' s language

❑ **Basic pedagogical & educational aim:**

   Development of intercultural interaction, communication & language skills' practice

❑ **Victory condition:** the winner is the group with the most correct responses to tasks
   and the largest number of points

❑ **Place and field of implementation:**

    Refugees' Reception Class / Language practice in A1-A2 level /
   Subject topic can be flexible depending on course units e.g. sports, hobbies, transport,
   history, school, relations e.t.c

ACTIVITY HANDOUT 1
Mind the photo!

Taj Mahal

Six different types of questions =

six different categories of card packs =

six different types of interaction and response to the game

1. Vocabulary cards

('Find a word beginning with…a/b/c/d etc' , 'Make a sentence with two things you see in the picture')

2. Storytelling cards

('Make a story containing 2 or 3 things you see in the photo' , 'Who do you think is the ….')

3. Knowledge testing cards/observation cards

('What kind of sport/transport/… is this?' 'Name a famous athlete (on a sports related photo)', 'Which famous monument do you recognize in…./where ….', 'How many buses you can see.. ')

4. Hypothesis cards

('What would you do if… ', 'What would you say if you were the girl in the photo?'…)

5. Action cards

('Can you imitate …the way he holds the bag?' , 'Can you touch a color you see in the photo?')

6. Guess cards

(Can you guess the place, the country, the area, the time of the day, the season… and why)

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ACTIVITY HANDOUT 1

Mind the photo!

Playing the game – the steps (1)

- The teacher (or the students) bring into the classroom mobile photos/pictures related to a specific course unit or theme.
- Students are divided into small groups.
- The teacher shows the photos in a random order.
- The groups roll dice and the numbers they get indicate their playing order.
- The team with the largest dice-number starts.
- They roll dice again. The number they get (from 1 to 6) corresponds to one of the 6 categories of card packs.

ACTIVITY HANDOUT 1
Mind the photo!

Playing the game – the steps (2)

- Each team follows what the cards dictate them to do (question answering, storytelling, acting e.t.c). Important: all the tasks are related to the photos they see each time

- A successful answer may be followed by a second dice roll.

- If the team fails, they give their turn to the other team or, alternatively, they negotiate to take an other dice chance on the condition that the next team will choose the type of cards they prefer.

- For each successful card correspondence, each team earns one point.

- The winning team is the one with the most points in the end.

00:20.6

Quiz 5.2

1. Which of the following is not a key element for designing a board game designing?

☐ Way of interaction
☐ Storytelling
☐ Rules set
☐ Target group defining

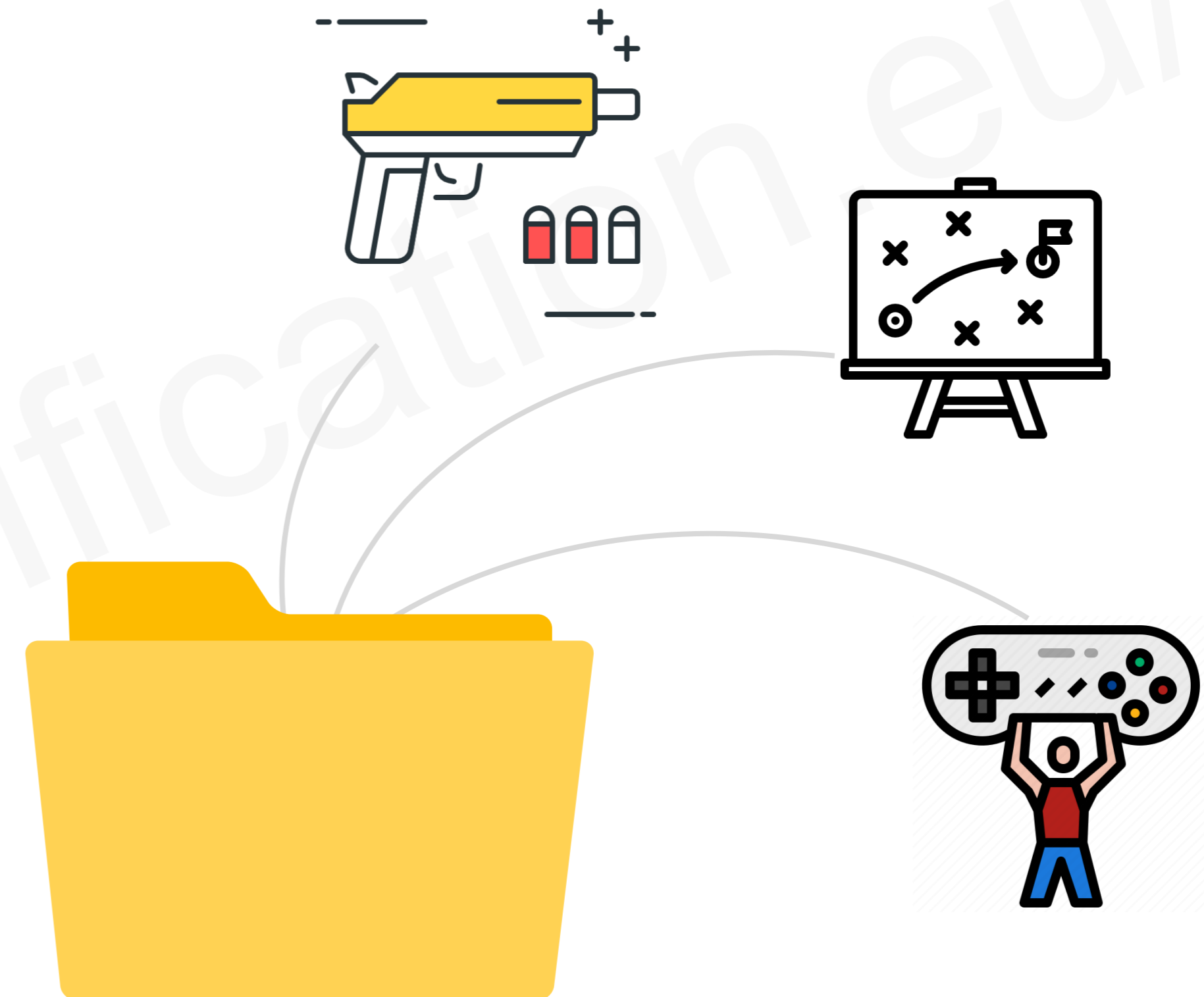2. Check out which of the following skills a strategic board game reinforces:

☐ Working memory
☐ Alertness
☐ Imaginative thinking
☐ Digital literacy
☐ Cognitive flexibility

Digital Games

◆ **What is a digital game?**

A digital game **is an interactive program for one or more players,** meant to provide entertainment at the least, and quite possibly more.

◆ **Digital Games categories:**

- **Action Games** (Super Mario, Grand Theft Auto)

- **Strategy Games** (Command & Conquer, Warcraft, and League of Legends)

- **Process-Based Games** (World of Warcraft)

