



A GAME OF LEARNING: A B-ACTIVITY

Paula Peres

pperes@iscap.ipp.pt)

<http://www.iscap.ipp.pt/paol>



European Distance and E-Learning Network (EDEN 2008)
Lisbon – June 2008



NEW LEARNING CULTURES

SUMMARY

- The purpose of this article is to share the implementation of workgroup activities: a game of learning supported by web technology;
- Effective educational strategies that encourage a dynamic combination of being flexible, individualized and personalized must be the aim of every school;
- The blended-learning plays an important role;
- In this article we describe an online collaborative game which uses an inside and outside collaboration in order to promote the motivation and effective learning;
- Pedagogical strategies, that use technologies appropriately, in higher education, can promote active learning, centered on students and thus valuing their personal experiences and participation;

NEW LEARNING CULTURES

AGENDA

- Context
- Objectives
- Learning evaluation
- Implemented activities
- Characterization of learning
- Recommendations and Conclusions



NEW LEARNING CULTURES

CONTEXT

- Two classes, from the first year course, participated on this online activity, one from Marketing and another from Business Communication course from ISCAP;
- ISCAP is a business higher education school;
- This activity was carried out during a week in the second term of 2006/2007 school year;
- Students were, in average, 18 years old;
- The subject was lectured in a traditional classroom complemented with a distance development collaborative work.



NEW LEARNING CULTURES

CONTEXT

- The easy access of students to the Internet was an essential condition for the project success;
- The Institute has some rooms equipped with computers connected to the Internet available for free use by students;
- Although an inquiry was carried out, at the beginning of the term, to check the kind of technologies access students have;
- It was verified that most students have a computer connected to the Internet at home.



PAOL PRESENTATION

- ISCAP created a Project named PAOL which provides pedagogical and technical support to all teachers and students that intend to use the Internet as support to the traditional in-class teaching practices.
- Moodle was the LMS chosen.



(<http://www.iscap.ipp.pt/paol>)



NEW LEARNING CULTURES

OBJECTIVES

- Learning cognitive objectives:
 - To understand the concepts of database environments
- Soft skills:
 - SK1: Workgroup;
 - SK2: Written skills;
 - SK3: Oral skills;
 - SK4: Learn to learn.
- All learning objectives and soft skills were shared by the entire class.



NEW LEARNING CULTURES

OBJECTIVES

- As prerequisites students who have enrolled in computer science subject, would be able to work with Windows, Word processor and Internet Software;
- The subject program was defined in order to achieve the learning objectives;
- At the beginning of the term the value of the subject matter was demonstrated in order to engage students in the learning process. We showed a few examples of the real context knowledge application.



NEW LEARNING CULTURES

LEARNING EVALUATION

- In this subject context, students' evaluation could be done whether through an exam, at the end of the term or in a continuous mode;
- In any of the cases the database knowledge evaluation would be done by a Microsoft Access project development;
- This activity was used as a means of helping students engaging with matter and raising the level of knowledge.



NEW LEARNING CULTURES

IMPLEMENTED ACTIVITIES

- In the activities design process we tried to align all tasks with learning objectives and evaluation method;
- In this subject matter, students would be able to use the Microsoft Access and would be evaluated by building an Access application project;
- Thus, in the activity described, we tried to prepare students for this kind of evaluation and to reach some soft skills, namely “learn how to learn” and “To search and analyse the internet data”.



IMPLEMENTED ACTIVITIES

- The 7 wonders Portugal contest
 - Instructor's question
 - Only one student could answer
 - The first who did it would include a new question.
 - The instructor checked the answer and
 - if it was correct, he would allow the activity progress.
 - If not he would allow the other student to answer the question
 - The student who answered the first question correctly would send to the discussion forum, the original Microsoft access file, added with his or her resolution.



IMPLEMENTED ACTIVITIES

- The 7 wonders Portugal contest
 - After that, anyone could answer the question made by the colleague
 - If one question did not have any answer during a period of 24 hours, it would be assumed that no one knew the answer
 - Thus, the student who made the question should give the correct answer. If the solution was correct, the student would win the game, but if not the student would be excluded
 - There was always a question to be answered, in the discussion forum, thus everyone had the opportunity to participate.



NEW LEARNING CULTURES

IMPLEMENTED ACTIVITIES

- On this activity we asked for an individual participation;
- Students should answer only to the last question made;
- The answer should include a new question at the end;
- The student who posted the question should check the answer given and allow, or not, the activity to continue;
- Student who answered in a wrong way would not be excluded but who made a question and did not know the answer would be;
- To guide students' interactions, they were advised to visit the etiquette website.



