Games Used in Engaging Virtual Environments for Real-time Language Education

IO 16
Teacher Training Course 2 with modified material
(Teacher-led Course)

Disclaimer

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EU FUNDED GUINEVERE PROJECT (2017-2019)

IO Number: 16

IO Name: Teacher Training Course 2 with modified material / Teacher-led Course

Description: IO 16 is the second version of the teacher-training course. This will be delivered over a defined period to a group of interested teachers from the consortium partner institutions as an initial trial of both content and forms of delivery. The prime aim of the course is to train teachers how to produce and implement games. Trainees will use the guidelines and the samples as a starting point for their own production and be encouraged to keep a self-reflection document of their process both as creators and of the final use in the classroom. This in turn can be compared to the field study feedback as part of the ongoing valorisation of the project.

Dissemination Level: Public

Signed off by: Project Coordinator

Date Signed off: 16 November 2018

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List of Abbreviations

CALL: Computer-assisted language learning
CLIL: Content and Language Integrated Learning
CMC: Computer-mediated communication
EE: Education Edition
EFL: English as a foreign language
ESL: English as a second language
EU: European Union
FL: Foreign language
GUINEVERE: Games Used IN Engaging Virtual Environments for Real-time
                language Education
                Holodeck: to save different forms of content i.e. furniture settings or an
                entire environment
HUD: Head-up-Display
ICALL: Intelligent computer-assisted language learning
ICT: Information and communication technologies
Inworld: anything that takes place within the virtual environment of Second Life
L1:   First language
L2:   Second language
                Machinima: The practice or technique of producing animated films through
                the manipulation of video game graphics *(Collins Dictionary)*
                MALL: Mobile-assisted Language Learning
MMOG: Massively multiplayer online games
MOOC: Massive Open Online Courses
MOODLE: Modular object-orientated dynamic learning environment
NPC: Non-Player Character or Bot
                OPEN SIM: OpenSimulator is an open source multi-platform, multi-user 3D
                application server.
PC: Personal computer
PISA: Programme for International Students Assessment
REZ: to build something in a virtual environment
Second Life: an online virtual world with the San Francisco-based firm Linden Lab
Sky platform: a platform high above the ground where you can rez and build things
SLA :   Second language acquisition
STEM: **S**cience, **T**echnology, Engineering, **M**aths
Steve: The standard skin that comes with your Minecraft character
TELL: Technology-enhanced Language Learning
TL: Target language
TPACK: Technological pedagogical content knowledge
UNDP: United Nations development programme
VLE: Virtual learning environment
WELL: Web-enhanced language learning

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TEACHER-LED GUINEVERE COURSE

Introduction

As part of the GUINEVERE project, two online teacher training courses were created:

1. a self-study course to enable participants to become familiar with theories of game design and the role of digital environments in teaching and learning languages in 3D immersive worlds
2. a teacher-led course to explore the tasks that can be created for language learners in either Opensim or Minecraft to develop language learning in a fun and engaging game environment.

This report is about the teacher-led course, that had been delivered, as the first one, by the project consortium on the IUL University platform in English. http://learn.guinevereproject.eu/
The following paragraphs will summarize the main content of the course and present the data collected by the initial and final survey among participants.

Overview of the syllabus

An initial overview of the syllabus introduces the main training content and the sequence of activities. The course was composed of 5 weeks/modules.

GUINEVERE TEACHER TRAINING COURSE

TEACHER-LED COURSE

The **GUINEVERE** Project (Games Used IN Engaging Virtual Environments for Real-time language Education) aims to explore the potential of digital game-based learning and collaborative activities in 3D immersive environments (e.g. Second Life, OpenSim, Minecraft).

This is a teacher-led course.

Figure. 1 - Screenshot from the teacher-led course home page

This course was a teacher-led course, aimed at experiencing game-based learning and immersive worlds for language learning. Here is the general overview of the modules.

Module 1: DISCOVER

- Access & Familiarization
- Enter OpenSim, Second Life and Minecraft
- Basics of Game Design Theory (IO1)

Module 2: DISCOURSE

- Roleplay and machinima
- Single player versus multiplayer games
- Categorizing of games for OS/SL group (IO4) and Videogames / Minecraft and Language Learning for MS group (IO7)
- Your first buildings

Module 3: DESIGN

- Sightseeing, mazes
- Let's play: Games for field testing (IO6)
- Continue to build more complex objects and learn to script

Module 4: DEVELOP

- Quests
- Guidelines for language teachers (IO5)
- Start to develop your final game/ game-like activity

Module 5: DELIVER

- Simulations, escape rooms and fairytales
- Game Design of Global Simulations (IO2)
- Complete your final game/ game-like activity.

An introduction video realized by IUL was posted to the homepage of the course with the aim to introduce the learning experience, providing a clear and comprehensive presentation of the whole platform and its main contents.

Here is the link to the video:

https://www.youtube.com/watch?time_continue=19&v=-AF3hZGQd8k

Course deployment

What follows is a synopsis of the syllabus, which will be further explored in the next paragraphs.

WEEK 1 of the course was aimed at getting familiar with the environment and peers, stimulating active participation and learning, and starting creating their own learning games in one of the three virtual worlds addressed by the project: OpenSim, Second Life and Minecraft. Two tutors led two different groups, according to the participants' preference: one group into Minecraft and one into OpenSim and Second Life as the last two are very similar.

Participants were also invited to set up their portfolio platform and to start interacting in the forum with their self-presentation.

The LEARNING CORNER provided suggestions for readings and instructions for activities and comments to be posted in the forum. Indications for the two groups meetings were also provided.
During this first course phase, participants had to enter the selected environment and create their own account/space within. Proper settings had to be done according to the chosen environment to start working.

During **WEEK 2** participants learned how to build their first game. They also learned the difference between role-play and real-play, following Sant (2009) definition. The choice between the two modes is a choice of appearance - how we wish to be perceived by others and how we perceive ourselves – and reveals something about ourselves.

The **LEARNING CORNER** suggested readings (IO5: Guidelines for language teachers and WP1.5 Creating contexts for discourse in virtual worlds) and invited to comment on at least two of them in the devoted thread of Week 2 Forum.

The two users' groups continued their meeting (in OpenSim and on EduNation in Second Life for the first group, and in GUINEVERE world in OpenSim for the second one) and got into their building sessions.

WEEK 3 was about design, so participants learned how to design games in virtual environments.

The LEARNING CORNER suggested readings (IO4: Categorizing games) and invited participants to use a special rubric for evaluating games.

The two users' groups continued their meeting (in OpenSim and on EduNation in Second Life for the first group, and in GUINEVERE world in OpenSim for the second one) and discussed each group's experiences.

In **WEEK 4** users explored available virtual spaces and learned how to exploit them for learning purposes.

Virtual spaces are ideal for quests, as effective and engaging tool to explore spaces for specific learning purposes. In quests, exploration is motivated by curiosity or by ambition to achieve a certain goal. The module allowed participants to look at quests, scavenger/ treasure hunts, escape the room games and global scenarios, all intended as inspiring examples to begin the game development.

The LEARNING CORNER suggested readings (IO2 - Game Design for Global Simulation) and invited participants to use a special rubric for evaluating games.

The two users' groups continued their meeting (in OpenSim and on EduNation in Second Life for the first group, and in GUINEVERE world in OpenSim for the second one) and discussed each group's experiences.

In **WEEK 5** participants delivered their creation, after having gone through the 5 stages of creation.

At the end of the course, a final show and tell took place.

For the GUINEVERE GRAND FINALE, participants uploaded the presentation of their creations in a special dedicated section for group discussions and comments.

Games, mazes, quests, treasure hunts and escape rooms were all actively explored by participants, according to personal preferences. Different types of spaces and scenarios (restaurant, animal farm, castle, crazy cabins holiday resort etc.) were created and populated for learning purposes. Pros and cons of each solution were discussed during the whole project life and its final show.

What follows is an analytic description of the syllabus.

Module 1: DISCOVER

WEEK 1 DISCOVER

A warm welcome

Thank you for attending the teacher led GUINEVERE course and for offering to share your expertise with your colleagues and to help develop this course with your constructive feedback. Please fill in the survey conscientiously at the beginning of the course as this will lay the foundation for evaluating your final feedback.

In this module you will **introduce yourself, meet your colleagues and learn about the GUINEVERE project**. You will also set up your **portfolio** platform.

We encourage you to DISCOVER three different virtual worlds: **OpenSim, Second Life and Minecraft** and to decide in which of these three environments you would like to develop your games and game-like activities during the course.

Yes, **we ask you to decide at the end of week 1**, which of the three environments you would like to choose. There will be two groups led by two different tutors, one will go into Minecraft and one will go into OpenSim and Second Life as the last two are very similar.

BEFORE STARTING

Fill in the survey and introduce yourself in the devoted forum.

Initial Survey (not to be filled in, if you have already attended the self-study course)

Learn about GUINEVERE

Figure. 2 - Screenshot from Week 1

The module allowed the participants to familiarize with the environment and tools. They were offered the possibility to enter OpenSim, Second Life and Minecraft, as well as to acquire active knowledge of principles of Game Design Theory (IO1).

This was the message of introduction and welcome posted in the platform:

"Thank you for attending the teacher led GUINEVERE course and for offering to share your expertise with your colleagues and to help develop this course with your constructive feedback. Please fill in the survey conscientiously at the beginning of the course as this will lay the foundation for evaluating your final feedback.
In this module you will introduce yourself, meet your colleagues and learn about the GUINEVERE project. You will also set up your portfolio platform.
We encourage you to DISCOVER three different virtual worlds: OpenSim, Second Life and Minecraft and to decide in which of these three environments you would like to develop your games and game-like activities during the course.
Yes, we ask you to decide at the end of week 1, which of the three environments you would like to choose. There will be two groups led by two different tutors, one will go into Minecraft and one will go into OpenSim and Second Life as the last two are very similar".

The initial survey was recommended at the beginning of the course. Data extraction is available in Appendix. Here is the link with all the responses: http://learn.guinevereproject.eu/mod/questionnaire/report.php?instance=2&group=0

"During the first week, instructions for the digital portfolio were also provided as follows: Create your own portfolio collecting evidence during your learning pathway (links, pictures, photos etc.) using Google slides.

The portfolio will collect the story of your learning pathway within the course: pictures, links, videos etc.

Share the link to your portfolio in the devoted database".

Week 1 Learning corner

In the Learning Corner the participants were assigned some readings to reflect upon and share their reflections in the forum.
For Week 1 the suggested readings were taken from Guinevere previous IOs, in particular, IO1: Theory of Game Design, collecting a wide literature review in the field of game design and game-based learning.
This review of the literature aimed to examine the current state of research on gamification, games design and L2 Learning; investigate the theoretical perspectives that inform current research in the field; discuss gaming as a motivational tool in L2 Learning; identify affordances and challenges of gaming in general and gaming in 3D Virtual Learning Environments in particular for L2 learning and teaching; address the learning and teaching of an additional language using both content and language (CLIL - Content and language integrated learning); and, finally, identify the limitations of existing research.

Here is the link to the document:

http://learn.guinevereproject.eu/pluginfile.php/758/mod_resource/content/3/IO1.pdf

Another suggested reading was "Game-based immersive approach to EFL and CLIL" (L.Cinganotto).

In this article, Letizia Cinganotto explains the added value of game-based immersive approach to EFL and CLIL. Here is the link:

http://blog.clilatindia.in/wp-content/uploads/2017/10/Humanising-Language-Teaching-Magazine-for-teachers-and-teacher-trainers.pdf


Week 1 Discussion forum

Discussion	Started by	Replies	Last post
Week 1 Readings	Letizia Cinganotto	11	Elena Baeva • Sun, 9 Jun 2019, 8:45 PM
Welcome!	Letizia Cinganotto	19	Letizia Cinganotto • Sun, 26 May 2019, 12:35 AM

Figure. 3 - Screenshot of Week 1 discussion forum on Moodle

Week 1 Live session in OpenSim

The first session in OpenSim was Wednesday, 8 May 2019 at 7pm GMT (8pm UK, 9pm Rome, 10pm Istanbul)

GUINEVERE world in OS/ inworld voice

The objectives for week 1 were: ORIENTATION

- To learn the basic skills such as walking, flying, making notes, communicating in local chat.

OS Homework 1.1 was the following:

Watch two or three of the training videos and try doing some of the skills.

Take screenshots and add comments or questions for any that you managed to try in the week 1 forum. Participant Work.

- Take the Quiz of the Quiz chairs with general questions about the King Arthur saga
- Take the Bartle test to find out what kind of a gamer you are.
- Take the quest on GUINEVERE island to arrive at the walled garden.

Look for an image for a boardgame.

Instructions on how to download the Firestorm viewer and enter GUINEVERE access details were provided.

https://drive.google.com/file/d/1D_dfooT7YYRJ1zBAo-lGR7FAMAlNcsIq/view

OpenSim guest accounts

https://drive.google.com/file/d/1I9dwDA9XEJdRBiHGymoG77ZosH50Mpak/view

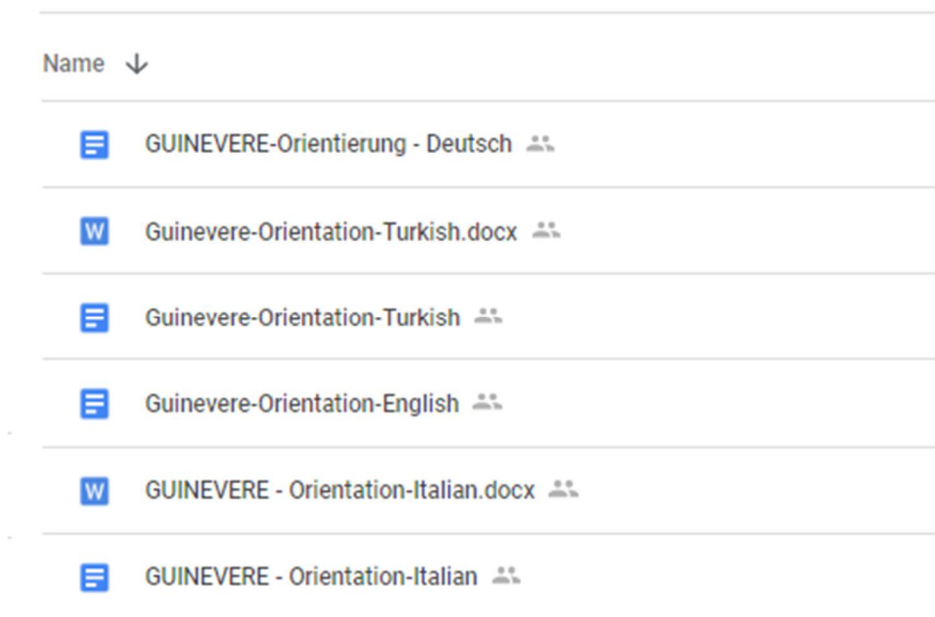**Orientation instructions in OpenSim are provided in various languages**

Figure. 4 - Screenshot of Google docs and the translations of the orientation

Some Videos to watch to familiarise with OpenSim were suggested:

https://docs.google.com/spreadsheets/d/1OXXagilbwRhDVRuDRSDcu5nFqKVDhUnTtiyGb
PVlsTY/edit#gid=0

Here are some useful instructions provided:

Getting Started In Open Sim using Firestorm		Text tutorials
Get Voice working in Firestorm	https://youtu.be/MJ7Ah0pTjy0	
Making a Profile in Firestorm	https://youtu.be/9KPUUONHJWI	https://drive.google.com/open?id=1R72akmniJyBAxN1w2j2NjqT2eRD_BdL_uU5yvDvt8QU
Communication IM local chat and Call in OS Firestorm viewer	https://youtu.be/PlmGMz-Fb5M	https://drive.google.com/open?id=1_I0_URpFlYsD9teP81Tt83T4YeJVcQ4rc8cP__1MbAc
Making Friends in Firestorm	https://youtu.be/PH0nRyH2xMs	Covered in Above doc
Making and Using Landmarks in Firestorm	https://youtu.be/aECY_C8QgO0	
Controlling the light in Firestorm	https://youtu.be/bflJIY8DLMk	

Using the Mini map in Firestorm	https://youtu.be/lx_EcV04Orc	
Sharing Resources with students or colleagues	https://youtu.be/kCsy24jN2Xo	
Turning up the volume of an individual Avatar in Firestorm	https://youtu.be/tiXz1Q0xNvU	https://drive.google.com/open?id=1JltgApaZ5ZRc7zB0fQYCFu9lA8libHix89nYencSFzA
Moving around Guinevere Island	https://youtu.be/tghrNxTF3wM	https://drive.google.com/open?id=1pc3H8WcKSUrBDHDXSfMd_q6fT8x2jVDuk3i4JBqqclk

Week 1 Minecraft Group

Minecraft Group was introduced as follows:

1. Before the session download Minecraft from Mojang, https://www.minecraft.net/en-us/download/ install it on your computer. See this help guide for accessing the GUINEVERE site: https://docs.google.com/document/d/1aozvMyB9f3mrKPOQw26tIF6JXAZouTqmELXbTSqbNBI/edit?usp=sharing Make sure that you can access the site.
2. Download and install the Discord App. https://discordapp.com/ join and send Carol Rainbow.carol@gmail.com or in Discord: Carol Rainbow#4326 your Discord ID, you can right click your name to see your Discord ID, so that she can invite you to join the GUINEVERE server. Make sure you have made contact with Carol before the first session.
3. Watch and work through the three videos Setting up Sound, Controlling your Inventory and Moving in Minecraft from this page: https://docs.google.com/spreadsheets/d/1OXXagilbwRhDVRuDRSDcu5nFqKVDhUnTtiyGbPVlsTY/edit#gid=0
4. Read getting started with Minecraft https://drive.google.com/drive/u/0/folders/1UR2tiwVB1Lw8Prb8l0J2fba4FgtocWde

Week 1 Live sessions in Minecraft

The first live session in Minecraft was on Thursday, 9 May at 7pm GMT (8pm UK, 9pm Rome, 10pm Istanbul)

http://mc.guinevereproject.eu

MC Session 1.1

Creative mode/ Discord for voice.

