

Digital games in the classroom - Results and reflections from two semesters  
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 Livechat Transcript  
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[09.10.14 15:45]	CERCLL:	Welcome! Please join this presenter at 9am PDT/Noon EDT on 10/9 for Q and A.
[09.10.14 15:59]	Kristin:	Welcome to our chat session!
[09.10.14 16:02]	Diane:	We are here and happy to answer any questions you have.
[09.10.14 16:04]	MKAAZ2:	Good morning :)
[09.10.14 16:04]	Erin:	Hi. I really enjoyed the presentation and get very excited about the thought of digital gaming as a language learning tool.
[09.10.14 16:05]	MKAAZ2:	I agree, I also was not familiar with the critical incident theory, very interesting
[09.10.14 16:06]	Erin:	Did your students know they were signing up for a class that used gaming for learning?
[09.10.14 16:06]	Diane:	Good morning! Thank you, we're glad you liked it.
[09.10.14 16:07]	Diane:	The unit was listed in the syllabus and mentioned at the beginning of the course
[09.10.14 16:09]	Diane:	But otherwise students weren't really aware of or expecting that they would actually be playing computer games, I would say.
[09.10.14 16:10]	MKAAZ2:	The idea of a game blog sounds interesting
[09.10.14 16:10]	Diane:	@MKAAZ2 - Looking for "critical incidents" was suggested by Dr. Warner, our advisor. We also found it quite intriguing.
[09.10.14 16:11]	MKAAZ2:	Is this to try to help surface these critical incidents?
[09.10.14 16:12]	Diane:	Yes, exactly. However, as we mentioned, it is the aspect of the study that we still have found most challenging - getting students to reflect on those critical incidents without explicitly telling them to.
[09.10.14 16:15]	Kristin:	@MKAAZ2 Have you ever tried out something similar in a language class?
[09.10.14 16:15]	Erin:	I teach ESL and have sometimes had trouble getting students to buy-in to activities they aren't familiar with. I'm wondering if you had difficulties getting all the students to engage and what you did with those, if any, who didn't think games would help them learn?
[09.10.14 16:16]	MKAAZ2:	@kristin Not games, but I'm using Twitter this semester and it seems like CI would also be a

		good framework to approach
[09.10.14 16:18]	Kristin:	@Erin Because we tried to make gaming as much of a class experience as possible, and tried to bring as much as possible into the classroom, we didn't really have any participation problems. In fact, some of the students continued playing their game even though they didn't have to.
[09.10.14 16:18]	Erin:	That's exciting to hear.
[09.10.14 16:19]	Erin:	How did you select the games?
[09.10.14 16:19]	Kristin:	@MKAAZ2 Sounds great! How exactly are you using twitter?
[09.10.14 16:19]	Erin:	ie. did you play each one?
[09.10.14 16:21]	MKAAZ2:	@Kristin I created weekly tasks following the Bridging Activities framework, dividing the semester into 3 phases, with a focus on ACTFL cultures & comparisons standards
[09.10.14 16:22]	Diane:	We looked for browser games available in German and tried most of them out before having students browse and choose a game from the list. We reduced that list in the second semester, because it was important that the games had a chat function. We also tried to add some thematic variety in the second semester (a gardening and a soccer game).
[09.10.14 16:23]	Kristin:	@MKAAZ2 That sounds really interesting! Will you be here in Tucson on Saturday? Maybe we can talk more about the units?
[09.10.14 16:28]	Erin:	You had stated in the presentation that the students didn't necessarily like the strategy(?) games? Which seemed to be the preferred game?
[09.10.14 16:30]	Erin:	Were the language levels comparable across all the games?
[09.10.14 16:33]	Kristin:	@Erin It is hard for us to say because most games were strategy games (most of the browser games are). We suspect though that simulation games and adventure games (World of Warcraft, Die Siedler) would have been responded to positively. There have already been some studies with those games. If you are interested I can send you the references via e-mail.
[09.10.14 16:33]	MKAAZ2:	@Kristin Yes, I will. That sounds great :) I'm very excited
[09.10.14 16:33]	Diane:	The language levels were comparable, however the vocabulary used varied quite drastically. For example, in the historic games there was sometimes old-fashioned language used, which students were not familiar with. This was the case in all of the games though.
[09.10.14 16:34]	Diane:	As in there was much unfamiliar language in all of the games.
[09.10.14 16:34]	Kristin:	@MKAAZ2 Great! I will see you there.
[09.10.14 16:36]	Erin:	Thanks, Kristin. Would that be a different list than the one in the presentation?
[09.10.14 16:36]	Erin:	I'd very much like to see it
[09.10.14 16:38]	Kristin:	Erin, let me double-check on that. Give me just a second.

[09.10.14 16:38]	Erin:	Sure thing.
[09.10.14 16:42]	Erin:	I'm curious how you assessed overall? Did you focus on the completion of specific objectives? Was it based more on participation? Did the students have milestones, like # of new vocab?
[09.10.14 16:43]	Kristin:	Erin Have a look at "Affordances for second language learning in World of Warcraft" by Paul S. Rama, Rebecca W. Black, Elizabeth van Es and Mark Warschauer
[09.10.14 16:44]	Erin:	Will do. Steve Thorne did a talk about his study with WoW at TESOL International this year. It was great information.
[09.10.14 16:47]	Diane:	In addition to their reflections on the gaming experience in the blogs, there were additional formative assessment measures included. They used their vocabulary lists for an in-class written assignment and reflection (which counted as a quiz grade), there was an audio reflection and the gaming topic/experience was also incorporated in their third and final essay that they write for the class.
[09.10.14 16:49]	Erin:	Thank you!
[09.10.14 16:51]	Diane:	Thank you for joining us and for your interest!
[09.10.14 16:51]	MKAAZ2:	Thank you!
[09.10.14 16:53]	Kristin:	Thanks! I hope to meet you on Saturday!