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

IO 17
Teacher Training Report

EU FUNDED GUINEVERE PROJECT (2017-2019)

IO Number: 17

IO Name: Teacher Training Report

Description: As with the first version of the teacher training course, feedback will be invited from trainees and this will be collated and analysed in the form of an extensive teacher training report that can be disseminated to the project partners and beyond. UIST and IUL will play leading roles in collecting and analysing relevant data to inform the report writing phase. UIST will draw on its experience of research in the field to contextualise the findings. UIL will utilise its extensive understanding of teacher training in the EU to examine the pedagogical and practitioner challenges and opportunities presented.

Dissemination Level: Public

Signed off by: Project Coordinator

Date Signed off: 16 November 2018

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TEACHER TRAINING COURSE DEVELOPMENT

1. The reason for changing the original plan

The original GUINEVERE plan referred to the teacher training online courses in two devoted IOs: IO14 and IO16.

In particular this was the plan for **IO14:**
"Any project that develops new technology for classroom use stands and falls on implementation. In order to optimise implementation two elements are key: training teachers in the use of games in 3D virtual environments, both from a technical perspective and how they might be used in the classroom and piloting their use. I014 will capitalise on the technical guidelines produced in IO 04, and 05 and information received from the field testing in IO 013 to create a teacher training package to enable teachers will be used create and use games effectively in a variety of situations. The package will provide a two-stage approach - the creation of games themselves and the uses they might be put to in the classroom.

Games that have been produced in IO 06 and tested in IO 011 will be used as part of the base material for the teacher-training package. The package itself will be a blended learning solution of online resources and documents that can be downloaded and worked on as part of the trainees' reflection processes and self-evaluation. Part of the training course will be delivered asynchronously, which has the advantage of allowing teachers to engage with the material at times that suit them. It also avoids the logistical, financial and time expense of removing busy professionals from their working environment for a period of time. In order to demonstrate the application of games, some of the training sessions themselves will be produced using the same technology. Some training sessions will be delivered synchronously to give teachers the chance to try out the games they created with peers to test their usability and functionality.

The training package itself will be subject to quality review. In order for this to take place, there will be two training courses so that lessons learned from the first iteration may be implemented in a second course and materials revised accordingly. This will allow the project to arrive at a complete production and training solution of quality by the end of the lifetime of the project.

Part of the quality processes will be to subject the finished product (teacher training course) to an external accreditation procedure. UCLAN operates as a certifying body for teaching and teacher training courses as well as examination suites and materials".
This is what planned for IO16:

"**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".

What originally planned was changed and revised after long discussion among the partners. In particular the following plan was changed: "there will be two training courses so that lessons learned from the first iteration may be implemented in a second course and materials revised accordingly. This will allow the project to arrive at a complete production and training solution of quality by the end of the lifetime of the project".

There were different reasons for changing this plan. First of all, the planning phase of the syllabus took longer than expected, than it was deemed necessary to run the two different courses. In fact there was not enough time to run the first course, evaluate it, learn from the experience, collect the participants' feedback and reshape the syllabus for the second iteration.

Secondly, it was agreed on designing two different courses according to the different target needs and technical skills, conceiving a "basic" course with no live events nor tutors and an "advanced course", imagined as a more complex course, with moderators and live sessions in synchronous in Minecraft and Open Sim and weekly meetings in Zoom to talk about the content of the readings suggested for each week.

The self-study course was therefore planned and organized with learning materials for each week to be read and commented on in devoted forum threads. The participants were guided through the exploration of the different learning environments with the help of digital content, tutorials and videos.

A digital portfolio was the transversal task of the course, aimed at guiding the participant to reflect on his/her learning journey, as a memory of the different steps of the pathway.
The teacher-led course was developed as a blended course with learning materials to be commented on in the forum and with synchronous meetings in Open Sim and Minecraft.

The weekly webinars in Zoom with Guinevere partners were aimed at reflecting with the participants on different topics related to game-based learning and gamification, with reference to the learning materials available in the platform.

The digital portfolio was provided in this course as well in order to collect the participants' comments and reflection on their experience with the course.

At the end of the two courses, apart from the final survey delivered to all the participants, online interviews were arranged, with the aim to investigate and collect the outcomes and the reactions of the participants.

2. The participants' feedback and reactions

At the end of the two courses it was deemed crucial to collect the feedback from the participants in order to investigate strength and weaknesses of the two courses, considering a possible future reiteration of the training pathways.

Two online sessions aimed at interviewing the participants were organized using Zoom platform.

During the first meeting a series of relevant issues were discussed, with a view to further development and prosecution of the Guinevere project.

The online meeting was attended by 4 teachers. The (informal) agenda of the meeting was focused on the post-intervention evaluation, starting from a general overview to a more specific analysis of a small subset of aspects: level of interaction, adequacy of resources and organizational timing.

In general, everyone agreed that the courses were both very interesting and well structured. The duration was judged as coherent with the courses' purposes (therefore adequate) and, in one case, even too short. Other participants pointed out how much the courses were useful, since they helped attendees "to discover" new skills. Furthermore, everyone agreed that game based learning is strongly inclusive: encourages collaboration and develops creativity while engaging students. A very interesting insight came from Cristiana, who pointed out how game-based learning could also be beneficial for special needs students, to improve their self-esteem. They feel to be adequate to the task and the type of learning can sustain their motivation to go ahead. "Everything was perfect and we got support when we needed" and "There was nothing not necessary in the course, and it was challenging in the positive sense" were two of the most relevant answers to this initial stimulus.

Regarding the first topic, collaboration was identified as a possible weakness aspect of the courses. Several participants agreed that collaborating with other teacher should have be improved because it was limited: more collaboration should be better, for example to perform tasks collaboratively, such as preparing games together. The topic of collaboration resulted directly linked to the opportunity to transform the participants' group into a Community of Practice and to the future project sustainability. The possibility to build a real Community of Practice of teachers was strongly proposed by participants who already are members of other CoPs (for example in Edmondo world) and therefore have experienced the support and the benefits it can provide. In their vision, the Guinevere project next phase could be that just of creating and maintaining a new CoP, also because otherwise it is difficult to keep on working on the project topics. In one of the participants' words, "I would like to do something relevant with the knowledge I gained, so I think it would be great to have a follow up."

