

# TRAINING TEACHERS FOR VIRTUAL GAMES: INTEGRATION AND INTERACTION

TESOL CALL IS ACADEMIC SESSION

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# Presentation Outline

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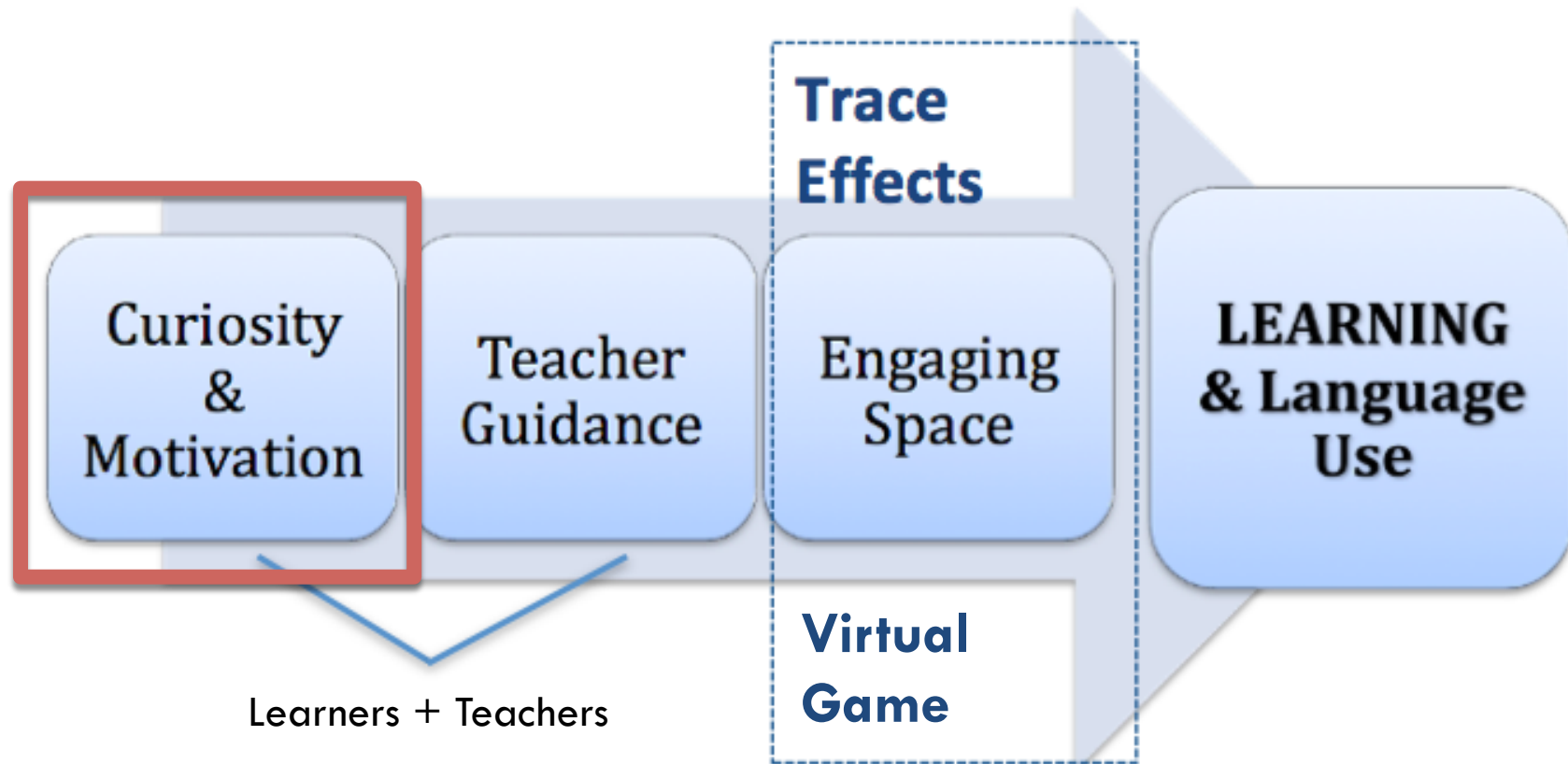
## Case Study Examples

