Guinevere Project 2017-19

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LET'S TALK ONLINE

CLASSIFICATION OF GAMES TO BE USED IN VIRTUAL LEARNING ENVIRONMENTS:

SOME REFLECTIONS BASED ON THE EU-FUNDED GUINEVERE PROJECT

PURPOSE OF THE PAPER

This paper aims to help educators to systemise the use of games and encourage them to create and use these teaching tools in their didactical work taking into account what kind of games work and why.

Content...

- Platforms used for the GUINEVERE Project

- Main areas covered in the research

- Ways of classification

- Samples of categorizing

- Findings and discussion

Platforms used for the GUINEVERE Project

MAIN AREAS COVERED

- Board Games
  - *Out of the box*
  - *Dominoes*
  - *Geometrical Forms*
- Mazes
- Treasure Hunts/ Quests
- Puzzles
- Tangrams
- Quizzes/ Quiz Shows
- Movement Activities
  - *Musical Chair*
  - *Opinionator*
  - *Taking a photo*

- Audio / visual activities

- Task – Based Learning
  - *Tour Guides*
  - *Collaborative or Competitive Building*
- Simulations
  - *Health and Safety*
  - *Tornado Experience*
- Roleplays
  - *Checking in at a hotel/ restaurant etc.*
- Experiential learning
  - *The Climate on our Planet*
- AI's for Communication and Interaction

Classification of games

One way of classifying games is to specify linguistic contexts to support teachers as regards to the usability and adaptability of games in their teaching curricula. This includes investigating the selected games with regards to

- their goals,

- teaching objectives,

- the skills they require,

- elements of language to be practised, as defined in the CEFR (Common European Framework of Reference) at levels A1-C2:

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Language skills
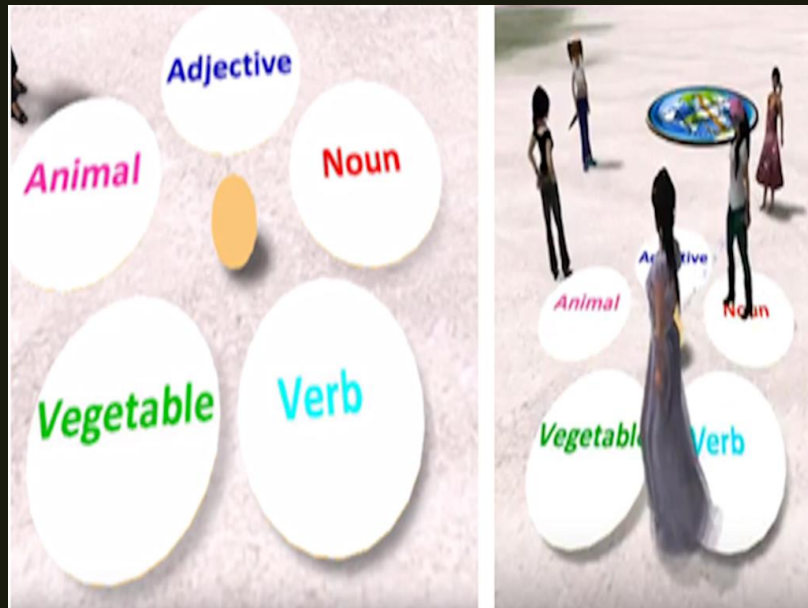
- Listening/ understanding
- Spoken interaction/ speaking with other people
- Spoken production/ making announcements and speeches
- Reading and writing (from notetaking to report writing).

The Minimal Pair Game

Further Classifications define specific goals the games are used for

- as gap fillers, or warm up and whether a game is used as:

- Competitive

- Skill-based

- Discussion based

- Task-based

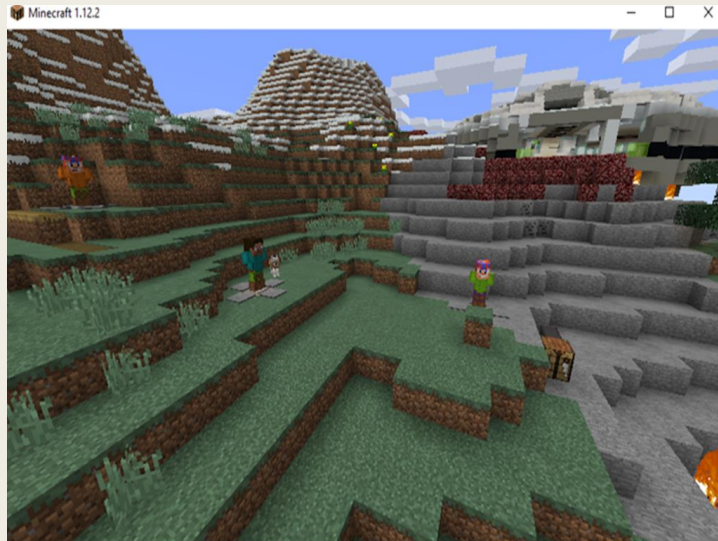- Problem-solving

- Describing

Further classifications for using games...

- Narrative
- Recounting something
- Guessing
- Question and answers
- Socializing
- Collaborative activity or just for fun.

Selection of activities

Examplary games were selected according to their applicability to Second Life (SL), OpenSim (OS) or Minecraft (MC)

Below are scenarios from MC, SL and OS

Structure

Each area covered in this paper includes

- some general and theoretical background information

- a detailed description of the game or activity

- a picture and a small video to demonstrate how the game works (in most cases).

Sample of a game and its description

Spinner Games for random choice making practicing specific linguistic or communication skills

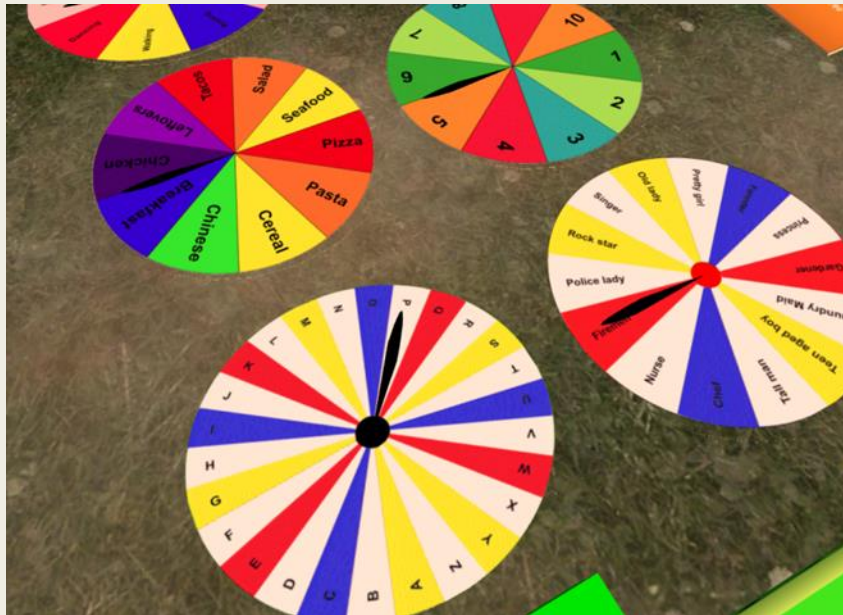Description of type of game, the skills practiced, level, time and platform

Table 2

Spinner Games				
Learning with entertainment/ Educational /Inspired by games			Skill-based/Competitive/ Guessing/ Question & Answer/ Narrative	
Linguistic/Language Skills	**Skills in a virtual environment**	**Platform**	**Level**	**Time**
Vocabulary practice reading/writing/speaking	Clicking on the pointer Moving around	SL, OS	A1/A2	15 minutes
Questions and answer game for practising grammar, i.e. if-clauses. *What would you do if* - *You were locked in an elevator?* - *You found 100 dollars.*	Clicking on the pointer Moving around	SL, OS	B1/B2	20 minutes
Skills practised: reading, and understanding, listening, speaking				

Sample of a board game in SL

The Giving Advise Game practicing specific linguistic or communication skills

Description of type of game, the skills practiced, level, time and platform

The Giving Advice Game				
Learning with entertainment games/ Education		Skill-based/ Problem-solving/ Interactive		
Linguistic/Language Skills	Skills in a virtual environment	Platform	Level	Time
Giving advice: Language: *You should/you shouldn't, You ought to/ you'd better, Why don't you/ what you can do is...*	clicking objects, moving around	SL, OS	B1/B2/C1	15- 20 minutes
Skills practiced: reading, spoken interaction, listening, and understanding				

THANK YOU FOR YOUR ATTENTION

www.guinevereproject.eu

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