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Session 5.3.1

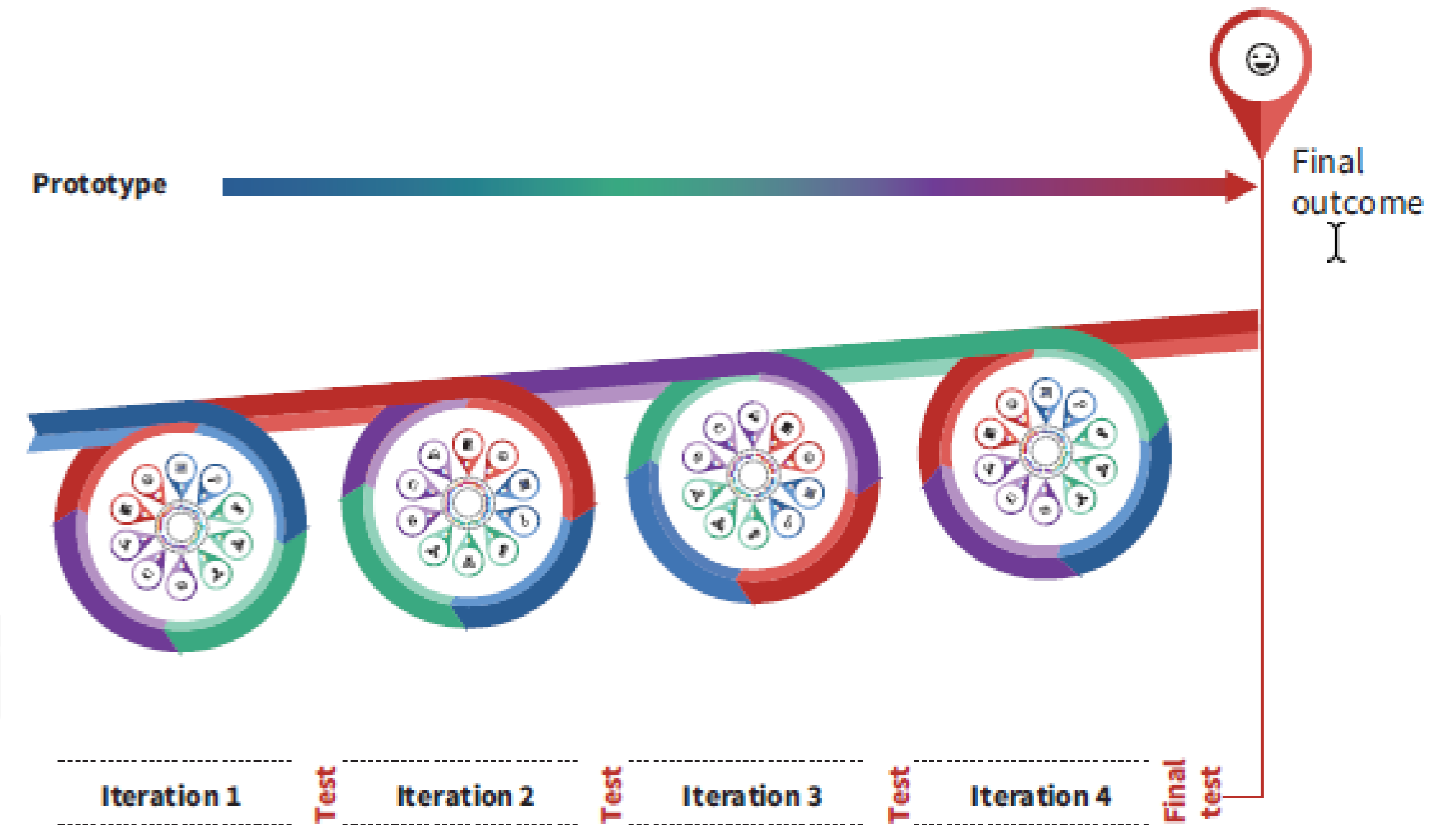◆ **The prototyping and the iterative approach**

The goal of prototyping is to create intermediary but not completely operational versions of a final sophisticated system.

1. Paper Prototyping

it can be made from basic materials such as paper, pencils, post-its

**2. Computerized prototyping**

in which we use computing and specialized software to make wireframes models. (i.e. Microsoft PowerPoint or Google Slides) or infographic software (Adobe Photoshop or GIMP).

Prototype

Final outcome

Iteration 1 — Test — Iteration 2 — Test — Iteration 3 — Test — Iteration 4 — Final test

Design and development of digital game

Session 5.3.1
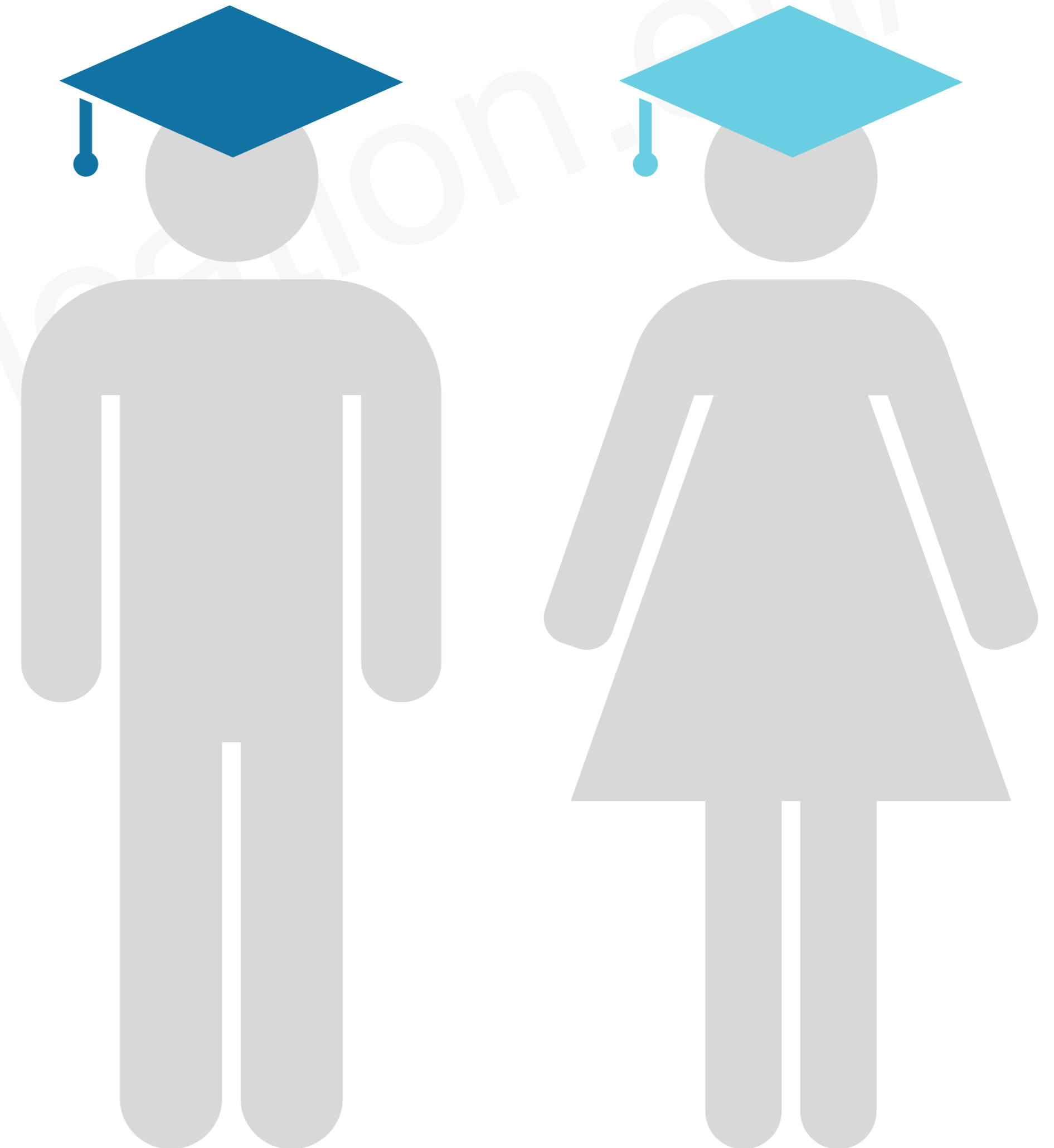
Interdisciplinary teams to design digital games

❑ **Designers**: who are in charge of elaborating the game rules;

❑ **Scriptwriters**: in charge of inventing the interactive narrative;