- ▣ Teacher training for Freshman Composition class using online video game *Minecraft*
- ▣ Teacher training and Teacher's Manual for *Trace Effects*

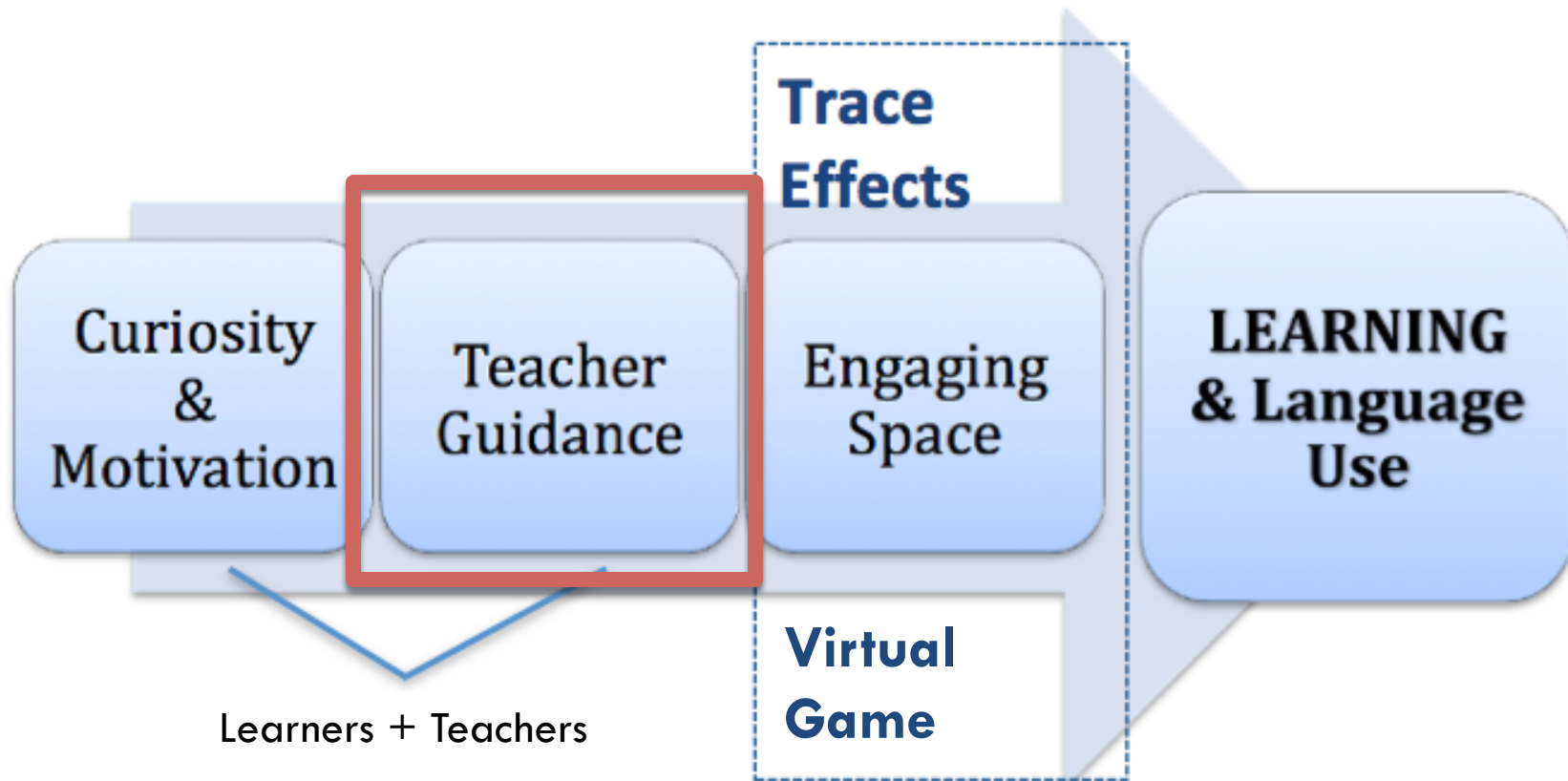
## Across the Curriculum: Technology and language ed.

