Learning with Games
Conclusions from the evaluation

The conclusions are based on evaluation questionnaires completed by
6 classes – Denmark 3, Finland 2, Sweden 1
6 teachers – Denmark 2, Finland 2, Sweden 1
3 coordinators – Denmark 1, Finland 1, Sweden 1
1 project manager – Denmark

The project activities were:
1. Free internet games
   - List of favourite games
   - Reviews, analyses, walk throughs, advertisements, blog
2. Chat
   - Common class chat
   - Individual chat
3. Mission Maker games
   - Making games
   - Playing and discussing other students´ games

The project wiki http://learningwithgames.pbworks.com

Classes´ Conclusions

Questions – Classes
1. What did you get out of it referring to
   a. The subjects (English, national language, ICT)
   b. Personal development (collaboration, system-based thinking, critical problem solving, logical thinking, motivation)
   c. Cultural understanding
2. What was difficult?
3. What was most motivational?
4. What do you like to do again – eventually in another context?
5. Suggestions/any important comments?

The students indicate to have developed their English writing and communication skills and to have increased their vocabulary. They have learned to use new programmes like Skype, Mission Maker and PowerPoint. They have been focusing on problem solving and logical thinking. The motivational factor was of great importance: They liked to learn history and geography through the games and the project made them curious to learn more about the way of living in the partner countries. It was important, that the project was quite different from the usual classroom activities, it was new and exiting. A motivational factor was that the students were allowed to make their own products, to decide what their games were going to be about, to solve the problems on their own and to discover how to use their knowledge in new situations. There was great enthusiasm concerning

the use of ICT, computers, internet and game making. The chat-sessions were popular, especially the private chat between two students of different nationality. The chat contributed to raise the students´ curiosity for each others conditions and it put the students in a real authentic dialogue. The students mention some difficulties concerning the use of the programme Mission Maker. The students wish to meet each other in real life. Words mentioned by the students many times: FUN and FUNNY. One student says*: Even the presentations were motivational* – which indicates, that he normally dislikes the presentations, but not this time!

Teachers´ Conclusions

Questions – Teachers
1. What signs of success did you notice by your students referring to
   a. The subjects (English, national language, ICT)
   b. Personal development (collaboration, system-based thinking, critical problem solving, logical thinking, motivation)
   c. Cultural understanding
2. What was difficult for you as a teacher?
3. What was most motivational for you as a teacher?
4. What do you like to do again with this or other classes – eventually in another context?
5. Would you like to keep the contact with the other project schools? If YES, what possibilities to you
6. Suggestions/any important comments see for collaboration?

The teachers emphasize the students´ motivation in the project, the collaboration and the activities as a factor of great importance for the learning effects and for their ambitions. The fact that the products were going to be seen/read/played by the foreign students, played a big role for the students´ ambitions.

The students seem to have developed their English skills due to the efforts to use the language in "real life", in communication with other students. Personal skills as creativity and collaboration between the students in the classroom by problem solving were developed too: *The collaboration in the class was fantastic. Everybody helped each other no matter what problem it was. If one couldn't fix it, they asked another classmate if he/she could help and so on.*

The teachers noticed that the students with good mathematic skills also were good making games. The boys were the most interested in at this part of the project.

Especially through the chat sessions the students got insight in Nordic culture and they were stepping stones for the students´ curiosity concerning Nordic neighbours, the school and how young people live and think in the Nordic countries.

The project facilitated an extended use of ICT and thus developed the students´ competences in the fields of Power Point, Mission Maker, chat-programs, Skype, Word, Voki, online dictionaries and blogs.

The common work sheets used by the analysis were a great help.

The teachers appreciate that the project led to contact with the outside world, the game industry.

The students very quickly learned how to build games with Mission Maker and some times their skills surpassed the teachers´ which was a challenging experience. When it comes to commenting each others games, it was harder to motivate the students. The creative process seems more

meaningful to the students that the product – the game – itself, and the activity seems too difficult for the level of their English skills.

The most motivational for the teachers was to observe the students´ willingness helping each other, their involvement, happiness and creativity concerning making games: *The most motivating thing was when students loved to play and create the game. I could use it as an award to them to make Mission Maker games if they do other subjects properly.*

The contact to the teachers in the other countries is also mentioned as a motivational factor.

The teachers would like to keep up the contact – making the same project with other classes, extend the collaboration to deal with teaching neighbouring languages, history and culture: *Making games is very motivating and a good opportunity making other exercises in the lessons. Therefore I would like to do everything again!*

Coordinators´ Conclusions

Questions – Coordinators
1. What signs of success did you notice by your students and teachers referring to the aims of the project?
2. What was difficult for you as project coordinator
    a. Locally at your school?
    b. In collaboration with the other coordinators and the project manager?
3. What was most motivational for you as a project coordinator?
    a. Locally at your school?
    b. In collaboration with the other coordinators and the project manager?
4. How do you value the project generally?
5. Would you like to keep the contact with the other project schools? If YES, what possibilities to you see for collaboration?
6. Suggestions/any important comments?

2 of the 4 coordinators were also teachers in the project. The coordinators´ answers concerning the signs of success were the same as the teachers – see above.

It was hard to find the necessary time to be a perfect coordinator. Sometimes it was difficult to motivate the participating teachers.

The contact between the coordinators and to the project manager was good and helped to keep the deadlines. Everybody was satisfied with the management of the project.

The answers to the motivational factors are the same as the teachers´. Moreover the Nordic dimension is mentioned: *This was our first international project ... It was motivating to meet other teachers from Denmark and Sweden and discuss them in face to face about our school cultures* and: *The most motivating for me was the contact to the Nordic partners. Everybody knew exactly the phases and the aims.*

A new experience to the coordinators was to realize the learning potentials in making games. It was motivating to feel the energy related to the involvement in the project and to get some experiences in running a project. As an extra bonus the project leaded to contact/cooperation with the game industry and Universities.

All coordinators would like to keep the contact and they mention some suggestions for future projects/collaboration. They are motivated to reach a higher level in a new project based on the experiences learned in this project: *We value it* (= the project) *high, this was great. We and our*

pupils have learned a lot and we have learned a lot about our colleagues and perhaps have to collaborate in a better way next time.

Project Manager´s Conclusions

Questions – Project Manager
1. What signs of project success did you notice?
2. What was difficult for you as project manager?
3. What was most motivational for you as a project manager?
4. How do you value the project generally?
5. Would you like lead another project?
   a. With the same schools?
   b. With the same aims?
   c. In another context?
6. Suggestions/any important comments

The project came out successfully due to the positive involvement from the teachers and coordinators. The project wiki is an important part of the collaboration. It shows all phases in the project and disseminates the results to the public. The project is valuable because it shows that an international project can lead to motivation, learning results and interest in each others culture. Moreover the project is a successful example of innovative learning with focus on the students´ involvement.

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