❑ **Musicians**: in charge of making the sound system of the game.
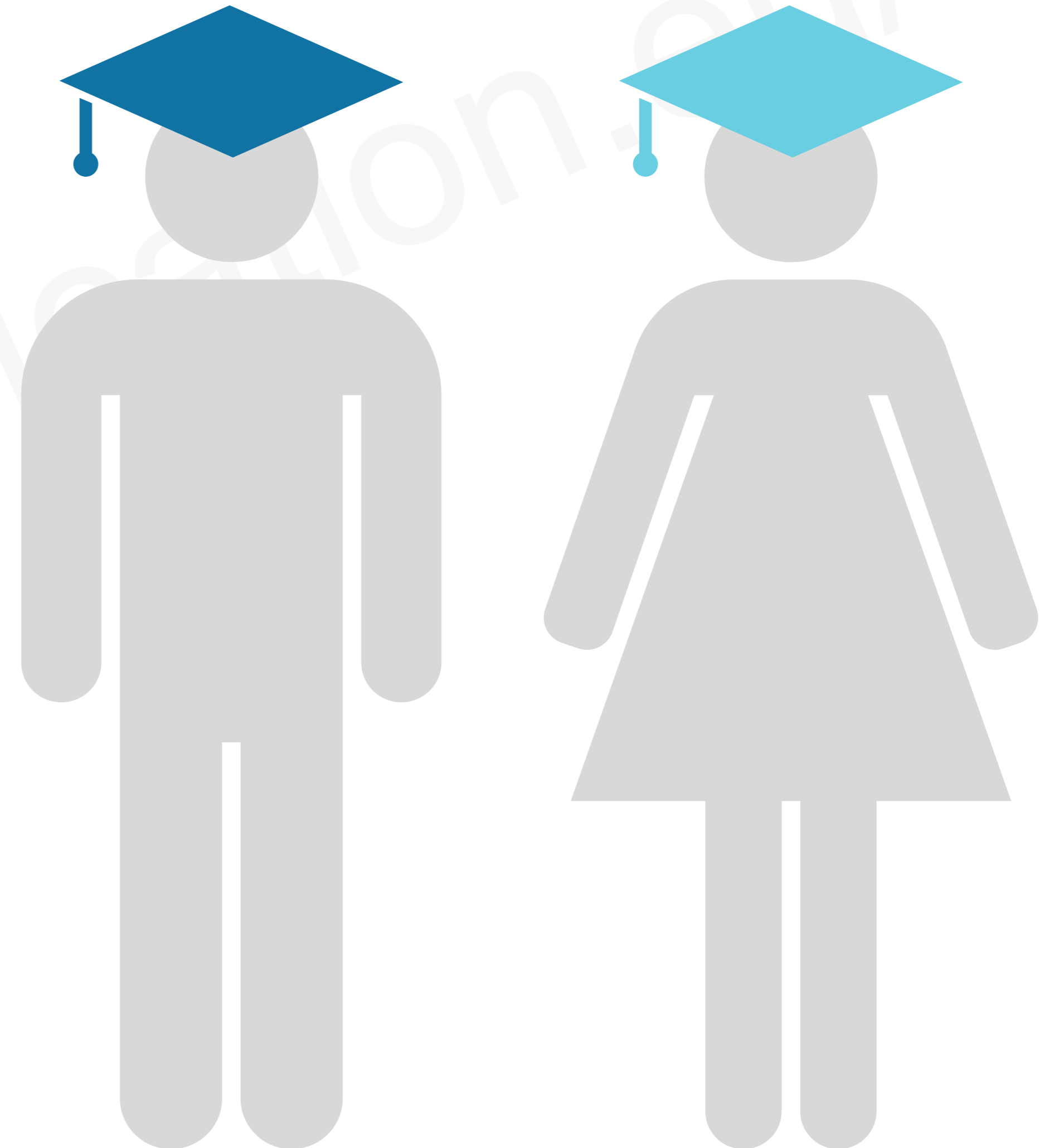
Design principles

❑ **Interactivity**

❑ **Immersiveness**

❑ **Adaptive problem solving**

❑ **Feedback**

❑ **Freedom of exploration**

Criterions for the right Digital Game Development

Session 5.3.1

2. Choices of technological support and community support available

➢ Platforms that lose users
➢ Vibrant platforms with a great support community
➢ Existence of user communities nearby

1. Choice of technology based on the team skills

➢ Basic technological skills
➢ Software development skills
➢ Graphic design skills

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Criterions for the right Digital Game Development

Session 5.3.1

4. Technological choices according to the game universe

➢ Degree of realism
➢ Interactive narrative

3. Technological choice according to game modalities

➢ Game interaction between players
➢ Game synchronism between the players

Session 5.3.2

◆ **Digital game-based learning keeps students engaged with educational content and can improve their overall success at school.**

- **74% of teachers** implement digital game-based learning into their lessons
- **Progress monitoring has value** when used across all students
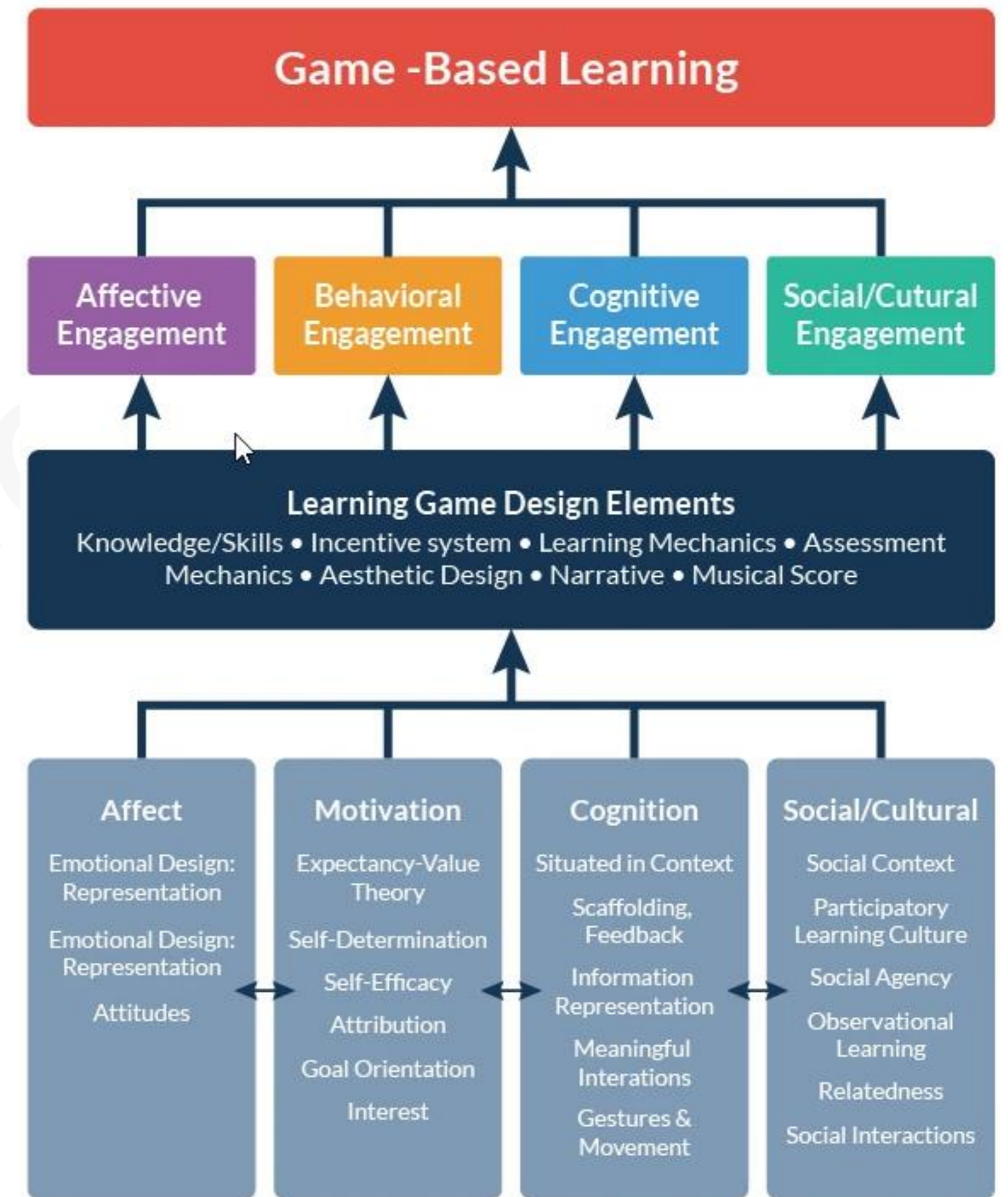- **34% of conversations** revolve around math when using game-based learning