- ▣ Teaching in new technology environments one component

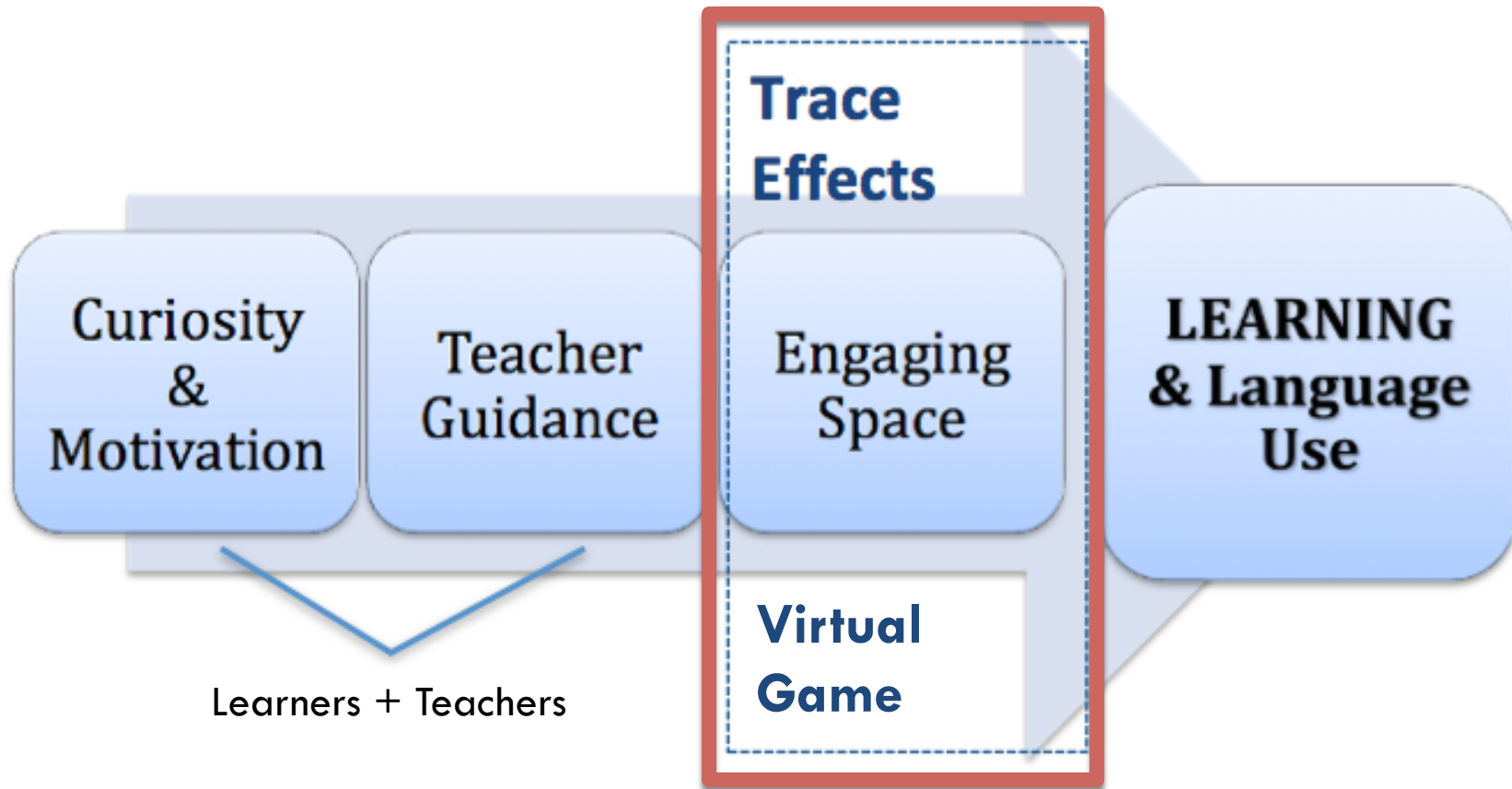
# Where Learning Can Occur



