

Candidate 8

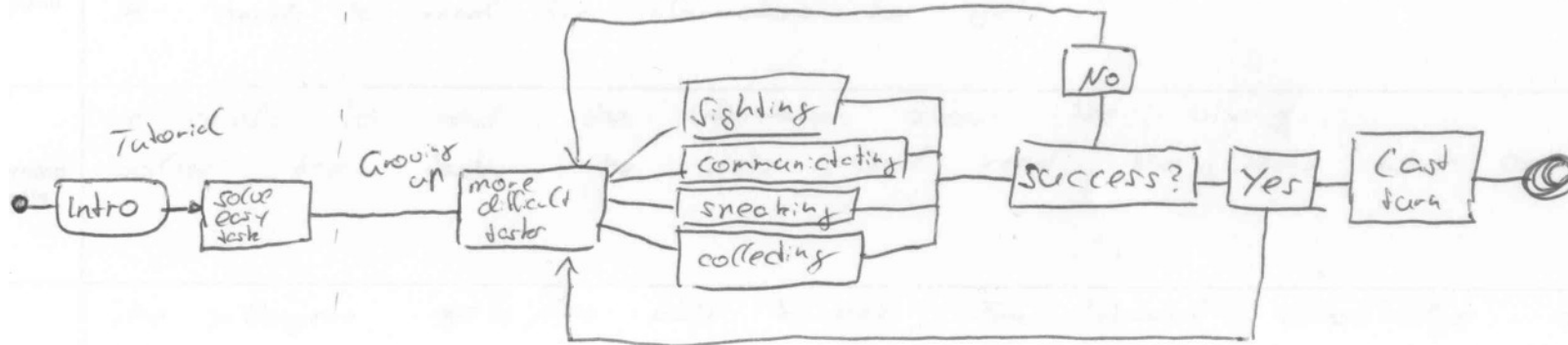
ADM Game Analysis | Part I - Activities map

me: Vikings

	Gaming activity	Learning activity	Internal teaching activity	External teaching activity (optional)
ivity	The player is running with an avatar through a viking village and need to solve different tasks	you learn get to know something about the history of the vikings	The students learn easily something about the vikings and have fun while playing.	The students have fun while they play and learning sth. about viking history
ject	The player	The player	Serious Games Interactive	The teacher to learn his class something about vikings
ves	Because the player avatar always get new tasks and while solving those tasks he learns interesting things about the vikings (Fun)	Because every new task he get new interesting informations	to teach sth. about viking history	The teacher is using the game, because it's a really motivating way for the student to learn something
	Game/Vikings	Game/Vikings	Game/Vikings	

ADM Game Analysis | Part II – Game diagram and actions/ tools/ goals table

Game diagram>



Game actions	The player needs to move through different village villages. While walking through those villages he needs to collect coins, ask questions to different people, read informations, visit different people and answer questions.
Game tools	The player is working through a 3D village. Sometimes a 2D Map. He can achieve virtual skills. He can see his status, how many hammers he selected. Gets advices from people. Other characters are telling him stories and quests.
Game goals	The player needs to collect resources like coins or fish. He needs to collect informations and complete every task he gets.

Candidate 8

Learning Objectives	The player needs to complete goals, every single task to get a new goal. He needs to explore the map to find all his tasks and complete his goals. He needs to read the information he gets
Learning Objectives	He needs to read the information about the vikings. Solve the tasks he gets and read the texts which come along.
Learning Objectives	The player gets/is able to get Foundational knowledge about the vikings.
Learning Objectives	The teacher can use it for a stand in his history class. To give a short view about the vikings. As well he can use it after his class to see if the class/student understood all the informations.
Learning Objectives	In the game are questions/answers about the vikings Helping text about the vikings.
Learning Objectives	Goal of the game is to get attention about the theme vikings. And also to stimulate recall of prior learnings

Candidate 8

Learning
Objectives

The teacher can use it "extra" for his lessons.
For example as a homework

Learning
Tools

The teacher uses the repetition in the game

Learning
Goals

-More knowledge about the Vikings
informations which they don't forget.