NEW LEARNING CULTURES

IMPLEMENTED ACTIVITIES

- The instructor took the responsibility for the design and instruction organization, acted as facilitator of the discussion and guided the instruction;
- The instructor accomplished all the process, gave some learning clues and directions, solved conflicts and informed students who were excluded;
- The instructor gave an outside collaboration and students an inside collaboration;
- Students were reminded of the importance of promoting a good discussion environment.



NEW LEARNING CULTURES

IMPLEMENTED ACTIVITIES

- In order to reduce the time spent on interactions follow-up, the instructor's answers were standardized;
- Before starting this activity, students were advised of the value of all activities suggested;
- The activity was available during a week, between 28th of May 2007 and 1st of June 2007;
- At the end of this activity everyone should send to the discussion forum his or her opinion about the activity developed, stating positive and negative aspects and also his or her self-evaluation.



NEW LEARNING CULTURES

IMPLEMENTED ACTIVITIES

- In the described activity we used the Moodle discussion forum;
- Moodle is an open source Learning Management System (LMS). The use of a LMS allows access to support files put by the teacher through the Internet, and mainly to new types of learning activities (individual and in group);
- As resources, students used the resolution of the exercises done on classes and old exams given. Any technical or procedure doubt was inserted on the discussion forum.



CHARACTERIZATION OF LEARNING

We had a great adhesion of students in this activity

- Re: 7 Maravilhas de Portugal por Paula de Fátima Pere Almeida - Segunda, 28 Maio 2007, 22:52
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 08:55
- Re: 7 Maravilhas de Portugal por Paula de Fátima Pere Almeida - Terça, 29 Maio 2007, 09:52
- Re: 7 Maravilhas de Portugal por Ligia Rafaela Ferrei Carvalho - Terça, 29 Maio 2007, 10:25
- Re: 7 Maravilhas de Portugal por Filipa Feiteira Ferreira - Terça, 29 Maio 2007, 11:49
- Re: 7 Maravilhas de Portugal por Marco Tiago da Mota Campos - Terça, 29 Maio 2007, 13:14
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 13:56
- Re: 7 Maravilhas de Portugal por Ana Maria Rocha Dias - Terça, 29 Maio 2007, 11:54
- Re: 7 Maravilhas de Portugal por Filipa Feiteira Ferreira - Terça, 29 Maio 2007, 12:05
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 10:23
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 11:15
- Re: 7 Maravilhas de Portugal por Rita Isabel Morais d Barros - Terça, 29 Maio 2007, 11:26
- Re: 7 Maravilhas de Portugal por Ana Maria Rocha Dias - Terça, 29 Maio 2007, 11:36
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 12:23
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 13:14
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 13:44
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 13:56
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 14:06
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 14:18
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 14:28
- Re: 7 Maravilhas de Portugal por Filipa Feiteira Ferreira - Terça, 29 Maio 2007, 14:31
- Re: 7 Maravilhas de Portugal por Marlene Sofia Ribeir Leite - Terça, 29 Maio 2007, 14:49
- Re: 7 Maravilhas de Portugal por Filipa Feiteira Ferreira - Terça, 29 Maio 2007, 14:33
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 14:51
- Re: 7 Maravilhas de Portugal por Ana Maria Rocha Dias - Terça, 29 Maio 2007, 14:18
- Re: 7 Maravilhas de Portugal por Ligia Rafaela Ferrei Carvalho - Terça, 29 Maio 2007, 14:30
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 14:41
- Re: 7 Maravilhas de Portugal por Ligia Rafaela Ferrei Carvalho - Terça, 29 Maio 2007, 14:52
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 14:29
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 14:52
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 15:08
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 15:51
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 16:12
- Re: 7 Maravilhas de Portugal por Marlene Sofia Ribeir Leite - Terça, 29 Maio 2007, 14:30
- Re: 7 Maravilhas de Portugal por Ligia Rafaela Ferrei Carvalho - Terça, 29 Maio 2007, 14:36
- Re: 7 Maravilhas de Portugal por Marco Tiago da Mota Campos - Terça, 29 Maio 2007, 14:46
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 15:10
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 15:24
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 15:35
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 16:00
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 16:17
- Re: 7 Maravilhas de Portugal por Ines de Brito Viana - Terça, 29 Maio 2007, 16:19
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 17:00
- Re: 7 Maravilhas de Portugal por Ines de Brito Viana - Terça, 29 Maio 2007, 16:03
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 16:22
- Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 16:39
- Re: 7 Maravilhas de Portugal por Ana Luisa Monteiro Oliveira - Terça, 29 Maio 2007, 17:06

Re: 7 Maravilhas de Portugal
por Paula de Fátima Pere Almeida - Terça, 29 Maio 2007, 09:52

Bom dia Ana:

Antes de mais parabéns pelo seu interesse na actividade.
Quando se solicita a validação de comprimento de um campo de texto fazê-lo quer para o número máximo de caracteres como para o número mínimo. Na resolução que apresentou é possível introduzir o número de telefone '91' por exemplo.

