



## Ludic Language Pedagogy

<https://www.llpjournal.org>

# "Game Terakoya class 1" walkthrough: Directing students' post-game discussions, academic work and participatory work through goals, curriculum, materials and interactions

Jonathan deHaan\*

University of Shizuoka, Faculty of International Relations

## ARTICLE INFO

### Article history:

Received: 2020/01/07  
Revised until: 2020/04/15  
Accepted: 2020/04/16  
Published: 2020/04/17

### Keywords:

Creativity, Critical thinking, Curriculum, Grading, Materials, Multiliteracies, Participation, Remixing, Tabletop games, Teacher mediation, Transformation

### Peer reviewers:

Simone Bregni, Yiting Han  
Zachary Hartzman

## KEY POINTS

**Background:** I value experiential learning, project work, the pedagogy of multiliteracies, and an extracurricular pilot study with one student.

**Aim:** To transfer what I learned in a pilot study to a typical class setting.

**Methods:** I carefully mediated students' learning through goals, a grading rubric, worksheets and involvement in students' learning trajectories.

**Results:** The method helped students (except in one group) apply game experiences to discussions, analysis tasks and participatory projects.

**Conclusion:** If you want your students to do X, set goals, develop a curriculum, make materials and focus your interactions with them on X.

## ABSTRACT

I designed a curriculum called the "Game Terakoya" (named for the Japanese Edo Period private schools that taught reading and writing) that connects games with language and literacy work. This paper is a walkthrough of my first concerted attempt to implement my combination of games and the pedagogy of multiliteracies in a typical class setting. I describe my mediation work, namely, setting specific goals, developing a curriculum and sequence of activities that targeted those goals, developing a grading rubric based on those goals, and developing materials and project work and being deliberate about my interactions with students around academic work and participatory project work. The class and I were successful in many ways, one of the most notable being most groups' clear connections of gameplay to game discussions to intellectual work to participatory work. The class and I stumbled in some ways as well, such as one large group failing to collaborate and complete project work, and many students not providing enough reasons and details in their L2 project work worksheets. I suggest implications for other teachers' classes and outline my numerous next steps to refine my continued explorations of games and multiliteracies pedagogy with my curriculum, materials and interactions with students.

## TWEET

Why even have students play a game in their L2?!

The really great L2 stuff:

- thinking deeply - social bridging happens in the discussions, analyses and project work after the game.

Materials and teacher interactions make that happen.

#gamerakoya

#pedagogy #multiliteracies

\* Corresponding author. Email address: [dehaan@u-shizuoka-ken.ac.jp](mailto:dehaan@u-shizuoka-ken.ac.jp) (Dr. Jonathan deHaan)

## 1. Background

### Who are you and your students?

I've been playing and interested in all kinds of games for as long as I can remember. I've been teaching and researching at the university level for about 15 years. I started my academic career with various experiments and case studies about what students could learn from games. Now, I am focused on the effect of teaching on learning with and around games. I enjoy working with students on projects; I helped some students create *RPG Maker XP* games and some to publish an online magazine about Japanese games (deHaan, 2011), and I helped other students run a Game Camp in which high school students designed *Speloder* games, designed advertisements for their games, and were interviewed about their work in English at a public event (deHaan, 2013).

My students in this project, an elective class of 15 females and 8 males, met for 16 90-minute sessions in the fall of 2018. 21 students were native speakers of Japanese. Two exchange students were native speakers of Turkish. 15 were second-year students, six were third-year students, two were fourth-year students. The students (all with at least eight years of formal English study) shared various experiences with and preferences for games (mostly mobile and console games, some board games and playground games and parlour games) in early introductions of themselves. The students gave informed consent at the end of the semester.

### Where did you teach?

This course was taught once a week at a Japanese public university whose required courses exemplify a "weak CLT" (Johnson et al., 2015) prioritization of speaking skills, rarely-connected language and culture, and a lack of opportunities to apply language skills. The classroom had movable desks and chairs, a black board, a digital projector and screen, and wireless internet. All students had smartphones.

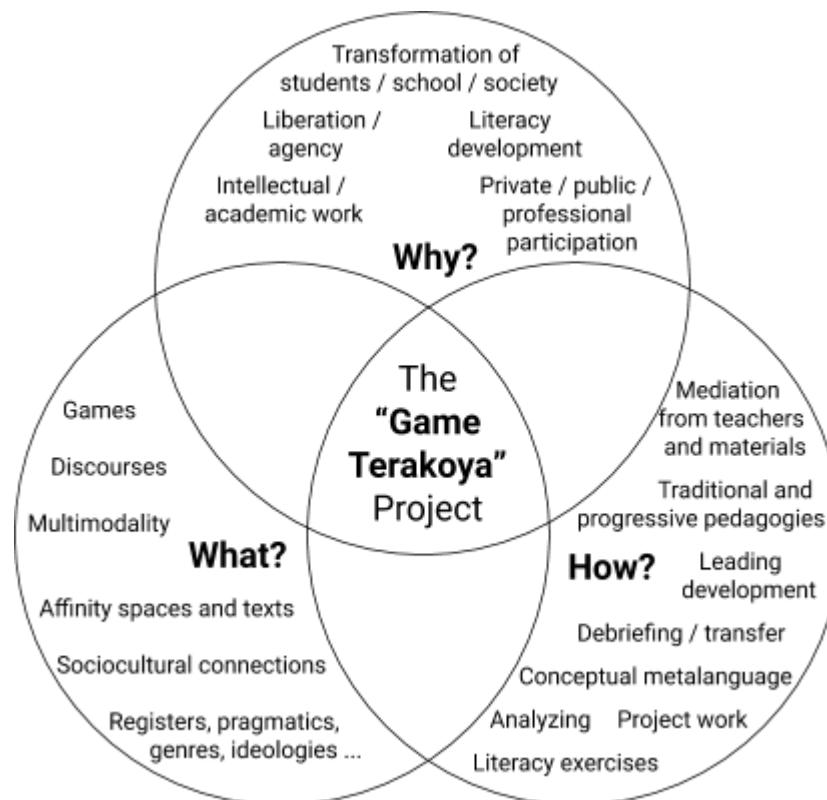
### What literature, ideas or experiences influenced or inspired you?

I have been influenced by experiential learning theory and practice, specifically the idea that people do not learn from experience (because of the difficulty of reflecting and applying learning in that moment) but instead learn through reflecting on and discussing the experience afterwards (often guided by other learners and teachers in a "debriefing" session) and then applying the reflected-upon experience to future experiences and learning (e.g., Dewey, 2007; Kolb, 2014, Kriz, 2010). This has been explored with games by scholars such as Crookall (2010), Nicholson (2012), Egenfeld-Nielson (2005), Squire (2011), and Sanford and Madill (2007). Students learn more from a combination of materials and mediation and games than from games alone. Debriefing and mediation using materials has been explored specifically with regards to language learning by Coleman (2002), Shirazi, Ahmadi and Mehrdad (2016), Franciosi (2017), Neville, Shelton and McInnis (2009), Miller and Hegelheimer (2006), Ranalli (2008) and Shintaku (2016) and Sykes and Reinhardt (2013), but most implementations, in my opinion (deHaan, under review), have not been extensive enough.

Students learn more from a combination of materials and mediation and games than from games alone.

I have been thinking a lot about the "what, how and why" of my language teaching with games. *What I teach with games* includes not only games and the language during gameplay, but the language around gameplay (e.g., in rulebooks and in conversations about games in game groups and in online communities). *Why I teach with games* is grounded in core beliefs regarding education's potential to liberate students, to transform students and societies, and to help students participate more fully in private, public and professional areas of life. *How I teach with games* involves both traditional and progressive teaching approaches and extensive mediation through materials and my involvement in students' learning activities. My "what, how and why" draws heavily from the "pedagogy of multiliteracies" (New London Group, 1996) and its "learning by design" (Cope & Kalantzis, 2000) reframing. A paper in *Ludic Language Pedagogy*

details my rationale and pilot implementation of my “what, how and why” in my Game Terakoya project which integrates the pedagogy of multiliteracies and games (deHaan, 2019). That first Game Terakoya study was conducted extracurricularly with only one student and was very successful. That student played a tabletop game, analyzed online texts about the game, explored game studies concepts and finally contributed a game review to online sites; she developed literacy, intellectual and participatory skills but struggled with some textual meanings (e.g., sarcasm) and some sociocultural connections (e.g., consumerism). I have been exploring the pedagogy of multiliteracies in activities in workshops and projects that led up to the class that I describe in this paper, but this paper describes my first concerted attempt to transfer what I did successfully with one student to a more typical class. Figure 1 depicts the goals, content and pedagogy in the Game Terakoya project.



**Figure 1** The What - How - Why of the Game Terakoya Project

### What was your goal? Why?

My primary goal for the class described in this paper was (as a teacher) to have students play a game, take time to think about it, explore the game and its language or culture in a project, and then apply their experiences to a participatory project, for example, designing and sharing a game, or teaching the game to someone else. Games provide intense experiences, are simulations of society and instantiations of language, and connect to texts in rulebooks and online communities. Taking time after gameplay makes students step back from their experience in order to notice, reflect on, and begin to explore a game's meanings, concepts and related cultural aspects. What students notice and become curious about can then be explored in analysis projects that develop various academic skills, e.g., asking questions, synthesizing information, and interrogating perspectives. The ultimate goal for the sequence of work was to have students use their new knowledge to participate, as they chose, in some private/personal, public/civic or professional manner, thus helping them continue to bridge to their social futures. My goal was to help students develop language and literacy skills, but I wanted students to develop these skills, and be more liberated and hopefully transformed in ways that were connected to their intellectual work as university students and also their identities as young adults soon to be entering the workforce and new and broader social circles.

The ultimate goal ... was to have students use their new knowledge to participate, as they chose, in some private/personal, public/civic or professional manner, thus helping them continue to bridge their social futures.

A secondary goal for this class was (as a researcher) to apply what I learned in my one-on-one extracurricular pilot project to a typical class context. I wanted to know if the successful intensive teaching I had done with one student would work when I would (most likely) not be able to mediate every student's learning to the same extent. This focus connected to my goals to use a game-based pedagogy of multiliteracies more effectively in my teaching, and also to research and report on my efforts to other teachers and researchers interested in game-based language teaching and learning.

## 2. Design

My teaching and research background made me focus very clearly on explicit goals for the course and I very intentionally presented these goals in the first class meeting and in the grading rubric<sup>1</sup>. I adhered to the pedagogy of multiliteracies sequence of experiencing, conceptualizing, analyzing and applying. See Table 1.

