Introduction

Video Games have gone from creation to mass use in less than 50 years. They have surpassed all other Cultural contents (Cinema, books, theater, Television) in a large part of population, especially in young people.

Although they started as an activity to enjoy and have just fun, the plots and stories behind a game have gone deeper and more complex, just like movies. But unlike them, Games have a strong capacity to make the player feel like being the main character, the protagonist. All other literacy products (films, books, etc.) just depict a main actor and the reader is left to imagine being it. In a video game, this is enforced by the augmented reality.

Through the years, a gap between young people used to play and older people unaware of what videogames were has been growing. Criticism to games was on the rise, as games seemed to pursuit no benefit for players, society, schools, etc. but had harmful effects. Objectors to games, usually mention the violence, sexism shown. Sometimes, the player is required to be violent, cruel and a brute tyrant to succeed in the game. They also point out how much games can distort a healthy timetable of daily activities, noting that many of players can be taken as an addict to games.

But, as popularity grew, some observers, and researchers, have agreed that games do cause beneficial effects on players. Some authors have written a serious research, describing those effects, what they are, to which extend they can appear, depending on each class of games. It is observable as well, that players have created a huge cultural movement around games. Some games are just like the classical movies that most of people in XX century had watched and know.

Games have evolved and progressed as computers have done so. The creation of a game is based on different computer tools and applications. Some of them have reached a maturity that allows non-experts to contribute or carry out many tasks of game development. Teachers can find new tools to their lessons in existing commercial or free videogames. But a interesting opportunity comes after. The teachers can design and create games that suit better their didactical goals thanks to these modern game development tools.

Objectives

The objective of the training course is to provide participants a general knowledge of benefits of videogames and their relation to educational purposes, and show the possibilities and training needed to create video games on their own.

The training course provides the participants the skills to:

✓ Understand the benefits of playing games in cognitive skills of players

✓ Analysis of the necessary elements that a game must contain. Learn to differentiate a game from educational software

✓ Learn to depict the basics of a game plot, history, goals, enemies, and every element that makes up the game

✓ Learn to use integrated game development tools to develop full games.

✓ Learn the basics of developing software in collaboration

Target Group

The training course is addressed to Secondary school teachers, VET teachers and VET trainers working in public bodies and schools who wish to acquire the skills and knowledge to apply or use video games for improve teaching and learning in schools.

Language of course

This course can be provided in English and Italian

Methodology

The approach used is highly practical, based on the expertise of the course trainers who have had previous experience with similar courses

The course is focused on exemplifications and applied theory. The concepts treated in the course will be worked either by using games, observing games or by creating games.

Programme

Day 1 – 5 hours
Introduction to Learning through gaming

- What a game is and what it's not.
- Types of game and learning principles.
- Game outlining

Day 2 – 5 hours
Game development

- Basics
- Artistic work
- Programming work
- Integrated development software

Day 3 – 5 hours
Game Development with Game maker

- Practical example
- Individual game exercise

Day 4 – 5 hours
Cooperative Game Development

- Methodologies
- Tools
- Practical example

Day 5 – 5 hours
Professional visit

- Visiting a School using video games for education in Valencia to evaluate the impact in the educational context
- Meeting with students and teachers
- Evaluation and certification
- Farewell dinner

ESMOVIA
Training and Mobility

Fees

Course fee: 350,00 € (VAT included if sending organisation has Intracomunitary VAT)

Amount includes:
- ✓ Preparation for the course
- ✓ Tuition
- ✓ Training materials
- ✓ Administration costs
- ✓ Organizational costs
- ✓ Professional visit to school
- ✓ Small city tour in Valencia
- ✓ Farewell dinner

Requirements
Minimum of 8 participants. For smaller groups, contact us.

Contact
Maria Angeles Ruiz Gamez
Director
ruiz@esmovia.es
+34 963 38 46 20
Skype: esmovia

ESMOVIA
Training and Mobility