

LEARNING TECH INVITES TO SUBMISSION OF ARTICLES TO THE THEME "LEARNING RESOURCES AS GAMES - GAMES AS LEARNING RESOURCES".

Research and development projects have over the last decade identified that design and use of games contains different kinds of learning potentials in school settings. Various types of games are already implemented in school subjects, both in relation to teaching content and when pupils actively design games. Games are considered to have the potential to develop pupils' narrative competences and skills, critical thinking, collaboration skills and understanding of moral and ethical dilemmas and questions. Moreover it becomes more common that learning resources includes games and gamification elements. Thus, there is a tendency to place great expectations on the use of digital and analog games in schools and in teaching- and learning contexts. This tendency seems, however, to point in different directions, why a status is needed. We hereby call for articles that will contribute to clarifications on the matter. The following themes and questions can serve as inspiration for theoretical, methodical and empiric perspectives on game-based learning in relation to learning resources.

- **Games as learning resources**

What define that a game can be characterized as a learning resources and which factors influence whether pupils understand learning resources as games? Does it have implications for students' motivation, learning, etc., when games are used as learning resources in an educational context?

- **Learning resources as games**

Which implications does it have that learning resources increasingly contain gamification elements, and are there limitations to the types of game elements that didactical learning resources can contain? How does the use of games in teaching contexts place new demands on teachers, and does the use of games-based learning resources challenge more traditional approaches to teaching?

- **Games as teaching resources in subject learning**

How can the use of games as learning resources in various subjects contribute to the subject learning of the students? How can the use of games be linked to subject-specific learning goals? Which competencies, not necessarily linked to specific subjects, can the use of games in learning contexts develop in students.

- **Games as a method**

Is it useful to include games in strategies of inclusion, and are there specific groups of students who profit when games are introduced in subject learning and teaching? How can games be used as planning and evaluation tools? How can students' learning become visible when games are used as scaffolding in teaching and learning?

- **Games, design and teaching contexts**

Which student competencies can be developed when students design games in teaching contexts? Which possibilities and challenges are associated with didactical games in teaching and learning contexts? Which requirements does it place on the design of the learning context when commercial games are used as learning resources?

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CONTACT

For guidelines, questions and submission, please e-mail to: LearningTech@ucl.dk