**Table 1** "Game Terakoya Class 1" Structure

First class: course goals, grading rubric, quick introductions		
	Loop 1	Loop 2
Experiencing	Known Game: <i>Concentration</i>	New Game: <i>Diplomacy</i>
Conceptualizing	Short Debriefing	Long Debriefing
Analyzing	Analysis Project and Report	Analysis Project and Report
Applying	Participation Project Proposal and Report then <b>Loop 2</b>	Participation Project Proposal, Project and Report
Last class: student reflections, discuss connections, course feedback		

I recognized that the debriefing and discussion after the game experience would be critical, so I designed questions on a worksheet to make the students slow down in order to connect the game to other work. I realized that unlike my pilot project in which the pace and activities were co-directed by the student and I, the class would require clear communication of stages of work and how to start each project; to do this, I created worksheets and materials to guide students' work that I could then discuss with them in project work sessions. I created an analysis project worksheet, and a participation project proposal and note sheet and reflection and report. I compiled example analysis projects and instructions and also example participation projects to show students. I also let students work in small groups to allow me to mediate deeply fewer projects (though I allowed students to work independently as well, which did happen). I wanted to mediate closely and made sure to spend time with each group and student in each class and spent a great deal of time giving feedback on each worksheet and project and presentation. The full materials can be found in the Appendix, but I have highlighted the main questions from each stage and material (after the students played a game) in Table 2, showing a clear progression from experience to analysis to participation to students' futures.

<sup>1</sup> All of the materials mentioned in the text are available in Appendix 1. These are Google Documents that can be copied and modified for your use.

**Table 2** Questions on materials, sorted by game experience, analysis work, and participation work

	<b>Debriefing</b> worksheet	<b>Analysis project</b> worksheet	<b>Participation project</b> worksheet
<b>The game experience</b>	<ul style="list-style-type: none"> <li>- What happened step by step? Do you have any strong feelings or questions?</li> <li>- Did you collect any data or media?</li> <li>- What do you think you learned?</li> </ul>		
<b>Analysis of the game, its language and its social connections</b>	<ul style="list-style-type: none"> <li>- What did you notice?</li> <li>- What might these elements mean?</li> <li>- What connections can you make?</li> <li>- What ideas do you have?</li> <li>- Do you see any causes and effects?</li> <li>- What are you curious about?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you want to know?</li> <li>- What will you do to find out?</li> <li>- Record what you do.</li> <li>- Summarize trends.</li> <li>- Why is what you found out important?</li> </ul>	
<b>Participation and application of experiences and analysis</b>	<ul style="list-style-type: none"> <li>- How could you improve or change the game?</li> <li>- (Related to identities) How could you use the game for <ul style="list-style-type: none"> <li>-- personal uses?</li> <li>-- public uses?</li> <li>-- professional uses?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- How does this project connect to your participation project?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you want to do?</li> <li>- Why will you do it?</li> <li>- Who is it for?</li> <li>- When will you do it? Where? How?</li> <li>- What will you do to prepare?</li> <li>- What support do you need?</li> </ul>
<b>Connection to students' future</b>			<ul style="list-style-type: none"> <li>- How does this project challenge you?</li> <li>- How does this project connect to your future?</li> </ul>

I created worksheets and materials to guide students' work that I could then discuss with them in project work sessions.

### 3. Playtest

In the first week of class (**Week 1**), I presented a quick overview of the class activities: learning and playing games, discussing games, analyzing games, and conducting participatory projects with and around games. I stressed that the class focused on literacy skills, academic work, and participatory projects. I showed the grading rubric with these different aspects.

I then put students into groups of three or four students (students seemed to be sitting near people they knew, so I made groups of these friends), then asked if they had all played the game *Concentration*<sup>2</sup> (also known as *Memory* or *Shinkei Suijaku*). All students had played the game<sup>3</sup>. We then quickly read the English rules online<sup>4</sup> using the projector, they quickly brainstormed some English phrases<sup>5</sup> to use during the game, which I wrote on the board, and then I asked them to play the game in English, which they did. I asked them to record their games using their smartphones, and to try to finish within 15 minutes. I observed the students as they played and noted the language they used (I was not sure, yet, what the students would choose to focus on after the game). All groups finished within 15 minutes.

I then gave each group a large piece of white poster paper (about 80cm x 100cm) and various colored markers. I asked them to copy words from the board (see Figure 2) onto their poster in the same positions.

Feelings	Observations	
Questions	Improving the game	
Analyzing		
Game / media	Language / meanings	Society / culture / community
Connections	Want to know	
Using this game in <b>society</b> (ideas for <b>participation</b> )	Other	
	<u>Names</u> Name Name Name Name	

**Figure 2** Keywords for group discussions in Loop 1

I asked students in each group to use a different color of marker, write their name in that color in the legend, and use that marker to write their experiences and opinions and questions on the paper. See Figures<sup>6</sup> 3 and 4 for examples from two groups. After 15 minutes, I asked the groups to star interesting and important notes on the paper.

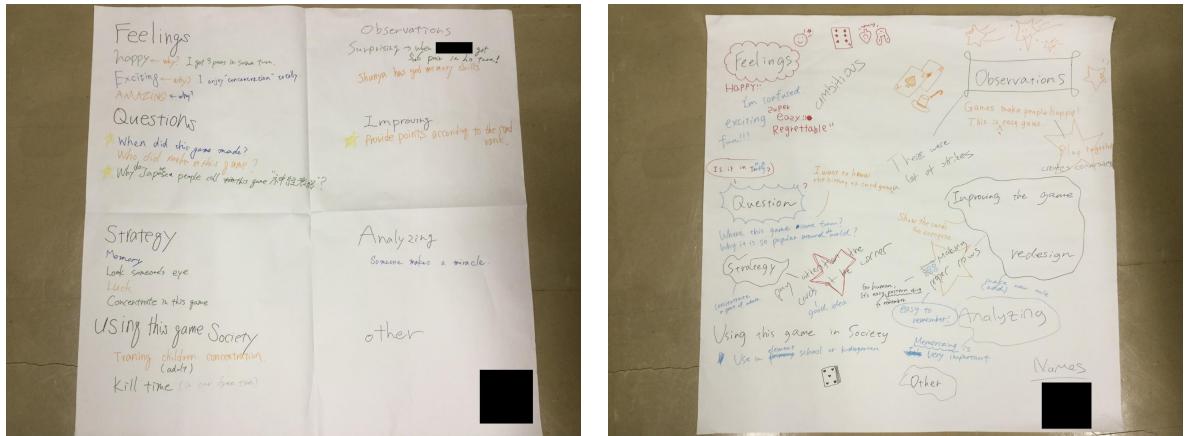
<sup>2</sup> In *Concentration*, players take turns flipping up face-down cards in the hopes of matching them. If a match is not found, the cards are turned face-down again. Players concentrate on the cards, and try to remember the information and locations.

<sup>3</sup> I had prepared to use *Tic-tac-toe* or *Rock-paper-scissors* or *Hide and Seek* if some students had not played *Concentration*.

<sup>4</sup> [https://en.wikipedia.org/wiki/Concentration\\_\(game\)](https://en.wikipedia.org/wiki/Concentration_(game))

<sup>5</sup> Students suggested these English phrases: Your turn, My turn, I win!, I lose, You are strong. (You are good at this game.), Congratulations., Let's start, I got it (I got a match), Who's next?, I am surprised! (wow!)

<sup>6</sup> Some photos in this paper are small in order not to distract from the main textual walkthrough of the class. All of the photos in this paper are available in a larger format in a separate document. Please refer to the Appendix.



**Figures 3 and 4 Example group discussion posters in Loop 1**

I then asked one student in each group to report on the most important or interesting of these starred notes. I wrote their reported questions and comments on the board, which included:

- “It was difficult without proper rows (pattern)”
- “How do you remember?”
- “Why do Japanese people call this game *shinkei suijaku*?”
- “Who made this and where is this game from?”
- “Improve this game - draw cute pictures because children can enjoy this game more”

I then told students that they would be using this experience and their notes to work on an analysis project and a participatory project proposal. I suggested example projects but gave students freedom to choose their own projects.

I wrote the following notes in my teaching journal after the class:

- Write the poster for them
- Can always use more time
- Interaction in small groups (why?) could always take more time
- They come up with interesting ideas (patterns, images) but need that debriefing... can connect to projects

During the project work in **Week 2**, I observed and interacted with the student groups, and invited students to come to my office hours. Students worked on their projects during class (Figure 5 shows one group working in class) and for homework.



**Figure 5** Students working on a Concentration analysis project on top of their discussion note poster

During class, one group ("Group A") wanted to analyze the language from the game (one of the example projects I suggested to the class), but asked me "How do we do linguistic analysis?" to which I asked them to circle verbs and common language in the game rules. They circled "might happen" and several verbs. I asked them "why does the author use this language?" and I also asked them "would you see this language in other texts, like a recipe? Why? Why not?" which got them to work looking for patterns and explaining the language that they found.

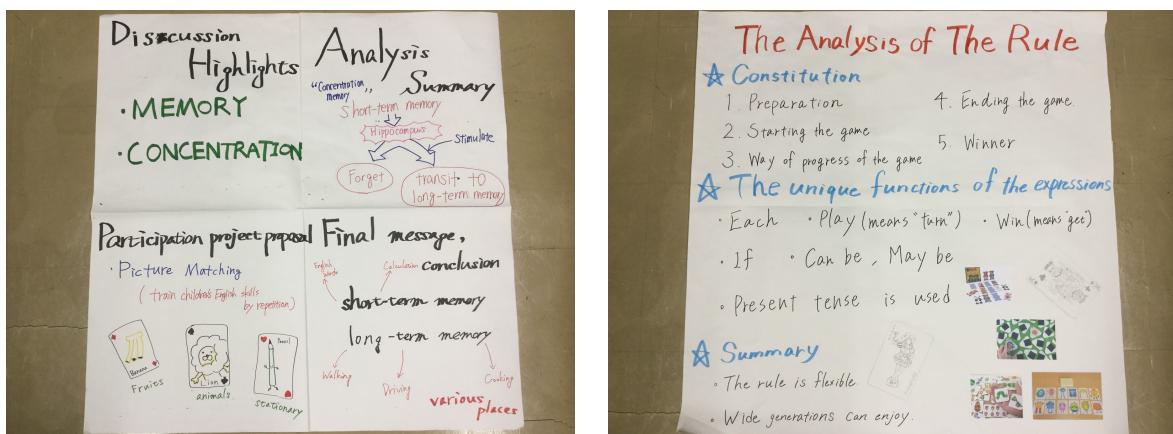
A member of another group ("Group B") came to my office hours twice outside of class. His group was interested in the memory aspect of the game, and had found information about concentration, short term memory and long term memory on the internet. I did not think that their research was deep enough; they had not named or described the type of memory work in the game well enough. I asked the student in my office hours "what memory and concentration skills do you use in the game, and do you use these in real life, like while driving or walking or doing homework? Are they the same or different? Why" which the student said helped him. He wrote down notes in English and Japanese as we talked.

