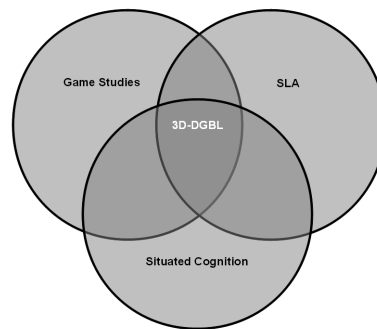


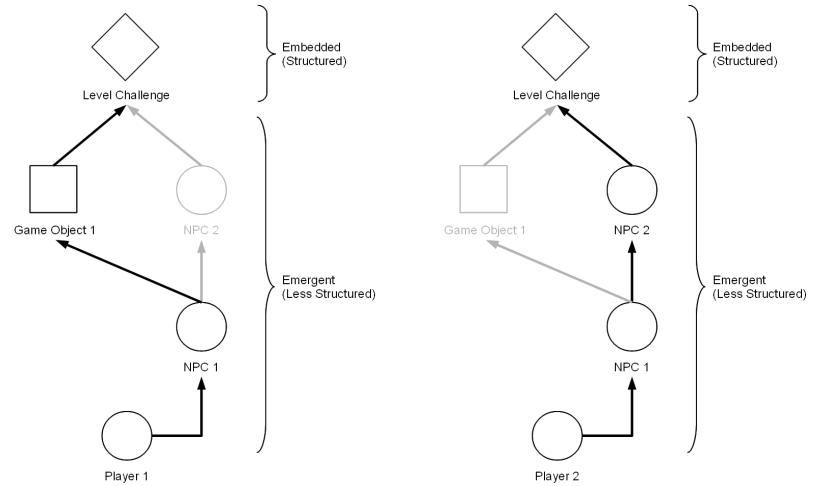
A Digital Game-Based Learning Approach to Developing Situated Cultural Competency

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| 1 | <i>Why computer games?</i> | Computer games have unique affordances that make them especially useful in culture- and task-based foreign language curricula. |
| 2 | <i>Affordances</i> | <ul style="list-style-type: none"> • Community of learners • Open-ended exploration • Goal-based scenario • Ill-structured, emergent problem space • Situated cognition • Transferable mental schemata |
| 3 | <i>The problem</i> | How does one design for efficient and effective learning in 3D-DGBL environments when everything is a potential learning situation, when it is impossible to predict which path the learner will take, and when every path is a valid course of study? And, finally, how can this type of gameplay be adapted for use in SLA contexts? |
| 4 | <i>Solution?</i> | Computer games tell stories and generate narrative structures. Can these structures be adapted to: <ul style="list-style-type: none"> • Teach situated cultural and linguistic knowledge; • Combine action with learning; • Integrate the learner into communities of practice; and • Allow the learner to explore questions of identity. |
| 5 | <i>Aligning narratives</i> | |

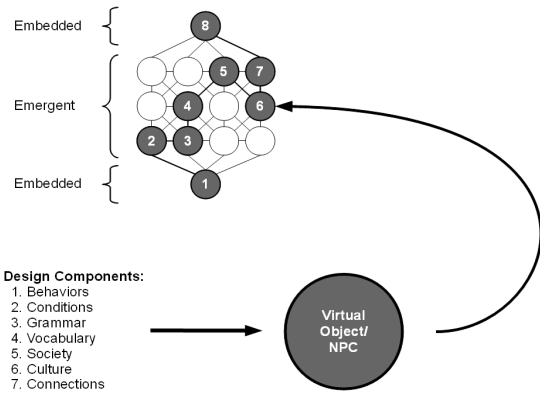


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| 6 | <i>Narrative: Situated cognition</i> | <p>Main Points:
 Knowledge is actively constructed at the intersection of competing narratives, personal and communal, and is the result of thinking and acting within communities of practice.</p> <p>Key Research:
 Bruner (1986, 1990, 1991)
 Lave & Wenger (1991)</p> |
| 7 | <i>Narrative: SLA</i> | <p>Main Points:
 Narrative functions as a "third place" in and through which an individual can refashion her identity and reexamine the roles she plays within a new community of practice.</p> <p>Key Research:
 Lantolf (2000)
 Kramsch (1993, 2000)
 Block (2007)
 Pavlenko and Lantolf (2000)</p> |
| 8 | <i>Narrative: Game Studies</i> | <p>Main Points:
 Narrative is revealed in a non-linear and unpredictable fashion, which can be explained only in light of prior game events and the internal thought processes of the player at the moment an action is performed. Narrative is either <i>embedded</i> or <i>emergent</i>.</p> <p>Key Research:
 Juul (2001)
 Kücklich (2003)
 Salen and Zimmerman (2004)
 Thomas and Brown (2009)</p> |

9 Narrative traces



10 Design rubric



11 The DigiBahn Project

The *DigiBahn* Project (<http://digibahn.blogspot.com>) is an interdisciplinary software development initiative that will program a 3D digital game-based learning environment for the teaching of the German language, vocabulary, and culture to beginning university students. Specifically, the initiative will develop a graphic adventure game requiring students to navigate a virtual German train station (Stuttgart Central) while meeting specific instructional goals such as purchasing a train ticket, locating the appropriate track, making sense of arrival and departure tables, and interacting with non-player characters (NPCs).



12 Thank you!

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