A questão permanece
continuação de bom trabalho

Paula Peres

Mostré o pai | Dividir | Apagar | Responder

Sometimes, the participants asked to review an answer given

Instructor followed up the process in order to validate ongoing answers

Re: 7 Maravilhas de Portugal
por Paula de Fátima Pere Almeida - Terça, 29 Maio 2007, 11:15

Muito bem.

Resposta aceite. 😊

Continuação de bom trabalho

Paula Peres

Mostré o pai | Dividir | Apagar | Responder



CHARACTERIZATION OF LEARNING


The questions' level of difficulty was increased by students during the period of activity time

Moodle's interface did not help the reading process

Terça, 29 Maio 2007, 22:02
 Re: 7 Maravilhas de Portugal por David Alexandre da S Oliveira - Quarta, 30 Maio 2007, 04:56
 Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Quarta, 30 Maio 2007, 11:05
 Re: 7 Maravilhas de Portugal por Ana Maria Rocha Dias - Quarta, 30 Maio 2007, 11:40
 Re: 7 Maravilhas de Portugal por Ligia Rafaela Ferrei Carvalho - Quarta, 30 Maio 2007, 12:07
 Re: 7 Maravilhas de Portugal por Ana Maria Rocha Dias - Quarta, 30 Maio 2007, 12:08
 Re: 7 Maravilhas de Portugal por Rita Araujo de Sousa Augusto - Terça, 29 Maio 2007, 19:19

Re: 7 Maravilhas de Portugal por Paula de Fátima Pere Almeida - Terça, 29 Maio 2007, 11:15
 Re: 7 Maravilhas de Portugal por Andre Ramos - Quarta, 30 Maio 2007, 01:10
 Re: 7 Maravilhas de Portugal por Filipa Feteira Ferreira - Quarta, 30 Maio 2007, 14:43
 PONTO DE SITUAÇÃO por Paula de Fátima Pere Almeida - Quarta, 30 Maio 2007, 15:59
 Re: PONTO DE SITUAÇÃO por Rita Araujo de Sousa Augusto - Quarta, 30 Maio 2007, 20:30

Sometimes we had also some technical problems

 **Re: 7 Maravilhas de Portugal**
 por Ligia Rafaela Ferrei Carvalho - Sexta, 1 Junho 2007, 15:30

Professora acho que há um problema, nao está a dar para enviar...deve ser pela base de dados ocupar demasiada memoria, pq ja tem quase 8mb.

[Mostre o pai](#) | [Dividir](#) | [Apagar](#) | [Responder](#)



Students needed, in average, five hours to follow up all activities (one per day)

NEW LEARNING CULTURES

RECOMMENDATIONS AND CONCLUSIONS

- Games can operate as a means of motivation and consequently of learning;
- The activity described was efficient to promote engagement of students who were aware of their knowledge on the subject and could compare it with the rest of the class;
- In online discussions students do not learn only with the instructor, who provides the resources and gives feedback during the process, but also with others' comments and feedbacks.



RECOMMENDATIONS AND CONCLUSIONS

- Instructors should be aware that there are some students who need more time to participate. Students who show difficulties in writing clearly or easily could demonstrate bigger problems to participate actively;
- If the instructor or the students were not acquainted with the forum discussion mechanism they would need to spend more time resolving technical problems and consequently, staying off the discussion;
- It is helpful to build standard answers in order to reduce the time spent on interaction follow-up.



NEW LEARNING CULTURES

RECOMMENDATIONS AND CONCLUSIONS

- In this kind of activities students can develop social and communication skills, higher thinking, leadership, negotiation, interpersonal qualities and collaboration with different perspectives;
- Technical problems that may appear in this kind of activities are very important, it stimulates students to find out the solutions and, thus their preparation to face future real work environment;
- Beyond foreseeable objectives we reached others namely general culture about Portuguese monuments;
- A well designed e-learning environment discussion can stimulate an active, interactive and participated learning.

RECOMMENDATIONS AND CONCLUSIONS

Considering a b-activity as a blended activity, that is a semi-online process which includes face-to-face and online tasks, it is important, more and more to define and share the good practices which could help the integration process of technologies in the teaching-learning process.



N E W
L E A R N I N G
C U L T U R E S

A GAME OF LEARNING: A B-ACTIVITY

Paula Peres

pperes@iscap.ipp.pt)

<http://www.iscap.ipp.pt/paol>



European Distance and E-Learning Network (EDEN 2008)
Lisbon – June 2008