I wrote the following notes in my teaching journal that week:

- Need to make instructions for analysis and participation project work
- Obviously cognitively engaged
- Do I need to be more explicit about what they should do? Or should they struggle more with project work?
- Students might try to give up, or choose an easy option (*game of life*), but I have to help them see what they have to do (concentration, what skills do you use? Do you use these skills in real life? same or different?)

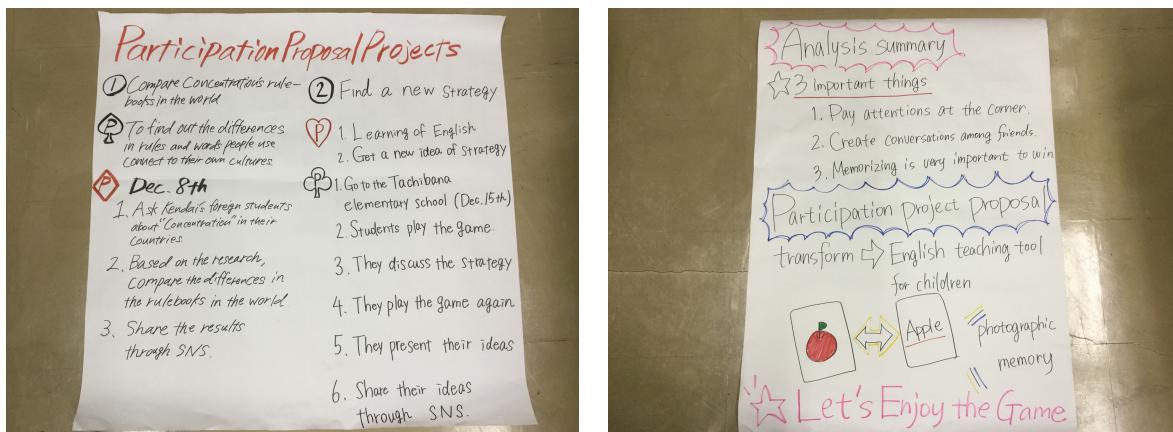
The groups presented their analysis and participation project proposals in class in **Week 3**. They had prepared a poster for each project and had prepared a script (from my instructions to include the following: Introduce yourselves, Discussion highlights, Analysis summary, Participation project proposal, Final message / conclusion) to use while presenting their work. I video recorded and photographed their work. I collected and evaluated and returned their work.

Example analysis project posters are shown in Figure 6 (an explanation of how concentration and memory function in different tasks) and Figure 7 (a textual analysis of the organization, specialist vocabulary, conditional language, tense and purpose of the style).



**Figures 6 and 7 Example analysis projects from Loop 1**

Example participatory project proposal posters are shown in Figure 8 (gathering students from different countries to play and compare how the game is played in different countries, and using the game to help elementary school children explore strategic gameplay) and Figure 9 (modifying the game to teach English to children).



**Figures 8 and 9 Example participation project proposals from Loop 1**

After the presentations in **Week 3**, students voted<sup>7</sup> to learn, play and use *Diplomacy*<sup>8</sup>, which none of them had played. I gave them video URLs and rulebook URLs and summary sheets to study before the next class. They shared their understanding of the game at the beginning of **Week 4** (see Figure 10).

<sup>7</sup> I presented three new games to the students: *Diplomacy*, *Everyday The Same Dream*, and *The Quiet Year*. *Spaceteam*, *Ladies and Gentlemen*, *Tomorrow*, *HeroScape*, and *Apples to Apples* were also prepared just in case someone had played one of the three initial suggestions.

<sup>8</sup> In the board game *Diplomacy*, players control the army and navy units of a pre-World War I European power, and must collaborate with other players to successfully attack other nations. Each game turn consists of discussing the game with other nations (often out of earshot of others), then secretly writing down unit movement orders, then simultaneously revealing and resolving the movement orders. If you want to try *Diplomacy*, <https://www.backstabbr.com/how-to-play> is a great overview, as well as a free web version of the game.



**Figure 10** Students' collective understanding of Diplomacy after reading the rules

They played the game in teams (I moderated) from **Week 4** to **Week 8** (both in class and out of class; some turns were submitted by email). Students were initially overwhelmed by the game, but nearly all of the students quickly became engaged with the game. A few students told me that they were thinking about the game "all the time, even during other classes."

Near the end of the game, two teams of students had been eliminated from the game, and I made them work with their destroyers (i.e., join those teams). This was not effective; they did not collaborate. A note in my teaching journal for that week read "you've never seen such sad students in your life." I tried to spark discussion with the conquered teams, asking questions including:

- "What happens when a nation conquers another, and has to manage the people they conquer? What do they treat them as?"
- "Is this where some terrorism comes from?"
- "Is society, like *Diplomacy*, a zero sum game?"

The conquered students did not engage much in these discussions, but one student connected their conquerors to certain government leaders in that neither cared about the "little guys, people having a miserable time."

In **Week 8**, I gave each group the three-page debriefing/discussion worksheet printed on A3-sized paper to use to discuss the game. I created this worksheet in the weeks leading up to this class; I wanted to focus the students on the goals of the class (analysis and participation) and on the different aspects of the game (game elements, language, and social connections). I read and explained each of the questions and sections, and asked the students to use different colors of pens or markers to write their comments and questions. See Figures 11, 12 and 13 for an example of one group's ("Group Two's") completed debriefing worksheet set.

**Diplomacy**

Discussion ("debriefing") Worksheet for Diplomacy  
(game name)

Names: \_\_\_\_\_

Pen Colors: Green, Red, Black, Blue

1. What happened? Add significant events or details to the game "timeline" in chronological order. Add lines and times/dates if necessary.

**Read rules**

Timeline:

- Selecting
- Learning
- Understand the game
- The beginning of the game
- The middle of the game
- The end of the game
- After the game

Events:

- from an alliance with England, France, Turkey, ...
- from an alliance with Italy, ...
- betrayed Turkey, ...
- betrayed by England, ...
- lot's of lies, ...
- attacked by Turkey, ...
- attacked by Italy, ...
- attacked by Turkey, ...
- attacked Italy, ...
- attacked by Turkey, ...
- Our president was wonderful.
- Our president looked tired.
- Thank you so much!

2. What thoughts or feelings did you / do you have?

- Poor negotiation country vanished rapidly.
- Russia had too alliances to remain.
- As a result, Our country was attacked by 4 countries.
- There is a little grudge.
- This game is difficult.

3. What did you observe during the game?

- Italy is good at negotiating.
- England lies a lot.
- Austria went out quickly.
- France is England's.
- First I thought Turkey would be lose.
- People sometimes tell a lie.

4. What questions do you have?

- Why Turkey didn't increase fleet when they got SC.
- Why Austria didn't negotiate? Vanish?
- Why did Russia get decteived?
- If nobody tell a lie, how will be the game?

5. How satisfied are you with the game? Why?

Name	Score (0-10) and reason
_____	10, I could negotiate and tell a lot about the game. 10 I like the communication game. 10. I have a lot of things to think, but it is very interesting. 10. First, I can't understand the rule, but my President help me. So, I enjoyed!

6. What do you think you learned?

About games	About language	About society	Other
Lying is key to win. Believing is also important to win the game.	Italy's president has English skills so it has strong negotiation skills.	I could talk about Diplomacy with other people. I could learn about many countries. Telling a lie makes bad relationship.	It is very hard to think about next move. Unity is very important. Sometimes, we need to tell a lie!

7. What data did you / your group collect? (circle types, write details)

Photos	Video	Notes	Game data (scores, etc)	Other
Nothing	Nothing	I have some plans but I didn't do.	England 11 Turkey 11 Italy 5 Russia 4 Prussia 3	Russia order sheet

8. Try to analyze the game (and language, and society/culture) more.

	What did you notice? Name and group interesting aspects.	Are there any elements that have (other) meanings? Can you infer anything?	What connections or comparisons can you make (to other games / media, to your life, to real life..)?	What ideas do you have? .. Can you link any causes and effects?	What are are you curious about? What do you want to know?
The game	Our President was great! ☺ Reliable, cool, kind... England and Italy is good at negotiating.	enjoyed!! negotiation skills, talking, lie, alliance, betray	I know the name of the land. To form an alliance. We can remember the area name through the game	Many military words. I remember some words. I'll use them, talking about news.	I think it will be more interesting adding Air Forces.
Language	Sometimes only words are easy to communicate. Not sentence! English is difficult to use.	We have a lot of opportunities to use English:)	We use a lot of new words. We can learn when we should say the a lie.	Many military words. I remember some words. I'll use them, talking about news.	I want to know how to negotiate and get trust in English.
Society / culture	Large land can be attacked from people. Various places. Talking skills is also important in society.	Taking with other people. Plan and do with trust.	I think this game likes "Ingress". (app)	If I play this game with best friends, some links will be lost or won't play to my hearts content.	With this game, I was able to feel the thinking of the leaders of World War I.

9.	<p>What problems does the game or experience have? 何の問題がある?</p> <ul style="list-style-type: none"> <li>• We will believe anyone.</li> <li>• There is no value at the 2 position of the team.</li> <li>• We are determined to some extend strategy.</li> </ul> <p>How could the game or experience be improved or changed? どのように改善する?</p> <ul style="list-style-type: none"> <li>• Each team starts the game with the same conditions.</li> <li>• Great! I can't think of!!</li> <li>• Add random elements. (ex: chance to get more SC)</li> </ul>						
10.	<p>Finish these questions with your own ideas.</p> <p>What if .... we add other countries (Canada, America, Mexico and so on) ?</p> <p>What if .... we play it with 100 people ?</p> <p>What if .... We have more turns where will lose ?</p>						
11.	<p>11. Brainstorm ways to use the game / experience / related projects in society ("participation projects")</p> <p>Some keywords to help you ... but you can try anything!</p> <table border="1"> <thead> <tr> <th>Identities</th> <th>Verbs</th> <th>Nouns</th> </tr> </thead> <tbody> <tr> <td>Activist Communicator Entrepreneur Explorer Fan Intern Journalist Linguist Maker Researcher Teacher Thinker</td> <td>Analyze Combine Connect Document Evaluate Help Make / create Make money Organize Raise awareness Remix Share Teach Transform Write</td> <td>Art Communication Community Company Event Fundraising Game Information Lesson Media / texts Organization Other languages Report Review Society / the public</td> </tr> </tbody> </table> <p>Personal uses      Public uses      Professional uses</p> <p>The game is useful for remember World history words. (True Country) Kill time. Learn to difficultly to trust other people.</p> <p>When signing a contact, sometimes it is important to tell a lie. Make friends</p> <p>I Want to make such game for smart phone apps.</p>	Identities	Verbs	Nouns	Activist Communicator Entrepreneur Explorer Fan Intern Journalist Linguist Maker Researcher Teacher Thinker	Analyze Combine Connect Document Evaluate Help Make / create Make money Organize Raise awareness Remix Share Teach Transform Write	Art Communication Community Company Event Fundraising Game Information Lesson Media / texts Organization Other languages Report Review Society / the public
Identities	Verbs	Nouns					
Activist Communicator Entrepreneur Explorer Fan Intern Journalist Linguist Maker Researcher Teacher Thinker	Analyze Combine Connect Document Evaluate Help Make / create Make money Organize Raise awareness Remix Share Teach Transform Write	Art Communication Community Company Event Fundraising Game Information Lesson Media / texts Organization Other languages Report Review Society / the public					
12.	<p>12. Any other thoughts or ideas?</p> <p>We can see everyone's smile and frustrating face!</p>						

**Figures 11, 12 and 13** Group Two's completed debriefing sheets from Loop 2

Students did not finish the worksheets in class so I asked them to complete the worksheet together outside of class before the following week. I also asked them to submit three analysis project ideas and three participation project ideas via a Google Form.