The Objectives were:

- Learn to text chat /t
- Enter Minecraft and go to a starting area: (/warp stores)

- Learn to set home /set home ****
- Learn to warp, go home, go back /home home /back
- Learn to fly, land and walk changing directions.

Instructions on how to add the GUINEVERE server to Minecraft in version 1.12 were provided:

https://docs.google.com/document/d/1aozvMyB9f3mrKPOQw26tIF6JXAZouTqmELXbTSqbNBI/edit#heading=h.gjdgxs

Instructions to download and install the Discord app for voice were given:

Discord is a great free application for voice and text chat which is popular with gamers.

Click https://discordapp.com/ link to open resource.

Videos to watch to familiarise with Minecraft (Survival Mode) were suggested:

Getting Started		**Video url**
Getting in to Minecraft		
Setting Sound	Video 1 before you start	https://youtu.be/pYSXAXIGcoc
Using Your Inventory	Controlling your belongings	https://youtu.be/EfSqyyBZE-A
Moving In Minecraft	Controlling your avatar	https://youtu.be/VhPEeeHN9io
Making your own resources		
Making Wooden tools	Minecraft Survival Mode	https://youtu.be/woRcGz_xszw
Making Stone Tools	Minecraft Survival Mode	https://youtu.be/xxeuQbIYfRg
Growing food	Minecraft Survival Mode	https://youtu.be/BobdOURCYhg
Cooking Food	Minecraft Survival Mode	https://youtu.be/IxfWdnOJhuE
Eating Food to restore health	Minecraft Survival Mode	https://youtu.be/Ei2BwnKSn6Y
Making Light in Minecraft	Minecraft Survival Mode	https://youtu.be/dhlwvPU1fsl
Survival Shelter	Minecraft Survival Mode First night	https://youtu.be/JM5zaQwleoQ

	away from a base	
Making Night pass Quickly	Minecraft Survival Mode	https://youtu.be/66oPhJSWtXg
Basics of building 1	Creative Mode used for video	https://youtu.be/IjKwr_3R9iw
Basics of building 2	Creative mode used for video	https://youtu.be/PIHbAXocyFw
Fishing for food and goods	Survival mode - finding food	https://youtu.be/as56YWIjRQc
Mining for Iron and Coal in Minecraft	Survival Mode - finding coal and iron	https://youtu.be/hX058bvadvE
Making Iron Ingots in a furnace	Survivial Mode- Using the furnace to make iron ingots	https://youtu.be/CRQHyU-PkS8
Making Iron weapons and armour	Survival mode - to make good weapons and armour	https://youtu.be/2fo24UG67UQ
Using Enchantments	Survival Mode - making your weapons better	https://youtu.be/PaCh2_D0ioo
Learning to Ride a horse	To complete a treasure hunt	https://youtu.be/BhrazoLmDZE

Module 2: DISCOURSE

Roleplay and Machinima (that were explained in the self-study course) were the main content of the module.

Participants were guided to explore the features of single player versus multiplayer games, understand the difference between games for OS/SL group (IO4) and Videogames / Minecraft and Language Learning for MS group (IO7) and get the opportunity to create their first buildings.

WEEK 2 DISCOURSE

Role-play or real-play

Sant (2009) distinguishes between two basic performance types we present ourselves in VWs, "role-play" and "real-play". The choice of appearance, how we wish to be perceived by others and how we perceive ourselves, already reveals something about ourselves. In this module we learn how to use virtual worlds like OpenSim/ Second Life and Minecraft for roleplay.

During this week, you will learn how to build your first game.

LEARNING CORNER

Read Week 2 Suggested Readings and comment on at least two of them in the devoted thread of Week 2 Forum.

Week 2 - Suggested Readings IO5: Guidelines for language teachers	☐
Week 2 - Suggested Readings WP1.5 Creating contexts for discourse in virtual worlds	☐
IO5: Guidelines for language teachers	☐
Week 2 Suggested Readings Forum Discussion	☐

Figure. 5 - Screenshot from Week 2

"Role-play or real-play?" was the challenge of the week.

Sant (2009) distinguishes between two basic performance types we present ourselves in VWs, "role-play" and "real-play". The choice of appearance, how we wish to be perceived by others and how we perceive ourselves, already reveals something about ourselves. In this module participants learnt how to use virtual worlds like OpenSim/ Second Life and Minecraft for roleplay.

During this week, the participants learnt how to build their first game.

Week 2 Learning Corner

In the Learning Corner the suggested readings were taken from Guinevere IO5: Guidelines for language teachers:

http://learn.guinevereproject.eu/pluginfile.php/761/mod_resource/content/1/IO5.pdf

The general aim of these documents was to construct sound knowledge about why and how to make use of games in 2D and 3D virtual environments for language training in different contexts.

Other suggested Readings were: WP1.5 Creating contexts for discourse in virtual worlds, taken from CAMELOT Project. During the CAMELOT Project (2013-2015) participants learned how to record their screen to create machinima. Machinima are videos taken in a virtual 3D environment (mostly associated with video games but also virtual worlds). Roleplay or 'real-play' is a main part in machinima making.

This is the document: WP 1.5. Creating Contexts for Machinima Production: https://docs.google.com/document/d/1L4G407JK7gYrQ5j06VwUcMf3WQtOhIZwqUXCe-DaKso/edit

Week 2 OpenSim Live session

The participants met on GUINEVERE island in front of the castle Exploria (landing point) at 7pm GMT, 8pm UK, 9pm Italian and 10pm Turkish time.

Additionally they met in Zoom so that they could record the meeting, share screen and use voice: https://zoom.us/j/8039048284

They went together to movie Island, to the hotel cabins. Roleplay hotel reception and complaints.

Various machinima for language learning were suggested:

- Machinima by language learners (storytelling): https://t1p.de/slfj
- Roleplay crime scene: https://t1p.de/yyx5
- Travel report: https://t1p.de/hobr
- Explanation of work processes: https://t1p.de/5quk

Week 2 OS Building Session had the following aims:

Hone your building skills: Your first board game

Meet in Aedificare

- Upload images to make board games
- Create simple build shapes for board games, posters etc.
- Add scripts to make a dice

Week 2 Minecraft Live session

The aim was to consider roleplay this week:
Warp to the restaurant (/warp restaurant), see the restaurant, the greenhouses, kitchen, kiosks and have a group discussion about how these could be used in role-play. Visit the Guinevere Castle (/warp roundtable) think about the roleplay possibilities there. Try the Crazy Cabins holiday park (/warp crazycabins) to perfect your complaining skills and inspect the Sinking Springs Resort (/warp sinkingsprings) to offer your opinion!

Week 2 MC Building Session

They had to create, as a group, a roleplay situation that they chose together and add images from the build in their portfolio under the category 'My builds'.

To take a screenshot press F2, if you want to hide the interface press F1, or use any app that you usually use to take screenshots!

Discussion Points in MC Forum

Discussione		Iniziato da	Repliche	Ultimo intervento	
Roleplay in Minecraft		Carol Rainbow	1	Carol Rainbow sab, 18 mag 2019, 12:27	•
In what way do you think that the task could have been improved?		Heike Philp	0	Heike Philp mar, 30 apr 2019, 07:28	▽
From what you have seen do you feel that some tasks worked better than others?		Heike Philp	0	Heike Philp mar, 30 apr 2019, 07:27	▽
Do participants think that children benefited from the tasks?		Heike Philp	0	Heike Philp mar, 30 apr 2019, 07:27	▽
What do participants think were the learning objectives?		Heike Philp	0	Heike Philp mar, 30 apr 2019, 07:27	▽

Figure. 6 Week 2 Screenshot of discussion forum

Two comic books created after the tour
https://drive.google.com/file/d/1MgQ60BLL96KM-An_a4LbOBJMYuWUPBh2/view
https://drive.google.com/file/d/1dfQapHGGSXBjAzq1YQvbiU5FsuDXi9u1/view

And a record of the synchronous session
https://docs.google.com/presentation/d/1AgK2BDBQAHRfejizWLAhQ5tqQkjQUPc8kFU5yPT-tg0/edit?usp=sharing

Module 3: DESIGN

Sightseeing and mazes were the focus of this third module, offering participants the possibility to continue the building of more complex objects and to learn to script. Furthermore, participants could experience how to use games for field testing (IO6).

WEEK 3 DESIGN

DESIGN

This module informs language educators on how to design games in virtual environments.

LEARNING CORNER

Read Week 3 suggested readings and comment on at least two categories of game in the devoted thread of Week 3 Forum.

- Week 3 - Suggested Readings IO4: Categorizing games
- IO4 Categorizing Games
- Week 3 - Rubric for evaluating games
- Rubric for download
- Week 3 Suggested Readings Forum Discussion

Figure. 7 Screenshot from Week 3

Week 3 - Suggested Readings were taken from IO4: "Categorizing games".

Every language educator uses a variety of games or game-like activities in class which we can adapt to a virtual environment.

In this document there is a variety of games, mostly in OpenSim and Second Life, that can also be implemented in Minecraft.

Minecraft is however a game already and is great fun if played 'as is', battling mobs, collecting items, building shelters and more.

This document was aimed at inspiring both groups to creatively think of their own games.

Here is the link to the document:

http://learn.guinevereproject.eu/pluginfile.php/1076/mod_resource/content/1/IO4.pdf

Another document suggested was a Rubric for evaluating games.

The rubric was provided to us by Jonathon Reinhardt (Ph.D, Penn State) who delivered a webinar on 25 April 2019. The recording of this webinar and some more can be found here http://guinevereproject.eu/webinars

Jonathon Reinhardt (Ph.D, Penn State) is Associate Professor of English Applied Linguistics and Second Language Acquisition and Teaching at the University of Arizona, USA. His

research interests focus on technology-enhanced second and foreign language pedagogy and learning, especially with emergent technologies like social media and digital gaming. His most recent book, "Gameful Second and Foreign Language Teaching and Learning" (Palgrave-Macmillan, 2019) presents theory, surveys research, and outlines the practices of the nascent field.

This is the abstract of this webinar:

Designing effective gameful environments for second and foreign (L2) learning – from a game-informed collaborative classroom learning activity to a full-fledged educational game – requires consideration of how game features and mechanics can afford L2 learning dynamics. Certain mechanics, for example time control, narrative, and goal-orienting, have been shown to support gameful L2 learning. Another consideration is player identity and disposition – some students are hardcore gamers and others might dislike games or not believe they can function as learning tools – approaching the activity with both learnful and gameful attitudes is thus key to success. Finally, play is voluntary and players should be motivated to learn and use the L2 in order to play, as opposed to only playing in order to learn. Appealing to play styles is thus important – players may prefer achieving, socializing, exploring, or 'playing the trickster', while avoiding or disliking other styles. At the same time, transformative gameful L2 learning involves taking risks and trying on new identities, which may only be possible when players go out of their comfort zones. This talk will explore these concepts and offer ideas for how to create gameful L2 learning experiences that challenge and motivate players by leveraging mechanics in designs, acknowledging dispositions, and by appealing to, at the sametime critically situating, play styles.

Here is the Rubric for download

http://learn.guinevereproject.eu/mod/resource/view.php?id=242

Week 3 OpenSim / Second Life Live session

The participants visited Teamup on GUINEVERE island where there was a game which needed a minimum of 4 players.

Then they hypergrided to other worlds.

Last but not least, they went to Second Life to visit EduNation island and to try out some games there.

To join Second Life, this document was suggested:

https://docs.google.com/document/d/1bKqVIS12keAfbLAi46h3tBmgr1L5dNYNKe-mr8LVPQs/edit

Week 3 OS/ SL Building Session

Build: Objects with sound / function, build a maze

Week 3 MC Live Session: Sightseeing, Using Stories as a base for activities

Learning is largely all about stories, we learn about the Ancient Greeks from the myths, Vikings form the legends! We read interview questions but they only come to life when we actually try to answer them, we build the story as we go! The participants could discover a few storytelling opportunities in Minecraft during this week.

They visited Frozen Pool /warp frozenpool, looked at the house, noted the stairs blocks used for furniture, stained glass for windows, contrasting stone used for flooring, slabs to make stairs etc. They saw the 2D and 3D lions, mostly made from coloured concrete. They visited Dazzle's mansion, looked at the contrasting wood colours, the logs used for structure

and wood planks used for walls and floors. They discuss what a house needs to be in Minecraft.

Practical Activity was to build a house and advertise it in the Google doc estate agents booklet, in pairs or small groups.
https://drive.google.com/open?id=1NkQdDojngMcx6NmUKU4Ukcy5VrMyF_L0Rhao7uhg24U

An interesting post in the Forum by Carol Rainbow, the trainer:

Using / making stories

Thanks for coming to the week 3 session considering how we can use the virtual environment to develop language skills through stories.

We looked at using existing stories:

Hansel and Gretel, the Three Little Pigs and Little Red Riding Hood for the young. We thought about The legends of King Arthur and his Knights of the Roundtable at Guinevere castle for older students.

Next we thought about making stories - a very creative way to use Minecraft. We visited the Alien spaceship crash, thought about surviving on Mars and meeting up with the mothership. We visited Cloudland and looked at the backstory wondering what sort of story we could create from there before going to Eldon Theme Park created by children, all contributing to the whole story.

We looked at non playing characters (NPCs) and how they can add to a story to provide key information to inspire the way a story goes.

Finally we went on a small adventure, down a mine, to the arctic to watch polar bears and skid along the ice on boats being protected by snowmen. We encountered a witch, a swamp and slimes. During these encounters we tooks "photos" to enable us to retell the story in any way we choose: video, presentation, text, comic book... however we can imagine.

Building a truly immersive environment which can be used in a multitude of different ways is a great way to develop all of the new skills needed to both play Minecraft and learn whilst doing so. Our world has been built for just about a year now, we got the map last March, started building like mad then got griefed and everything destroyed so we started again just about this time of year last year. Everything is linked with stories one way or another - even Dr Dude in the geology lab is working the "electrics" to flash lights...

It is possible to teach almost anything in this world.

See you for the building session on Thursday!

All the best

Carol

Module 4: DEVELOP

WEEK 4 was about quests, that are a very effective way to stimulate learning, and the development of the final game/ game-like activities. The Guidelines for language teachers (IO5) were also addressed.

Figure.8 Screenshot from Week 4

One of the most outstanding features of virtual environments is the element of space. We can walk, fly, teleport or warp to different places and explore.

Exploration is motivated by curiosity or by ambition to achieve a certain goal. Whether this goal is achieved with the help of friends or by mastering challenges or driven by the search for objects, all of this can be summed up with one single word: a quest.

In week 4 the participants learnt about quests, scavenger/ treasure hunts, escape the room games and global scenarios.

Learning Corner

Read Week 4 suggested readings and comment on them in Week 4 Forum.

Week 4 Suggested Readings were taken from Guinevere IO2: Game design for global simulations

In this document, different types of learning which recognise a student-centred approach while addressing the 21st century competencies, are outlined and analysed, starting with Project Based Learning (PBL), moving then to telecollaborative learning and finally learning in 3D Virtual environments.

Here is the link:

http://learn.guinevereproject.eu/mod/resource/view.php?id=253

Week 4 OpenSim/Second Life Session

Quests, scavenger hunts and treasure hunts

The participants met on Guinevere island where they did the quest, following the example of the quest which the Italian students created on GUINEVERE island.

Brant Knutzen's multi-player quest presented at VWBPE was also suggested (https://gaming.youtube.com/watch?v=mi58w7uJovY)

Week 4 OS/ SL Building session

The aim was to build a quest

Week 4 MC Live Session

Aims: Quests, Scavenger Hunts and Treasure Hunts

The participants had to visit Guinevere castle, (/warp Kingsguard) look around, do the quiz and think about any quests that could be created there.

They had to think about quests which could be set at the Alien Spaceship (/warp spaceship) and to: Silent Running, (/warp silentrunning). "A quest is a journey toward a specific mission or a goal. Wikipedia See these examples:

https://www.cabarrus.k12.nc.us/cms/lib/NC01910456/Centricity/Domain/4243/TheMinecraftSurvivalQuestChallenge.pdf

They were invited to work through the children's treasure hunt (/warp stores) for the start. (Treasure Hunt - Solve clues which lead to the treasure)

They were invited to do (maybe look at) the scavenger hunt prepared for this week - a scavenger hunt is finding a set of objects in any order, often the first person to get them all gets a prize.
https://docs.google.com/document/d/1EQ_EuTvEiHZ2_xAcrNbS6BvN7Wj5QG_fssm-OYZf7Oo/edit?usp=sharing

They were led to create their own planned activity, also using any of the existing builds to create their activity, or start from scratch - a group build or individual.

Module 5: DELIVER

Finally, the course offered the opportunity to explore the potentialities of simulations, escape rooms and fairytales for learning languages. Participants were invited to complete their final game/ game-like activity.

Game Design of Global Simulations (IO2) were also addressed.

Figure. 9 - Screenshot from Week 5

The week was the final part of the pathway and the "grand final" was aimed at delivering the participants creation.