◆ **Key takeaways**

- effective in improving students' learning
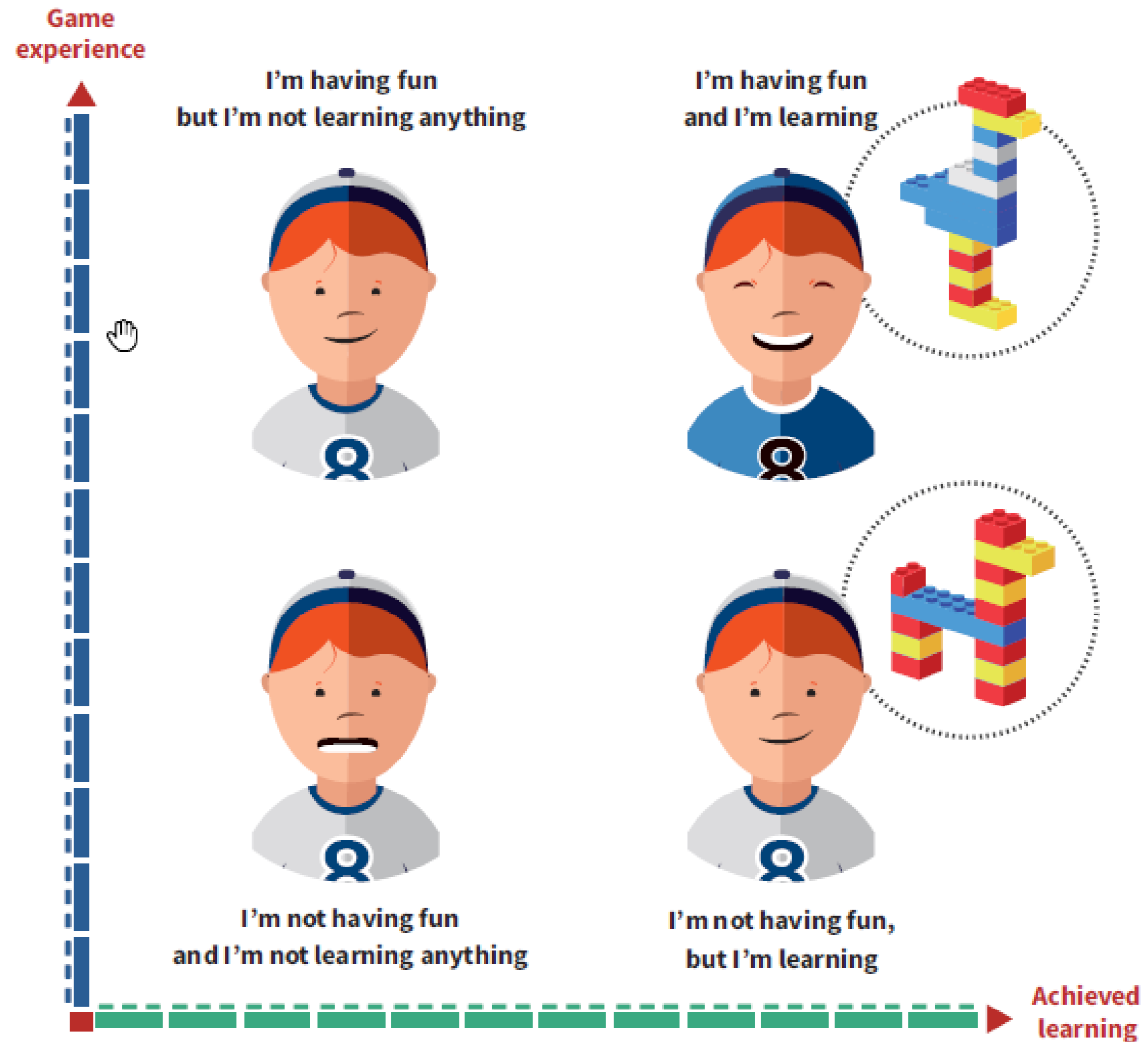- students to be more engaged with the content
- blended learning classrooms
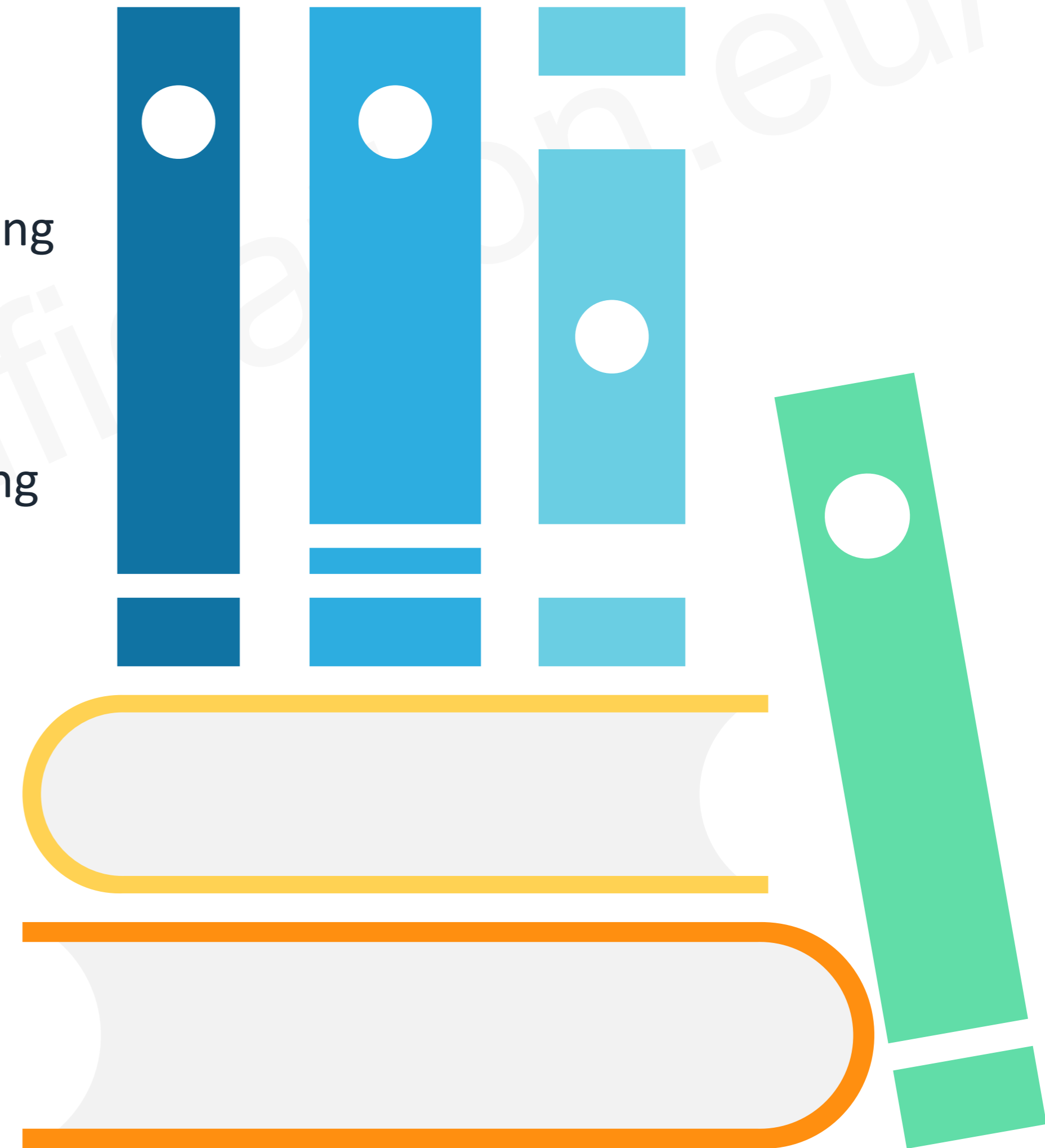
How Digital Games are used in the classroom?

- Digital Games can easily personalize learning for every student through real-time analytics that pinpoints student strengths and weaknesses

