ne: Dikings

① So the Learner learn the history off the Vikings and their their behaviour.

	Gaming activity	Learning activity	Internal teaching activity	External teaching activity (optional)
vity	You play a single person, who is a Life Viking	You are a Viking, each who need to solve problems, in the Vikings society. (in his life)	• The game plays in the Vikings time, to learn the history by watching to play the game. • Only by answering some question about the culture of the the Vikings, the player can continue the missions.	
ect	Player (young ages)	• Player and the watches • around him	• Game designer • no information available	History teacher • History teacher for his young class.
ves	– Fun – Story – battle Like a Viking	• Learning about the culture of the Vikings helps the player to solve the Qu questions from some Quests. • Only continue after a battle between Vikins, so learn how the Vikins fight and their weapons	• to sell it to school(s)/teachers • promote the history of the Vikings	The • The teacher use the game to teach explain on a funny and friendly way, who the history and culture of the of the Vikings was
	Game	Game	Game	

<Game diagram>

Start

no

no

Are the main
story missions
completed?

yes

Intro → Search for problems → Start mission → Complete the mission correct? → get rewards/ new information

yes

End

Game actions	The player can collect items to get better skills. The missions can failed by wrong decisions of the player, so he sees the results of his actions ~~immediately~~ immadiately
Game tools	battle skills, coins, ~~old~~ old viking items for skill points/ sword, life score in a the battlemode.
Game goals	•Complete the missions to continue the story •collect coins and items to get new equipment and skills

Learning Actions	• Search for missions / Speak with other characters in the game to help them ⌐► to get more information / experience for the player
Learning Tools	• ~~A~~ Other ~~none~~ characters help, by talking with them, to get information or introduction to solve a mission. • the battle against other Vikings
Learning Goals	• Make right dicisions ~~as~~ from a Vikings view • get information about the culture of the Vikings
Internal Teaching actions	• by ~~enstooing~~ wrong answering a question, the Questioner explain why it is wrong and say tipps for the ~~right~~ ~~true~~ answer • by failing a mission the player gets a information, ~~whether~~ what he does ~~wrong~~ wrong
Internal Teaching tools	• Feedback text • restarting the mission • ~~short videos in the game~~ ~~animated videos~~ short animated-videos in the game
Internal Teaching goals	• complete the Viking story ⌐► so to learn the story of a Viking and learn the behaviour of the ~~the~~ other characters in the Vikings society

External Teaching actions	
External Teaching tools	
External Teaching goals	

?

the abstract words, which discribe this topics the best, from my viewing.

Game actions	
Game tools	
Game goals	
Learning Actions	
Learning Tools	
Learning Goals	
Internal Teaching actions	
Internal Teaching tools	
Internal Teaching goals	

External Teaching actions	
External Teaching tools	
External Teaching goals	

Entity manipulations			Movement		Time-related	Information
Capturing	Eliminating	Owning	Avoiding	Shooting	Manipulating time	Asking questions
Collecting	Exchanging	Planning / Strategy	Colliding	Targeting	Starting/ Stopping time	Answering questions / trivia
Creating	Generating	Removing	Moving	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 / Read information
Destroying	Matching	Trading virtual items				Watch / Listen to / Read story
Editing						

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

Gaming tools										
Objects		Attributes	Time	Feedback	Help	Chance/ Randomness	Narrative (aesthetics)	Rules	Segmentation of gameplay	Goal metrics
2D/3D space	Modifiers	Lives	Chronometer	Achievements	Advice and assistance	Dice	Cut scenes	(In)complete information	Alternating turns *battle*	Achievement
Cards	Non-playing characters (NPC)	Position in space	Time pressure	Leaderboards	Guide character	Lottery	Role play	Competition	Challenges	Performance record
Gifts	Tiles	Roles		Penalties	Checklists/ Task lists	Random appearances	Story (text)	Game modes	Checkpoints	Score
Goods	Tokens	Secrets		Performance meters	Tips	Randomizers		Gamemaster / referee	Game Period	Success level
Grids	Virtual money	Virtual skills		Performance record	Tutorial			Multiplayer	Infinite gameplay	Time
Information				Points	Warning messages			Zero-sum / non-zero-sum	Levels	
				Progress bar					Metagame	
				Rewards					Puzzles	
				Status levels					Quest / Problem	
									Time	

Learning actions

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

Learning tools

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

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 Knowledge
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		

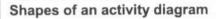| Teaching actions |
|---|
| Demonstrating |
| Presenting material |
| Presenting problem |
| Presenting quiz |
| Qualitatively assessing performance |
| Quantitatively assessing performance |
| Reviewing lesson |
| Rewarding good performance |
| Sanctioning bad performance |
| Scaffolding |
| Showing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

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

Teaching goals	
Gagné's Nine Events of Instruction	ARCS Model of Motivational Design
Gaining attention	Attention
Informing learner of objective	Relevance
Stimulating recall of prior learning	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