Having gone through the 5 stages of creation, the participants had followed the following path:

- DISCOVER (orientation of various virtual worlds)
- DISCOURSE (roleplay and multi-player versus single player games)
- DESIGN (categorizing of games)
- DEVELOP (quests and global simulations)
- DELIVER (create and present your creation)

Week 5 OS/ SL Building session

Aim: Finalise your builds and trial the game with your peers.

Week 5 MC Building Session 5

Aims: Develop your final game-like activity

The week was aimed at providing the opportunity to complete the paperwork, portfolio, build etc ready to present it to the rest of the participants on the date decided.

FINAL SHOW AND TELL AT THE END OF THE COURSE

This group met in Zoom to discuss each group's experiences. It was scheduled for Sunday, 9 June at 7pm GMT.

Here are the games developed by the students.

Academic Research Game

This Academic Research Game is designed by two participants to be played by teams of players. The game is designed to give students hands-on practice picking a topic and beginning a literature review with library based tools and databases.

Each square prompts the students with a task in chat, and they develop a research document in their race to the top with a complete lit review.
For a complete review of the creation process click here
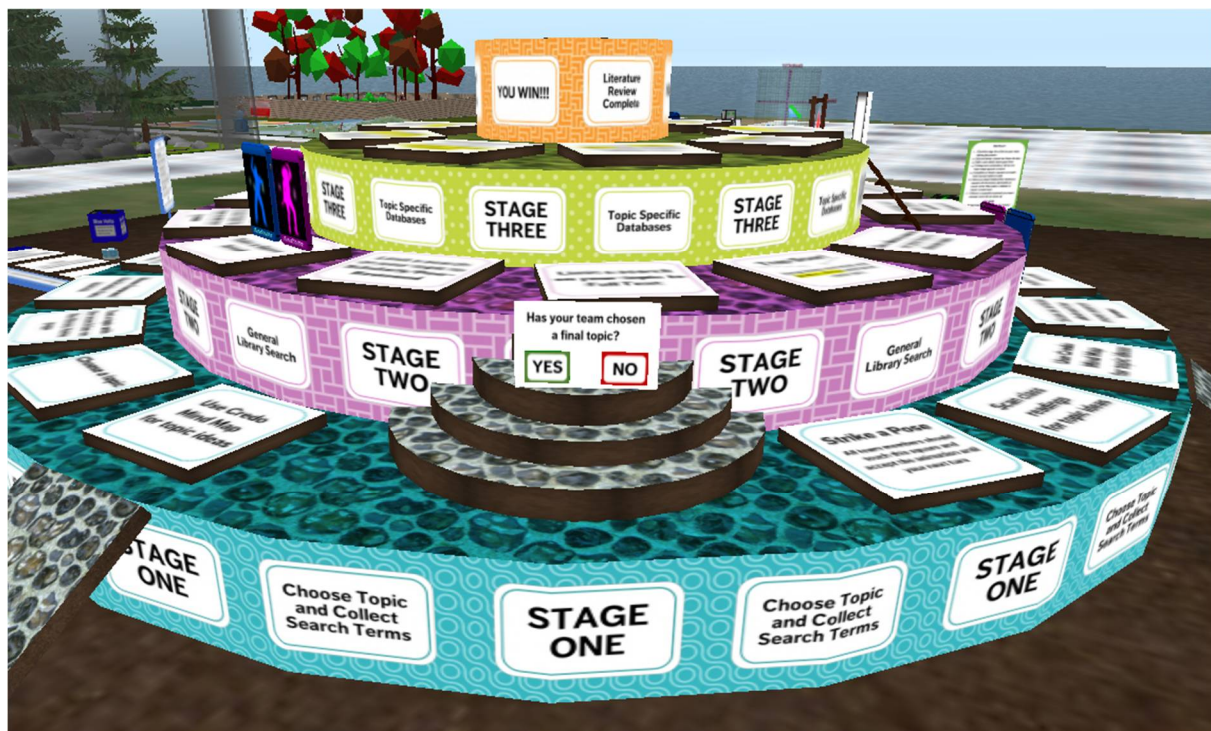
Figure. 10 - Academic Research Game

Topographical Map Utilizing Sound Script

This topo map is created in Blender and imported into OpenSim. The game is dynamic -- bumping into the cylinders triggers a script that names that city. Interacting with the map helps student complete this web based exercise.
Clever, fun, and effective!
For a web-based version of this game where the map was copied, click here

Figure. 11 - Topographical Map Utilizing Sound Script

Alice in Wonderland Hunt & Image Sort

Wonderful Cheshire cat based hunt and image sorting exercise that tests understanding of the story line by asking the students to sort the images from the original illustrations in order.

Figure. 12 - Alice in Wonderland Hunt & Image Sort

Boardgame game

Hand drawn game with a variety of elements.
This game is notable both for the hand drawn board and the variety of different types of activities to engage students in language practice.
The variety of well designed tasks (including listening comprehension using embedded video and audio clips) would keep any class engaged.

Figure. 13 - Board game

Mysterious forest maze

The mysterious forest maze is a great example of how important setting the stage is in virtual worlds. This is a very inviting woodland walk peppered with clues and puzzles to be discovered and solved along the way. The same puzzles in a more basic maze design without the forest theme would still be fun but probably not have the same impact.

Figure. 14 - Mysterious forest maze

Memory game

This memory game is an example of what can be done with a traditional game in a virtual world that couldn't be done in the classroom. As soon as the student matches the correct image to what is being said in the picture, the game tells the player in chat, "That is correct." If incorrect, the cards quickly revert to face side down to indicate the student needs to try again.

Figure. 15 - Memory game

Bank of Japan (Simulation)

This role playing game allows players to interact with bot tellers to ask for help and the right forms, and to interact with the ATM machines to practice recognizing which buttons need to be pressed to initiate different transactions. Great reality-based simulation provides a wonderful practice opportunity.

Figure. 16 - Bank of Japan (Simulation)

Quest in Minecraft

The Secret Lab of Dr Moreau
Located in the basement of The House, this lab is filled with strange creatures - but where has the dear Doctor gone?
On the Trail
A journal found near the Doctor's desk reveals a Hidden Mine Entrance nearby.
At the bottom of that mine? A Mysterious Portal…
Finding Dr Moreau
The Portal leads to another world - a world in which the Doctor has found herself stuck, hiding out in a bunker...

Figure. 17 - Minecraft Quest The secret lab of Dr. Moreau
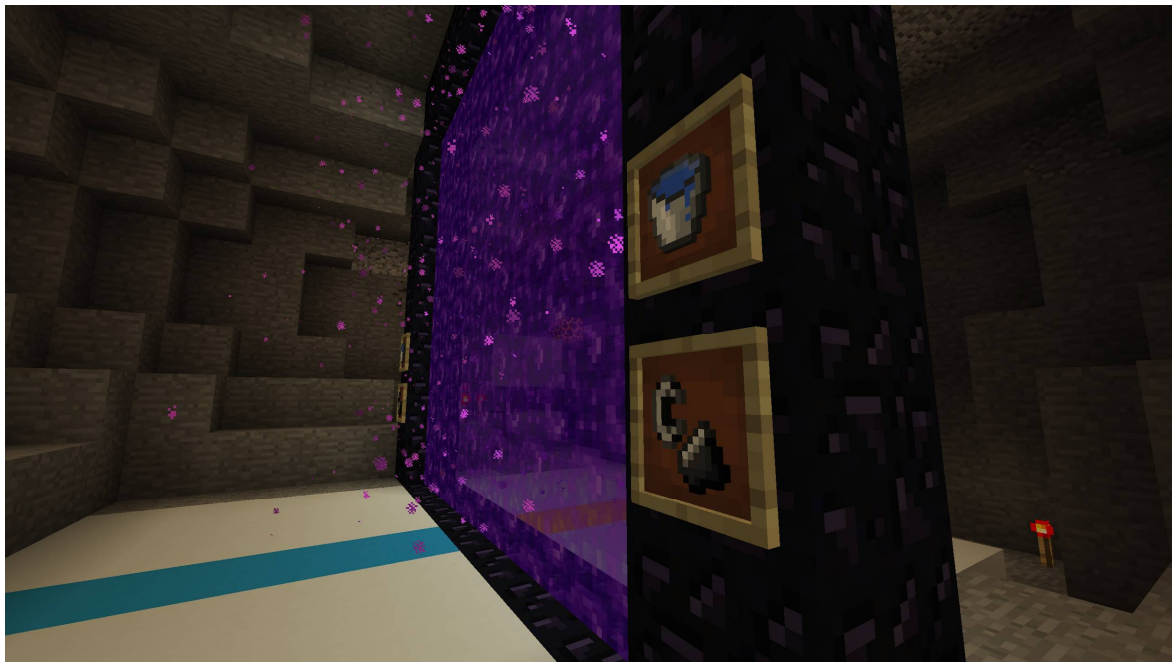
Figure. 18 - Minecraft Quest A mysterious portal
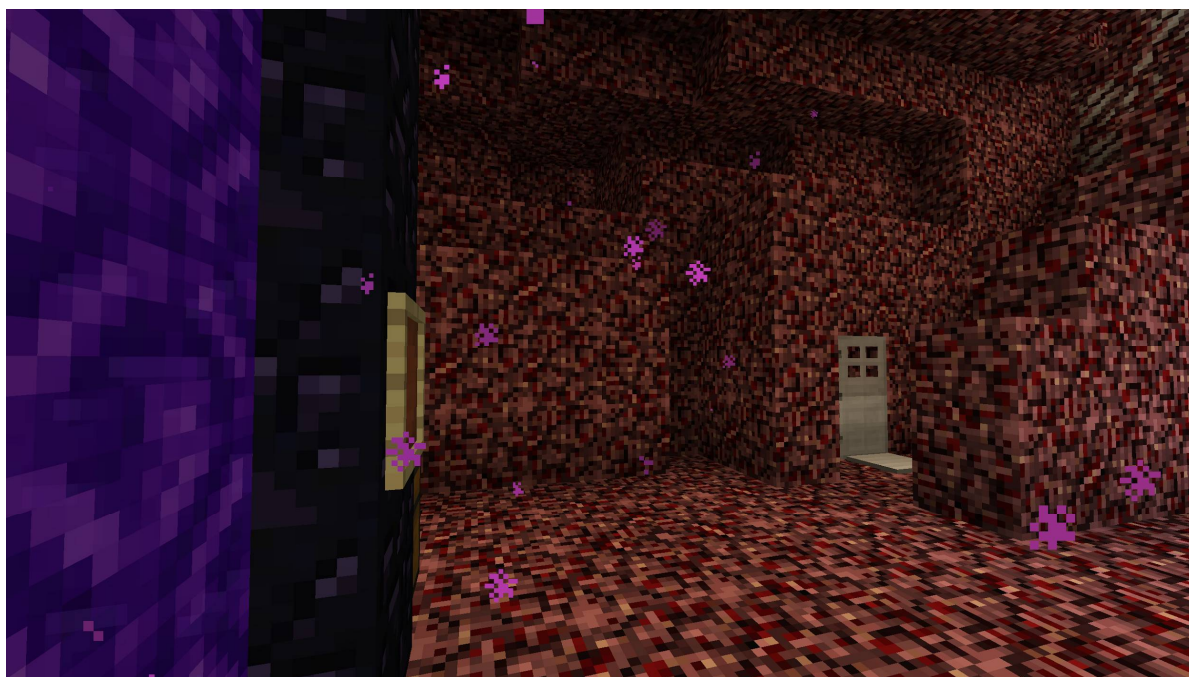
Figure. 19 - Minecraft Quest Dr. Moreau's hidden bunker

FORUM

The forum turned out to be a very useful learning space for sharing ideas, comments and experiences. It was moderated by Guinevere team and was a precious opportunity for the participants to learn from their colleagues.

One of the aims of the forum was to introduce themselves and share their portfolios.
Here are the participants' introductions, with link to their portfolios.

Participant 1

I run Scotland's leading ESOL teacher training department, at BSC Edinburgh. We run CELTA, Delta and other teacher training courses.

I've been teaching and training for about twenty years.

At the moment my interests are focused on the use of Experience Design to enhance learning outcomes, especially in a teacher training context.

Participant 2

Recently escaped academia to join the ELT ranks.

Fresh out of teacher training (both for teaching teens and adults).

Eager to (hopefully) start teaching soon, incorporating Experience Design (thanks, Rob!) and Game-Based Learning as I go.

Participant 3

I'm a teacher of English at a Technical High School in Pisa, Italy, an eTwinning ambassadress, a teachers' trainer for new methodologies and digital tools in Education. I'm very keen of virtual worlds, augmented reality and 2/3D graphic design so I'm very happy to start a new adventure in the Guinevere world! :-)

Participant 4

I'm a lecturer and program coordinator at Miyazaki International College, in Southern Japan. I'm the Japan Association for Language Teaching Business Communication Special Interest Group coordinator, and have an interest in the functionality and potential applications of 2D & 3D games for both my liberal arts undergraduate students and for corporate training too. Oh, and I have a couple of kids who would love Minecraft in a few years :-)

Participant 5

I have been teaching English to Italian teenagers for 25+ years. I am a qualified Edmodo trainer and the Google Suite administrator at my school. Three years ago I joined an EVO (English Village Online) course in Second Life and got in love with virtual worlds. I have never stopped exploring since then!

Participant 6

I work at Kaplan International in Bath as a social programme coordinator. I have a Trip TESOL but teach English mainly via Skype. Online games is a new concept for me only because I usually prefer my real life to a virtual one:) But I love learning new things and very excited to be a part of the course! I hope it will give me a chance to create an authentic environment for my online students and help them to activate their English.

Participant 7

I've been teaching English to all kinds of students for many years in various schools in Poznań, Poland, now I work for a secondary school and I work with students aged 16 -19. I'm interested in CALL, CLIL and immersive education.

Participant 8

I'm an academic reference librarian based in the southern United States. The instructor facet of my job is teaching information literacy to undergraduate and graduate students (sometimes even faculty). This is a form of language learning in of itself and I closely work with my colleague, Jennifer Hamilton, (whom is also taking this course) in order to find different ways of engaging our students.

Participant 9

I am an academic librarian at the University of Louisiana at Lafayette in the United States. In graduate school I did an internship in Second Life at a 9 branch public library system in the steampunk community of Caledon. This experience left me very interested in the use of virtual worlds in education, but I have not yet seen a way to use them in our library education efforts. I hope this class will help me find that way!

Every week a specific forum was created in order to collect the participants' ideas and comments on the various learning materials and readings suggested. As a result, the forum collected very meaningful insights and reflections, as shown below, where examples of comments from each of the five weeks have been quoted.

Re: Week 1 Readings
by P1 -

Theory of Game Design is an interesting study which introduces the reader into the world of game designing. The author focuses mainly on gamification in educational settings, which is called behaviour-change gamification. In subsequent parts of the study we can learn about relevant features of games like for example a learner-directed goal orientation, interaction with the game, through the game, and around the game, just-in-time, individualized feedback, the relevant use of narrative and context and finaly motivation.

The study also mentions a number of benefits coming from gamification being part of the teacher's toolbox, and I especially like the idea that the gamification encourages learners to progress through the content and motivate action. An obvious benefit is of course higher recall and retention. Finally, we learn about components and elements that make a game successful and in what proportions they should be used. I think this study is a good manual for a teacher who wants to enter the environment of immersive teaching, with a lot of theory and practical tips on how to proceed and why.

Humanising- Language- Teaching is an article discussing game -based immersive teaching and learning approach. The article gives specific examples of how students can benefit from being taught in this way and also gives first-hand experience examples of classes and projects that were carried out in Italy. It's always good to learn from good examples so I believe the article plays this role very well.

Re: Week 1 Readings
by P2

What I found interesting and made me think about, was the concept :

"today's "digital generation" can relate more to gaming because of its exposure to technology, and secondly, when playing games, users are free from all the negative feelings they may experience in real life when facing obstacles. Gaming platforms represent a comfortable environment where users can express themselves without feeling overwhelmed or frustrated. Furthermore, games provide instant gratification and reward which help users enormously to feel engaged and motivated. "(pag.7-8) cit.Theory of Games design.

This assumption has, according to me, a positive and a negative aspect, that is, young people should face negative feelings to learn from them how to overcome difficulties, but on the other side, if they do not feel "frustrated", if the learning environment is relaxed, comfortable and easygoing, they can learn better.

Specific threads were launched on different topics, through challenging questions, such as the one which follows.

Re: How would you design a single versus multiplayer game?

by P3

I believe a single player game should focus more on self- studying, in the tasks there should be more opportunities for a single student to play around with extra materials, there could be many pedagogical agents for communication practice, it could offer the materials which the player finds in the game as a primary source of new, authentic language and can learn about the context; there should be also the fun element of course.

A multiplayer game should be designed in a way that it has a more developed mechanics: there need to be more challenges, time constraints, chance and resource acquisition and what should be connected with this cooperation among players or collaboration; the game should have a transparent reward system, many transactions, turns and win states.

I hope these will sum up the basic differences.

Here are other examples of comments on suggested readings.

Re: Week 2 Suggested Readings

by P4

In general both documents present sound and informative manual about why and how to make use of games in 2D and 3D virtual environments for language teaching and learning in different contexts. They also focus on applying games for language acquisition in immersive environments.

Guidelines for Language Teachers seems to be more interested in persuading teachers to choose 3D VE by stressing various benefits for this choice like for example improvement of learning outcomes related to active involvement of the students,, the fun element or performing authentic scenarious. Another important aspect of this environment is the natural possibility for collaboration among all students involved. Indeed, I agree that these features are unique and reserved almost exclusively for VE worlds.

In the following parts, the document discusses the best practices of structuring activities in VE, their different phases, aspects of competition and timing - a lot of practical and useful information for teachers who want to engage in teaching this way. I also agree that the possibility of recording and then watching the recorded content will definitely help the students develop awareness of their perfomance and improve by launching the corrective- behaviour monitoring.