Regarding the second point, the participants agreed that the theoretical bases provided, as well as the reading materials, were adequate to the courses' purposes and participants' characteristics. The Moodle-based course structure was well evaluated because it was able to provide information step by step. No problems were reported regarding self-study, motivation and the course length. On the other hand, practical sessions were not enough developed: as someone pointed out, "we built things but did not test them". Linked to this aspect, a participants observed that a possible limitation could come from the lack of scripting-related competences, needed to make artifacts able to react, and suggested that scripting could be included in possible future course planning.

One remark about the time needed to perform reading tasks was that, due to time shortage for many participants, it was difficult to complete the task. On the other hand, the reading list

was only a suggestion and the task was not compulsory: anyhow, the possibility to incorporate brief descriptions of the core content of the readings in the very beginning of the sessions was welcomed. The readings were unanimously judged good, very relevant to what was going on and not difficult to understand or filled in with jargon. Finally, the relationship between synchronous and asynchronous events was evaluated as positive and balanced.

During the second meeting we interviewed one of the participants who was not present in the previous session.

The first topic to be addressed was the splitting of participants into two groups about, respectively, Minecraft and OpenSim. The participation in the two groups was in fact unsatisfactory for the course designers, mostly because it was not balanced and almost everyone joined OpenSim group. The possible variables that could have been affecting the participation rate were analyzed: the age limits of the target group members (small kids), the narrowness of the topics addressed and of their related material among others.

Heike, the interviewer, underlined the relevance of this kind of post-intervention evaluation, since the consortium intends to exploit the project results in order to open the courses to a wider audience for business purposes, so that the marketing strategy has to be clear and complete.

The second issue addressed was the difficulty level of the courses, since it appeared that the courses were more successfully attended by people with more previous experience in the field (gamers and teachers already using games in classroom). The issue includes several interrelated aspects, such as prerequisites - above all, previous experience in the game design and use in classroom, complexity of the topic, timing of the course delivery and implementation. Adjustments in the course planning resulted therefore to be needed in order to avoid a high level of dropping out. Heike also highlighted some comments from the participants saying that, at the end of the course, they still feel insecure about how to use games for teaching. The adequacy of explanations, support and material was discussed. In the teacher's opinion, the problem is about time at disposal for studying and about the different level of complexity of Minecraft in comparison with OpenSim: Minecraft is in fact much easier to get into and become familiar with, since it is more user friendly and does not require any kind of scripting skills. Putting items into the OpenSim world is, on the other hand, much more complicated, and requires higher ICT level skills. For these reasons, giving more time for studying and practicing in OpenSim could be highly beneficial. Furthermore, instructions should include higher level abilities and skills beside just becoming able to interacting with already made objects, from creating them from zero to programming them to react to external stimuli.

A third issue was that of lack of clarity about the criteria for awarding a certificate or about other kinds of tracking and acknowledgement of the course attendance. Regarding the portfolio, for example, it was unclear if its completion and uploading was one of the criteria for being awarded or not: clearer indications would have increased the completion rate instead. Similarly, indications about giving feedback were far too general, so that in several cases they resulted in quite poor contributions.

A fourth aspect taken into consideration was that many participants said that they would have liked to have the possibility to work in pair at least once a week, in order to know better each other and possibly for mutual support. Pair work has been therefore included into the new project agenda. Similar adjustments, such as the purpose and the organization of weekend sessions, were also discussed in order to improve further edition of the courses.

Finally, the overall amount of time needed for completing the course was discussed, in order to evaluate if it was underestimated in relation with the tasks to be performed or if the specific allocation of time per activity was right. Giving that the general feeling was that tasks requested

to perform were bigger than the time allocated for them, a more coherent and adequate distribution of resources was agreed for future projects.

Two of the participants who could not join the synchronous interviews, posted their feedback in the forum. Their comments are very useful. Here they are:

Re: Feedback regarding the course design and structure

Participant 1 -

Since I unfortunately couldn't make it to Week 4's group session due to the late announcement of the session date & time, I thought I'd just write up my thoughts on the main topics I heard you discuss on the zoom recording here. I hope that's okay and sorry for the wall of text.

Regarding the group being split in two (OpenSim vs. Minecraft):

I definitely think this isn't a good idea unless you have the participants pick their game already during the sign-up process so you can at least try and guarantee that there will be a minimum number of participants in each group. 'Cause even though Laetizia said she thought my being alone in Minecraft was merely the result of the schedule-based eventual participant drop-off, this is actually not true: I was alone (with a very helpful Carol and Dac, of course) from the beginning.

If you, however, have enough participants to fill two groups, then I think the split could actually be great – if, and that is important, there are opportunities (as Heike said she intended there to be) for the participants from the two groups to discuss their experiences, ideally in open conversation in the zoom group sessions.

Regarding the difficulty level and the target audience for the course:

Firstly, I have to second the two colleagues' statements that a differentiation of some kind based on experience is needed – though I agree even more with Heike that different level students could still be brought together in one course if more experienced and less experienced participants are then paired up to help each other out.

As an example, personally, I found neither the theory nor the technological skills taught in the course particularly challenging, in fact, quite the opposite: I often found them too basic. However, I am a 34-year-old gamer (yes, Alicja, gaming teachers exist ;)) and I just researched and wrote 50 pages of my phd thesis specifically on how mainstream meta-games can be used and are being used to educate audiences about certain socio-political and cultural issues. So while I'd never been in OpenSim before and while my past Minecraft experience was limited to a few hours of random dabbling, the overall topics and mechanics we were taught in this course were obviously very familiar to me from the get go…

Regarding the theory/intellectual output:

I wonder if one of the reasons why the two colleagues found the reading a bit challenging and overwhelming was because it was not, I don't think, as perfectly fluently linked to the practical sessions as it could be – possibly because as Heike said the reading didn't always apply equally well to what both groups were doing. So maybe you could find a way to tie the two parts better together? So that the practical bits could serve as more concrete examples/follow-ups/ways to further discuss the reading in some way?