- Digital Games platforms track progress in the background

- Digital Games software helps educators engage students

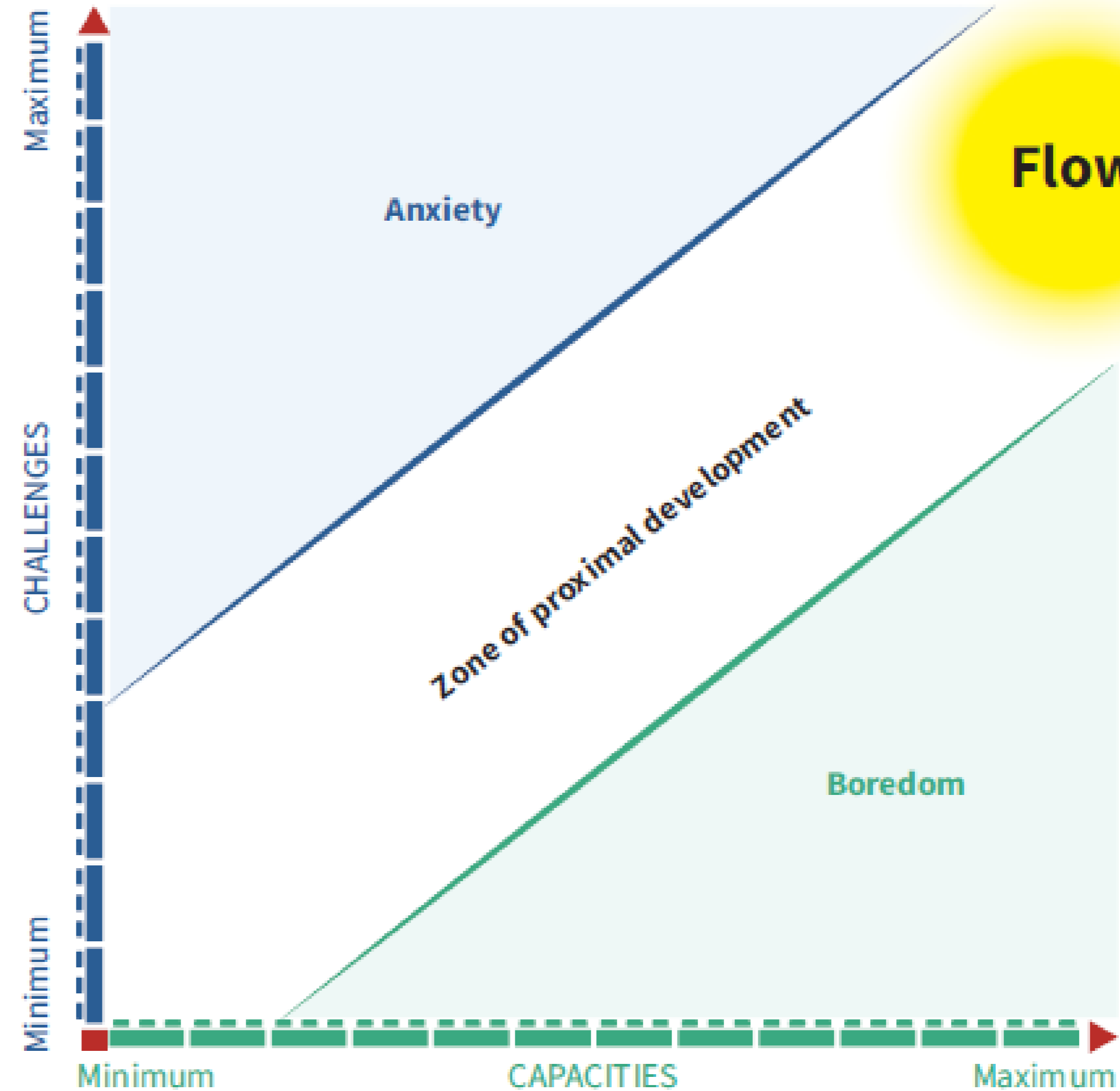- Playing games to practice what's taught in class can help students gain confidence

Game -Based Learning

Affective Engagement | Behavioral Engagement | Cognitive Engagement | Social/Cutural Engagement

Learning Game Design Elements
Knowledge/Skills • Incentive system • Learning Mechanics • Assessment Mechanics • Aesthetic Design • Narrative • Musical Score

Affect	Motivation	Cognition	Social/Cultural
Emotional Design: Representation	Expectancy-Value Theory	Situated in Context	Social Context
Emotional Design: Representation	Self-Determination	Scaffolding, Feedback	Participatory Learning Culture
Attitudes	Self-Efficacy	Information Representation	Social Agency
	Attribution	Meaningful Interations	Observational Learning
	Goal Orientation	Gestures & Movement	Relatedness
	Interest		Social Interactions

Potential impact of the game on learning and play experience

Game experience

I'm having fun but I'm not learning anything

I'm having fun and I'm learning

I'm not having fun and I'm not learning anything

I'm not having fun, but I'm learning

Achieved learning

Session 5.3.2

The zone of proximal development (ZPD)

Teaching with digital games in the classroom

Session 5.3.2

Scaffolding difficulty from a narrative, technological and pedagogical point of view

Session 5.3.2
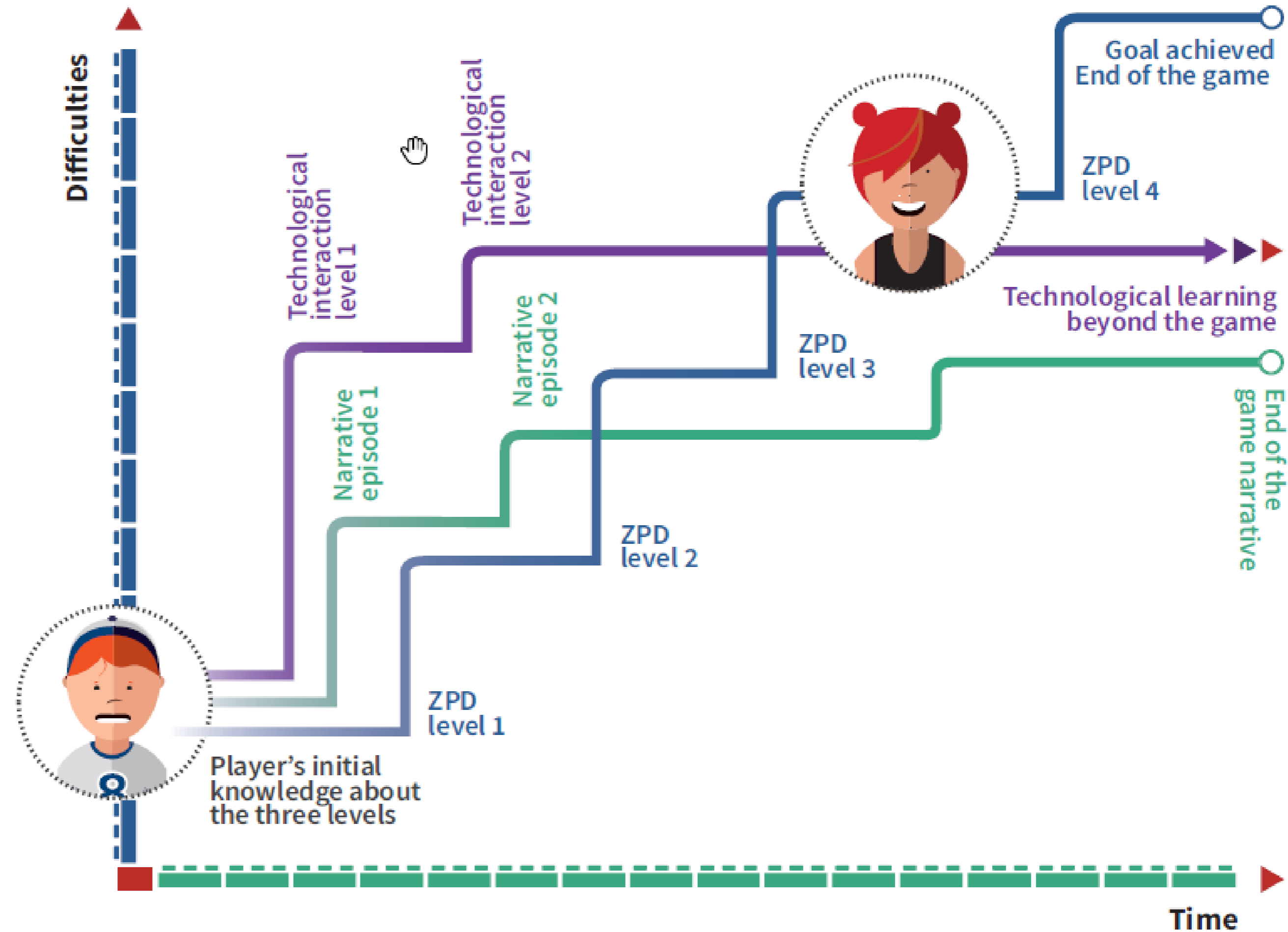
◆ **Four Ways to Include Digital Games in the Classroom**

1. Games as motivational aids

2. Use them to enhance instruction

3. Don't reinvent the wheel

4. Don't overdo it

## WHAT ARE BARRIERS TO USING GAMES?

1. cost of games

2. limited time in the curriculum

3. lack of technology resources

4. they are unsure of where to find quality games that fit their school's curriculum.