Creating Contexts for Machinima Production is a thorough study of machinima production for educational purposes. In it's first part we can learn about all the domains where acts of language use can occur and the communication themes. The document gives a lot of details on these and a large number of ideas on how to use machinima in the classroom. The selection is really overwhelming! At the end of the document there are also possible challenges that teachers or students may encounter when they opt for machinima as their educational way. I believe the reading discusses a lot of important aspects every teacher should be aware of.

Re: Week 2 Suggested Readings

by P5

Every time I re-read IO5 (Guidelines for Language Teachers) I find new points that catch my attention, as the paper is packed with information. Most likely, after every experiment in a real classroom this paper will provide me with an "epiphany" that had previously escaped me!

The first important point is the advice to try and avoid reproducing 2D activities in a 3D environment - which reminds me of certain virtual environments I have seen inworld that are a depressing replica of real university classrooms or halls. As a consequence, we will need to create something that

- can be explored by moving one's avatar

- can be "touched" or otherwise "physically" triggered

- is interactive in a way that encourages further actions.

Ideally, it should demand some sort of social interaction, be it competing, collaborating, debating, performing... even if "standalone activities" are taken into consideration.

It seems to me that the best way a beginner can start, is by carefully analysing one's educational context and then choosing one or two ideas to be developed. For example, where I teach we are requested to follow a syllabus (the same language textbooks in all the first- and second-year classes; the same literature textbooks in the three following grades). This leaves very little room to anything else!

Given this context, I feel that most of the "immersed" activities would have to be extracurricular. The challenge, here would be to find a kind of activity that can be partly carried out within the classroom by everybody, and partly after classes, by those people who have an INTRINSIC interest in learning the necessary technological skills.

Re: Week 3 Suggested Readings

di P5

I thought that non-player pedagogical agents (NPCs-what's the C?) were interesting, so that single players could interact with the bot. Like a tour guide in a new environment.

I'm still not sure how to apply 2d/3d games/simulations to my classroom, especially due to accessibility, but I liked the idea of one student role playing, and the other students watching, that seems more plausible. The difference between role-playing and simulations was interesting too. I love the experiential aspect of role playing, but simulation has many possible applications, explosions made me think of earthquakes and tsunami's, what are the simple steps to save yourself: hiding under a table, going to the nearest evacuation point.

For this course, I'm interesting in making and building a role play/npc/note card guides for a bank.

It was fascinating reading about all the different games, and especially about the different kinds of learners, like the Bartle test.

Thanks for reading.

Re: Week 3 Suggested Readings

by P6

Mazes and escape rooms in virtual worlds may be fun, especially if created with the students' own suggestions and quizzes.

I quite like the idea of having Scanvenger and Treasure hunts, as they have many of the key elements of gamification: competition, progression, rewards, possibly team work... Moreover, they are very immersive and great fun.

The use of bots in the Alien Spaceship Quest is intriguing: it could be good when teaching narration. My students always have difficulty using the right tense to explain the timing of events in a story. I am only worried by the fact that I do not know how to script NPCs. I am making some practice with Make Human (the application), so that after the summer I might be able to create an NPC. Are you going to teach us how to create bots?

Boardgames, spinners and the like are good for distance learning: in the classroom they can be replaced by pieces of real cardboard.

I do not like roleplay and I cannot imagine how I could manage a class of 20 speaking in groups in a virtual world. I am very shy myself and not a multitasker, so that it would certainly be a failure. Yes I have read page 61 about shy students opening up in virtual worlds, but that does not seem to work with me, as I am always bumping into objects or late in reading instructions or not hearing properly what people say....

ANYWAY I have just asked a class of students to read *Romeo and Juliet*'s balcony scene and have it recorded, so that I can mount it on a video shot in some medieval castle in a virtual world. I mean to prepare a Machinima with their voices. They are very curious to see the output!

Here is another challenging question launched in a specific forum thread:

Re: Does it make sense to build a boardgame in OpenSim/ Second Life?

By B6

I also agree that in a virtual world, board games should use some of the features offered by that unique environment, like leaderboards and feedback for players. There is also the opportunity to build in multimedia and have students respond to sound, pictures, and/or video.

Another reason to play board games in a virtual world even if no extra features are added would be if the players were physically distant, and playing in the virtual world gave them an opportunity to hang out and play in a common virtual space. This is true of most MMORPGs, but smaller more traditional card and board games are often played by geographically distant players in Second Life and Open Sims.

Lucia, what you did with that map of the British Isles is AMAZING. I love the way it is physically and audibly interactive in the Open Sim, and then also has the online quiz element, with the two complementing one another and facilitating learning from more than one direction. Brilliant!

What follows are other examples of comments on suggested readings.

Re: Week 4 Suggested Readings

P7

IO2 is such extensive and interesting reading that one does not know what to tackle first! My comments will not be very systematic as the material would need several readings and much thought to be processed decently.

A. I am familiar with MOOCs (telecommunication) and 3DVLEs as I have tried several examples of the former (for example three courses by the European Schoolnet Academy and a number by EVO) and am a regular attendant of WVBPE conferences and the like. Conversely, I have no experience in PBL, even though I attempt, from time to time, to create classroom experiences that may "feel authentic".

Among the three, I feel that MOOCs are least relevant to me as a teacher, being MOOCs a modality that works very well with adults but not with under-age students. 3DVLEs are at the core of our interests - we would not be here otherwise, while PBL makes sense just as a possible component of a teaching activity in a virtual environment. On the other hand, these three modalities might be combined. For example, in an eTwinning (telecommunication) project taking place in a virtual world, learning to build a specific object could be an example of PBL.

B. While academic works need to distinguish between and categorize different teaching approaches, the real teacher often has to combine different methods finding a unique way to satisfy

- administration requirements: timing, syllabus, organizational demands...

- class requirements: size, diversity of students, special needs, social background....

- community (fellow teachers) requirements: sharing of spaces and devices, consistency of methods with the same groups of students, interpersonal challenges (innovators are often perceived as challenging by their peers and are often met with irritation or jealousy)

As a consequence, when looking at Table on page 12, I feel I am not fully described by a single column. I rather travel across the Table horizontally, according to specific needs, the attitude/inclinations of a given class, and (last but not least) my mood.

Finally, I wonder which school would be willing to pay me for the needed skills... In Italy teachers do not have a "career": either they are teachers, or they are not. Consequently, the professional who takes the pain to acquire digital, pedagogical and organizational skills is paid as much as the teacher who totally relies on pre-packaged materials that he/she delivers frontally to a class, year after year. Innovators here have a totally intrinsic motivation!

C. I find the description of students made by Dubreil 2006 (page 16) quite mystifying. Our students appear to be very skillful in surfing (I am deliberately avoiding the word "using") social networks but very ignorant as to a mature use of technology in general. They do not want to leave their "comfort zone" and the most stubborn in their opposition are those who get high marks for their rote learning - most of them, in fact.

D. Too little attention is given, I feel, to the key role played by the administrations in the implementing of the described approaches. Resistance to innovation can only be overcome where the Institution where a professional is working has a vision and a purpose, and administrators work hard to share that vision and make it true. I am pretty isolated within my community and believe it is a common experience, sadly.

Re: Week 4 Suggested Readings

P8

Hello everyone, I hope you are doing well.

The readings and both of your comments are fascinating.

I used to teach more PBL, TBL or communicative approaches when I was working as a corporate trainer. Now I'm teaching more English for Academic Purposes, writing development, speaking objectives and so on. I'm also involved in CLIL courses too, such as Economics, Psychology & Sociology. When I was reading about the authentic contexts, I think it's relative. Is EAP an authentic purpose, or is English for Specific work Purposes, more authentic? Or does it mean realistic compared to the real world, but they not have to ever do that task in the real world, like flying an airplane.

I love the intercultural interaction possibilities of telecollaboration, and often do contrastive cultural role playing.

It's a steep learning curve to use 3DVLE's with the main barrier, getting all the students online. At the same time, being able to design motivating tasks for the students is always the challenge, and I think a 3DVLE would help that. A first step for me, may be for one student to interact with a Bot/task to develop and demonstrate the functionality. I hope I'll be able to do this.

Thanks for reading.

Re: Week 4 Suggested Readings

P5

I agree with Alicja when she says

"Learning should become more learner- centered and integrated interdisciplinary; it should allow for collaboration and be self- directed, it also should focus on problem-based learning and self-assessment.

The part of this methodology which appeals to me a lot is the fact that learning becomes less passive and moves into more active, learner-centered mode."

I find that the students we teach at the university level definitely are more engaged and retain more if they are actively engaged in doing something practical that they perceive as relevant and useful. Some are perpetually curious life long learners, but the majority are just trying to survive their coursework as a means to specific career ends. We try to meet our students' immediate research skill development needs in the context of their current assignments, while helping them build skills that will serve them well in the future. I also like to open the door and provide additional content for those who are intrinsically interested. I think learning exercises and games in an Open Sim could be particularly

suited for meeting both the basic, immediate needs and also leaving lots of other learning breadcrumb trails for those who are interested.

I find that we use a combination of Behaviourist, Cognitivist, Constructivist, and Connectivist teaching approaches, depending on the circumstances. And I think all could be supported in the context of learning in a virtual world.

CERTIFICATE OF ATTENDANCE

At the end of the course the participants were issued a certificate. These were the Certificate requirements:

Holders of the certificate have been actively engaged in the course, in particular:

- have been active in the Moodle training pathway
- have participated in the synchronous in-world meetings
- have successfully created their own digital portfolio

Holders of the certificate have acquired the following skills:

- can understand the importance of game-based learning and gamification for language learning
- can design games in virtual worlds with language learning aims
- can build games in virtual worlds with language learning aims.

Holders of the GUINEVERE certificate can do

General skills in virtual worlds	Game creating skills in OpenSim/ Second Life	Game creating skills in Minecraft
● Install and enter various virtual environments ● Create home and make a landmark ● Walk, fly and orient yourself ● Receive and use inventory items ● Take photos	● Find appropriate places and use holodecks ● Create, edit and texture building blocks ● Understand object permissions ● Add scripts and sounds ● Evaluate games and activities	● Understand survival and creative mode ● Create tools and build a shelter ● Build, plant and tame animals ● Mine and collect natural resources ● Understand and use command blocks ● Know about the nether

Holders of the certificate understand the main features of Virtual Worlds (VW) and:

● understand the terminology used in Virtual Worlds (VW)

● are aware of technical requirements and can support others facing technical problems

Further they can:

● apply games and activities in their language lessons

● adapt games and activities to learners' motivation and needs

● understand game mechanics, elements and design

● support learners through the learning process with games and activities

The following 8 participants got the certificate of attendance:

APPENDICES

Recordings of the synchronous meetings

An outstanding part of the pathway was represented by the live sessions with the participants.

All of the recordings have been uploaded on the Google Drive of the project for safe keeping.

GUINEVERE GRAND FINALE - 9 June 2019
What an amazing recording! All the participants presented their amazing games built in virtual worlds of Minecraft and OpenSim. We are so proud to present this recording and trust you all watch this.
https://drive.google.com/open?id=16JQNDkWsq8iK1oTzV3bY559mWZIJMRO_

Week 5 OpenSim Session 2 Building - 5 June 2019
We learned more about the games created.
https://drive.google.com/open?id=1LF6_Xebjm28HztMO-IrpMtiBSGKFpdhV

Week 5 OpenSim Session 1 Building - 3 June 2019
We played a board game and learned lots about designing a user friendly game.
https://drive.google.com/open?id=1Xr_EIhU8ktXRmlN8CmXSYZsilBP60Et_

Week 4 End of the week group meeting - 2 June 2019
A discussion about the course design - what worked, what didn't.
https://drive.google.com/open?id=1Sfh6quq9lNFmbaT0u8QXdeEGno_INHbr

Week 4 Minecraft Session 2 - 30 May 2019
Two participants continue to build in Minecraft.
https://drive.google.com/open?id=1DOFtzkgk787JGgdtu1HMXwROCvrJu4Rb

Week 4 OpenSim Session 2 - 29 May 2019
Building session. We learned about NPCs and how to program / or not to program them from Carol. Then we checked a game produced by the participants, a pyramid symbolising a learning path.
https://drive.google.com/open?id=1dSqxUJLodTq94I8WGoC1Fm8oNlijn-fm

Week 4 Minecraft Session 1 - 28 May 2019
A quest to Netherland and more...
https://drive.google.com/open?id=1QMuDyLI4ijtILG3xl8PILiDgqIwux1Hp

Week 4 OpenSim Session 1 - 27 May 2019
Teamup island in GUINEVERE is game with a min of 4 players and we played it - it was fun and challenging. Then we explored the treasure hunt the students created and finally a scavenger hunt in Second Life by Randall Sadler.
https://drive.google.com/open?id=1TgCG-t86Wdd9MlrDCvABjw4_i9OgomrD

Week 3 End of the week group meeting with Letizia Cinganotto 26 May 2019
https://drive.google.com/open?id=1oiNuV5So6u_Z_mL8TTSaKBYXXuBEE9p4

Recording Week 3 Minecraft Session 2 on 23 May 2019
Carol continues to tour this time taking participants on the lengthy 3min roller coaster built by students and then explores the 'Escape the room (pyramid)' . Then they engage in building....
https://drive.google.com/open?id=1mboq60ABPl8V6a1YHtcK5fXDAhR1b1Zx

Recording Week 3 OpenSim Session 2 on 22 May 2019
Andrea Benassi did a workshop on how to create a script to give notecards and how to record and play a sound file.
https://drive.google.com/open?id=1AmVOzPjjn_rMwlUahmda92Jti3Wcf6N6

Recording Week 3 Minecraft Session 1 - 21 May 2019
Using Stories, making stories, sightseeing
https://drive.google.com/open?id=1nqN85w5Zx5EGVnt5WtIoUz8iffhxA5vD

Recording Week 3 OpenSim Session 1 - 20 May 2019
Hypergridded (hyper jump - hyper travel) to other OpenSim worlds like Craft world, Kitely and others. Entered Second Life to look at the holodecks on EduNation.
https://drive.google.com/open?id=19fnTmoKjtkhI4e7GONNdHAtHxbfQ4b5V

Recording Week 2 End of the week group meeting 17 May 2019
Tuncer talked about his award winning machinima project with great examples of roleplay and the literature review for GUINEVERE.
https://drive.google.com/open?id=1YuOaX5lMdG_VJtRc7jBG-d3NSoDZ7dQg

Recording Week 2 Session 2 Minecraft 16 May 2019
We built a house together for roleplay including a desk, bookshelves, a swimming pool with fountain, a patio and more....
https://drive.google.com/open?id=1enaoubkQinQYvzE7Pmj85mZDZqNm228O

Recording Week 2 Session 2 OpenSim 15 May 2019
We learned to create a dice and add board game textures to prims.
https://drive.google.com/open?id=1KHsWS1RdcCyNkyGeSMwm3mV3gqgkQxnn

Recording Week 2 Session 1 Minecraft group 14 May 2019
Touring roleplay scenarios like the restaurant, animal farm, castle, crazy cabins holiday resort etc.
https://drive.google.com/open?id=1m3fmpoSp9MxGtfrNYCdCf-1nmmbzEBH8

Recording Week 2 OpenSim/ Second Life group 13 May 2019
We did a holiday resort roleplay and toured the skydeck of movie island.
https://drive.google.com/open?id=1DMZ4f4OFCFiGPea7bU9qR0LVpuSKx6LO

Recording of Week 1 End of the week group meeting 12 May 2019
Letizia explained more about the project, the work prior to the project and did a quiz with acronyms.
https://drive.google.com/open?id=1iNCsaCJM_sImJVq2IkpB6Q7WzNPpB7tz

Recording of Carol's Minecraft session on Thu 9 May 2019
Orientation
https://drive.google.com/open?id=1Cjfrjzmq4DY4iSyFkEtVLljhfxF0GqLz

Recording of Heike's OpenSim session on Wed 8 May 2019
Orientation
https://drive.google.com/open?id=1NOvxwDHPMPUj_RuoZRMJ6JBoJRK38z7k

Initial and final surveys

As anticipated above, two surveys were submitted to participants: one before the training and one after its completion. The aims of the surveys were to get a more in-depth knowledge of participants' background and to evaluate their satisfaction and perceived learning.
In this section we summarize the surveys' data, while the complete data sets are included at the end of the document.

Guinevere Teacher-Led Course involved 75 participants. At the end of the course 9 partecipants submit their portfolio. The initial survey was completed by 16 and only 7 filled in the final one.

Initial survey

16 participants answered the questionnaire, the majority of them coming from Italy (7 out of 16). 12 of them stated to be teachers, working in upper secondary schools (9/16) and university (5/16) and teaching mostly English language.

Regarding their previous experience in the topics addressed by the project, they mostly self-evaluated themselves quite highly skilled in ICTs. They also declared to use teaching technologies quite often in class.

The questionnaire included few open answers, for example about participants' experience in classroom with ICTs. Their comments were always relevant and provided useful insights about their classroom life. The comment below shows that being expert in ICTs does not automatically means being able to exploit them in class:

"I am good at technological stuff, however when it comes to adapting it to the lesson, it goes out of my mind. I focus on papers. I use technological devices for videos and listening tapes. I use Bluetooth speakers very often"

Furthermore, the respondents' most common methodological approach resulted the face-to-face lesson, or interactive activities mainly based on oral interaction. These results showed that there was a real need for improvement about technology adoption in classroom practice.

Regarding their previous experience with game-based learning, someone mentioned Kahoot, Learning Apps and Quizlet, but others had never had a game experience during class. Only one out of 16 has used Minecraft before, one used Second Life and two OpenSim.

