

## Section 1

### Chapter 3 - How Players Learn To Learn While Playing?

# Case Scenario 2

Title: **Workshop for teachers: learning to learn with video games**

Description:

This real case originated from the Cavila group of *Nova Escola Galega* Pedagogical Renewal Movement (<http://www.nova-escola-galega.org/>), made up of teaching professionals who for years have shared a concern for reflecting from a professional perspective on the role of didactic materials in educational processes and fostering strategies so that members of the educational community can learn to evaluate them.

Since 2010, the Cavila group has organized the International Seminar-Workshop on the Evaluation of Didactic Materials. One of the fundamental aims of this seminar is the transfer of knowledge regarding the evaluation of didactic materials. The proposal brings together professionals with different educational profiles in the field educational media analysis who are concerned about the evaluation of these resources.

Over the years, the seminar-workshop has consisted of two distinct yet united parts. The first part involves participatory theoretical sessions. Each of the speakers discusses the importance of didactic materials evaluation from their specific perspective and meticulously describes their own approach, guide and/or resource for evaluation. Secondly, each seminar-workshop integrates a variety of workshops. There have been instances of more than eight workshops being held simultaneously. Each lasts approximately two and a half hours. The Seminar concludes with all attendees coming together for a session to freely express their impressions, opinions, improvements, and so on as well as models for the transfer of what they have learned to students



and co-workers. As an example, the following link shows the general structure and contents that have been followed during each of the editions: <https://goo.gl/cf7PBq>

In recent years it has become apparent that the seminars and some analyses need to focus on "new" digital materials. These digital materials bring along new functions and uses which imply different ways of conceiving and understanding teaching. Thus, one of the workshops is dedicated to the analysis of video games and serious games for education in order to make teachers aware of the potential of these resources. Space is provided for educators to play and reflect together, analyze contents and discuss how to use these resources in the classroom to develop the competence of learning to learn.