I wrote the following notes in my teaching journal that week:

- Most students using Japanese, but reading English, talking in Japanese, then translating it to write on sheet (e.g., "alliance" in English?), dialogic questions. academic language.
  - But one group deciding to discuss in English and write in English.
- Debriefing form is a bit long
  - They needed to do it for homework
  - Good to get better deeper answers.
- But I think the questions seeded ideas for analysis/participation submissions!
  - Design
  - Media education
  - Game / language / society

In **Week 9**, I displayed form-submitted project ideas (which had I sorted into themes) and asked students to select projects and create groups (or work individually) to conduct these projects. Students worked on these projects from **Week 10** to **Week 15**. I told the students that they had to "actually participate" and suggested sharing their work on boardgamegeek.com or YouTube or Twitter. During the project work, I observed and interacted with the student groups, and invited students to come to my office hours. Students worked on their projects during class (see Figure 14 for a snapshot of classwork) and for homework. Students made two short mid-work presentations ("status reports") about their work.



**Figure 14** A student's desk while the group thought about how to make a Japanese remix of *Diplomacy*

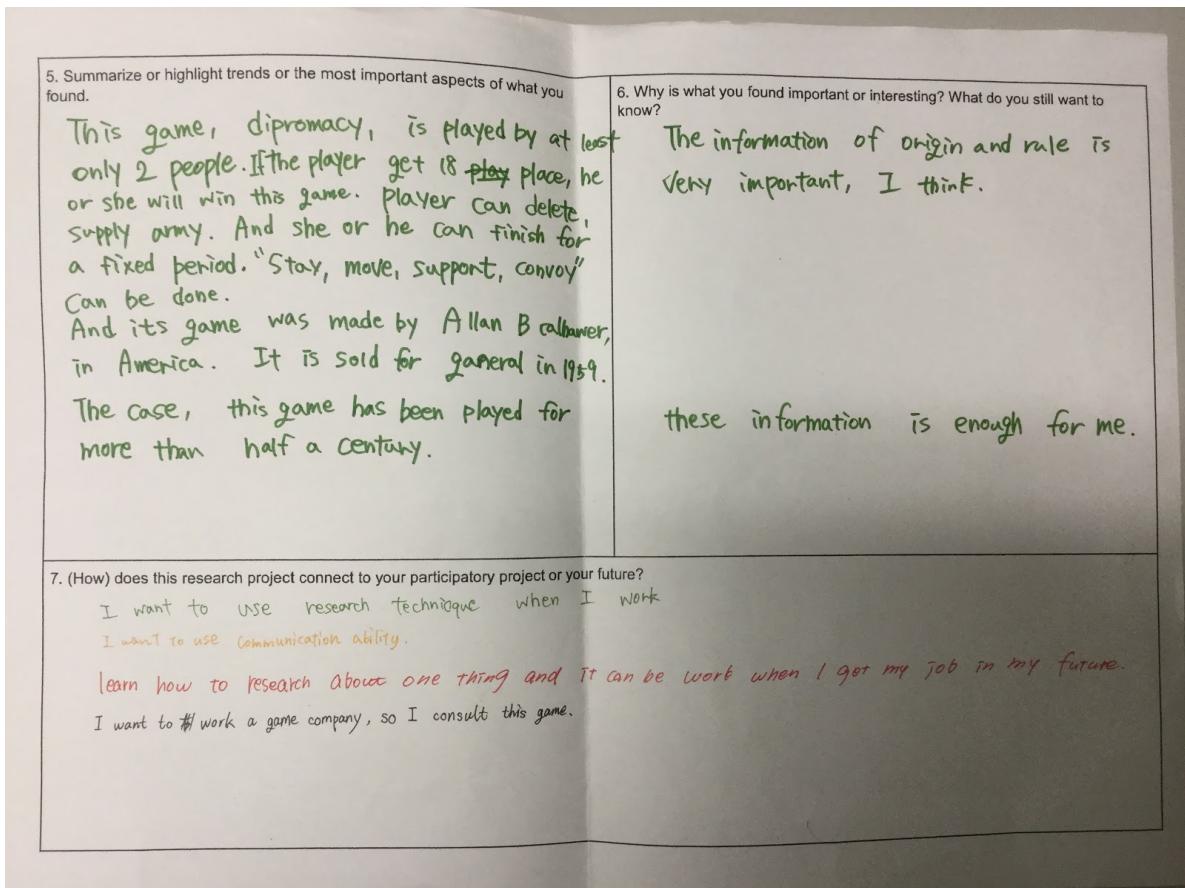
During class, I observed that a group ("Group One") who wanted to analyze whether *Diplomacy* was educational or not and then create a simpler version for children was struggling with what to do. I suggested a way for them to "break down" the game: to think about the pieces and rules in the game, and what experience those elements give the player. I shared a media education technique (from Buckingham, 2013) of describing an element, explaining the meaning of that element, and then judging the element. The students listened carefully then immediately began making tables using the steps I had suggested.

During class, I talked with a group ("Group Two") who wanted to analyze the class' strategies in our *Diplomacy* game, then create an article and post it online. Early in the project work, I asked them, "Who are you writing for?" and "Where will you post your article?" in order to help them write in a specific way and with specific content for a specific audience. The students did not have answers to these questions. I suggested that they find groups on Twitter or Reddit or Board Game Geek interested in *Diplomacy*. The students seemed shocked; one student blurted out that that idea was "too big."

During class, I talked with one group ("Group Three") who wanted to analyze the actual history of World War II, and then make *Diplomacy* more historically accurate, and then play it with other people. The students showed me their idea to put historical information on cards that they would add to the game. I went to my office and brought them the game *Twilight Struggle*, a card-driven war game. The students were very excited to see a game that used this idea similar to theirs, and borrowed the game.

During class, the leader of a group ("Group Four") who wanted to analyze how *Diplomacy* was created and use that information to create their own game approached me. She had sent photos of their analysis worksheet to me through email, and I gave them feedback on it. Their work was very shallow: they had only found the designer's name and the year the game was published, and even though they had the participatory project goal of making a game, and one of their group wrote that they "wanted to work at a game company" they had written that "this information was enough" on their sheet. Their analysis plan included items such as asking me for help, reading books, and searching Twitter for information. They did not seem to have done any of this (their sheet read "information of this game is not seen on the internet"), and I asked them to provide other reasons and details about their shallow statements, and told them I had books about *Diplomacy* in my office that they could borrow. They did not revise their analysis work for their submission (Figure 15); I asked them if they were working on revisions and the leader replied "I didn't

change it." The leader of the group approached me about their participatory project (to design a game), saying "I don't know how to make a game, can you please help me?" and I offered to meet her and her group outside of class to show them some game prototypes and help them with their work. They did not contact me to set up an appointment. Later, on the course evaluation, the leader of the group wrote that "a part of my group didn't work." Their final participatory project (see Figure 16), initially pitched as being a version of *Diplomacy* rich in Japanese history ended up being explained during their final presentation as a *Pokemon*-themed game with few elements of Japanese history.



**Figure 15** Analysis Project Work



**Figure 16** Participation Project Work

All groups presented their analysis projects and participation projects in class in **Week 15**. They had prepared a poster for each project and had prepared a script. I video recorded and photographed their work.

I collected and evaluated (using the grading rubric) and returned their work in **Week 16**. I was impressed with nearly all of the projects (most groups received an "A" or "A-" on their work). However, a common theme in my feedback was that many groups "did not provide enough evidence or detail to support statements." See Figures 17 and 18.

Grading Rubric					
Assignment	Diplomacy Analysis				
Task	Advanced	Standard	Poor	N/A	Comments
Accomplished task	0				Missing some aspects
Game Terakoya Goals	Advanced	Standard	Poor	N/A	Comments
Meaningful experiences of games and connected culture	0				Excellent comparison of the game and real life.
Understanding and usage of language & literacy skills	0				
Intellectual work	0				
Participatory potential / application		?			You didn't include this aspect
Transformative work (self & society)	0				
Knowledge Work	Advanced	Standard	Poor	N/A	Comments
Amount-depth-quality of information and ideas	0				You sometimes lack data or examples or details that would have made your analysis stronger.
Comprehension	0				
Broad perspective	0				
Analysis	0				
Reflection	0				Didn't include this.
Application		?			

Presentation/communication of information - ideas - product					Comments
Design	Advanced	Standard	Poor	N/A	Comments
Originality	0				Great use of tables and figures.
Completeness		0			
Language use	Advanced	Standard	Poor	N/A	Comments
Accuracy	0				real → reality or real life
Complexity	0				
Message / Argument / Conclusion		0			Great presentation script.
Communication / Interaction	0				
Listening / reading skills	0				
Speaking / writing skills	0				Very well written
Skills	Advanced	Standard	Poor	N/A	Comments
Teamwork, collaboration	0				Very solid work!
Individual contribution	0				
Critical thinking	0				
Creativity	0				
Management of task and time	0				
Technology skills	0				and think!

Other comments: You write very well! Great data and analysis! Interesting! You focused on the main data, but are missing some reasons/ examples, as well as answers to Q's. 3, 6, 7 from the worksheet.

Grade: B+

Analysis project

January 9th, 2019

1. Introduction

Our theme is "GAME AND REAL WORLD". The countries in diplomacy actually existed in the real world, and [the] World War I also did. Because of these facts, we thought that there were some similarities and differences between game and real. In order to find them, we analyzed some factors such as participation countries, the alliances or hostile relationships, and military strength.

