

Section 1

Chapter 3 - How Players Learn To Learn While Playing?

Practical Activity 1

Title: **Indicators for the analysis of the Instructional Design of video games used for learning to learn**

Description:

The following indicators aim to help in the evaluation of video games designed as didactic materials. They focus specifically on certain aspects related to the analysis of Instructional Design; namely, objectives, content and feedback provided during the game.

Select a video game and indicate the degree to which the following statements are true or false, by marking one of the following: 0 [No, not at all]; 1 [Quite, to a large extent]; 2 [Yes, absolutely]; D/N/A [Does not apply].

Educational aims

- The educational aims are appropriate for the video game's target group (depending on age or development areas: motor, cognitive ...)
- The educational aims are coherent to each other.
- All educational aims are achievable by the end of the game.
- The pedagogical aims are coherently integrated with the objectives of the game.

Educational Contents

- Contents pertain to a specialized or academic area of knowledge, and have exclusively scientific value. They are scientifically valid and current.
- Contents are presented in an inquisitive way, and comprehension must be shown in the videogame by application to a specific challenge.

- Educational contents are well integrated into the game's structure.
- Content is free of political, racial, sexual, cultural or religious prejudice. There are no aggressive or violent connotations.
- The contents are appropriate to the knowledge and skills that the video game's main target group may have regarding the subject.
- The scenarios, elements and objects that make up the video game integrate (implicitly or explicitly) relevant content for the achievement of educational aims.

Feedback

- The feedback offered by the videogame is relevant to the nature of the game and the achievement of the challenges.