

Section 1

Chapter 3 - How Players Learn To Learn While Playing?

Case Scenario 1

Title: **Virtual Reality & storytelling**

Description:

During the 2017/18 school year at the Ponte dos Brozos School in Arteixo (A Coruña, Spain) a project called "Virtual Reality & storytelling" was carried out in which 9 and 10-year-old students used CoSpaces (<https://cospaces.io/>) to build virtual spaces to serve as scenarios for their stories, digital games and simulations about different historical eras.

Among the main objectives of this experience, the following stand out:

- Promoting the practice of content of STEAM areas (Science, Technology, Engineering, Art and Mathematics).
- Encourage creativity and learning by taking advantage of children's innate curiosity and desire for exploration and experimentation as well as the power to "learn by doing".

An integrated project-based methodology was applied to aims and contents from different curricular areas. The projects were carried out in pairs or small groups. The results were presented collectively so that all of participants contributed creative variations to the original approach. Six 50-minute sessions were held.

In order to share and visualize the projects generated by the students, a Padlet (virtual wall) was created. It can be accessed at this link: <https://goo.gl/rQ5suo>

Eight projects can be found on the Padlet representing simulations and digital games about different historical eras. The first five are recreations of prehistoric villages, ancient temples or



medieval castles. The Ancient Egypt (nº 6) project is a game that involves solving three tests about the era. The Museum of Ancient Civilizations (No. 7) project is a guided tour of a museum that contains sculptures from different historical eras. The last project is an escape room on historical concepts.

Reference: Codesal, M.B. & López-Gómez, S. (2018). Entra en tu juego: realidad virtual & storytelling. *Revista Aula de Innovación Educativa*, 269, 17-21.