2. Participation countries

a. Game: Germany, Austria, Turkey/ England, France, Russia, Italy  
b. Real World:  
(i) Allied nations: Germany, Austria, Turkey(the Ottoman Empire) and Bulgaria  
(ii) The Triple Entente: France, the U.K, Russia, Italy, Serbia, Montenegro, Belgium, Portugal, Greece, the U.S, Japan, China

→ You could put a summary or opinion or observation here.

3. Alliances and hostile relationships

a. The different relationship between game and reality  
(i) Germany and Italy:  
Germany allied with Italy, and they keep it until the end of the game. However, it's a different situation from the real, to [use] unusual phrase!  
(ii) Germany, France and England:  
They formed a temporary, tripartite alliance in order to protect their territory from Russia, but they actually didn't form it in real. For example, Germany intended to proceed SB policy (The aim was to construct a railway from Germany to Berlin, Byzantium and Baghdad). England also aimed to lay a railroad track and connect Cairo, Capetown with Calcutta. Thus, these two countries were in a hostile relationship.

b. The same relationship between game and reality  
(i) Russia and Italy:  
They made an alliance to attack Turkey, but Russia repealed it because Italy lost their trust. They belonged to the same belligerent in real, so the relationship between Russia and Italy was the same as in game.

(ii) Russia, England and France:  
They made a temporary alliance to compete with Germany, however, they finally broke up the alliance because England invaded the territory of Russia. The situation is similar to the real for the most of part because these three countries made an alliance.

Good summary of the actions/ relationships/ causes in our game!

4. Military strength

a. The ratio of Fleet, Army

Game 1901 (Army/Fleet)	Game 1906	Real world
England: 1:2	5:5	There were 400,000 soldiers (army), and the Royal navy was the largest navy in the world. (Air force is included)
France: 2:1	3:2	England, right?
Russia: 2:2	4:0	How about data for these other countries?
Italy: 2:1	4:3	good statement
Germany: 2:1	1:0	do you have a source for this fact?
Austria: 2:1	0	
Turkey: 2:1	4:3	

b. War expenditures  
Germany (\$45,000) > England (\$40,000) > France > Russia (\$20,000) > Italy > Austria (no information about Turkey)

c. Strength

Allied powers	Central powers
Russia: 12,000,000 England: 8,841,544 France: 8,560,000 Italy: 5,615,140	Germany: 13,250,000 Austria-Hungary: 7,800,000 Ottoman Empire: 2,998,321

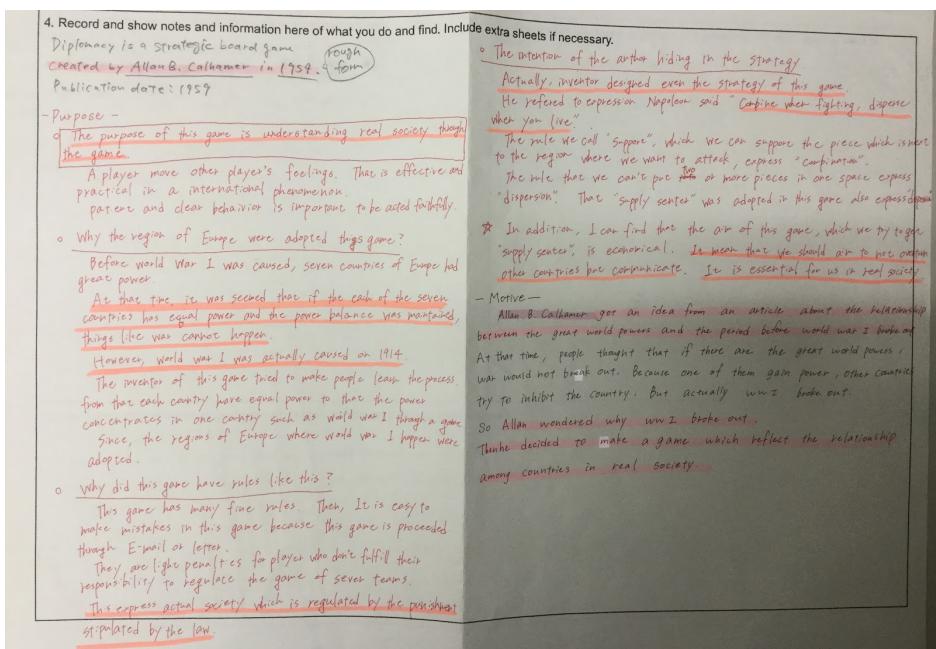
These are the comparison between the results of game and real.  
i. It makes sense that England had 2 fleets in the beginning, because they need to convoy army to expand their domain (It's surrounded by the sea), and they had the largest navy in the world in fact.

grant statement.

Figures 17 and 18 My feedback regarding students' lack of details and examples

I did not significantly lower students' grades because of this issue since I had not been explicit about this in the rubric and my instructions to students. But, I made a note in my teaching journal to "think about how to fix this for future classes."

A group ("Group Five"), for their analysis project, examined the origin and history and popularity of *Diplomacy* over the past 50 years and collected and referenced many different sources of data regarding historical, psychological, geographic and cultural information. See Figure 19. This group, for their participation project, researched Japanese culture, created a Japanese-themed version of the game, and played the game with a group of international students. See Figure 20.

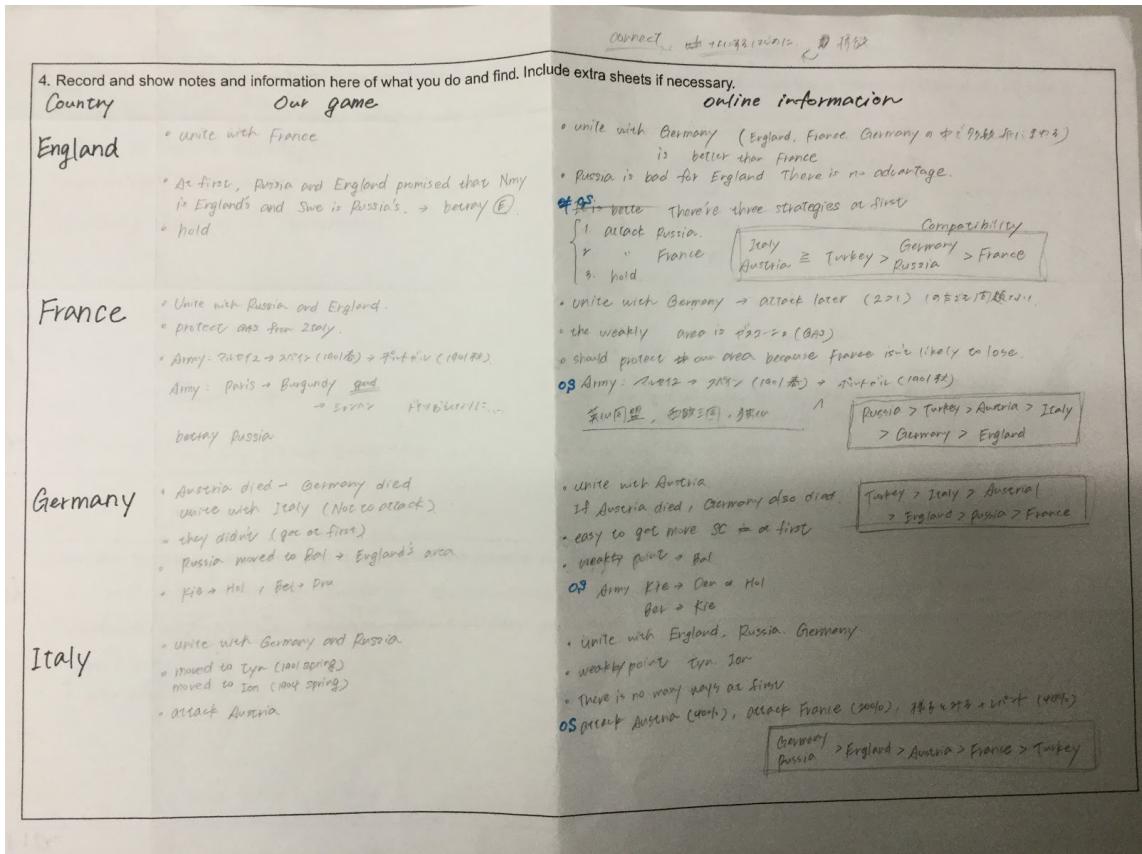


**Figure 19 Analysis Project Work**



**Figure 20** Participation Project Work

"Group Two," for their analysis project, compared the strategies and performance of each country in our *Diplomacy* game to strategies for each country they found online. See Figure 21. This group, for their participation project, compiled a brief opening strategy for each country, wrote a script, created a PowerPoint guide, and used the script and PowerPoint to create a YouTube<sup>9</sup> video which they promoted on Twitter<sup>10</sup> (their Tweet was retweeted once) and Reddit<sup>11</sup> (one user replied to their post, urging them to think more deeply, but they did not reply). See Figure 22.



**Figure 21** Analysis Project Work

<sup>9</sup> [https://www.youtube.com/watch?v=kA5MSP\\_8kNU](https://www.youtube.com/watch?v=kA5MSP_8kNU)

<sup>10</sup> [https://twitter.com/ayane0415\\_8/status/1091152202758909952?s=21](https://twitter.com/ayane0415_8/status/1091152202758909952?s=21)

<sup>11</sup> [https://www.reddit.com/r/diplomacy/comments/ax2ll/we\\_made\\_a\\_easy\\_strategy\\_guide\\_of\\_diplomacy\\_please/](https://www.reddit.com/r/diplomacy/comments/ax2ll/we_made_a_easy_strategy_guide_of_diplomacy_please/)



**Figure 22** Participation Project Work

“Group Three,” for their analysis project, compared the game to the reality of World War I in terms of geography, money, military units and relationships between countries. See Figure 23. This group, for their participation project, simplified *Diplomacy* by reducing the number of teams, rules and phases. They used Google Documents and Forms in their project. They taught their game as an “educational game” (for geography, world history and English) to other students in the department. See Figure 24.

alliance which is called triple alliances. They also discarded the alliance due to the Russian revolution. (It's slightly different because Russia left the alliance in 1907 in real life)

(iii) Russia and Turkey:  
They made an alliance at the first place, but it finally didn't work well because they attacked each other to get the territory of their boundary. In real world, Russia's policy of expanding southward brought them develop an hostile relationship, which is caused to the WWI.

There are some similarities and differences about relationships. We thought similarities are generated because of geographical factors. Concerning differences, real war had some backgrounds like economy and religious conflicts. We thought these brought differences about relationships to the game and real world.