Regarding the group sessions:

As Carol already pointed out, I was quite unhappy with the theory-rehash that we did in those sessions. Especially since the focus wasn't even on us participants discussing those topics as I always hoped it would be.

I would have loved it if instead – as both Carol and Heike suggested and as it was usually written in the moodle descriptions of these sessions – we participants would have had the floor in those sessions to primarily share our experiences across the two groups, but also to discuss the readings and to ask the project leaders/trainers/etc. questions if/as needed.

Regarding the assessment criteria:

I think that all the elements you discussed are exactly on point: live participation, forum participation, peer-reviewed quality of built, portfolio, etc. – However, I would have been really really glad if those criteria had been a bit clearer from the start, because now I'm afraid I have failed at a few of them just because I did not quite grasp their relevance:

- For example, I was discouraged from writing in the forums because I didn't feel any concerns/questions we rose in the forums in week 1 were addressed by the trainers (though I'm very grateful to the colleagues for their respective thoughts/points-of-view) – so I just assumed we'll eventually discuss the questions in zoom and kept waiting for that to happen…
- Similarly, I didn't expect attendance of all zoom sessions to be part of the grading criteria considering some zoom dates were only announced After the course began and considering that it was clear right from the very first doodle that some participants wouldn't be able to attend the sessions since they take place on the one day they (in this case me) couldn't make.

Anyway, I think those were all the main discussion points and I hope my agreement on some of the topics and my slightly different perspective on some of the others will aid the assessment of this course. Either way, thank you so much for all the hard work you put into designing and fine-tuning courses like this for teachers like us!

Re: Feedback regarding the course design and structure

Participant 2 -

Thank you very much for your very interesting and articulate feedback.

My background is very different from yours - I have never been a gamer and my knowledge of gaming theory was null, so that I found it a bit difficult to read it all. Because I WANTED to read as much as possible, the material is so interesting.

I agree about the Sunday sessions, they were a bit too abstract and I personally found them tiring to follow without any slides or visual support.

So much work was put into the building and the managing of this course, I am so glad I joined!

3. The participants' final reflections

The participants from the two courses, were asked to express their final reflections in order to understand the added value of this learning experience and its impact on their professional profile. In particular, in the self-study course, the reflections were guided by the following questions:

Do you feel that immersion in a virtual world can contribute to language learning in a meaningful way?

In light of this course would you be likely to use a virtual world in your teaching at some point?

The answers from the participants will be reported below as they can help understand how teacher training initiatives can improve teaching skills and techniques and lead to experiment new and innovative learning environments and methodologies, such as the ones explored during GUINEVERE courses.

Participant 3

I believe immersive education is the education of the future and that we cannot continue teaching students in a traditional school and in a traditional way. Our lifestyles keep changing all the time and with this, the need for the digital education becomes an obvious consequence.

The introduction of the second stage of development of the Internet, characterized especially by the change from static web pages to dynamic or user-generated content and the growth of social media (Web 2.0 and 3.0) has given rise to a number of challenges. These challenges are also vivid in the sphere of education, the need for digital solutions and the development of the 21st century competencies has become apparent. In order to achieve these, the school environment has to change into the digital platform based on the Internet and interactions among teachers and students.

Having stated the above, I believe a virtual world is the world where most of the modern teaching/ learning should happen. This kind of vision is strictly connected with the new tech world of education, where teachers are tutors and students work and learn together (peer-to-peer) to create new didactical material to be shared on the Internet: "when students make and share games, they learn not only about course content but also about their own thinking".

On the other hand, gamification and Digital Pedagogy can help create a system that enables learners to rehearse real-life scenarios and challenges in a safe environment. There are many benefits a learner can get from a game-based learning experience, in the friendly environment the students can easily progress through the content and it can help higher recall and retention of the acquired knowledge. Additionally, an immediate feedback and the guidelines suggesting behavioural change motivate action or give a sense of achievement. Also, the new approach praises games and stresses their additional therapeutic or cathartic load. Indeed the VR can provide constant electronic stimulation which surely can facilitate language learning.

I do believe that I will use a virtual world in my teaching at some point, actually I have been doing it in the past few years quite regularly. I think it's an efficient tool to motivate communication among students, it can support students' creativity and collaboration, it's also the right environment for project-based or game-based learning. Even though it requires a bit of work initially on the part of the teacher, like for example defining the specific goals of the games or checking their usability or adaptability in the teaching curricula, I still would opt for this type of methodology because I think it's our role to prepare our students for the jobs and life in the future world and not in the past.

Participant 4

The answer to the first question is pretty easy: yes, I definitely feel immersion in a virtual world could contribute to language learning classes in loads of different ways, not very easy to sum up. Just to mention the main ones: boosting students' motivation for learning, drawing on their 'natural' drive for technologies and videogames; creating new, different and engaging areas to socialize their language and communication skills; providing catching and challenging game-like learning environments, open to a never ending range of variations; feeding their crave for 'making' things, manipulating and moving while learning.

As previously pointed out, the process of identifying oneself with the avatar brings about important psychological, social and emotional advantages, such as decreased levels of anxiety and it makes it easier to relate socially with mates (avatars are sort of detached from the usual selves); quoting a colleague's comment " Learners feel safer trying new language and making mistakes when they 'aren't themselves'"(module 2 Forum discussion).

Avatars can speak inworld and listen but can also text in the target language in a variety of ways (Instant messages, local chat, notecards), so listening, speaking, reading and writing will all be thoroughly practised. Virtual worlds a+ can be powerful storytelling tools as well: by creating short inworld movies (machinimas) students will be able to narrate simple or complex stories and act their roles as in a real movie and be filmed using an infinite variety of outfits and clothes and settings/environments.

The virtual world in itself as a whole can be easily used as a virtual learning platform, possibly integrating a Learning Management System, like Google Suites for example, adding space and presence to the LMS functionalities.