5. standardized test scores in their school is a barrier to using games
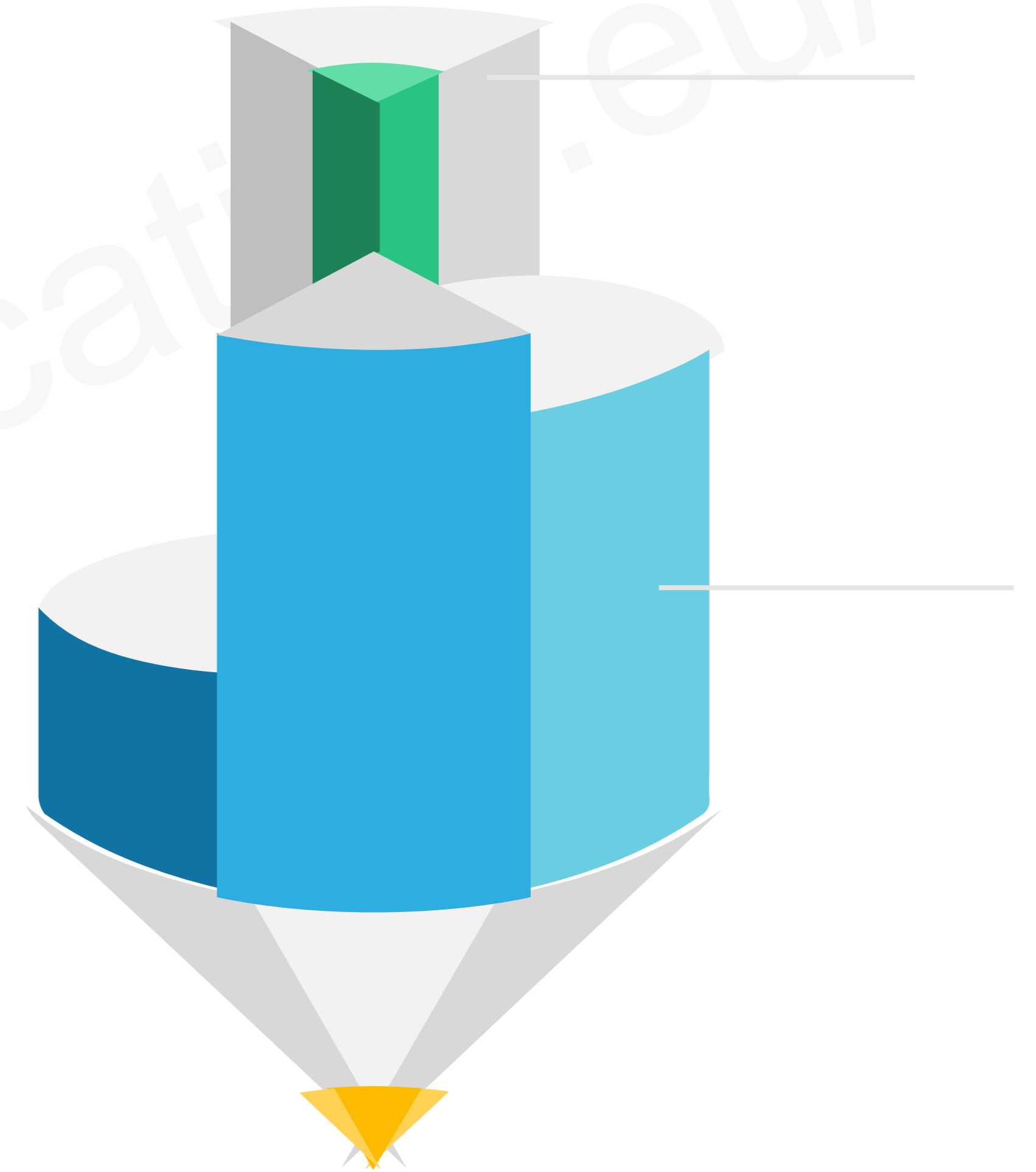
Pedagogical implementation methods for digital games

Depending on the design, development and implementation process, and on the pedagogical use, we make a distinction between four implementing methods of DGL:

1. The use of serious educational games (SEGs);

2. The pedagogical use of non-educational digital games;

3. Digital games creation as a learning activity;

4. The use of digital environments as a support for gamification.

Session 5.3.3
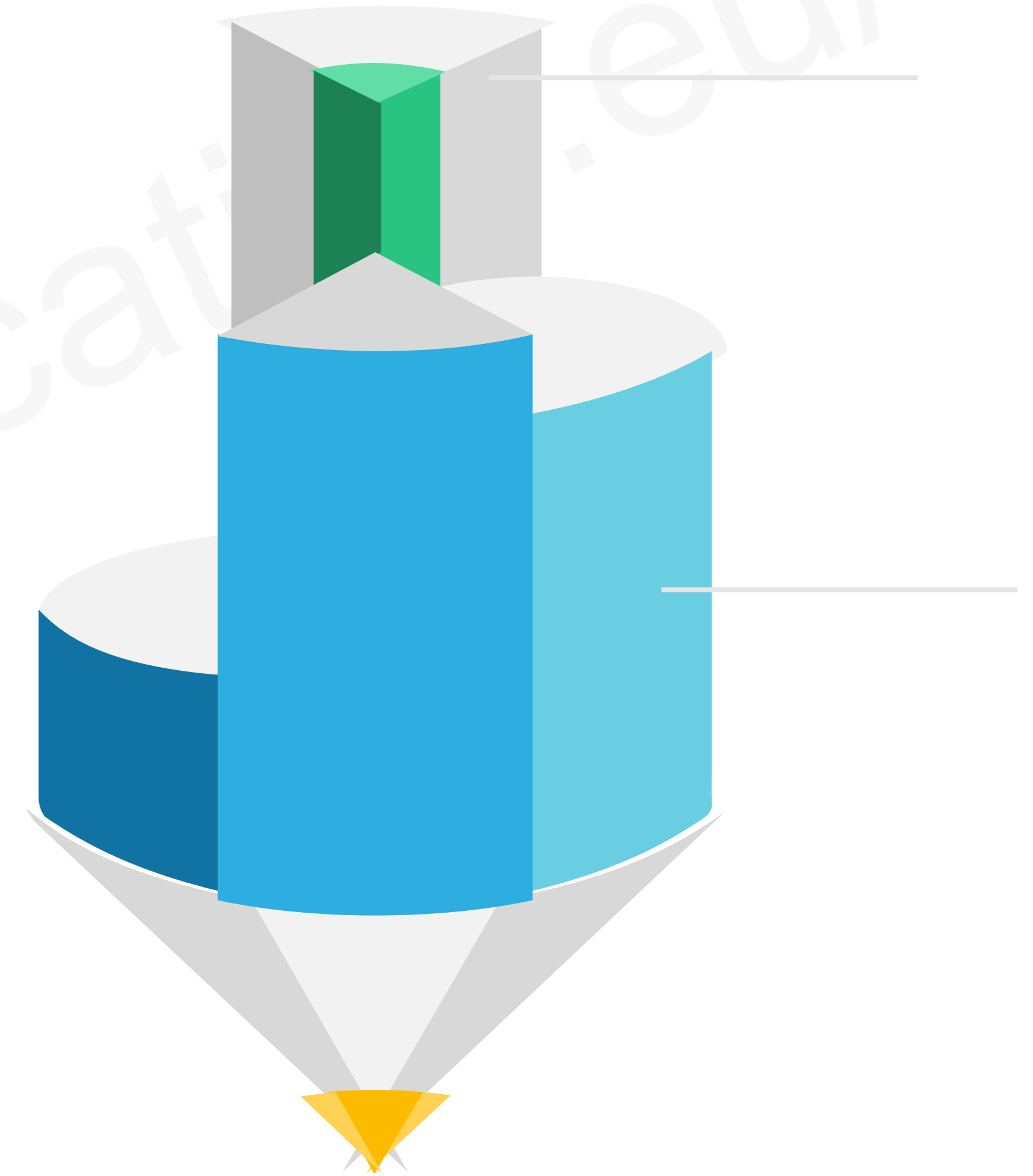
Tools for creating educational games

Bingo Baker
Whip up a batch of bingo cards!

Bingo Baker is a quick way to create or find bingo cards for use in class or virtually.

Blooket

There are multiple modes to play, whether as a live game, or for student-paced or homework practice.

educandy

Educandy offers eight options for creating activities to help students develop vocabulary skills and more

Gimkit

Gimkit allows them to have more personalized learning experiences because it promotes increased content retention through the repetitive questions that are asked and multiple ways it can be played in or out of the classroom

puzz grid

It is kind of like "connect four" and helps students to practice the vocabulary and collaborate

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Tools and apps for creating educational games

Session 5.3.3

5
5

Apps for creating educational games

Scratch is a high-level block-based visual programming language and website targeted primarily at children 8–16 as an educational tool for programming

App Inventor is a web application integrated development environment

Kodu is a visual programming tool which is used to teach basic coding with the use of blocks and pictures

Gamefroot is the fun way to make games, animations, stories and share them with the world

GameMaker is primarily intended for making games with 2D graphics, allowing out-of-box use of raster graphics, vector.