Very few respondents attended some kind of training on technology-enhanced teaching: when they did, it happened to be a very engaging and valuable experience, as one of them reported:

"I am extremely lucky as I have a wonderful international professional learning network. I am familiar with the Edunation/EVO community in Second Life and like attending educational conferences in Second Life. In OpenSim I am based on Craft-World where there is a very active community of teachers called Edu3D. There are courses all the time (Blender, High Fidelity, Godot...) Sometimes I am a student, sometimes I assist virtual-world beginners. I am also a qualified Edmodo trainer and have trained many teachers in my region."

For half of the participants the use of game-based learning in school curricula would be quite beneficial. It is worth reporting one of the most relevant comments about this point, highlighting why and how this kind of "indirect" learning can be so positive:

"Games make students interested in the lessons. The students are already familiar with the games and they do not want to work on papers, write long paragraphs. They do not realize that they learn while playing games, but implicitly, they learn and it stays in their brain for longer"

The survey ended with a couple of questions about participants' expectations from the session. Respondents mostly indicated learning new games to apply in teaching, improving computer skills and in teaching English language.

Total answers to the questionnaire 16/16.
Most of the participants were Italian (7 of 16). The other countries: Turkey (2/16). Algeria (1/16), United States (2/16), UK (2/16), Scotland (1/16) and finally one declared to have the German, Swiss and Bulgarian passport.
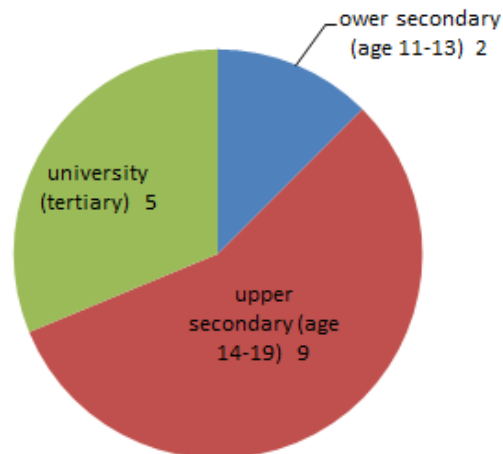
1. What is your job title?

Teacher was the profession declared by 12 participants out of 16.
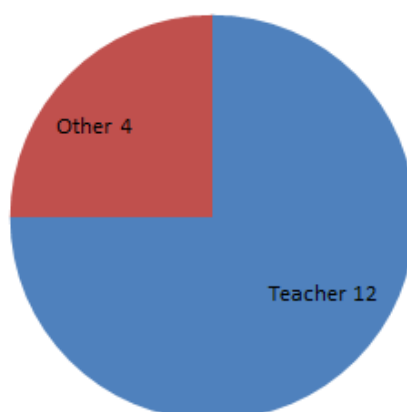
2. Which school sector do you work in?

Most participants were teachers at upper secondary (9/16) level and university (5/16).

3. Which subject(s) do you teach?

One of them was a SEN teacher, all others English language, business English, EFL (English as a foreign language), Academic Research and Information Literacy, EFL/ESOL and EFL Teacher Training, English and German.
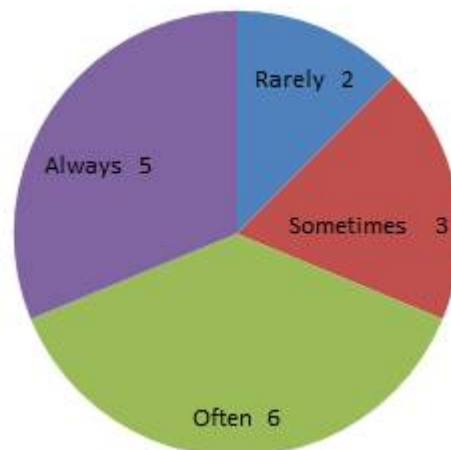
Your Experience

4. How would you rate your skills with learning technologies?

Most said very good (8/16).

Participants often used learning technologies in their work.

All of them responded to this question. Despite their familiarity with technologies, some said they found it hard to use them in the classroom, many believed that technologies represent a valid support to teaching, able to improve students' skills. Below are the most relevant answers.

"I am good at technological stuff, however when it comes to adapting it to the lesson, it goes out of my mind. I focus on papers. I use technological devices for videos and listening tapes. I use bluetooth speakers very often"

"I regularly use IT in my lessons, since I teach at a Technical High School, IT labs and several technological devices are available for teachers and students to be used. I believe that new technologies can be a valid support for teaching. Moreover I run an eTwinning group called "Methodologies and Digital Tools" where it is possible to find information and be upgraded with them as a means in Education, to improve students' and teachers' competences in a learning by doing view"

"I have started developing my own writing automation scripts (on Python) to give faster feedback on my students' process writing tasks. Also I use some time-oriented communicative apps with my students and parents. Also my interests are 3d modelling via MAYA and UNITY, where I feel myself at basic level. My aim is to supplement flashcards and some graded reader books with enriched AR materials. Thanks :)"

"All my students are on digital classrooms (Edmodo) which I practically use daily to share resources and communicate. I create games and other activities that I send to my students. I am also the Google Suite admin in my school - but our students are not on G-Suite yet. I sometimes create video tutorials for a number of purposes."

"I use Quizlet, Kahoot, Padlet, Anki, flipped classroom tools and feedback to increase my students' autonomy. Also all my lessons are on SmartNotebook. Never used online games but often thought of it. Just didn't know how to:)"

"At our university we use Moodle to communicate with students, track grades, and provide testing and course content (links to readings, embedded video, etc.). I also use Google documents in most of my classes to facilitate research note taking, continuous formative assessment, and interactive class discussion with first year students (often shy to speak in class). When teaching the use of databases to a class that does not have an immediate research assignment, I often divide the class into groups and have each group investigate a different database to answer a set of standard questions that are good to ask when entering any new database, putting their answers to those questions on Google slides and then presenting their findings to the class. …

7. What learning approach(es) do you generally use in your daily teaching activity?

Most were face-to -face lesson or interactive activities mainly based on oral interaction. They also mentioned interactive whiteboard and group-work.
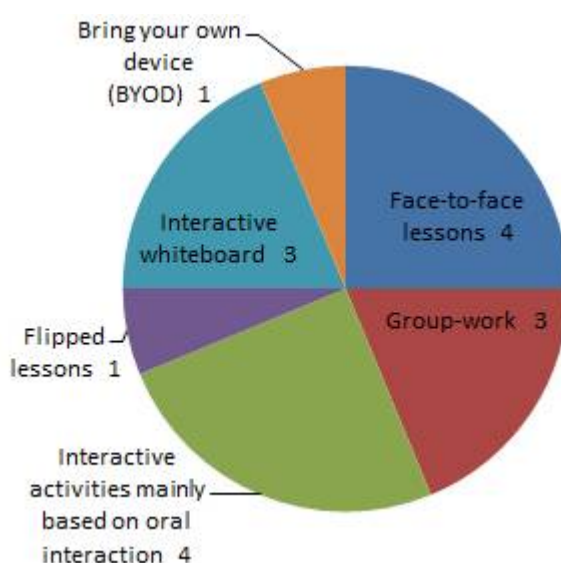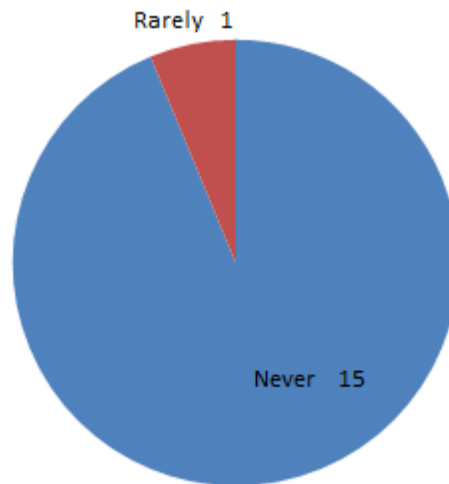

8. Please describe what experience you have had if any with game-based learning.

Someone mentioned Kahoot, Learning Apps, Quizlet… Others had never had a game experience during class, but had seen other colleagues do it.

9. Have you ever used Minecraft in your teaching?

Out of 16 only one had used Minecraft.
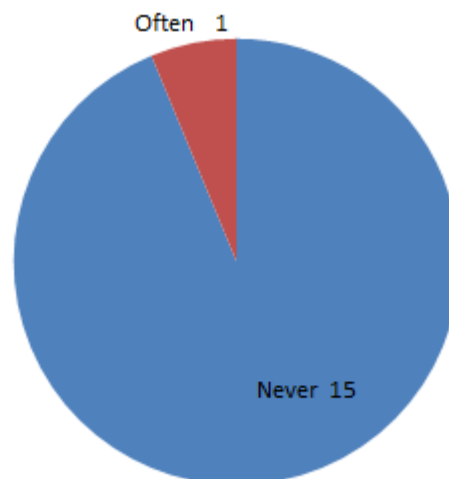
Rarely 1

Never 15

10. Briefly describe how you use Minecraft.

The only participant who used it answered: *"I used Minecraft to explore new virtual environments for use with students"*

11. Have you ever used Second Life in your teaching?
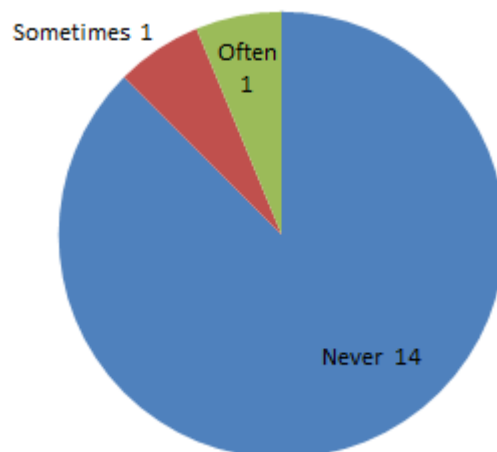
15 out of 16 never used Second Life in teaching.

Often 1

Never 15

12. Briefly describe how you use Second Life

The only participant who used it answered: "*I used Second Life to create new virtual teaching environments and to train other teachers*"

13. Have you ever used any Open Simulator in your teaching?

14 out of 16 never used Open Simulator in teaching.

**14. If yes, briefly describe how you use Open Simulator**

Who used it said:

"I have used it with my students, teaching them the first rules and instructions how to move and work in a land that was given to me, called Benimaclet, and then I asked them to create some panels with some English grammar rules. My idea is to make them play in a virtual world to learn English language."

"I used Open sim to create new virtual teaching environments with my students. I was one of the founders of the Open Sim edMondo managed by the INDIRE ministerial agency"

15. Have often have you attended training on technology-enhanced teaching?

Most participants attended training courses on the use of technology in teaching only "sometimes" or never.
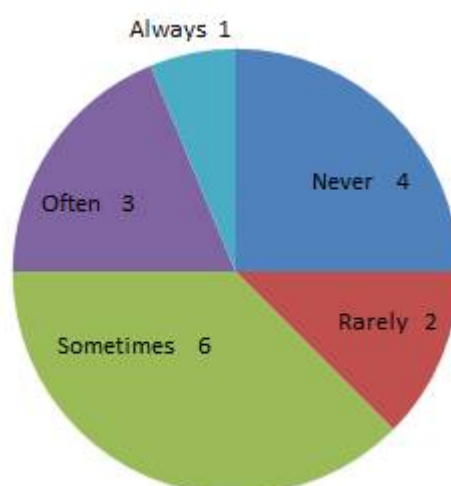
16. Please briefly describe these training programmes.

Most significant answers:
"I have attended some courses held by English and Italian trainers in Edmondo and Craft on how to develop educational games"

"I've followed some training courses on CLIL methodology, where the main approach was digital and technology-based"

"They were mostly about the theories of gamification and immerse games in language teaching esp. by British Council"

"I am extremely lucky as I have a wonderful international professional learning network. I am familiar with the Edunation/EVO community in Second Life and like attending educational conferences in Second Life. In OpenSim I am based on Craft-World where there is a very active community of teachers called Edu3D. There are courses all the time (Blender, High Fidelity, Godot...) Sometimes I am a student, sometimes I assist virtual-world beginners. I am also a qualified Edmodo trainer and have trained many teachers in my region."

"…I haven't ever had a more lab-like course like this one where description was followed by an opportunity to apply and experiment with what was learned. I'm looking forward to it!"

"They were European run platform courses and learnt about ICT and working online"

17. How often do you attend training programmes on game-based learning?

Few people had attended training courses on game-based learning. Sometimes (5/16) and Rarely or Often (1/16)
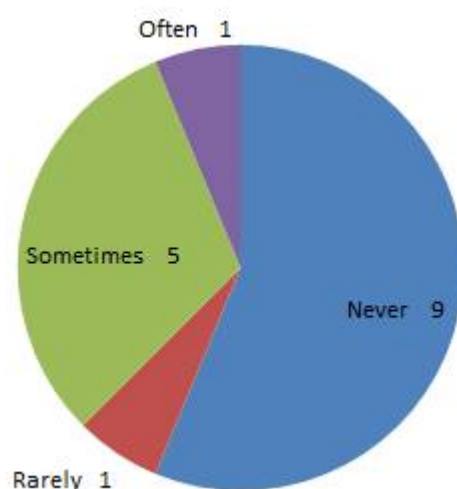
18. Please briefly describe the training

Most significant answers:

"I have held a course on Immersive Teaching in 2017, held by Heike Philp, Carol Rainbow, Ann Novak, Helena Galani, Doris Moreno, two courses held by Salahzar Stenvaag in 2018, on how to use the Blender and Godot softwares, and two courses on Craft World on how to use and work in the virtual World in 2018"

"These generally gives some useful apps and Web 2.0 tools that we can use in a classroom context."

"The workshop was mainly about the demonstration of some practical educational apps and tools"

"Role plays and quiz simulations"

"My last experience has been a course about Godot, which is an application for the creation of 2D and 3D digital games. Last January I followed the EVO course about escape rooms."

"Again, my training on game-based learning has mostly been the viewing of webinars, YouTube videos of presentations, or attendance of conference presentations on game-based learning. Some of the conference sessions engaged participants in playing a game or two, but not many. I've been reading about and interested in game-based learning for the last 11 years."

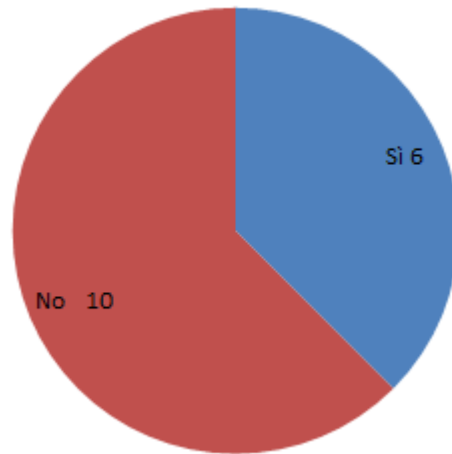*"I did some Moocs but I am not used to using games in education"*

19. How would you describe your level of competence in the English language?

31% of participants were native speakers, followed by a 31% Advanced level (C2) and a 25% Advanced level (C1).
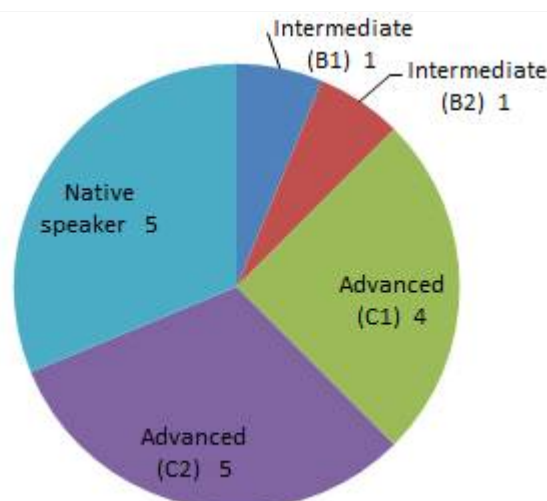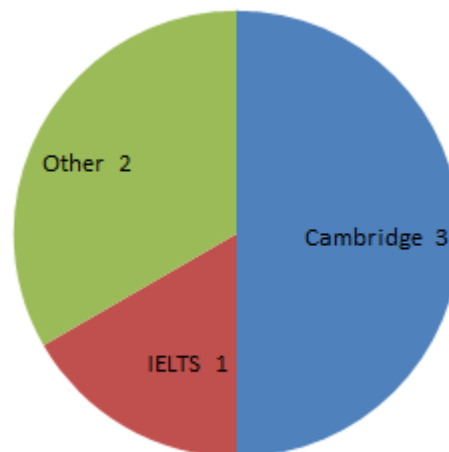

20. Have you achieved a certificate in the language competence?

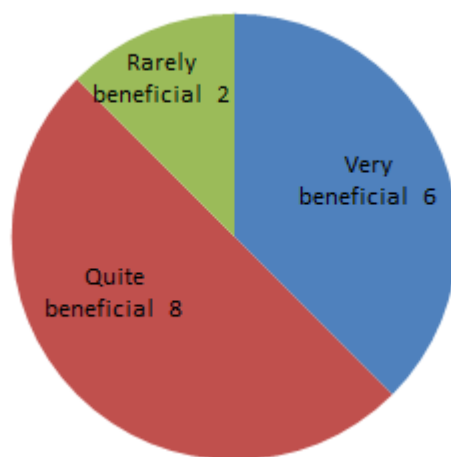In 63% of cases no certifications were obtained.

21. Specify please.

50% of those with certifications achieved Cambridge, IELTS 17% and the rest opted for Other.