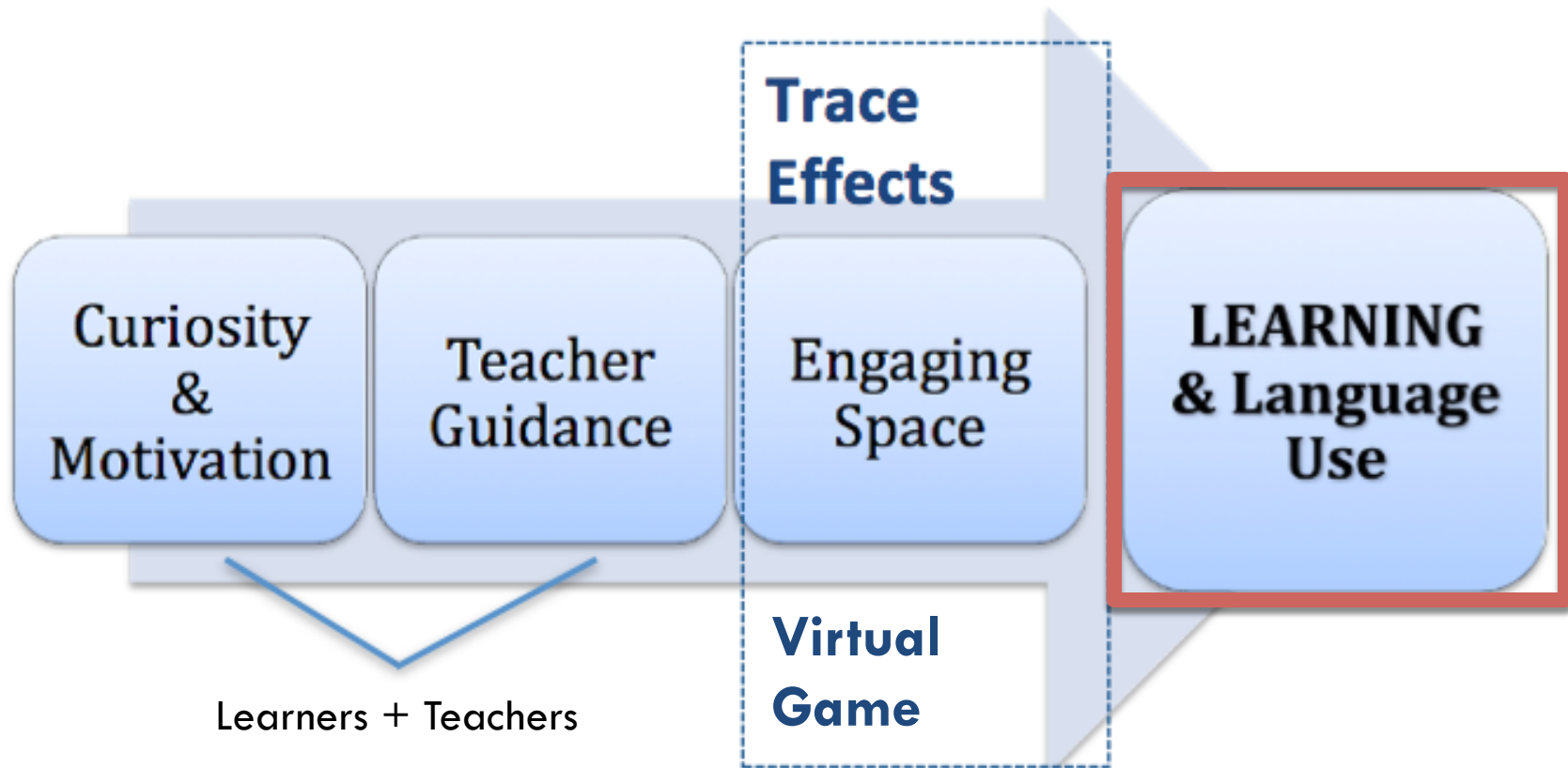
# Where Learning Can Occur



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# Teacher Training that Helps Teachers...