Session 5.3.4

◆ **educandy**

Educandy offers eight options for creating activities to help students develop vocabulary skills and more. Some of the options include anagrams, multiple-choice questions, word searches, and several other game options.
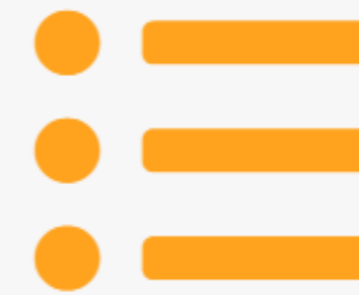

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Case Studies of digital tools use

Session 5.3.4

◆ **Blooket**

Blooket is a new game. There are multiple modes to play, whether as a live game, or for student-paced or homework practice. Students stay engaged because of the different playing modes to choose from.
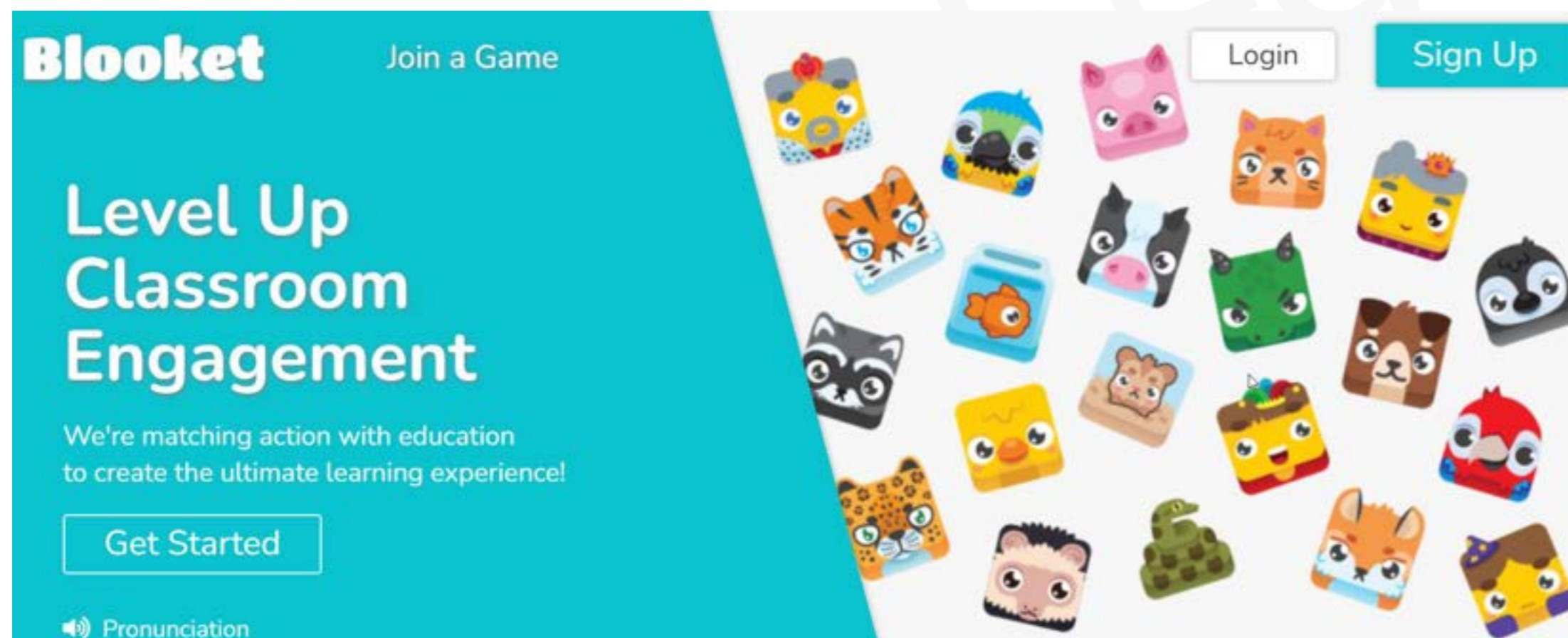
How It Works

1 Choose a Question Set

Whether you create your own question set, import one with our convertor tools, or find one in our Discover database, we're certain that you'll have the perfect set for your class.

2 Select a Game Mode

There's always a variety of unique game modes to choose from that are sure to engage students. Also, make sure to keep an eye open for limited time seasonal and event modes.

3 Host & Join

A teacher simply hosts a game on a large screen in front of the class and students join in and compete on their own devices with the Game ID.

4 Play to Review

Throughout a game session, students will not only be having a great time, but they'll also be answering questions to review the content being taught in class.

Blooket   Join a Game   Login   Sign Up

Level Up Classroom Engagement

We're matching action with education to create the ultimate learning experience!

Get Started

🔊 Pronunciation

ACTIVITY HANDOUT 3.1

Creating an online Game with Blooket

Core skills developed

Cognitive skills,
Game design, time management
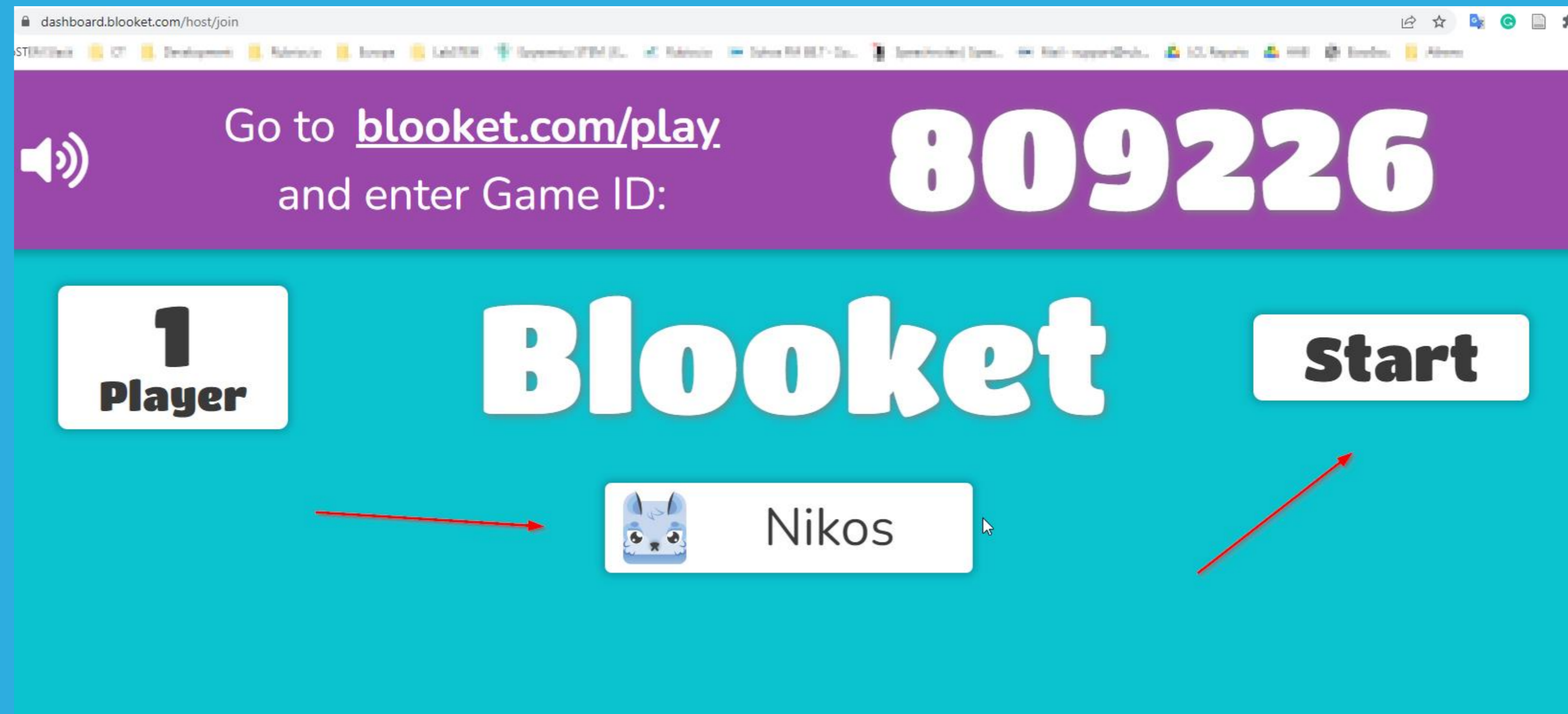skills, organizational skills