22. Would using game based-learning in school curricula be beneficial in your opinion?

For half of the participants the use of game-based learning in school curricula would be quite beneficial.

23. Please justify your answer.

Most significant answers:

"Games make students interested in the lessons. the students are already familiar with the games and they do not want to work on papers, write long paragraphs. they do not realize that they learn while playing games, but implicitly, they learn and it stays in their brain for longer"

"It can promote students' 21st century competencies such as creativity, collaboration, digital and use of English skills"

"I think game-based learning environments can be beneficial only for those pupils who are eager to use a foreign language as the very means of communication with foreign people (people who do not speak Italian as first language) and to learn subjects in other languages, different from the native one. All this would let them feel part of a bigger community, where opportunities can come even in and from a foreign state/ foreign people, acquiring new perspectives, using and reflecting on a new language, even if imposed. Again, I think using video games in school curricula could be quite beneficial, above all in the first stages of the foreign language acquisition with both pupils and adults, if used by a foreign language teacher or it could be very helpful in creating a supportive environment for all CLIL teachers, who want to design new approaches to their teaching. It could be used even in E-twinning environments and could be challenging especially when involving lower-grade pupils. Some concerns rise as soon as I reflect about the issues of evaluation and time which involve teaching, but also I'm worried about the long-term effects on mind and perception of reality and therefore dependence in using video games for a very long time and maybe my questions could find an answer in psychology. The very first issue I mentioned could be overcome by tracking and surveilling what pupils/students are doing when connected. The more technology improves the more pupils get trapped and tracked. Then, the other issue is time. Sometimes, in some classes, the very first thing the teacher has to do is teaching how to enter this virtual world platform. So, probably a very long time is required to teach pupils how to get acquainted with all this technology and information. I believe a couple of hours could be enough for a CLIL teacher. As regards a foreign language teacher and I refer to any English language teacher involved into the Italian education system, developing a game-based learning environment and using it would require more than 3 hours/week…"

"It makes learning more interactive and fun"

"Students learn in various ways and I believe this is a natural learning method for students that they don't come in contact with in the university setting"

"Using a single approach is not a good idea in my opinion, but using games from time to time is highly motivating for learners. What is most beneficial, though, is having one's students create their own games, because this way they have to use their cognitive skills, sometimes at a very refined level (creativity is at the top of Bloom's taxonomy)"

"All depends on how it's used and reflection practice kids and teachers have after using it. there have to always be good valuable learning objectives for using a virtual world in the classroom. I wouldn't like my daughter, for example, to often spend time in a game in a virtual world in school instead of chatting with her classmates and creating her real world around her. I would though use it for language learning to create authentic context, which is vital for ESL students."

"Game-based learning engages students in a unique way. When they play, they are more open to learning. When they have fun, they are more likely to pay attention and participate. In my observation, some games can help students build kinesthetic memory of physical experiences that can help them remember material. For example, the Human Citation Chain Game I developed to use with our upper elementary school students gave them a chance to BE a part of a citation. If they were the last name and were almost always first in their team chain, that gave them an additional way to remember that author's last name is often the first element of a citation. If their classmate Johnnie was the page numbers and was almost always last in the chain, they might remember that, too. One semester a History of Dance class came to the library for a series of sessions to learn about research. In one session we were discussing the importance of continually brainstorming search terms. I had 5 suggested strategies for brainstorming keywords, so I divided the class into 5 groups and they each had 10 minutes to develop a dance or mime the strategy assigned to their group. They then performed and explained how they developed that dance or mime. The next semester, the teacher had the same students in a dance lab class, and we decided to ask them if they remembered the 5 keyword brainstorming strategies they had learned in the fall. We were discussing it as a group. At first no student could remember any of the strategies. Then they started to remember the dances they had done, and as a group were able to remember all 5 dances and name all 5 strategies. But it was easier for them to remember a concrete dance than an abstract idea. This is one of the benefits I think game-based learning can add to the classroom."

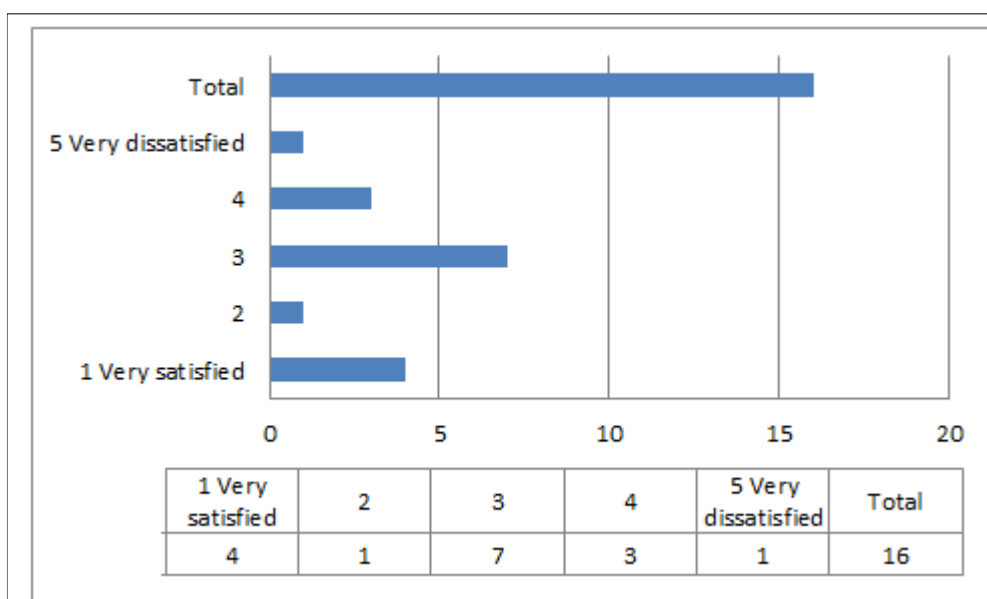*"Interacting and learning together might be the main benefit"*

24. If you have used game-based learning, how satisfied are you with the added value of this form of instruction on students' learning outcomes?

As you can see from the graph, most of the participants were quite satisfied.

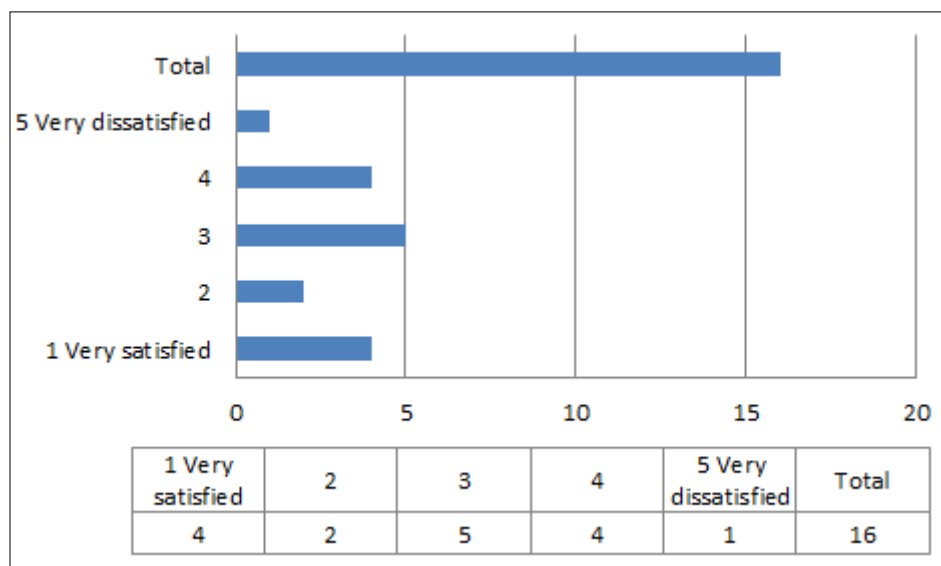| 1 Very satisfied	2	3	4	5 Very dissatisfied	Total
4	2	7	2	1	16
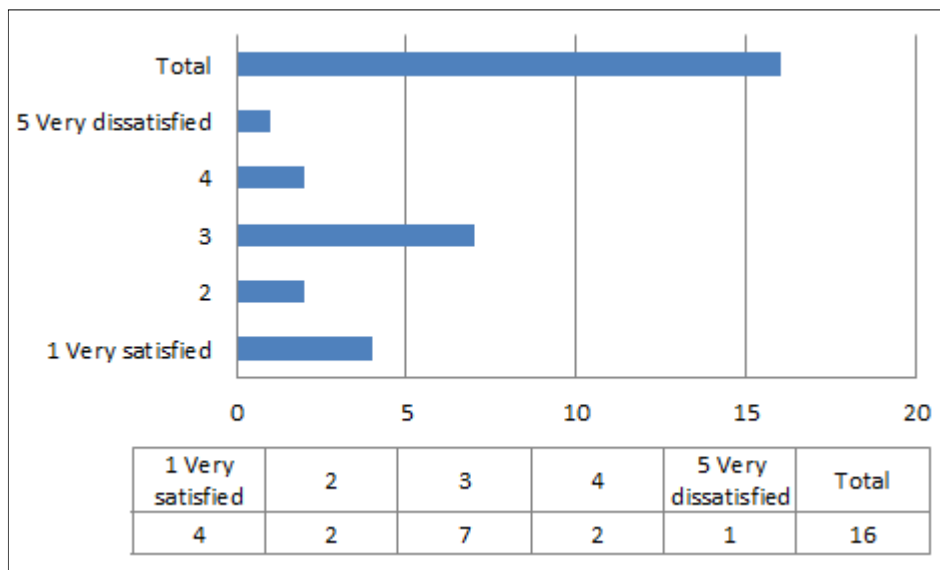
25. If you have used game-based learning, how satisfied are you with the added value of this form of instruction in terms of teaching strategies?

Also in this case the participants declared to be satisfied.

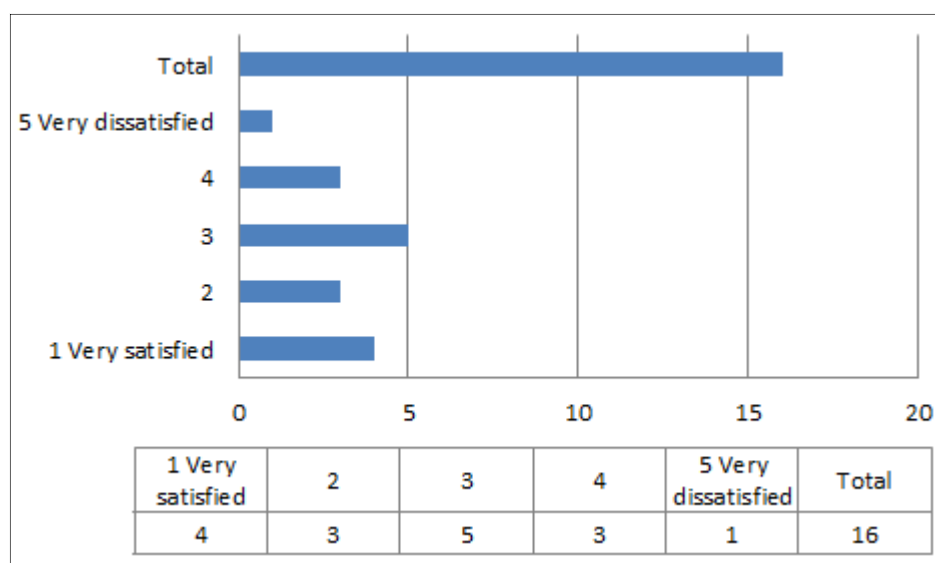| 1 Very satisfied	2	3	4	5 Very dissatisfied	Total
4	1	7	3	1	16

26. If you have used game-based learning, how satisfied are you with the added value of this form of instruction in terms of a better learning environment in your class?

The average varies between those who were quite satisfied with those who were not.

| 1 Very satisfied	2	3	4	5 Very dissatisfied	Total
4	2	5	4	1	16

27. If you have used game-based learning, how satisfied are you with the added value of this form of instruction in terms of the use of learning technologies in your class?

Many felt quite satisfied and very satisfied, as can be seen from the chart.

| 1 Very satisfied	2	3	4	5 Very dissatisfied	Total
4	3	5	3	1	16

28. If you have used game-based learning, how satisfied are you with the added value of this form in terms of a better cooperation among teachers in your school?

Most of the participants were quite satisfied.

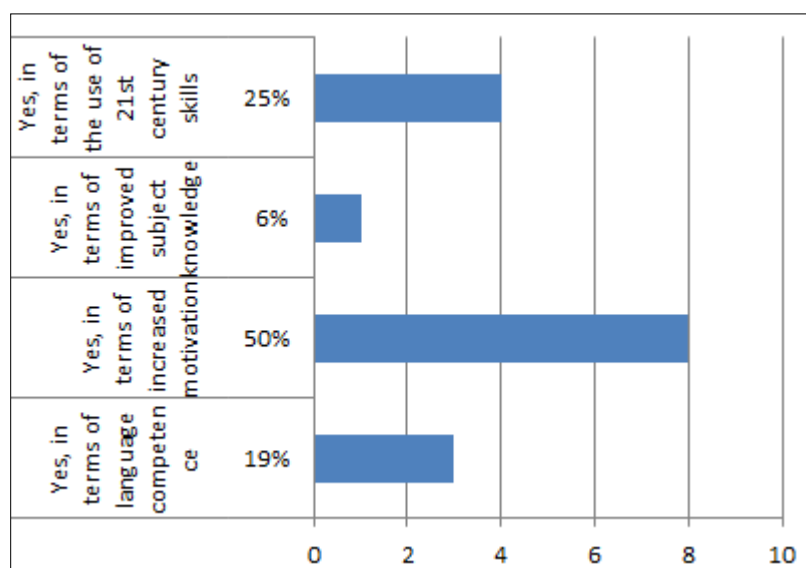| 1 Very satisfied	2	3	4	5 Very dissatisfied	Total
3	2	7	2	2	16
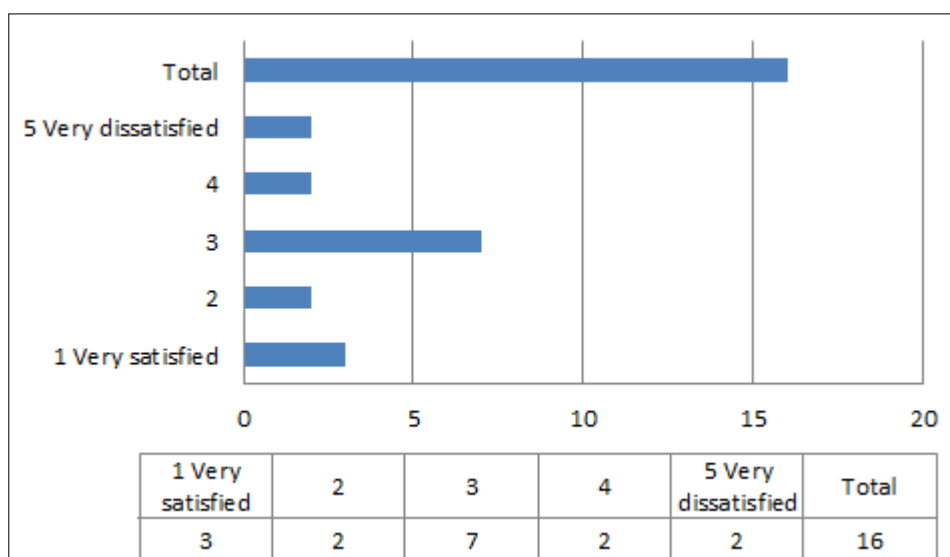
29. How do you rate your students' reactions to game-based learning and digital games in the school curriculum?

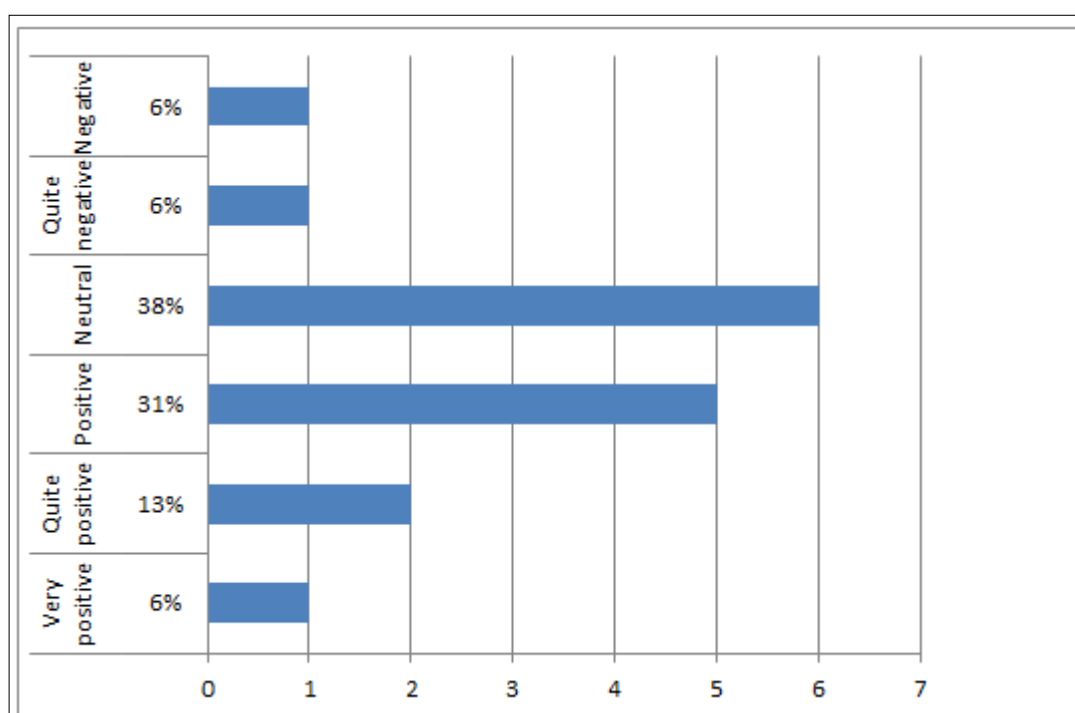Most participants rated students' reactions quite positive.
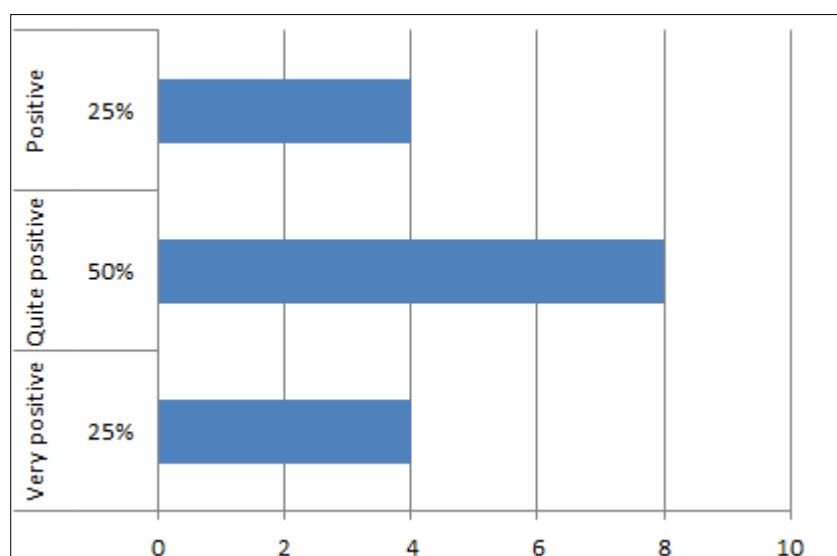
30. Do you think game-based learning would result in improvements in your students' learning outcomes?