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- Make a plan
- Know their teaching landscape
- Focus on objectives
- Extend beyond the game
- Focus on interaction
- Establish connections
- Evaluate & track learning
- Troubleshoot

# Helping Teachers Visualize Teaching within these Spaces

How do you train teachers to have their classes look more like this?



And not too much like this?





# Help Teachers Make a Plan

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1. Train students on:
  - a. Learning through games
  - b. Learning collaboratively
  - c. Steps if they get confused
2. Help students during game play:
  - a. Staying on task & accountable for learning
  - b. Safe computer behavior
3. Integrate the game into course

# Minecraft & Freshman Composition

- Groups
  - ▣ 1 teacher-in-training and 3-4 L2 writers
  - ▣ Gaming and language learning
  - ▣ L2 writers' papers
- Research gaming and language learning
  - ▣ Challenge beliefs and assumptions
  - ▣ Identify opportunities



# Help Teachers Know their Teaching Landscape



Pictures to build context

## Maps



## Dialogue options & points


Below you will find how students can earn the most points in the *Help Chef Mark* task:

Trace's comment or action (student chooses)	Response	Character	Points
Did you order a sandwich?	Yes, I did.	Pat	5
Are you Pat?	Yes, that's me.	Pat	5
Action: Give + Sandwich	Thanks a lot! I love sandwiches!	Pat	15



Features

## Chapter vocabulary & grammar

Quad	“Pat’s in the <b>quad</b> . She’s wearing blue jeans and a red shirt.”	An open area in the middle of a university campus that looks like a park (noun)	
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# Help Teachers Focus on Objectives

## Task 1: Meet Eddie and follow him outside

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips				
<ol style="list-style-type: none"><li>1. Find Eddie in the lab.</li><li>2. Introduce himself to Eddie.</li><li>3. Follow Eddie's directions to go to the Welcome Booth.</li></ol>	<p>Students can follow instructions, especially when people use gestures.</p> <p>Students can understand short, simple descriptions, especially if there are pictures or graphs of people, places, things, things learned.</p>	<p>Students might have trouble locating buildings. Remind students to use the game map ("M") to find their way around.</p>				
<p><b>Extension Activities</b></p> <p><b>a. Time Machine.</b> Talk about the idea of a time machine. Ask students if they would prefer to go into the past or the future. Divide learners into PAST groups and FUTURE groups. In each group, one person will be designated the writer. Students will brainstorm reasons for traveling to either the past or of the future as well as specific things they would like to see. The writer will catalog these ideas in a chart like this:</p> <table border="1" data-bbox="275 1203 1675 1328"><tr><td data-bbox="275 1203 974 1247">Reasons for wanting to go to the past or future</td><td data-bbox="974 1203 1675 1247">Things we would like to see</td></tr><tr><td data-bbox="275 1247 974 1328"></td><td data-bbox="974 1247 1675 1328"></td></tr></table>			Reasons for wanting to go to the past or future	Things we would like to see		
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# Help Teachers Focus on Objectives