All interactions between avatars and the environments needs to be scripted in the virtual world typical programming language - the LSL - derived from the C+ language. Using scripts and gradually learning how to script in lsl, can be a valuable coding practice for students, introducing key concepts of computational thinking while giving the basis of one of the most important programming languages, providing students of precious problem solving practice and hard fun at the same time. Students will learn what functions are, and events, conditional statements, lists and all the basic structures which are common in any programming language. Huge archives of ready made scripts - as well as objects or more complex builds - will be in any case available on the internet for the students and the teachers who only want to copy and paste scripts or builds with minor modifications.

I have used virtual worlds already with my classes several times along the years, both for individual or pairwork, offline activities on simonastick or for online group or individual activities on a school sim, with varied though usually positive results.

In the light of this course and this previous experience now I dream of having a school campus, where students and teachers of all the classes can find, use and post resources, can meet and interact, carrying out their school activities on a dream like world where everyone can learn again how to learn by playing.

Participant 5

In this final report I would like to focus on the pros and cons of 3D worlds in language learning, also quoting my own opinions and ideas posted in the forums of the 4 modules of this course.

About advantages:

- which are the advantages of learning through the making of a game? What about the developing of cooperation skills in the creation of a game? The constructionist gaming combines, in a metacognitive approach, game-based learning with project-based learning, developing team working skills or cooperation skills or role-play based learning

- the 4 freedoms of play (fail, experiment, assume different ID and effort) lead students to a new idea of learning, more enjoyable and motivating

- It's the immersive dimension of the 3D world which helps students experience a "real" situation they can be involved into. Moreover the chance of synchronous activities in a setting where foreign language is the only way of communication urges to act according to the rules of "real life" situations, finding out linguistic solutions immediately, so playing games in a virtual environment definitely enhances language learning.

- a 3D Debate Game could be added to the list of Defining Simulations and Roleplays, together with Task-Based Learning, Experiential Learning, Role-Play in Teaching, Simulations, Interaction as Digital Learning Experience.

- Role-Play activities are very fit for the purpose of learning a foreign language in 3D worlds; the constructivist paradigm (to be active creators of one's own knowledge) is the natural infrastructure to implement such activities: the more the students are the makers of their own scenarios, the more they will be motivated and engaged. Once the scenarios are ready, the playing of the roles can be enriched by the element of improvisation and the methodology of problem solving.

- It's really interesting to see how the social dimension of the didactical activities in Minecraft can foster the relationships among the students, developing soft skills as communication and team working, especially for elementary and junior high school pupils.

About disadvantages:

- 3D worlds are, in some way, closed worlds, because you make use only of elements from its immediate environment, even if you can import elements from outside, and it's not easy to show other people the activities and the final results, unless you shot pictures or videos to publish on a website or blog or social network on the Internet

- there is still much to do in the technology area of usability and accessibility (user-friendly tools, easy-to-use software for hearing and speech impaired students) and in the field of evaluation and assessment (creation of rubrics with criteria planned for 3D world didactical activities);

-3d world activities in order to learn a foreign language lack face-to-face communication traits which are fundamental to a complete understanding of the communication itself

- sometimes there could be a lack of flexibility in the rules which are the basis of the 3D world activities

Any comments?

Participant 6

Prof. Resnick, the Director of the Lifelong Kindergarten group at the MIT Media Lab, proposed making, tinkering, and inventing as a way to learn. In his opinion there are three important tools to develop the computational thinking: Lego, Scratch and Minecarft. In his book Lifelong kindergarten, Resnick wrote again: "the wild popularity and success of Minecraft is largely due to its playground-style approach. With Minecraft children can build their own wild structures, craft their own tools, invent their own games".

I love Minecraft, and now I can code and hack in Minecraft, using Code Builder in Minecraft: Education Edition.

Using Minecraft or another virtual world in the second language my pupils study, can help them to improve:

their lexicon, to achieve a richer vocabulary, the communication and collaboration, building and living virtual simulation using another language, memorize key vocabulary.

When you teach through Immersive teaching, your class becomes a players community, opened to anyone. In Immersive teaching everyone looks out for others, because they work peer to peer. Pupils

with more experience learn to help their schoolmates who are still beginners. Pupils learn to respect everyone's needs, planning and organizing their activity to solve the immersive game. In order to allow everyone to participate to the learning path actively, usefully and independently.

Since almost a year I haven't login in edMondo (the Indire virtual world) or in Second Life, because in my experience at primary school, Minecraft is better for younger students: they are already expert builders. Through teacher's help, they don't learn how to move using their avatar or how to build mechanisms or circuits because they already know very well this videogame: they usually play with Minecraft about every day. In recent times I used 3D virtual worlds as edMondo or Second Life to attend some training courses, in particular to learn English, but I didn't use them with my pupils.

I think virtual world can provide interactive experiences to help us to perfect our language skills. We could tell of VR based language learning. It offers students the opportunity to interact with native speakers in real-life scenarios, without the real-time stress.

I already use Minecraft Education Edition in my class for some main reason:

It is suitable for a STEM activiy

My pupils are already expert about the game

I can simulate an unusual experience

I simply use it as a building program for children.

Choosing the English version of the game, the language learning comes along with the gaming experience.

You can plan an interesting CLIL lesson by Coyle model: LANGUAGE OF LEARNING (content) essential vocabulary and grammar associated with the topic for a communicative approach. The language is used in authentic interactive settings in order to develop communicative skills, rather than focusing exclusively on grammar; LANGUAGE FOR LEARNING (meta-cognition and grammar system) the kind of language needed to operate in a foreign language environment. Learners need skills for pair work, cooperative group work, asking questions, debating, enquiring, thinking, memorizing...; LANGUAGE THROUGH LEARNING (cognition) new meanings would require new language. It needs to be captured while during the learning process, then recycled and developed later.

Participant 7

I have been teaching with my colleague at primary school for six years.

We have been using Minecraft in our class for four years. I strongly believe in the Multiple the power that play has on our ability to think in a creative way.

Their main explanation about it is that playful activities put us into a psychological state where failure is accepted and even promoted and "what if" musings are encouraged. These are exactly the conditions which facilitate creativity.