**4. Military strength**

a. The ratio of Fleet, Army

Game 1901 (Army:Fleet)	Game 1906	Real world
England 1:2	5:5	There were 400,000 soldiers (army), and the Royal navy was the largest navy in the world. (Air force is included)
France 2:1	3:2	
Russia 2:2	4:0	
Italy 2:1	4:3	
Germany 2:1	1:0	
Austria 2:1	0	
Turkey 2:1	4:3	

b. War expenditures  
Germany (\$45,000) > England (\$40,000) > France > Russia (\$20,000) > Italy > Austria (no information about Turkey)

c. Strength

Allied powers	Central powers
Russia: 12,000,000 England: 8,841,541 France: 8,660,000 Italy: 5,615,140	German Empire: 13,250,00 Austria-Hungary: 7,800,00 Ottoman Empire: 2,998,321

These are the comparison between the results of game and real.

i. It makes sense that England had 2 Fleet in the beginning, because they need to convoy army to expand their domain (It's surrounded by the sea), and they had the largest navy in the world in fact.

**Figure 23** Analysis Project Work

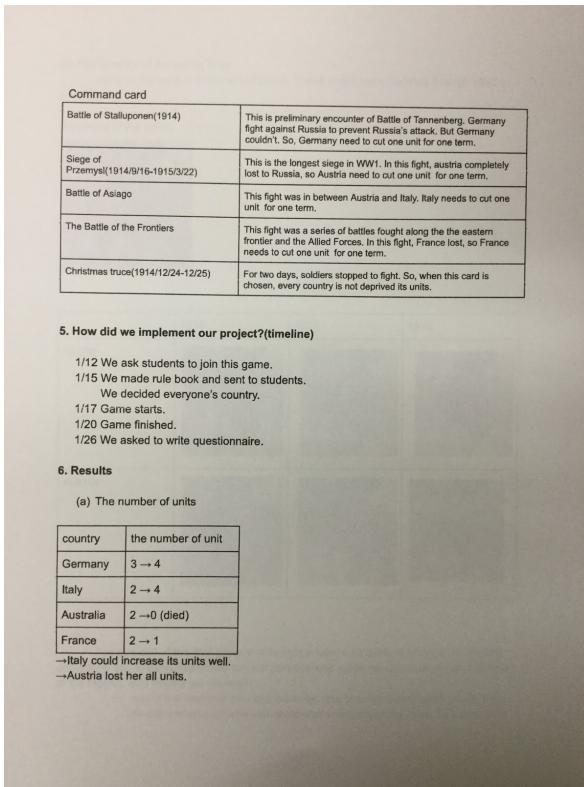


Figure 24 Participation Project Work

“Group Six” (who was eliminated in the game because of “bad teamwork” in their opinion), for their analysis project, explored the relationship between each group of students’ collaboration and performance in the game. They analyzed the game states and surveyed and interviewed each group. See Figure 25. This group, for their participation project, remixed *Diplomacy* to include a variety of mini games based on added aspects to each country (e.g., strength, intelligence, teamwork). They designed, playtested and collected opinions from other players about their game. See Figure 26.

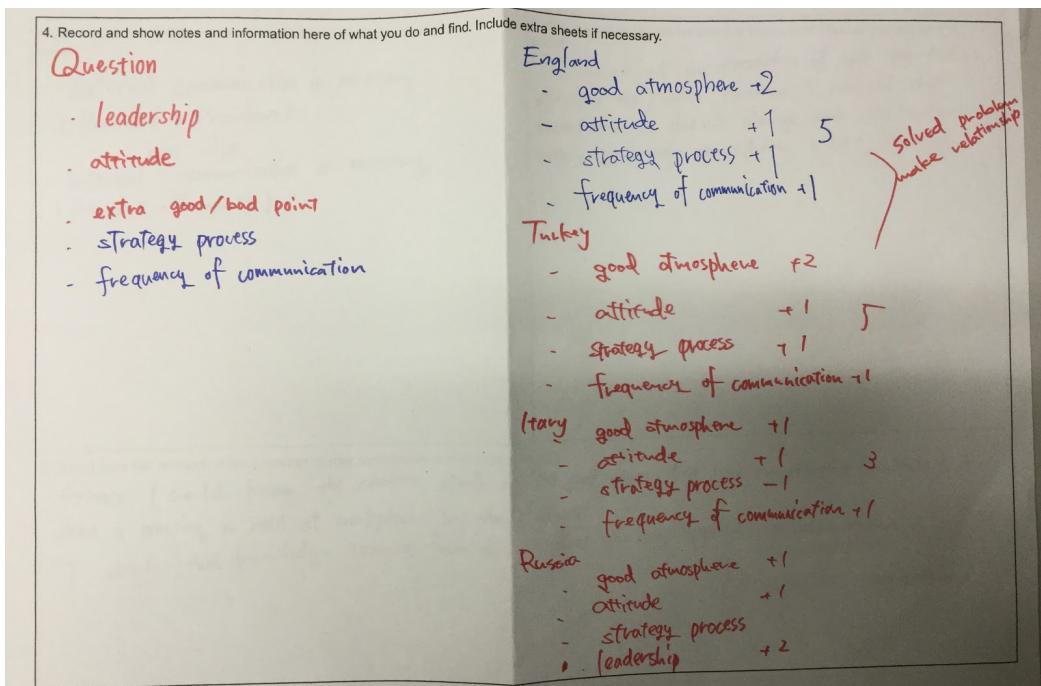
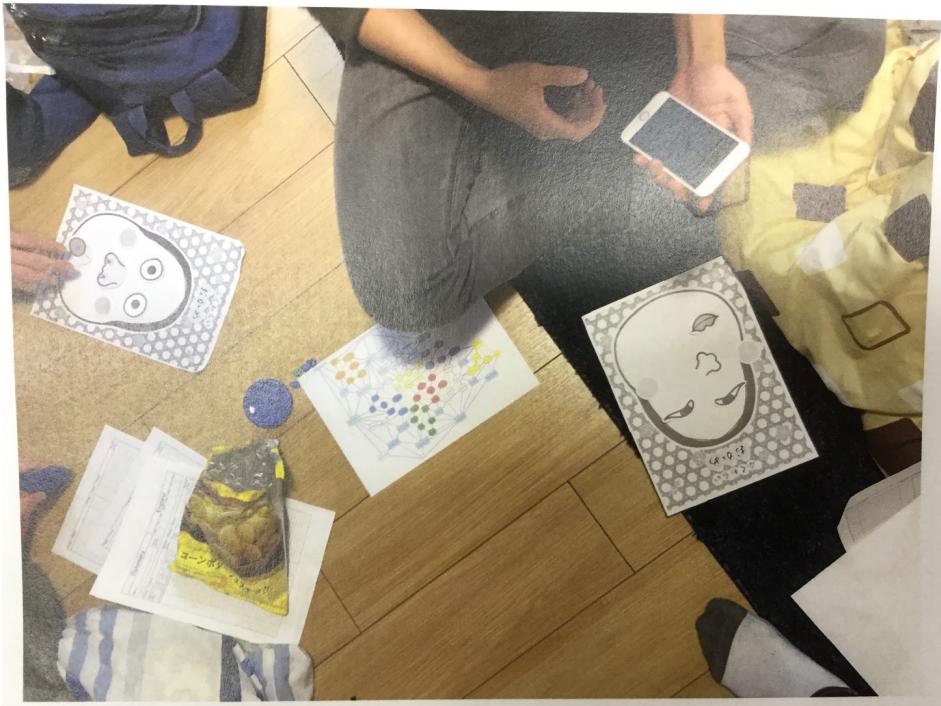


Figure 25 Analysis Project Work



**Figure 26** Participation Project Work

Two students worked individually on analysis projects, and then joined other groups for participation project work. One student (from the Italian team) completed a textual analysis of an online strategy guide for Italy. During his project work in class, he asked me a question about a particular use of “should” in the text.<sup>12</sup> I Googled his question and showed him a reference text.<sup>13</sup> He incorporated the explanation into his report (See Figure 27):

*‘should.’ It was used like ‘if’ but in formal way.”*

---

<sup>12</sup> <http://www.diplomacy-archive.com/resources/strategy/articles/lepanto.htm>

<sup>13</sup>

<https://dictionary.cambridge.org/grammar/british-grammar/conditionals-and-wishes/conditionals-other-expressions-unless-should-as-long-as>

テキストはどのように構成されていますか。	The writer organize the text by chronological order so it is easy to read and follow the text.	
How would you describe the style of the text? テキストはどのような様式で書かれていますか。	for example? He wrote it didactically. The article gives us a lot of information about strategy.	
What creative techniques are used in the text? テキストではどのような独創的な技法が使われていますか。	good - right When he wanted to emphasize p'n'assisu, he used '!' (Italian initiative combined with Austrian pressure can remove the Turks for the corner advantage by the emplacement of an Army deep behind the Turkish position in Syria!)	
What is the context of the text? Why does the text appear here? テキストの背景はどのようなものですか。 なぜそのテキストはそこに書かれたのですか。	It teaches us a strategy about how to play Italy at beginning of the game. It is a great guide to play Italy.	
What do you know about the text's author? そのテキストの著者について何を知っていますか。	He wrote this article at 1971 so he must be old now.	
What lifestyle / values / point of view are expressed in the text? テキストにはどのような生き方や価値観、考え方方が書かれていましたか。	You have to change your way of thinking if your opponent thinks different from you. so - "flexibility" - openmindedness	
What is the purpose of the text? What are the causes and effects of the text? (e.g., Is the text communicating something Personal? Social? Informational? ideological?) そのテキストは何のために書かれましたか。 そのテキストが書かれた要因とその結果はどうでしたか。	The purpose of text is that even if Italy is the weakest country on the game, you can win with a proper beginning and strategy. The author gives us his personal ideas about game. He writes "if you do that move, this will be happen for that country"	"By most means of statistical analysis, Italy is the weakest power on the Diplomacy board." "A possible reversal of the Turkish domination of the Southeast is an alliance between Austria and Italy which uses an unusual strategy by the Italians to quickly seize the fall of the Turks." (a cause effect example if you make a good alliance with Austria, you can destroy Turkey)
What do you know about the players that want to make	The players that want to make	
	He wrote all strategy about Italians	

Figure 27 Analysis Project Work

The other student wanted to know if “a certain audience would be attracted to play this game. Is age, gender, occupation a determining factor in audience targeting of this game?” and found and analyzed comments and user profiles on forums, Reddit, Twitter and YouTube and found a trend for players to be “mostly male, mostly middle aged, adults interested in technology, history and already interested in other board games.” In her presentation, she commented that “a simple question turned into hours and hours of work and reading. I realized I wanted to set up my own research experiment.” See Figure 28.