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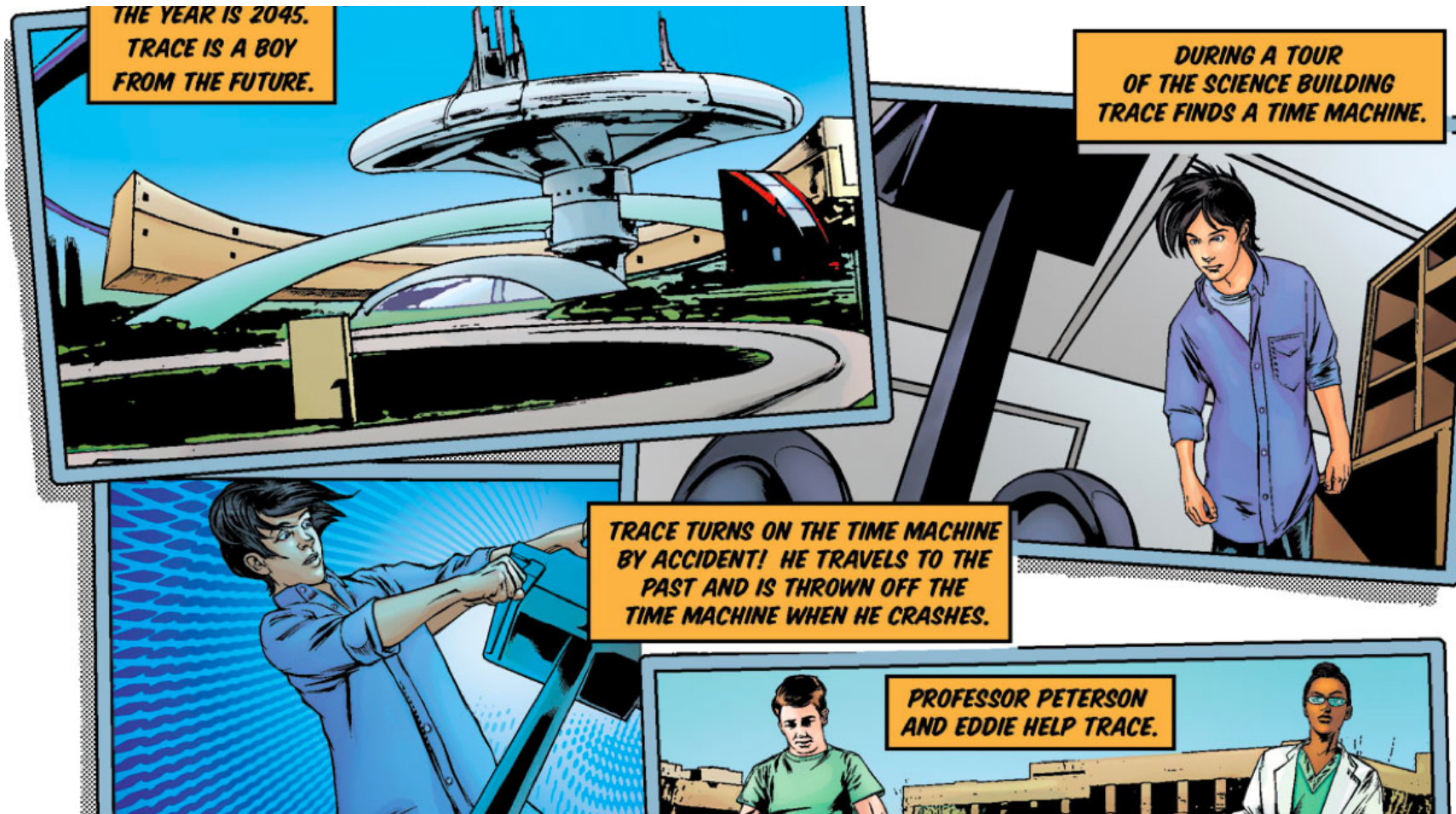
## *Minecraft* & Freshman Composition

- Discussions with experienced teachers
  - ▣ Discuss course objectives with classroom teacher
  - ▣ Rationales for decisions
  - ▣ Possible problem areas & how to handle them
  
- Observe class and student writing
  - ▣ Access to L2 student writing in Google Docs