It also comes with many other benefits such as physical and psychological health improvements, stronger resilience in facing of difficulties.

Play is the cornerstone of creativity. It provides an authentic place to be fearless and to experiment, collaborate, make questions and try to find solutions that you would otherwise not have conceived of, because imagination runs free.

One of the most popular games of the last decade, which has at its heart the process of creation, is Minecraft.

Minecraft can offer students a virtual canvas for creating nearly anything they like using pixelated building blocks. Their creativity has almost no boundaries. At the same time, and for this reason, it is a recognized learning tool, used by teachers around the world to teach Math, History, Art, Physics, or

nearly any other subject. Apart from that, it is, of course, an excellent tool to generate interest in your students.

Why do I use Minecraft? I believe that a good teacher should have an open mind and creativity is another XXI century skill (the others are communication, collaboration and critical thinking). Our pupils can suggest us some interesting things about learning through the game. Our pupils are already expert about the Minecraft, so we don't have to teach them how to move their avatar or how to build something, since they already know it. I usually start the project with a driving question (I use the PBL method).

I use sometimes the other 3D virtual worlds to attend some training courses, in particular to learn History or coding, but I didn't use them with my pupils recently.

When my pupils use Minecraft in classroom, we open the program in English, so they can learn easy the language they are already studying. They have built also a digital dictionary with the main words concerning Minecraft lexicon.

In this course I appreciated the game path in Minecraft very much. I usually use Minecraft with my pupils to build some ancient buildings, for example this school year the 11 years old group have built in Minecraft the square of our city with the cathedral, the town hall, the baptistery and the bell tower. Then they built an escape room in the city with History and Art questions. It is an unusually way to study our city history.

Our six years old pupils built the Hansel and Gretel witch's home. This tale was the scenario of this school year's learning path. They built a big oven in the house with a full-on fire. It is a simple building, but suitable for their age.

Participant 8

The immersion of students in a virtual world favors language learning because a medium is used close to the world of students. In fact, students must act and interact with a specific language collaborating with their peers.

Learning also takes the form of an exploration, a reflection to implement reflections that must be tested. There are different ways to make progress and move forward. All this allows those who learn to make choices, to discover what their strengths and learning style are. There is not only one road but there are many alternatives and the mistake is seen as a simple attempt to implement the appropriate strategies. In an immersive world, language learning does not only happen through the comprehension of the text on a verbal level but those who move in the context of the world learn by experience. Of course, language learning through verbal exchange between students, the exploration of environments, the construction of objects for the protection of the natural environment or the artistic heritage is not effective if the educational practices are the same as those used in the classroom. The classroom becomes a widespread classroom where you learn by doing in close collaboration with the teacher who plays the role of tutor and coach of the students.

In light of this course would you be likely to use a virtual world in your teaching at some point?
In fact, I have been using edMondo and Minecraft Education Edition for two years to develop and build projects that promote the learning of the Italian language and of the English language in this school year. The topics that I privileged were the construction of the affective dimension of the students and the importance of relationships based on respect. This year's project in fact saw us as protagonists in the construction of a sanctuary or reserve for the protection of animals and plant species. We shared these worlds through Skype with classes from all over the world who spoke English.

Among the various activities that I enjoyed in this course were the construction of games and the exploration path in Guinevere with OS. I would like to build a similar path with games made directly by the students.

But I need to have a new region in edMondo. I am thinking of a historical reconstruction of the town square of Carbonia, the school's headquarters, built by Mussolini. In this case the disciplines involved will be the Italian language, the English language, the French language, History and Geography.

The environment to be rebuilt includes the square, the church of San Ponziano, the Casa del Fascio, the Town Hall and the Royal Post Office, the Cine-Teatro and the Dopolavoro, the Littoria tower, the promenade, the farm shop.

I should make this journey in collaboration with other teachers of my school, but I already know that it will be possible.

Students divided into work groups will rebuild the environment and incorporate language games, I think of board games, quizzes, role-playing games.
I believe that the use of immersive teaching is engaging and motivating for student learning.
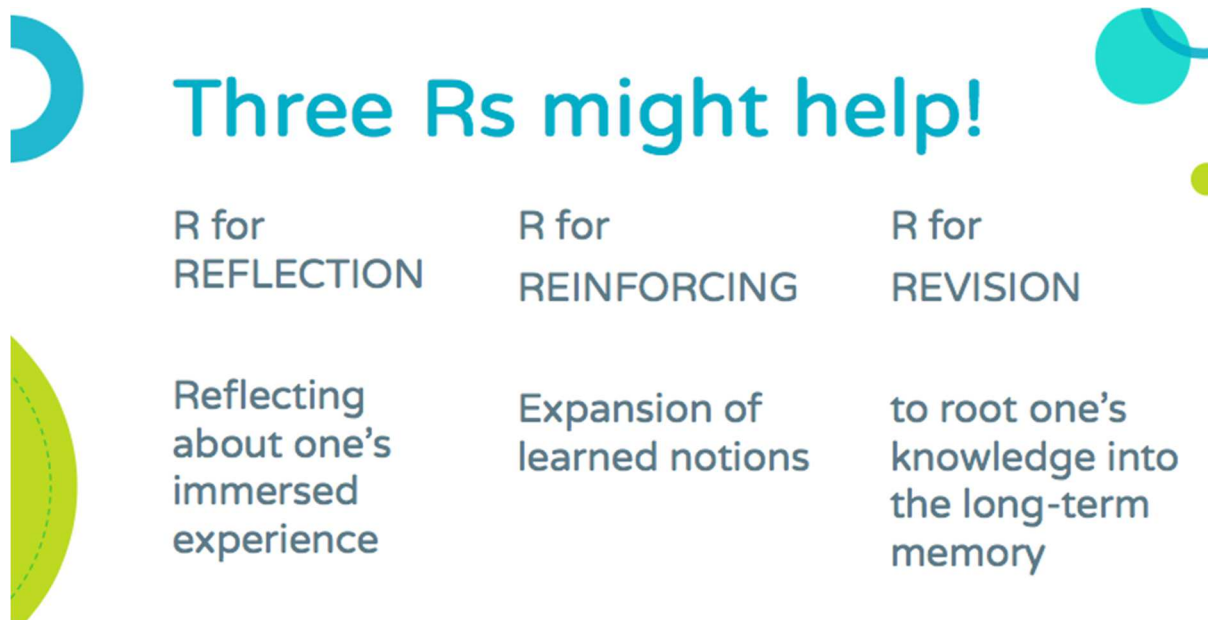
In the teacher-led course final reflections were shared during the final "Show&Tell" Session.