4. Record and show notes and information here of what you do and find. Include extra sheets if necessary.	
Forums (online)	Reddit
General Board Game forums I've browsed: boardgamegeek.com en.boardgamearena.com Unfortunately, I wasn't able to collect data regarding the players from these websites. Diplomacy Game Specific Website: playdiplomacy.com. On this forum, there was a section where the users introduced themselves, a sub-forum called “Players”, most of the people (almost all) that posted there said that they had played the game before. There was one thread that asked the ages of the players, here are some quotes from that thread: “I was surprised when I learned how many players were [here].” “I feared being the oldest player, but I was delighted to find out that there are people older than me. I'm a shade below 60.” “OMG, a lot of people here are teenagers.” - No data regarding gender or occupation (mostly).	Subreddit: r/Diplomacy 3.4K subscribers. It was hard to distinguish all of the posters' history, so I focused on the moderators. The moderators: u/LSky: also posts on r/news, r/ukpolitics, r/workhouse, r/spottd, (business simulation game), r/europe, r/FOXNEWS u/safety-monkey: a developer of the game Backstabber, also posts on: r/adventure, r/smashbox, r/backstabber. u/casue: also posts on r/bitcoin, r/bitcoinmarkets, r/increasing, r/entrepreneur
	Twitter
	Searched the term “Diplomacy Gone”. Here are the bio's of people who tweeted about the game. @MrAttitudes37, Christopher Smith, “Aspiring Concept Artist, (etc)” @PeterSh Stanton, Peter Stanton “Teacher, Writer, [...] I love languages, travel & delving into the past.” @gfbbarbieri, Greg Barbieri “Amateur data scientist.” @FairlightEx, Jesse “modern day knight, Guru, reviewer, entertainer.” @Boardgame_girl1, Boardgame Girl Jess “Boardgame reviewer/publisher & developer.” @mrjoeabraham, Joe “Law-talkin' guy.”
	YouTube
	Searched the term “Diplomacy Gone”, and from the results, picked most viewed videos and looked for the descriptions of channels and content creators. Channel name: Hors Rules About the content creator: Ben Hors has worked at a <b>Fortune 500 Financial Company</b> , where he develops Executive presentations that <b>simplify</b> the organization's challenges to expedite decision-making. Channel name: Historygamer.com Description from the content creator's blog: Author Steve Payne. “This site and my books are dedicated to <b>The delicate art of diplomacy</b> , or to put it more bluntly <b>manipulating others for your own gain</b> .” Channel name: The Gameshelf Description: The Gameshelf began as a public-access TV show in 2005, about more obscure video and tabletop games, back when games focused on media limited itself to highly commercial magazines and websites.

Figure 28 Analysis Project Work

At the end of the course, students reflected on their work, their development, and the course. I will share comments related to mediation and the goals of the course.

Some students commented on what I did as a teacher:

- "You always try to listen to our questions and answers them. When we challenged or accomplished something difficult, you praise us a lot. You don't deny our thinking."
- Through the teacher's comments on this project, I realized a strong characteristic of myself that I never really paid attention to. It opened my eyes to new possibilities for my future.
- "You provided great support and understanding and tried to make sure everyone was having a good time and participating without making it scary."
- "You said me "do you have problems?" or "what are you doing now? Or "you should" it was very good advise for me and very helpful"
- "Prof deHaan is thinking about our future jobs and learnings."

One student commented on the lack of teamwork in other groups:

- "My team was fine, but some other leader argued about none of their teammate helped them."

Some students commented on challenge and meaningfulness of the activities in the class:

- "This project was almost life-changing for me. Even though I couldn't spend as much time on it as I would've wanted, the process was still very enjoyable"
- "What I do is not decided, so I had to think a lot. It was difficult, but I think it is necessary for me." and "if we think deeply we can see something more deeply"
- "Completely unlike other lectures, it wasn't passive class, but participating class, so that it was easy to find my own interest to pursue and become enthusiastic about it." It was so much fun. I'd like to study further."
- "This class is very tough for us, but it was more fulfilling than just sitting on a chair and listening to the teacher's lecture"
- "I think this class is serious compared to other class but I enjoyed taking this class, because it was a challenging work."
- "The class is meaningful"
- "This class is quite different from other class because it is participatory class."

Some students seemed to struggle with the quantity of work and time management:

- "Preparation for presentations was hard. Difficult to gather. Students were busy because of classes."
- "We had to get together many times. It was difficult to do so"
- "Some people won't work."
- "We needed and should have used more time for group work so that we could save time. When you give us a lot of assignments, we need enough time to think deeply."
- "You gave us so many tasks, so it was very hard to manage time."
- "Assignment is heavy. More light assignments will be better."
- "It was sometimes a little too hard"

One student suggested not playing a known game to create more time in the class:

- "I think it is better to concentrate on one game (not to play many games) → we can do high-quality presentations."

A student told me that he tried to post his work online but needed help (but didn't ask for it):

- "I wanted to post it on BGG but I didn't know how to do it."

## 4. Evaluation

### The good/epic and implications

#### Pedagogy

1. In my class, debriefing games helped students make connections and bridge concepts in media, language and culture to deeper analytic work and participatory work, such as "Group Two" that engaged with strategies in the game, then analyzed strategies in online communication, and (even though they initially had thought the idea was "too big") created a video strategy guide and posted it online, and also "Group Six" that lost the game due to poor teamwork, then analyzed all of the class' teamwork and outcomes and then created a game that featured the addition of various skills. Implication: If you want your students to make connections from a game to other skills and society, you need to design opportunities for them to do so, for example, in your curriculum sequence, in explicit discussion and project materials you make, and in your interactions with them. I will be exploring ways to help students

make even more connections and engage in deeper project work; I am exploring assigning short readings on concepts that emerge, I am exploring changing certain questions on the materials to focus more on intellectual and participatory work, and I am exploring ways of sharing project ideas more effectively with students.

If you want your students to make connections from a game to other skills and society, you need to design opportunities for them to do so, for example, in your curriculum sequence, in explicit discussion and project materials you make, and in your interactions with them.

2. In my class, having students play a known game before a new game, and working on analysis and participatory projects for several weeks after the games focused students on those (more important to me) tasks and skill applications. Implication: If activities and skills other than gameplay are important to you, you should start small to get students used to what you want them to do, and build in more loops, perhaps with larger tasks, in your curriculum. I will be exploring how more+smaller loops or fewer+larger loops affect the teaching and learning process in my context.
3. In my class, showing examples and detailed instructions for the tasks in the first loop helped some students, and making the project work more open-ended gave other groups freedom in the second loop. Implication: Your students might need different degrees of support before they start project work, but you also should think about how to remove those supports later to make them more self-reliant. I will keep collecting work from my students to show both “good” and “bad” examples to learn from, as well as giving them and then removing additional support, and I will be working to identify highly proficient or creative students who might need or appreciate more freedom from the beginning.

#### Class context

4. In my class of 23 students that only met once a week, I wasn’t able to be as reactive and flexible as I was in my one-on-one pilot study (deHaan, 2019) so I had to make materials that would both lead and guide but also liberate and transform students. Implication: If you teach in a similar context, you should spend time thinking about and designing materials that require students to articulate their knowledge and ideas which you can then interact with them about. I am still exploring how to focus the questions and stages in my materials to guide students towards deeper intellectual and participatory work.

#### Materials

5. In my class, it seemed that the questions (in the spirit of dialogic teaching, and trying to make students think deeply) on all of the materials engaged students and focused them on completing their work in detail. Implication: If you want your students to think, then ask them questions that provoke them to do so. I will be focusing on tweaking my questions, and also adding more, to continue to provoke their curiosity and their thorough project work and reports.

If you want your students to think, then ask them questions that provoke them to do so.

6. In my class, making each student use a different pen color for their answers on group worksheets seemed to make each student take each question seriously and helped me see what each student contributed. Implication: If you intend to mediate students’ learning as much as possible, you need to think about how even the little things can be tweaked to let you do that. Though I and some of my students like the physicality of paper documents, I will be exploring shared Google Documents in the next iteration of the class (and require students to type in different text colors) in order to explore how I can share, display and comment on work more thoroughly.
7. In my class, my detailed grading rubric communicated to the students what the course was about (i.e., various literacies and skills and knowledge work) and continued to prompt me to focus on these criteria when evaluating students’ activities and assignments. Implication: Creating a grading rubric based on the goals for your game-based class could be the most important thing you do to focus you and your

class on your intended outcomes. I am continuing to go back to the “what, how and why” of my context (e.g., reading the pedagogy of multiliteracies literature again) in order to continue to refine my rubric to be in line with those theories and my teaching context and practices.

Creating a grading rubric based on the goals for your game-based class could be the most important thing you do to focus you and your class on your intended outcomes.

### Games

8. In my class, I found that any game (from a simple card game to a complex board game) can have an emotional impact (from winning or losing) and then amazing educational potential in the follow-up intellectual and participatory work. **Implication:** You can use any game you and your students want to try, as long as you make time for discussion, analysis and application of the experience. I will be exploring “educational games” (for their ideologies and their remix-ability) and “social impact games” (for their mechanics, messages and social connections), along with discussions and analysis and project work, of course, in the next iterations of this class.

You can use any game you and your students want to try, as long as you make time for discussion, analysis and application of the experience.

### Teacher literacy

9. In my class, I was able to put my pedagogical literacy (e.g., knowing media literacy work techniques), game literacy (e.g., knowing various game systems and popular online gaming communities) and language literacy (e.g., analyzing discourse) to effective use with students. **Implication:** If you want to teach language and literacy with games, you should make efforts to constantly be reflecting on and improving your pedagogical and game and language literacies (see Jones, 2020 for practical ways to do this). I will be continuing to broaden and deepen my relevant literacies, especially in terms of pedagogical literacies for very low and very high levels of students.

## The bad/ugly and implications

### Pedagogy

1. In my class, students did not always pick up on or follow up on ideas or projects I suggested (for example about colonization). **Implication:** If your students are motivated by something, it's ok to let some suggestions go, but if your suggestion or instruction is related to your goals, then you should be direct with students about considering and responding to your ideas. I will continue to primarily support students' passion projects, but continue to seed ideas and watch for groups that might be lost and need me to discuss several concepts or projects with them.
2. In my class, students worked hard on their projects, but must have sacrificed some quality or information (e.g., reasons and details, as seen in Week 16 grading sheets, Figures 17 and 18) or effort in their one-off submissions. **Implication:** If you want students to develop, you should build in questions and work that directs them to do so, as well as formative feedback and require students to iterate and improve their summative submission. I am currently revising my materials to include explicit instructions to “provide details and examples to support your work” and to interrogate their own work before submitting projects, and I am drafting a summative submission cover sheet that requires students to list and address teacher and peer comments, and explain how they modified their initial submission, and reflect on how they developed throughout the project revisions.