# Help Teachers Extend Beyond the Game

## Graphic Novels

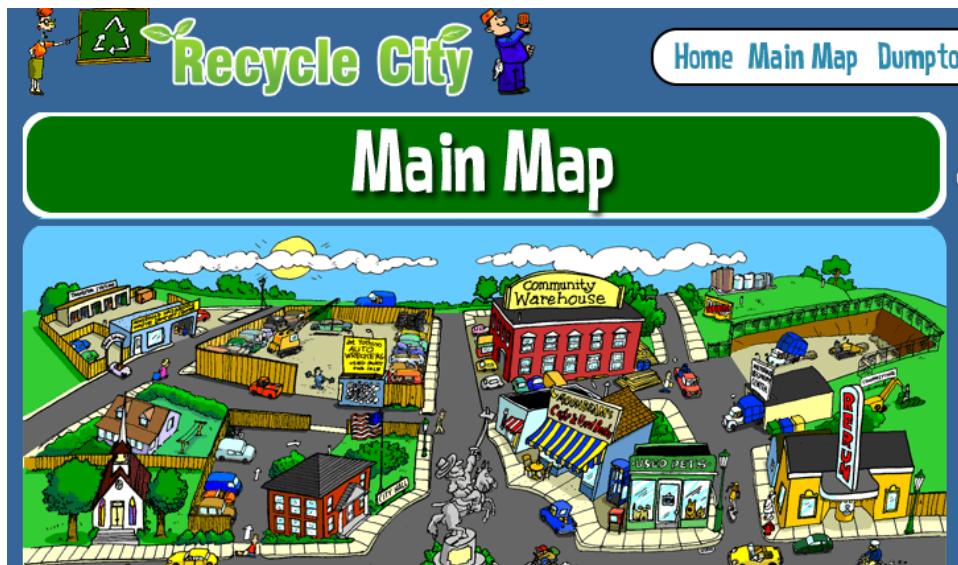


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# Help Teachers Extend Beyond the Game

## Online Activities



# Help Teachers Extend Beyond the Game

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## Interactive In-Class Activities

- Role playing, charades, debates, jigsaws
- Collaborative writing

## English in the Community

- Volunteering/service learning
- Professional development: resumes, interviewing



# Help Teachers Focus on Interaction

## Time Machine

1. Students choose groups.
  - ▣ Would rather go to PAST or FUTURE
2. Students discuss and complete grid:

Reasons to go to PAST	Things we would like to see

# Help Teachers Focus on Interaction

## Can I See Your Student ID? Game

1. Students make own ID.
  - ▣ Draw a picture or use a photo.
  - ▣ Write one piece of wrong information (wrong year or name).
2. Move around the room asking one another “Can I see your student ID?” and guess the incorrect information.



# Help Teachers Evaluate Clearly

## Group Participation Rubric

The teacher will mark the appropriate elements.

Name:

	<b>Superior</b>	<b>Okay</b>	<b>Needs improvement</b>
<b>Role</b> (Typist, Decider, Note-taker, etc.)	Plays an active role in the group, and consistently does what is needed.	Plays an active role in the group, but occasionally does not do what he or she should.	Does not play an active role in the group. Waits for others to do most things.
<b>Respect</b>	Always speaks respectfully to other members of the group. Listen to ideas of other people. Encourages others to participate actively.	Usually speaks respectfully. May listen to other people, but does not encourage others to participate.	Does not speak respectfully or does not listen to others. Does not encourage others to participate.
<b>Vocabulary</b> (Be specific – use a list or checklist)	Uses target vocabulary regularly. Encourages others to use target	Uses some target vocabulary. Rarely encourages others to use target	Rarely or never uses target vocabulary. Does not add new words. Does not

# Helps Students Track Learning

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1. Students identify 3-4 goals
2. Report on progress toward goals periodically
3. Tie assessments into students' goals
4. Keep progress charts

# Help Students Track Learning

Date	Trace's Tasks Accomplished	To Remember	Questions
<i>date</i>	<i>Trace gets his new Student ID</i>	<i>I want to remember that "allowed" means that it's OK to do something.</i>	<i>What is the difference between "give" and "show"?</i>