ADM Game Analysis | Part III - Abstractions table

Game actions	collecting; moving; Answering questions/trivia; Read informations
Game tools	2D/3D space; Virtual skills, status level; Advice and assistance; Story (Lex1); Challenges; Alternating turns; Quest/Problems; Time; Score
Game goals	Collect resources; Collect informations; complete quest.
Earning actions	Reading; Exploring; Completing goals; Locating;
Earning Tools	Information; Tasks; Text
Earning Goals	Foundational Knowledge
Internal teaching actions	The teacher can use the game in his history class to present materials from the vikings as well for reviewing his lessons Present materials, Reviewing lessons.
Internal teaching tools	Help text; answering/questions & Tips/Assistance
Internal teaching goals	Goal of the game is to get attention about the theme and as well to stimulate recall of prior learnings Attention; Stimulate recall of prior learnings

Cardi date 8

Gaming Actions						
Entity manipulations			Movement		Time-related	Information
Capturing	Eliminating	Owning	Avoiding	Shooting	Manipulating time	Asking questions
<u>Collecting</u>	Exchanging	Planning / Strategy	Colliding	Targeting	Starting/ Stopping time	Answering <u>questions / trivia</u>
Creating	Generating	Removing	<u>Moving</u>	Teleporting	Advance game period	Obtain help
Customizing	Managing resources	Selecting	Evading	Traversing		See performance evaluation
Designing	Manipulating gravity	Tactical maneuvering	Rotating	Visiting		Watch / Listen to / <u>Read information</u>
Destroying	Matching	Trading virtual items				Watch / Listen to / Read story
Editing						

Gaming goals	
<u>Collect resources</u>	Get acquainted with story
Be the first to reach the end	Learn to use interface
Be the last player standing	Maximize performance
<u>Collect information</u>	Maximize score
<u>Complete quest</u>	Perform task within allotted time
Complete side quests	Reach narrative end
Form/discover goal	Reach resources end

[illegible]

Candidate 8

Learning tools

Animation
Challenge
Graphics
<u>Information</u>
Report
Simulator
Story
Student diary
Task list/ Checklist
<u>Tasks</u>
<u>Tests</u>
Text
Video

Learning actions

<u>Completing goal</u>	Memorizing
Discovering	Model building
Discriminating	Objectifying
Discussion	Observing
Experimentating	Participating
<u>Exploring</u>	Participating in conversation
Forming hypothesis	Performing action/ task
Forming goal	Planning
Generalizing	Puzzlement
Identifying	<u>Reading</u>
Imitating	Repetition
Listening	Selecting/ Choosing
<u>Locating</u>	Verifying/ Reviewing

Learning goals

Bloom's Taxonomy – Cognitive domain	Bloom's Taxonomy – Affective domain	Bloom's Taxonomy – Psychomotor domain	Kolb's experiential learning cycle	Fink's Taxonomy
Remembering	Receiving phenomena	Perception (awareness)	Concrete experience	Foundational <u>Knowledge</u>
Understanding	Responding to phenomena	Set	Active experimentation	Application
Analyzing	Valuing	Guided response	Reflective observation	Integration
Applying	Organization	Mechanism (basic proficiency)	Abstract conceptualization	Human dimension
Evaluating	Internalizing values	Complex Overt Response		Caring
Creating		Adaptation		Learning how to learn
		Origination		

Candidate 8

Teaching actions
Demonstrating
<u>Presenting material</u>
Presenting problem
Presenting quiz
Qualitatively assessing performance
Quantitatively assessing performance
<u>Reviewing lesson</u>
Rewarding good performance
Sanctioning bad performance
Scaffolding
Showing similar problems
Stressing importance
Suggesting improvements
Telling story

Teaching tools
Checklists
Deadlines
Discussion
<u>Help text</u>
Limited set of choices
Penalties
Performance measures
Practice tests
<u>Questions & Answers</u>
Rewards
Simulators
Story
<u>Tips / Assistance</u>
Warning messages

Teaching goals	
Gagné's Nine Events of Instruction	ARCS Model of Motivational Design
Gaining attention	<u>Attention</u>
Informing learner of objective	Relevance
Stimulating recall of <u>prior learning</u>	Confidence
Presenting the stimulus	Satisfaction
Providing learning guidance	
Eliciting performance	
Providing feedback	
Assessing performance	
Enhancing retention and transfer	

Shapes of an activity diagram



Initial state



End state



Action state



Decision with alternate paths



Beginning or end of parallel activities
(or when the order does not matter)



Connecting arrows