50% of the cases were positive in terms of increased motivation.

Yes, in terms of the use of 21st century skills	25%	
Yes, in terms of improved subject knowledge	6%	
Yes, in terms of increased motivation	50%	
Yes, in terms of language competence	19%	

(Bar chart, x-axis: 0, 2, 4, 6, 8, 10)

31. How would you rate the reactions of your students' parents to game-based learning?

The attitude of the parents was considered neutral (38%) and positive (31%).

Negative	6%	
Quite negative	6%	
Neutral	38%	
Positive	31%	
Quite positive	13%	
Very positive	6%	

(Bar chart, x-axis: 0, 1, 2, 3, 4, 5, 6, 7)

32. Please write one thing you expect to find in this session.

Learning new games to apply in teaching, improving computer skills and in teaching English language were the highest expectations.
Most significant answers:

"I hope to learn some new teaching games and to improve my skills in IT and in teaching English language in an attractive way for my students."

"Playing all together."

"The ways to integrate game-based activities or tasks into traditional curricula"

"Sharing with colleagues in a collaborative process to grow together"

"How students can learn language through gaming"

"I am looking forward to learning what best practices the GUINIVERE project recommends in the teaching of vocabulary through games in a virtual environment. I think this could be very useful in my teaching, especially for our growing population of distance students"

"Assuming that "this session" refers to this entire course, I expect to find information about the creation of game environments and quests, specifically in regards to how to create environments/quests which are particularly effective in getting my students to use and practice specific target language"

"Ideas for how to make effective use of games to generate meaningful and purposeful interactions between learners in the L2."

33. Please write any further comments in addition to those above.

Most significant answers:

"parents do not like games because they think that playing games is a waste of time. they do not realize how practicul and beneficial games are."

"I still don't know and wonder if extensive use of games by students will overcome structured/intensive language teaching in class. The ways to change teachers' beliefs and attitudes towards game-based language platforms are the keys to success. Thank you :)"

"The teaching should be aimed at the human and cultural growth of the students"

"As I wrote, I am using a lot of self-created digital games,but I believe this is not enough to make my students more active. I am not sure I am using what you call "game-based learning", so I am not sure of my answers to questions 27, 28, 29, 30 and 31, which are compulsory. In particular, I am not sure about the meaning of "a better learning environment" in question 29. The physical environment is always the same, as the students play at home. The atmosphere in the class is good, though, because the students feel more self-confident. As to question 31: there is very little interest about innovation in my school."

"Though the GUINEVERE project is focused on language learning, I am grateful to be able to participate in this pilot as a teaching librarian. Most things we learn involve learning new vocabulary, and I think the GUINIVERE project has the potential to benefit not only language learners, but many types of learners across all disciplines."
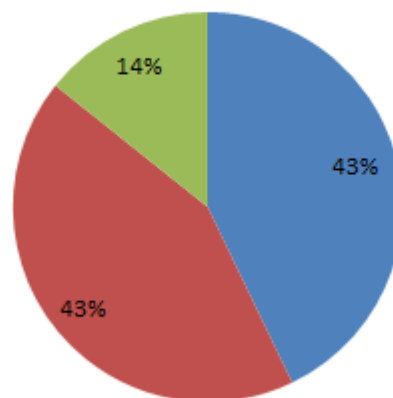
Final survey

The final survey was completed by 7 participants.
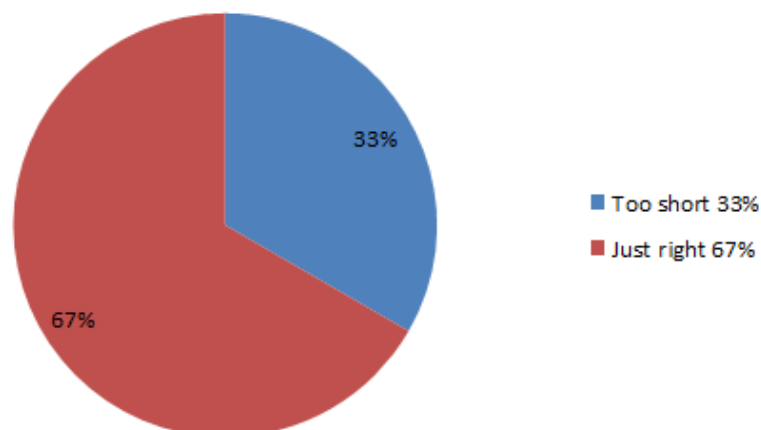
1. How satisfied were you with the teacher-led course?

The answers are distributed equally between satisfied (3/7) and extremely satisfied (3/7).

2. How did you perceive the length of the course?

The length of the course was considered right.

3. Please specify your response

"the length of the course was well balanced with the content load"
"If I hadn't been experienced in gaming/Minecraft and if I'd hadn't had the final few weeks of the course off from work, I would definitely have preferred an extra course week to

have more time to get into the material properly and to have enough time to experiment and build without needing to spend vastly more time per week on the course than the course said would be required (which is what I did now)."

"There was enough time to get familiar with all the important contents and support it with extensive working practice"

"I'm satisfied with course even if I'd like it could be a little bit longer, to learn something more and to share with the other participants , games and activities"

*"The length of the course was good. The amount of time, I could dedicate to it, was so-so"*

4. Was the relation of synchronous sessions (4h/ week) versus asynchronous study (2h/ week) appropriate or should this have been different?

For all the participants the proportion between synchronous and asynchronous sessions has been appropriate.

5. How would you describe your participation?

Most of the participants participated actively in both sessions, synchronous and asynchronous (4/7).
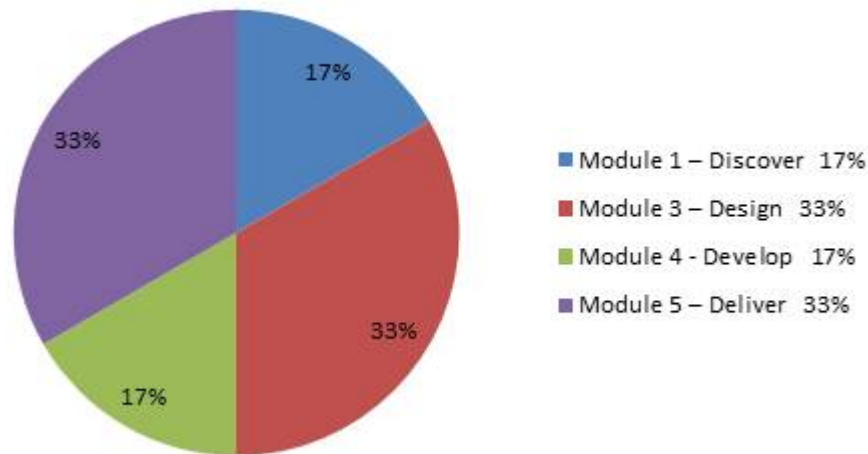
- I participated actively both in synchronous (in-world) and asynchronous (Moodle) activities.
- I completed all or most of the tasks assigned.
- I completed some of the tasks assigned.
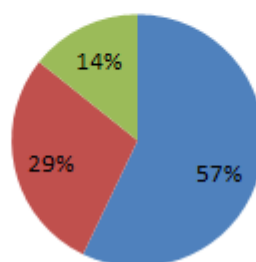
II COURSE CONTENT

6. Which of the course modules appealed to you most?

The modules they liked best were 3 and 5.

Module 1 – Discover 17%
Module 3 – Design 33%
Module 4 - Develop 17%
Module 5 – Deliver 33%

"The discovering of the theory of the games was totally new for me"
"Since I was familiar with the basic concepts of gamification, game design, gameplay etc., the early modules did not provide me with enough new information to be useful to me. The later modules in which we got to discuss, design and build our own bigger projects were therefore more appealing to me."
"I loved the creative part, but the second Module was key, as I needed the theory too. Unfortunately it was not possible to select both Modules 2 and 3 in Question 7."
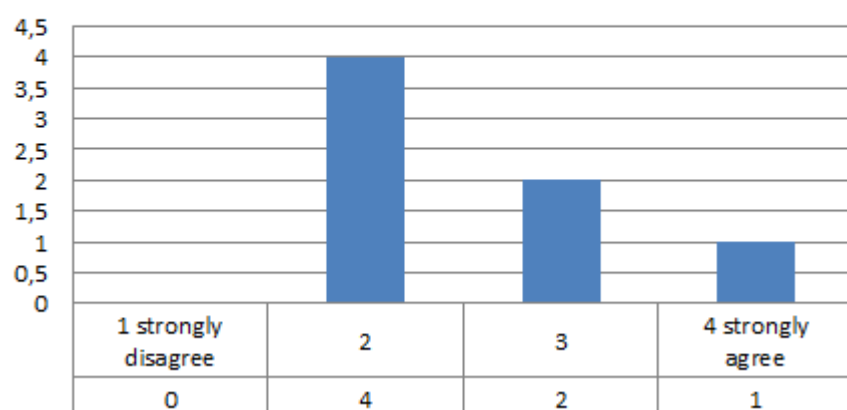*"It was really exciting to create a new game, based on the knowledge I had acquired in the course."*
"I enjoyed all the sessions but the central ones (2-3-4) were the most interesting"
*"The application was my biggest take-away, where I really learned what was possible my myself as a potential facilitator and for my students."*

2. Please rate the following statements: (from 1= strongly disagree to 4= strongly agree)
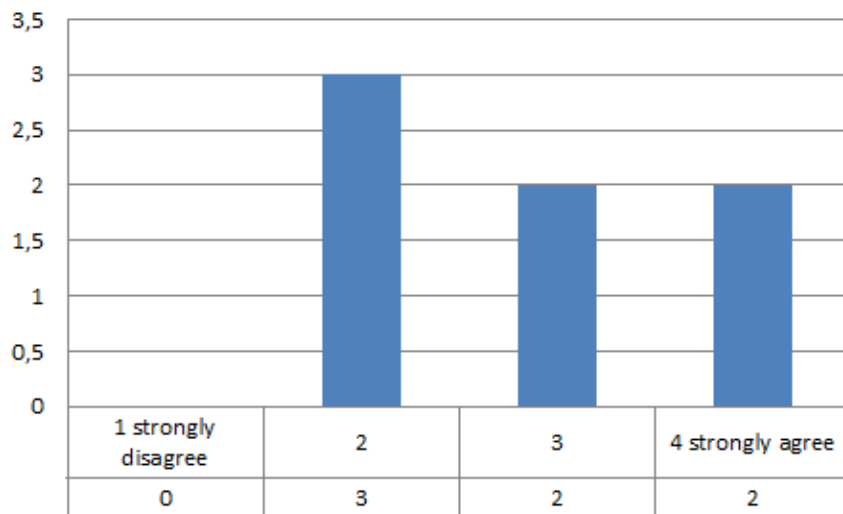
The activities in-world were easy to accomplish

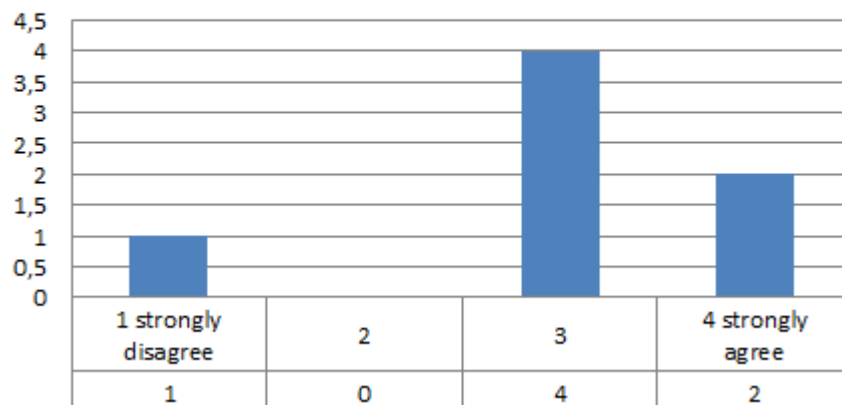|	1 strongly disagree	2	3	4 strongly agree
	0	4	2	1

The activities in-world were appropriate for the course.

	1 strongly disagree	2	3	4 strongly agree
	0	0	4	3
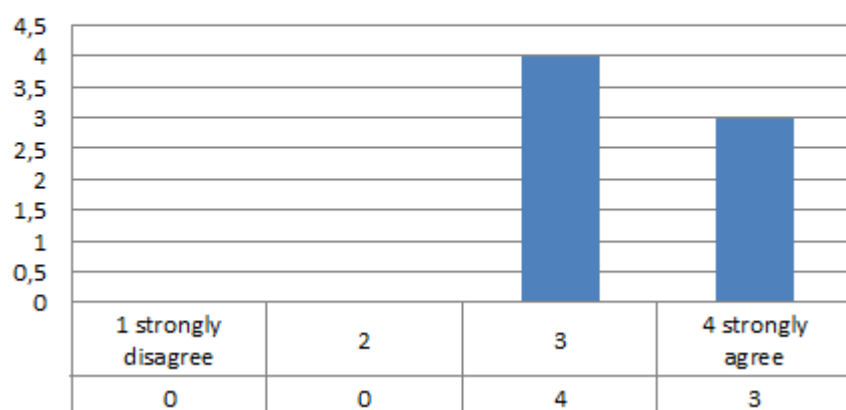
The activities in Moodle were easy to accomplish

	1 strongly disagree	2	3	4 strongly agree
	0	3	2	2

The activities in Moodle were appropriate for the course

	1 strongly disagree	2	3	4 strongly agree
	1	0	4	2

3. Please specify your responses

"the instructions given to complete the activities at my own pace were enough clear and complete"

"The theory in the readings which constituted the basis for most (if not all?) of the moodle activities was far too abstract and disconnected from the practical side. It seemed to be written for an entirely different target audience (such as a supervisory institution or academic circles in general) than the practical part of the course (which was aimed at teachers)."

"Answers to Question 9 cannot be really compared but between participants who have similar knowledge of virtual worlds. I have been in virtual worlds for three years and have taken many courses, so I am definitely not a beginner. This course would be too difficult for a beginner in virtual worlds, in my opinion. Learning to move, speak, get dressed and interact with objects/people does not take 90 minutes. Let alone building..."

"All the contents required true engangement and demanded a significant amount of time and concentration."
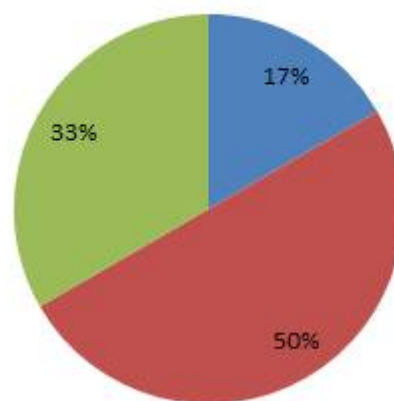*"The activities were not easy or difficult, I found them appropriate to the course"*
"Carol was wonderful."
"It was a good course design of literature study and practical implementation."

4. In which of the following virtual worlds did you have most experience prior to the course?

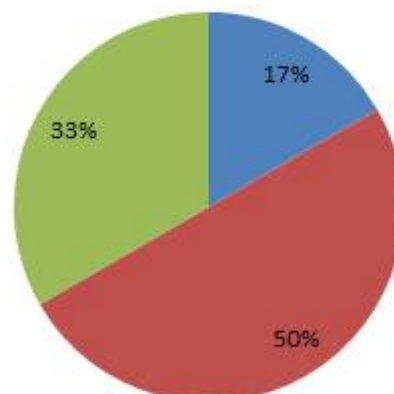Most had experience with Opensim (3/6) and Second Life (2/6).

■ Minecraft ■ Opensim ■ Second Life

5. Which of the virtual worlds did you explore further?

Here too, Opensim and Second Life prevail.