If you want students to develop, you should build in more formative feedback and require students

### Class context

3. In my class, even though I put students in groups that I constantly interacted with, I still felt it was difficult to see what each student was doing over 16 weeks. Implication: If you have a large class, consider putting students into project groups, and think carefully about how you will observe and interact with students before, during and after tasks. I plan to schedule more one-on-one time with students during the semester and also assign students reflective gameplay journals (in a Google Document) and some short communication assignments (e.g., “how are you doing?” “what are you interested in?”) to help me monitor what and how they are doing.
4. In my class, presentations were done at the front of class, and though the students obviously prepared and some commented that they really liked seeing other students’ work, there was not much interaction after each presentation. Implication: If your students aren’t going to engage in typical presentations, consider not assigning them. In my classes, I will be exploring a “poster session” format where students hang up their work and go around and casually chat with peers about projects, or perhaps making commenting on submitted Google Document reports mandatory so that peers can see all the work and also give feedback on everything.
5. In my class, grouping students (with friends, or with people of similar interests) helped with project management, and students did suggest and complete interesting projects, but in “Group Four” (the largest, with five students), there were students who did not contribute at all and the leader of the group took on all the work herself and this impacted what was done in both the analysis project and the participatory project. Implication: You should determine the format and size of groups that will be effective for you and your students. I will be limiting future groups to only three students in most cases.

### Materials

6. In my class, the debriefing worksheet primed students to work on various projects related to games, language and society, but I believe that there might have been deeper work had I debriefed them more thoroughly. Implication: Debriefing worksheets can help you manage a large class into the post-game project phase of a curriculum, but you should think about what you will do with what students say and write. I will be exploring meeting extracurricularly with groups, meeting one-on-one with students, or commenting on Google Documents if the work is submitted that way.
7. In my class, the paper worksheets were effective and easy to use, but both I and the students sometimes struggled to manage all of the papers and assignments. Implication: You should prepare to deal with how many materials you assign students; you may need to create, print, copy, hand out, explain, discuss, collect, grade, hand back and possibly collect again many sheets, and both you and your students may get frustrated. I will be using Google Documents in my next attempt, since, even though my students’ technical literacy is usually quite low, they should be able to collaborate on and submit and manage work more smoothly.

### Games

8. In my class, though most students worked to learn the rules of *Diplomacy*, there were some mistakes in gameplay. Implication: You and your students may be frustrated by various aspects of games, so you should invest in building your game literacy, and also exploring other ways to learn and teach games (e.g., YouTube “how to play” videos). I plan to assign specific YouTube videos to students, as these can also be useful for analyzing and applying the target language (York, 2019) and to learn more about my students’ game literacies in order to group students accordingly.

### Teacher literacy

9. In my class, none of the final projects were focused on the language of *Diplomacy* gameplay, rules, videos or online discussions, even though students recorded their interactions with other teams and took notes. Implication: If you give students freedom, they may take it and possibly veer away from some aspects of target language analysis and application, or other curricular goals. In my context, I do not stress oral communication, but I do plan to build in more analysis work and possibly a linguistic backchannel (e.g., a channel in a chat app for weekly online discussions, or additional assignments or self-study) to direct students’ attention to useful features of these texts and ways that they can appropriate them.

## 5. Next steps

I will be continuing; my Game Terakoya is not a “one off” project. I teach the class each fall (and since the curriculum described here can be used with any game, I tend to use games that either I or my students are excited about), and I will be continuing to improve (i.e., tweak, observe, collect feedback and revise) the materials and my mediation around them. I will also be using this model in my two-year thesis seminar, where this game-based pedagogy of multiliteracies sequence will be modified to include more conceptual readings, more loops, more extensive project work and more of a metacognitive focus. In both contexts, I am trying to make my instruction and connected materials effective, focused and as simple as possible but still spark curiosity and be transformative.

### Declaration of conflicting interests

I received no financial support for the research, authorship and/or publication of this article.

### Acknowledgements

I thank my students for their effort and for allowing me to share their work with other teachers and researchers. I thank the members of the LLP and GBLT Slack groups who gave me feedback and encouragement while I taught the class and wrote this paper.

I had the sincere pleasure of working with Yiting Han, Zack Hartzman and Simone Bregni on this paper. I thank these master teachers for taking the time to read my paper, and for each and every one of their questions and comments. They all helped to make this paper more useful for other game-based language teachers. Thank you for collaborating with me in Open Peer Review. I look forward to working with you soon on your submissions to LLP.

This paper was written while listening repeatedly to My Bloody Valentine’s “Loveless” album.

### References

- Buckingham, D. (2013). *Media education: Literacy, learning and contemporary culture*. John Wiley & Sons.
- Cope, B., & Kalantzis, M. (Eds). (2000). *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.
- Coleman, D. W. (2002). On foot in SIMCITY: Using SIMCOPTER as the basis for an ESL writing assignment. *Simulation & Gaming*, 33(2), 217-230.
- Crookall, D. (2010). Serious games, debriefing, and simulation/gaming as a discipline. *Simulation & gaming*, 41(6), 898-920.
- deHaan, J. (2011). Teaching and learning English through digital game projects. *Digital Culture & Education*, 3(1), 46-55.
- deHaan, J. (Ed.) (2013). *Game camp: Out-of-school language and literacy development*. Common Ground Press: Chicago, USA.
- deHaan, J. (2019). Teaching language and literacy with games: What? How? Why? *Ludic Language Pedagogy*(1), 1-57.
- deHaan, J. (under review). Game-based language teaching is vaporware: It’s time to ship or shut down. *Ludic Language Pedagogy*.
- Dewey, J. (2007). *Experience and education*. Simon and Schuster.
- Egenfeldt-Nielsen, S. (2005). *Beyond edutainment: Exploring the educational potential of computer games*. Lulu.com.

- Franciosi, S.J. (2017). 'The effect of computer game-based learning on FL vocabulary transferability. *Journal of Educational Technology & Society*, 20(1), 123-133.
- Johnson, N. H., Lyddon, P. A., Nelson, M. E., Selman, A., & Worth, A. (2015). JALT forum: Reimagining contemporary EFL curricula. In P. Clements, A. Krause, & H. Brown (Eds.), *JALT2014 Conference Proceedings* (pp.102-118). Tokyo: JALT.
- Jones, D. M. (2020). Games in the language learning classroom: Is the juice worth the squeeze? *Ludic Language Pedagogy* (2), 1-36.
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.
- Kriz, W. C. (2010). A systemic-constructivist approach to the facilitation and debriefing of simulations and games. *Simulation & Gaming*, 41(5), 663-680.
- Miller, M., & Hegelheimer, V. (2006). The SIMs meet ESL: Incorporating authentic computer simulation games into the language classroom. *Interactive Technology and Smart Education*, 3(4), 311-328.
- Neville, D.O., Shelton, B.E., & McInnis, B. (2009). Cybertext redux: Using digital game-based learning to teach L2 vocabulary, reading, and culture. *Computer Assisted Language Learning*, 22(5), 409-424.
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66, 60-93.
- Nicholson, S. (2012). Completing the experience: Debriefing in experiential educational games. In *Proceedings of the 3rd international conference on society and information technologies* (pp. 25-28). Winter Garden, Florida: International Institute of Informatics and Systemic.
- Ranalli, J. (2008). Learning English with The Sims: Exploiting authentic computer simulation games for L2 learning. *Computer Assisted Language Learning*, 21(5), 441-455.
- Sanford, K., & Madill, L. (2007). Understanding the power of new literacies through video game play and design. *Canadian Journal of Education/Revue canadienne de l'éducation*, 432-455.
- Shintaku, K. (2016). The interplay of game design and pedagogical mediation in game-mediated Japanese learning. *International Journal of Computer-Assisted Language Learning and Teaching*, 6(4), 36-55.
- Shirazi, M., Ahmadi, S.D., & Mehrdad, A.G. (2016). The effect of using video games on EFL learners' acquisition of speech acts of apology and request. *Theory and Practice in Language Studies*, 6(5), 1019-1026.
- Squire, K. (2011). *Video Games and Learning: Teaching and Participatory Culture in the Digital Age*. Teachers College Press, New York.
- Sykes, J. E., Reinhardt, J., Liskin-Gasparro, J. E., & Lacorte, M. (2013). *Language at play: Digital games in second and foreign language teaching and learning*. Pearson Higher Ed.
- York, J. (2019). "Kotoba Rollers" walkthrough: Board games, TBLT, and player progression in a university EFL classroom. *Ludic Language Pedagogy*(1), 58-119.

## Appendix 1: Media

Bigger and Additional Photos

[https://docs.google.com/document/d/1Zr6V\\_Wa5a881HzeiTpkmUbvepHKIZX-2qDMRja5Lx80/edit](https://docs.google.com/document/d/1Zr6V_Wa5a881HzeiTpkmUbvepHKIZX-2qDMRja5Lx80/edit)

## Appendix 2: Teaching Materials

Debriefing worksheet

<https://docs.google.com/document/d/1Cv0wSn2ToqHigHXjEDZonc-BSxCgLIwnVRj-dQvMX8s/edit>

Analysis project examples and worksheet

[https://docs.google.com/document/d/1JcFHdd6GT0ZwrYRXj8beC-hdudlaA-LpKR5\\_dhjDKUA/edit](https://docs.google.com/document/d/1JcFHdd6GT0ZwrYRXj8beC-hdudlaA-LpKR5_dhjDKUA/edit)

Participation project examples sorted by identities

<https://docs.google.com/document/d/1p3nuuPUMeBWEngsIP6ql5A13UkF1fk0irZa1HknaC1A/edit>

Participation proposal worksheet

<https://docs.google.com/document/d/1AiVNTv-D-drgcFIP0bj0yNA5PXOfXX4gdyRsTcnQU5U/edit>

Participation note taking worksheet

<https://docs.google.com/document/d/1sZfgjjN4Vw1TyT7CwWqaXPf96wwL7oScWSIxjg4Uso/edit>

Participation report worksheet

[https://docs.google.com/document/d/1NPPxKd3oxGU01npfvHNH\\_WAHqBLDuGVfNR7IWTFIq0/edit](https://docs.google.com/document/d/1NPPxKd3oxGU01npfvHNH_WAHqBLDuGVfNR7IWTFIq0/edit)

Grading rubric

<https://docs.google.com/document/d/1PLa9n3Ch-j4kINCoVcfrIHgDr41B0oUe0JEYZFwfYzk/edit>

Entire semester reflection

[https://docs.google.com/document/d/1JlducYfpk2oUCvFFJN28vjFg4R\\_UuXfS7G98tXp0kRs/edit](https://docs.google.com/document/d/1JlducYfpk2oUCvFFJN28vjFg4R_UuXfS7G98tXp0kRs/edit)

Cover sheet for reflecting on iterations of work

[https://docs.google.com/document/d/1\\_r-lgR2mb1X7Kq\\_zR56MRKYimEgs2m6CP4ZHq4x1FPQ/edit](https://docs.google.com/document/d/1_r-lgR2mb1X7Kq_zR56MRKYimEgs2m6CP4ZHq4x1FPQ/edit)