# Help Teachers Troubleshoot

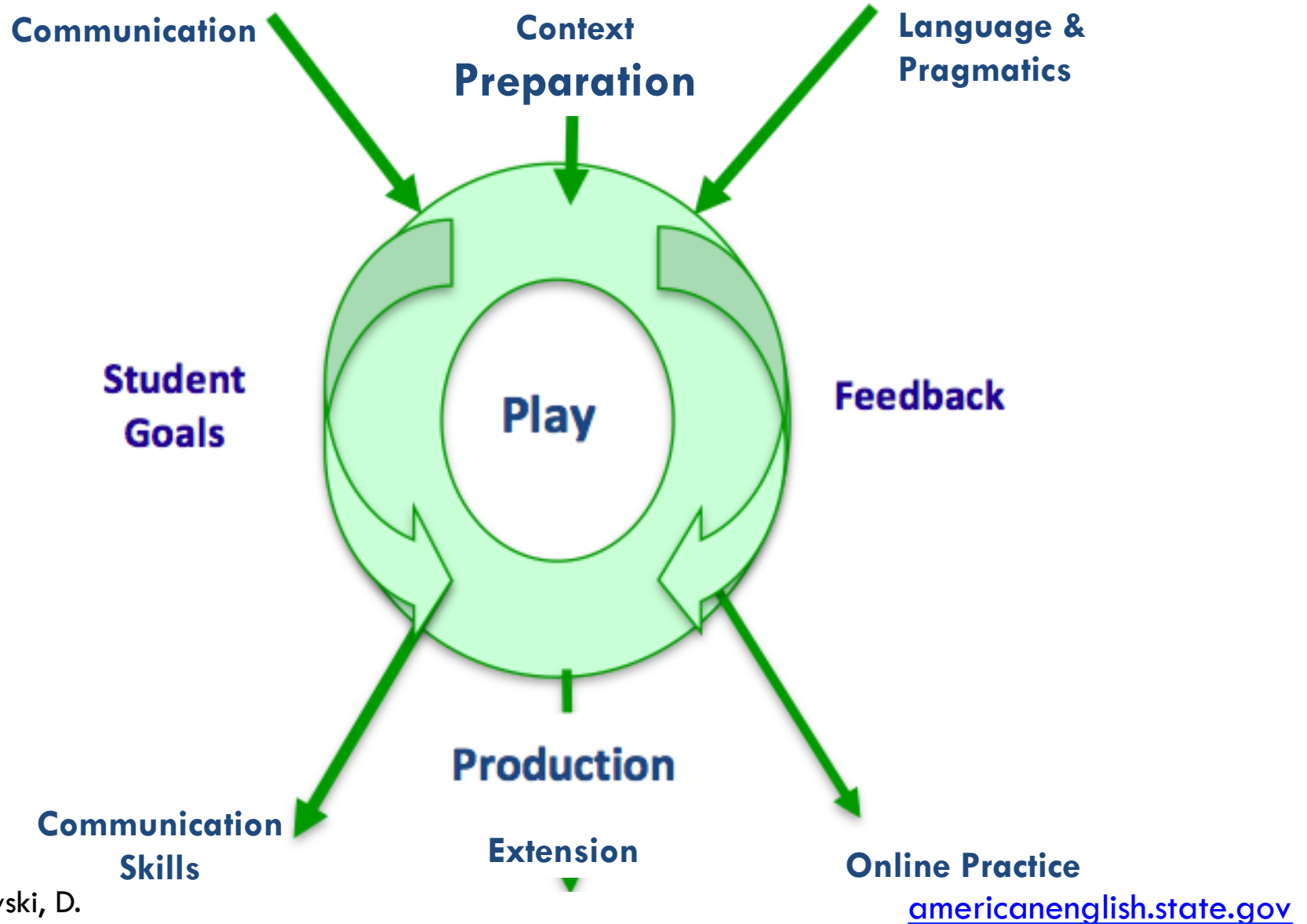
## Creating backup plans

- If online game doesn't work or has a glitch
- If students are faster/slower than expected

## Watch for:

- If students need help collaborating
  - ▣ Online atmosphere can affect in-class atmosphere
  - ▣ In *Minecraft* & Freshman Composition course, some students not playing fair and seem disconnected in class
- If students are playing too much in their free time

# Steps: Prepare, Play, Produce





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