■ Minecraft ■ Opensim ■ Second Life

"Second life, because it is the virtual world easier to enter and the one more developed"
"I had a little experience as a Minecraft player - so I used the course to build up on that and learn how to use the features I was familiar with for the specific purpose of creating learning related tasks and environments"
"Here, again, I cannot but give one answer. I have experience both of Opensim and Second Life. Currently I own a "school region" on an Opensim grid"
*"It has a lot of potential for creating good learning practice for the students"*
"I went to visit the region Education in Second Life after the end of the course to explore it better and deeply"
"I asked my students to operate my avatar in opensim, and give feedback about the environment, the tasks, and the learning environment."

III Trainers and Training

7. How helpful did you experience the support you received from your trainers?
   (from 1 = very unhelpful to 4 = very helpful)

How helpful did you experience the support you received from your trainers?

	1 (very unhelpful)	2	3	4 (very helpful)
	0	0	3	3
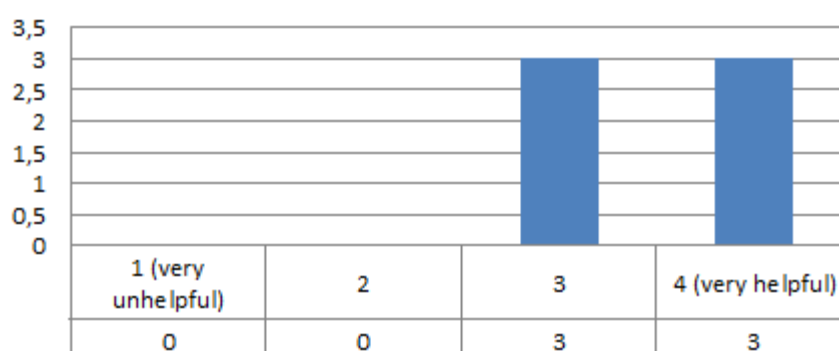
8. Please specify your response.

"I had little time to train but the pieces of advice in the forum from teachers were very enlightening"
"In the synchronous sessions the support was great. On Moodle I would have wished for the trainers to engage in our forum discussions and answer our questions etc.."
"I did not need much support. The trainers were very willing to help, though. The Moodle assignments and communications did not always receive prompt attention."
*"The trainers were always there for us and always provided us with the necessary help."*
"All the trainers were kind and supportive, when I had some problems or some questions on the activities, they always answered and helped me "
"Very knowledgeable, and fun. Great!"

How helpful did you experience the support you received from your peers?
(from 1= very unhelpful to 4= very helpful)

How helpful did you experience the support you received from your peers?

1 (very unhelpful)	2	3	4 (very helpful)
0	3	3	0
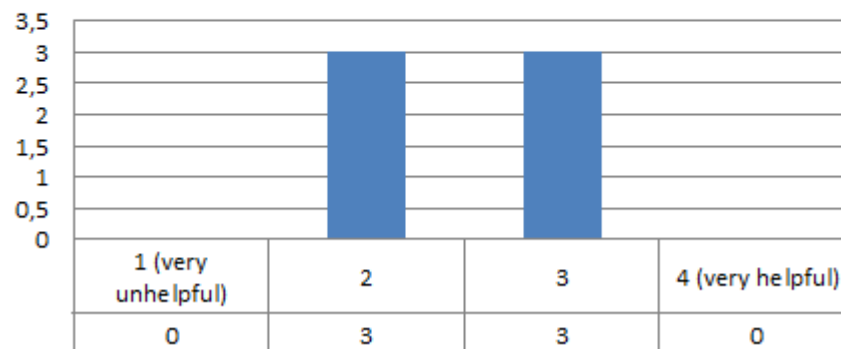
10. Please specify.

"I did not cooperate with pair a lot"
"Sadly, I was alone in the Minecraft course - so I had no close peers. And the forum discussions on general topics could have been livelier (and more encouraged by trainers/the course design)."
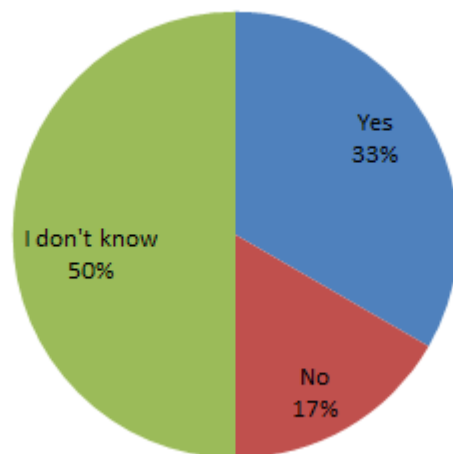*"I basically worked on my own."*
"In most cases the peers were friendly and helpful"
"I did not received much help my my peers except for one who I already know before the starting of the course"
"I only worked with them to a limited degree."

11. Would you have preferred to work in pairs or small groups during the course?

Many people cannot answer this question.

12. Please specify

"It depends on the balance in the groups if they are enough balanced"
"Absolutely! Having a chancr to collaborate with others and discuss issues as well as things that could work welk would have been awesome."
"The number of participants was very small and I already had some ideas (and stuff) I wanted to develop , so I proceeded single-handedly, but I am not against collaboration. It depends on the circumstances."
*"I felt fine but having a partner or partners could also be an interesting experience."*
"I think that it depends on the types of tasks, some of them need to be fulfilled in pairs and some others can be done in small groups."
"It was difficult to make time by myself, never mind coordinating with a partner."

13. The course helped me to improve:

It is the knowledge of the immersive methodology to receive more accessions. A good percentage also for the alternative 'My ability to create games' (17%).
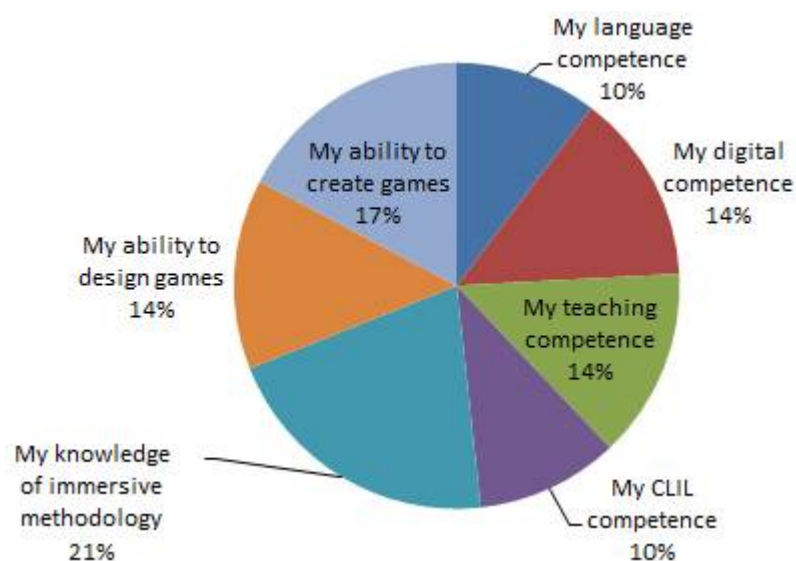
14. Please specify

"The course has shown me a new way to teach in the CLIL approach using games"

"Again, as someone already quite informed on the theory behind all the competencies listed, the course really only helped me improve in regards to the practical implementation of said theory, namely how exactly to build what I already knew I should be building"

"I really appreciated the effort to apply the gamification theory to designing and then creating an educational game within a virtual world. I also found exchanging ideas with the other participants greatly helpful. I am already planning some further collaboration with Annalisa di Pierro (on a different course).
Furthermore, there were many opportunities to reflect about teaching methodology and I loved that. After all, I am taking these kinds of courses to become a better teacher!"

"I feel I've learnt a lot of new skills"

"All the course was really interesting and I hope to put in practice what I learnt during my next school year"

"It was a new world of teaching for me, and really inspired me to present about my experiences at an ESP conference, and consider for many months, how I can develop this as a teaching weapon. As yet, it is still a feasibility study, but I want to use it with my uni students next semester."

IV Recommendations - Future

15. Do you consider this training course useful for teachers with no previous knowledge in virtual worlds?

Surely it can be useful for most.

33%

67%
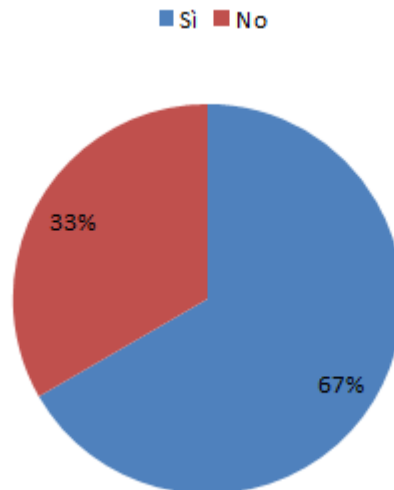
16. Please specify.

"I consider this course essential as introduction to the use of virtual worlds in teaching routine"

"With a fully redesigned input/reading section the course certainly could be helpful. Like this, I think there's too much unnecessary and complex information for beginners while also not enough information on/time for the very basics of game design as directly linked to in-world building."

"There should be two different levels: one for beginners and one for teachers with some experience of virtual worlds. The way this specific course was designed makes it appropriate for more experienced teachers, or it might be a frustrating experience, as the learning curve is steep, in virtual worlds - we all know that!"

"Somebody suggested that there should be different courses for Opensim and Minecraft. I find that wise too."

I don't think there is still any teacher with no previous knowledge in virtual worlds."
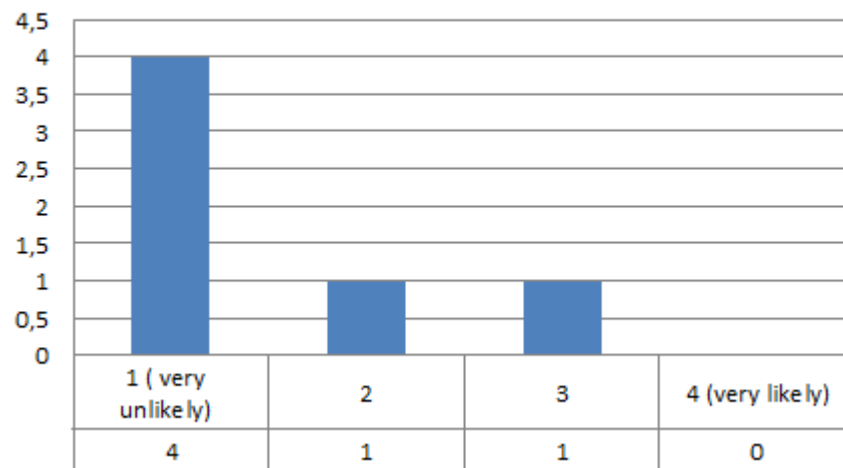
"I already knew and work with with virtual worlds and I think that the course can be a first step for teachers with no knowledge, to introduce them to this type of teaching activities that are possible to use in lessons to increase students' motivation and participation"

"Useful to understand about virtual worlds. Difficult to be able to use it for their own applications, because I don't know how to set-up my students to have a similar experience."
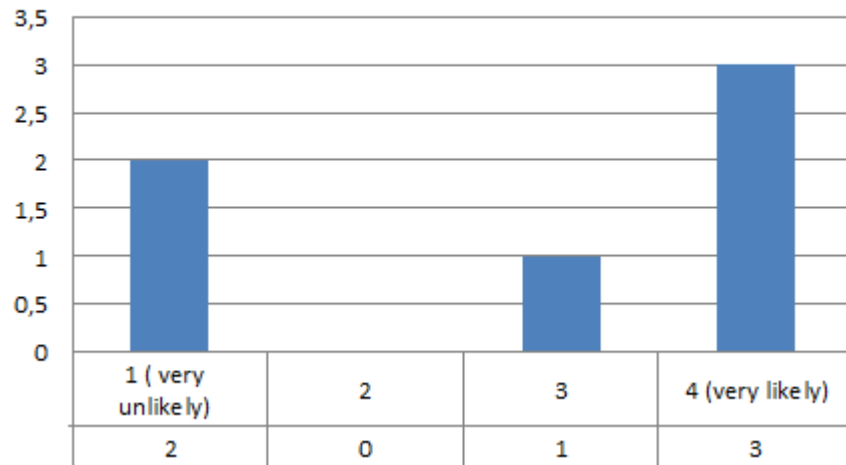
17. How likely are you to use the following in your teaching in future?
   (from 1 = very unlikely to 4 = very likely)

Also in this case we have a greater option for Opensim

Minecraft

	1 (very unlikely)	2	3	4 (very likely)
	4	1	1	0

Opensim

	1 (very unlikely)	2	3	4 (very likely)
	2	0	1	3

Second Life

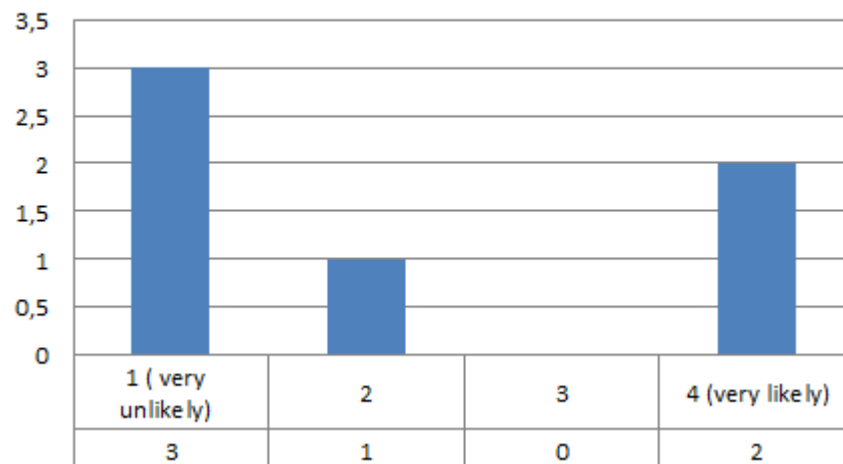|	1 (very unlikely)	2	3	4 (very likely)
	3	1	0	2

18. Please give reasons

"I've chosen Second Life because it is the one I have effectively used and the easiest to use."

"I still see a lot of potential in providing learners with narrative, communal and play-based experiences which require the use of authentic language for problem solving. In a real world classroom I would probably still try and achieve that with real-life props and roleplaying games - but for online classrooms with students from different countries etc. Minecraft has great potential since it is easy to use and very open as to what one can build."

"Meanwhile, I really don't like the controls of Opensim/SL - so I'm not sure I would make my learners try and battle with them."

"I do not particularly like Minecraft and Second Life is a business-oriented enterprise. I wish I could use Edmondo but unfortunately I never managed to be accepted in one of Andrea Benassi's courses, so I am not eligible for a free region on that world. As a consequence, I am renting a safe region on another grid (a region that is open only to students). I am waiting for my school to get the appropriate PCs and then I mean to invite students to do language activities there."
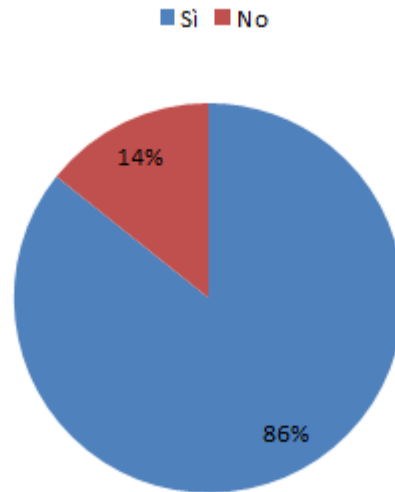
"I feel some of my students might enjoy them."

"At the moment I feel more comfortable and more confident in using Opensim with my students."

"If I can still access it, I will introduce more students to what I have developed."

19. Would you recommend this course to colleagues?

Almost all would recommend this course to colleagues.

20. Please give reasons for your choice.

"I would recommend this course because is well done, with good resources and very motivating material and teachers."

"See all my criticism listed up till now."

"Reflecting about gamification and then creating educational games can be fascinating for teachers. Even students could be encouraged to create games for their peers! There are limitations, though:

1) the participants must have some experience in virtual worlds

2) they should be informed that the study time can be definitely more than 2 hours pw"

"The course helps to move the classroom into the digital world, which is more like 21st century learning experience."

"Yes, because it can improve teachers' professional development and open their minds to new worlds: virtual, to reach the real one."

"If they are curious, but it's difficult for them to apply, until I have developed better working models for them."

21. How could this course be improved?

"Giving more chances to follow the webinar (more sessions, to give the chance to all)."

"In addition, I would remove the synchronous theory lecture sessions and replace them with group discussions in which the learners have the highest speaking time (though of course, if the learners have questions regarding the theory they can be discussed in those sessions)."

"I cannot remember the content of the Sunday web meetings. I also watched the recordings as I am a bit hard of hearing and often lost "words" here and there, but I must confess I do not think they were particularly effective, except for the final "show-and-tell" section. One hour of talking without visuals is difficult to follow, for me. This is a pity, because the speakers were/are all experienced professionals... Maybe the format might be reconsidered."

"I would add a session where to share ideas and activities with the participants, or the possibility to build something together in groups or in pairs, I mean: more collaboration among the participants"

"If there was a follow-up meeting after one month, where teachers had trialed their builds with their students, and we shared findings, i.e. reporting on real applications."

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[1] Suzanne C. Baker, Ryan K. Wentz & Madison M. Woods (2009) Using Virtual Worlds in Education: Second Life® as an Educational Tool, Teaching of Psychology, 36:1, 59-64, DOI: 10.1080/00986280802529079

[2] All the other open answers are available in the complete final report in attachment.

[3] See note 2.