Timing

90 min

Required tools

Projector, speakers, laboratory, internet
connection, smartphones

This digital Game is about the creation of a series of online questions with 4 candidate answers per question. Questions are related to a specific lesson and students can participate online by using a laptop, tablet or smartphone.
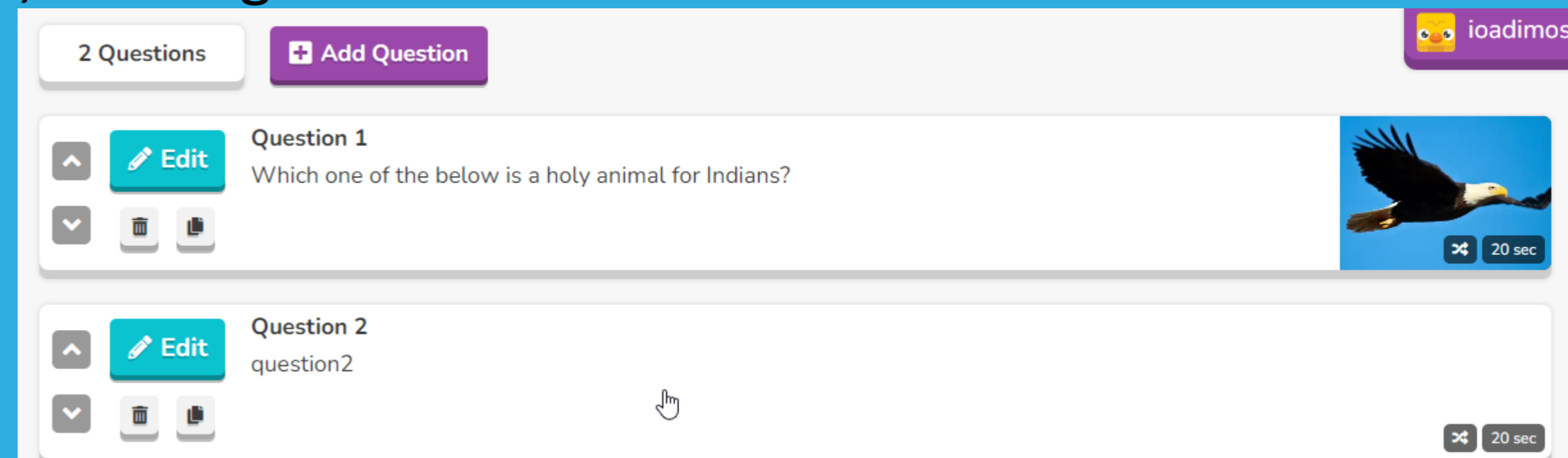
ACTIVITY HANDOUT 3.1

Creating an online Game with Blooket

Steps for the creation of lesson questions

1. Teacher has to signup on Blooket platform (https://id.blooket.com/signup)
2. After successful login, he/she redirects to the dashboard
3. From "My Sets" option, create the first Set (lesson)
4. Subsequently, add the questions. For each question, teacher can specify the time limit, an image, a math formula, audio.
5. Then, add four (4) possible answers
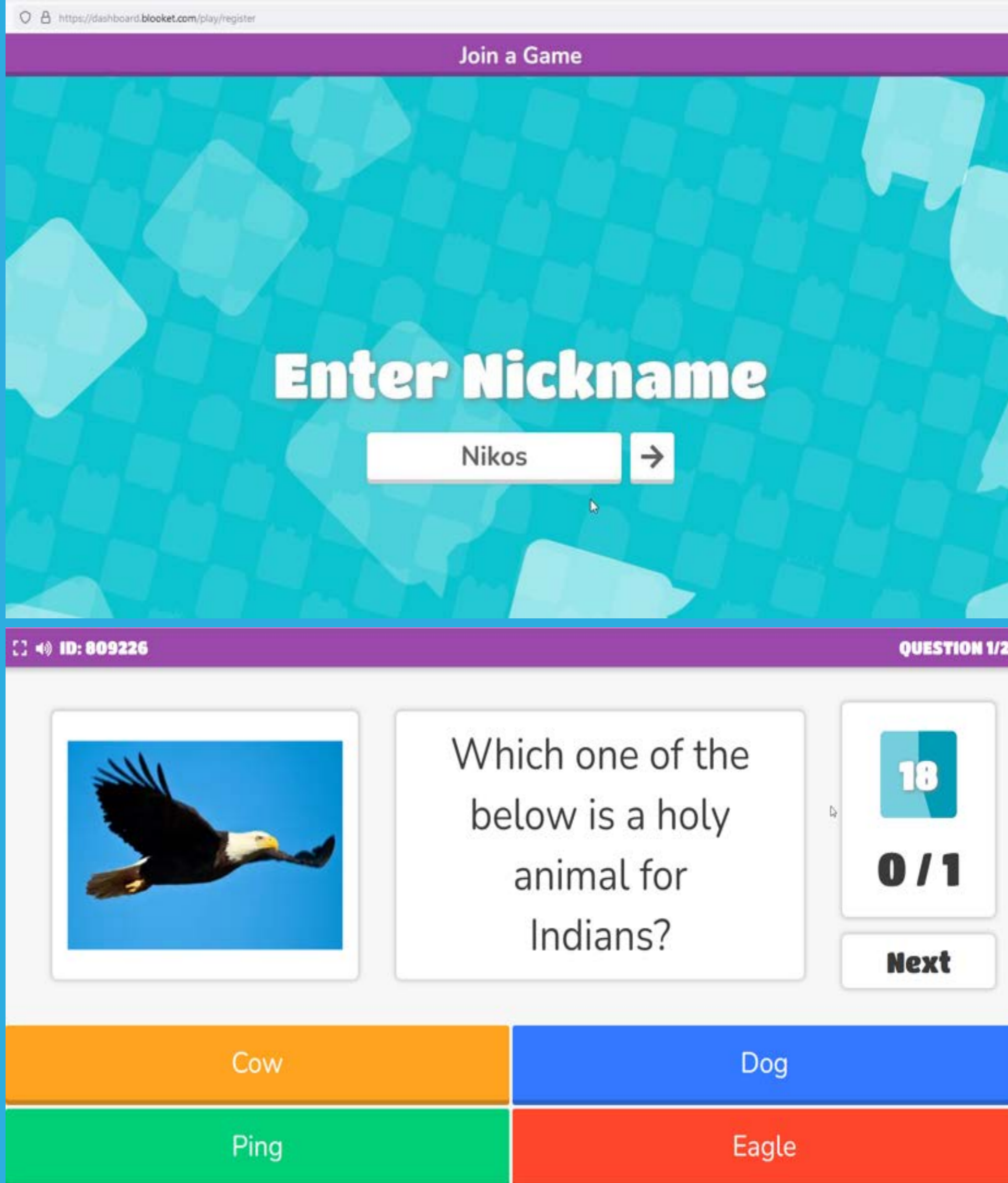6. For each answer, teacher can specify, a math formula, an image and check the correct one

ACTIVITY HANDOUT 3.1

Creating an online Game with Blooket

Steps for students participation

1. Each student has to use the conducted lesson link

   https://dashboard.blooket.com/play

2. By using the related ID (e.i. 809226)

3. Give a nickname

4. voilà

5. The game is up and running!!!!

Quiz 5.3

1. Digital Games are categorized into the below three categories:

a. Action Games

b. Strategy Games

c. Process-Base Games

d. all of the above (v)

2. Digital Game Design is a prototyping and the iterative approach.

a. True (v)

b. False

3. Criterions for the right Digital Game Development:

 Choice of technology based on the team skills (v)

☐ Choices of technological support and community support available(v)

☐ Technological choice according to game modalities (v)

☐ Technological choices according to the game universe (v)

☐ None of the above

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Quiz 5.3

4. Playing games to practice what's taught in class can help students gain confidence with educational content and relieve things like math anxiety.

a. True (v)

b. False

5. Online tools for creating educational games:

☐ Blooket (v)
☐ Scratch
☐ GimKit (v)
☐ Bingo Baker (v)
☐ App Inventor
☐ GameMaker
☐ Puzz Grid (v)

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