One of the participants, who couldn't attend the session, posted wonderful googleslides in the Moodle.

https://docs.google.com/presentation/d/1oa3KEi-Tkxg0dhTZLNru9Ys7IIdmwu_7eVXXtpsTUlU/edit#slide=id.g59689ec461_0_7.

The Googleslides are a very meaningful collections of her memories and lessons learnt during the course.

This image can sum up the crucial message she got from her learning experience, that may be helpful for her future professional and personal growth:

Three Rs might help!

R for REFLECTION	R for REINFORCING	R for REVISION
Reflecting about one's immersed experience	Expansion of learned notions	to root one's knowledge into the long-term memory

4. Redesigning the teacher-led course

Implementing the suggestions by the participants, the teacher-led course has been split into a course about Minecraft and one about OpenSim and Second Life.

The following are the two versions.

(I) GUINEVERE OPENSIM/ SECOND LIFE COURSE

General

Study time

This course is teacher-led and aimed at investigating the sorts of tasks that can be created for language learners in either Opensim or Second Life in order to develop language learning in a fun and engaging game environment.

This course will be approximately **a total of 5-6 hours each week: 4h live sessions plus 1-2h study time (readings, videos)**

The course comprises of a theoretical strand and a practical strand in OpenSim/ Second Life.

OpenSim/ Second Life Sessions (2x 1,5h per week)

Overview of the syllabus

This course is a teacher-led course, aimed at experiencing game-based learning and immersive worlds for language learning.

Module 1: DISCOVER

- Access & Familiarization
- Enter OpenSim
- 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)
- 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

Teacher Training Courses Introduction Video

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

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 **OpenSim and Second Life.**

Initial Survey

This questionnaire is part of the EU-funded GUINEVERE project (http://guinevereproject.eu/).

GUINEVERE (Games Used IN Engaging Virtual Environments for Real-time language Education) aims§

to investigate the potential of digital game-based learning in 3D immersive environments in order to improve foreign language education. Our project partners are from Belgium, England, Italy, TheNetherlands and Turkey and the project runs from December 2017 to November 2019. The aim of this questionnaire is to find out about teachers' interest in using games in 3D immersive environments such as OpenSim or Second Life.

Please note that questionnaire responses may be used in research and evaluation of the project but no names or personal information will be passed on to third parties. The data will be anonymised, treated confidentially and stored safely. You may withdraw from the study at any time.

If you provide us with your name and/or email address and then later decide you'd like us to delete it from our records, just let us know by sending us an email at guinevereproject@gmail.com, and we'd be happy to do so. We do not use your email to send future email or for any other purpose.

You will find further information about GUINEVERE Disclaimers and Privacy Policy here

This questionnaire will take about 10 to 15 minutes of your time to complete.

If you have any queries about the study, please feel free to contact the GUINEVERE Project Coordinator, Dr Michael Thomas (+44 (0)1772 893148 / MThomas4@uclan.ac.uk).

Thank you very much in advance!

Your Guinevere Team.

Learn about GUINEVERE

Click http://guinevereproject.eu/ link to open resource.

Digital Portfolio

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.

Learning corner

Week 1 - Suggested Reading IO1: Theory of Game Design

This review of the literature aims 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.

Recommended reading: the full report

Mandatory reading: Chapter 3 Findings and discussion

Document IO1 - Theory of Game Design

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

Week 1 - Suggested Reading IO1: Game-based immersive approach to EFL and CLIL

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

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

Your first live session in OpenSim

http://world.guinevereproject.eu:8002 (please insert this URL in Firestorm viewer, do not use Chrome or Firefox)

GUINEVERE world in OS/ inworld voice

Our objectives for week 1 will be: ORIENTATION

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

OS Building session

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.

Register an account with the GUINEVERE server

Register an account with the GUINEVERE server. If you already have an avatar in another OpenSim region, we may kindly ask you to create a new one just for this project. We will allow hypergridding so that you can transfer some inventory to the new avatar.

Click http://world.guinevereproject.eu/help/register.html link to open resource.

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

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

OpenSim guest accounts

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

GUINEVERE orientation in OpenSim in various languages

Name ↓

📄	GUINEVERE-Orientierung - Deutsch 👥
📝	Guinevere-Orientation-Turkish.docx 👥
📄	Guinevere-Orientation-Turkish 👥
📄	Guinevere-Orientation-English 👥
📝	GUINEVERE - Orientation-Italian.docx 👥
📄	GUINEVERE - Orientation-Italian 👥

Videos to watch to familiarise yourself with OpenSim

Watch and work through the videos: Get voice working in Firestorm, making a profile and Communicating in local chat, IM and call in Firestorm, from line 29-39 (approx.30min viewing time): https://docs.google.com/spreadsheets/d/1OXXagilbwRhDVRuDRSDcu5nFqKVDhUnTtiyGbPVlsTY/edit#gid=0

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_URpFIYsD9teP81Tt83T4YeJVcQ4rc8cP__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/bflJlY8DLMk	
Using the Mini map in Firestorm	https://youtu.be/lx_EcV04Orc	
Sharing Resources with students or	https://youtu.be/kCsy24jN2Xo	

colleagues		
Turning up the volume of an individual Avatar in Firestorm	https://youtu.be/tiXz1Q0xNvU	https://drive.google.com/open?id=1JltgApaZ5ZRc7zB0fQYCFu9lA8IibHix89nYencSFzA
Moving around Guinevere Island	https://youtu.be/tghrNxTF3wM	https://drive.google.com/open?id=1pc3H8WcKSUrBDHDXSfMd_q6fT8x2jVDuk3i4JBqqcIk

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

The general aim of these documents is 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.

