

Section 1

Chapter 5 - The Role Of Video Games In Education

Case Scenario 2

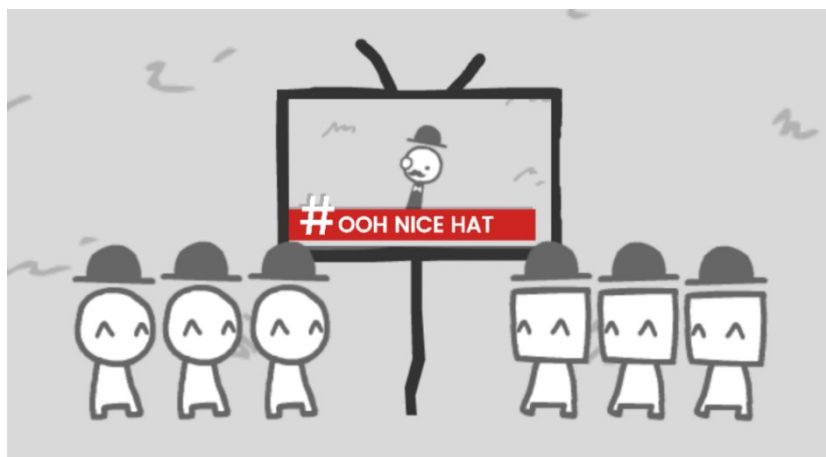
Title: Master's Degree Program in Information and Communication Technologies for Education and Digital Learning

Description:

In the Master's Degree Program in Information and Communication Technologies for Education and Digital Learning, part of the Faculty of Education and Languages at Nebrija University, the subject "Games, gamification and ICT" is taught. In the Module 2 Analogue and Digital of Unit 4: Video Games, 87 students were invited to play the video game called "We become what we behold"- <https://ncase.itch.io/wbwwb> - by Nutcase Nightmare and answer the following questions:

- The possibility: what can the player do inside the game?
- The obligation: what must the player do, bound by the rules, whether he agrees or not?
- The impossibility: what can't he do even if he wants to, that is, what is outside the mechanics?
- The penalty: what can the player do but is punished by the rules?
- Based on the four points, what is the message the game conveys? Elaborate the explanation along with a personal reflection on the game as described in unit 4.

Figure 1. Screenshot of the videogame “We become what we behold”



Source: <https://ncase.itch.io/wbwwwb>

Thus, this free 5-minute video game, beyond teaching a specific skill, is aimed at reflecting on everything that happened in 2016. With a premise so basic and mechanisms so straightforward, seeking to demonstrate that through social networks, media manipulation and the pernicious use of many politicians, social phenomena can be understood. Specifically, the message explains that the trivialization and viralization of content through social networks, using simple and superficial messages is giving rise to an idiotized and aggressive society that needs to continue receiving strong stimuli to feel active and avoid losing interest.

The response of the Master's Degree students was initially one of uncertainty. The game is not easy to understand, hence it is necessary to repeat the game at least two more times to glimpse its objective. From there, the results were surprising, the video game was a catalyst for debate and participation in which each of the students, in addition to completing the required questions, provided their views on the video game, adapting each to its context, and generating a general critique of the effect of the media in today's society.



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