The target of these documents are all parties who have an interest in promoting or experiencing language learning within schools and applying games for language acquisition in immersive environments.

1.Introduction

2.Choice of 3D Virtual Environment

2.1 Structuring activities before, during and after the game-play

2.2 Aspects of Competition

2.3 Timing of Activities

2.4 Additional Tools Used

2.5 Round-up and Feedback

3. Filming and recording learning sequences

       3.1 Means of Feedback

       3.2 Improvement of learning outcome

4. Making the right choice of the 3D Virtual Environments

       4.1 Minecraft

       4.2 Open Sim

       4.3 Second Life

Week 2 - Suggested Readings from CAMELOT Project: Creating Contexts for Machinima Production

1. The context of language use

1.1. Domains

1.2. Communication themes

2. Lesson Ideas for Teachers to Use Machinima

2.1. For Language Instruction

2.2. Practicing Language through Machinima Production

During the CAMELOT Project (2013-2015) we learned how to record our 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 and we put together a couple of roleplaying scenarios in the following document. If you replace the world machinima with 'roleplay' then you find lots of ideas for lesson plans in this document.

https://docs.google.com/document/d/1L4G407JK7gYrQ5j06VwUcMf3WQtOhIZwqUXCe-DaKso/edit

IO5: Guidelines for language teachers

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

OpenSim Session 2.1

Make sure you register your avatar early as per instructions which you find in week 1. Please also download Firestorm viewer before the meeting.

We will go together to movie Island, go to the hotel cabins. Roleplay hotel reception and complaints.

Look at various machinima for language learning

- 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

OpenSim Building Session 2.2

Hone your building skills: Your first boardgame

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 3 DESIGN

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

Here we are ready to start designing a game. Is this a difficult task?

It is not if we keep in mind that 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 you find a wide variety of games and you will find that many of these games are quite familiar to us.

IO4 Categorizing Games download

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

Week 3 - Rubric for evaluating games

Rubric for evaluating games

This is a rubric has been provided to us by Jonathon Reinhardt (Ph.D, Penn State) who delivered a webinar on 25 April 2019 with the title..

Game mechanics, learning dispositions, and play styles: Considerations for the design of gameful language learning environments

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

Second Life Session 3.1

We go to Second Life to visit EduNation island and to try out some games there.

To join Second Life, you need to create a new avatar. For more instructions on how to join Second Life, please see this document

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

(11 page document with images and explanations of games)

Second Life Building Session 3.2

Build: Objects with sound / function, build a maze

Week 4 DEVELOP

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.

This week we will look at quests, scavenger/ treasure hunts, escape the room games and global scenarios. All great examples to inspire you as you begin to develop your games.

Learning Corner

Week 4 Suggested Readings - 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.

IO2 - Game Design for Global Simulation download

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

OpenSim/Second Life Session 4.1

Quests, scavenger hunts and treasure hunts

Meet once again on Guinevere island where we will do the quest. Do the quest which the Italian students created on GUINEVERE island.

Visit Second Life on EduNation and play the scavenger hunt which Randal Sadler created.

Go to Brant Knutzen's multi-player quest and watch learner analytics recording of his research presented at VWBPE (https://gaming.youtube.com/watch?v=mi58w7uJovY)

OS/ SL Building session 4.2

Build a quest

Week 5 DELIVER

Deliver your creation.

Finalise your builds and trial the game with your peers.

FINAL SHOW AND TELL AT THE END OF THE COURSE

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

GUINEVERE OpenSim/ Second Life 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 inworld 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 OpenSim/ Second Life certificate can do

General skills in virtual worlds

- Install and enter various virtual environments
- Create home and make a landmark
- Walk, fly and orient yourself
- Receive and use inventory items
- Take photos

Game creating skills in OpenSim/ Second Life

- Find appropriate places and use holodecks
- Create, edit and texture building blocks
- Understand object permissions
- Add scripts and sounds
- Evaluate games and activities

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

(II) GUINEVERE MINECRAFT COURSE

General

Study time

This course is teacher-led and aimed at investigating the sorts of tasks that can be created for language learners in Minecraft in order to develop language learning in a fun and engaging game environment.
This course will be approximately a total of 5-6 hours each week: 4h live sessions plus 1-2h study time (readings, videos)
Minecraft Sessions 2x 1,5h per week
Each of the live sessions take 1h-1,5h time. The first session is exploration and learning, the second live session in the week is building. All of the live sessions will be recorded.

Overview of the syllabus

This course is a teacher-led course, aimed at experiencing game-based learning and immersive worlds for language learning.

Module 1: DISCOVER

● Access & Familiarization
● Enter Minecraft
● Basics of Game Design Theory (IO1)

Module 2: DISCOURSE

● Roleplay and machinima
● Single player versus multiplayer games
● Minecraft and Language Learning (IO7)
● Your first buildings

Module 3: DESIGN

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

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

Teacher Training Courses Introduction Video

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

Week 1 DISCOVER

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.

Initial Survey

Digital Portfolio

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.

Learning corner

Week 1 - Suggested Reading IO1: Theory of Game Design

This review of the literature aims 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.

Recommended reading: the full report

Mandatory reading: Chapter 3 Findings and discussion

Document IO1 - Theory of Game Design

3 Findings and Discussions .... Page 14

3.1 Gamification: Definitions and criticisms

3.2 Gamification in educational settings

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

Minecraft Group Week 1

Welcome to the strand of the Minecraft course.
If you intend joining this strand could you let me know here please?
Preparation:

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

Your first live sessions in Minecraft

MC Session 1.1

Creative mode/ Discord for voice.

Our Objectives for week 2 will be:

● 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.

Look at the labelled up bodies and the cakes (/warp stores) that the children made, visit and look around la maison (/warp maison) and the barn (/warp barn).

If there is time visit the three houses with animals pens, animals, gardens and flowers built by the children to see the difference.

Please see the Minecraft Forum welcome from Carol for more information.

Purchase and download a license for Minecraft

Click https://www.minecraft.net/en-us/download/ link to open resource.

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

A 5-page text tutorial with screenshots on how to add the GUINEVERE Minecraft server
https://docs.google.com/document/d/1aozvMyB9f3mrKPOQw26tIF6JXAZouTqmELXbTSqbNBI/edit#heading=h.gjdgxs

Download and install the Discord app for voice

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 yourself with Minecraft (Survival Mode)

From row 1 to row 26

https://docs.google.com/spreadsheets/d/1OXXagilbwRhDVRuDRSDcu5nFqKVDhUnTtiyGbPVlsTY/edit#gid=0

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
NB There are boxes of resources in the shelter at the spawn point. Right click on the chests and take food, tools and weapons to start working in Minecraft.		
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 away from a base	https://youtu.be/JM5zaQwleoQ

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

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

Week 2 - Suggested Readings IO5: Guidelines for language teachers

1.Introduction

2.Choice of 3D Virtual Environment

2.1 Structuring activities before, during and after the game-play

2.2 Aspects of Competition

2.3 Timing of Activities

2.4 Additional Tools Used

2.5 Round-up and Feedback

3. Filming and recording learning sequences

      3.1 Means of Feedback

      3.2 Improvement of learning outcome

4. Making the right choice of the 3D Virtual Environments

      4.1 Minecraft

      4.2 Open Sim

      4.3 Second Life

IO5: Guidelines for language teachers

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

MC Session 2.1 - What do I see? Can we roleplay here?

We are going 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!
What other situations could be planned for role-play scenarios? Add your comments to the week 2 Discussion Points Minecraft Forum

MC Building Session 2.2

Create, as a group, a roleplay situation that we choose together and add images from the build in your 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!

Week 3 DESIGN

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 IO7: Video games / Minecraft and language learning

Discussion question still need to be created based on this document.

Week 3 - Rubric for evaluating games

Rubric for evaluating games

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

MC Session 3.1 - 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! We are going to discover a few storytelling opportunities in Minecraft this week.
Look all around the Eldon Theme Park. (/warp eldon) Look at the figures giving information at the village and on the way in to the park, visit the builds, animal areas etc and how they hang together to make one big build, one big story! Non playing characters start to bring the story to life.
Thinking about fairy tales and young children - visit Pascoli (/warp pascoli) to see the Hansel and Gretel story, for Little Red Riding Hood /warp Brinzio, for the Three Little Pigs visit /warp 3pigs2. Can we build our own stories in Minecraft?
We will visit Cloudland (/warp cloudland) look at the back story and consider how to move forward.
We will visit the Alien spaceship (/warp spaceship) what happened? What can the non playing characters (NPCs) tell us, how do we move forward? Can you find the captain's log? That's two sides of one story!
We will go on a sightseeing tour, visit places such as llama land/ polar bear country/ villages etc. Warp to the teleport station (/warp tpstation) to see the set of teleports to and from chosen sites. Take photos in different places that you visit, (F1 hides the user Interface, F2 takes a screenshot). Build a story with photos.
Go to free build area (/warp freebuild) and do The Escape Room - this is not much of a story but it is based on a story and built simply as proof of concept. Whilst you are there try the rollercoaster - could students make an account or story based on the three minute trip!
To see some maps shared for educational purposes, including historical stories like The Fire of London visit: http://www.minecraftmaps.com/educational-maps
To see some of the best shared maps for various aspects of game play see:
https://www.pcgamesn.com/minecraft/10-best-minecraft-adventure-maps

MC Building Session 3.2

Visit Frozen Pool /warp frozenpool, look at the house, note the stairs blocks used for furniture, stained glass for windows, contrasting stone used for flooring, slabs to make stairs etc. See the 2D and 3D lions, mostly made from coloured concrete. Visit Dazzle's mansion, look at the contrasting wood colours, the logs used for structure and wood planks used for walls and floors.

Warp to Sinking Springs Hotel (/warp sinkingsprings) and follow the path to the barn. Look at the use of pressure plates to open and close doors, the trapdoors and ladders, compare ladders and steps for moving between floors. Discuss what a house needs to be in Minecraft.

Practical Activity: Build a house and advertise it in the Google doc estate agents booklet. NB this could be done in pairs or small groups.
https://drive.google.com/open?id=1NkQdDojngMcx6NmUKU4Ukcy5VrMyF_L0Rhao7uhg24U

Using / making 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.

Week 4 DEVELOP

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.

This week we will look at quests, scavenger/ treasure hunts, escape the room games and global scenarios. All great examples to inspire you as you begin to develop your games.

Learning Corner

Week 4 Suggested Readings 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.

IO2 - Game Design for Global Simulation

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

MC Session 4.1 - Quests, Scavenger Hunts and Treasure Hunts

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

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

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

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

Start to create your own planned activity. You are welcome to use any of the existing builds to create your activity, or start from scratch - do a group build or individual.

Take screenshots of different stages to create a Google Slide show of your build as it happens

MC Building Session 4.2

Build your quest

Week 5 DELIVER

Deliver your final game-like activity in Minecraft

This week is an opportunity to complete the paperwork, portfolio, build etc ready to present it to the rest of the participants on the date decided.
Minecraft is open almost all the time but please avoid what would usually be our Tuesday session as another group have requested access.
Just let me know when you are planning to be there and I will join you!

FINAL SHOW AND TELL AT THE END OF THE COURSE

GUINEVERE Minecraft 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 inworld 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 Minecraft certificate can do

General skills in virtual worlds

- Install and enter various virtual environments
- Create home and make a landmark
- Walk, fly and orient yourself
- Receive and use inventory items
- Take photo

Game creating skills in Minecraft

- 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

5. Final remarks

Redesigning the teacher-led course and splitting it into a) the GUINEVERE OpenSim/ Second Life course and b) the GUINEVERE Minecraft course was a result of the feedback by the participants.

It also is a measure of ensuring that participants will not be overwhelmed by two many technical challenges.

It was understood that some of the documentation developed during the project clearly had one or the other environment in mind and it was not apt to present the same theoretical background to both environments or both groups.