

ECGBL 2020

14th European Conference on Games Based Learning

24 - 25 September 2020, the University of Brighton, UK

Mini Track on Dialogical Perspectives on Games and Learning

Mini Track Chair: Thorkild Hanghøj, Aalborg University



It is widely recognized that dialogical relations between teachers and students as well as between students play a key role in order to support and achieve educational aims. At the same time, research on Game-Based Learning often focus on specific game affordances while neglecting the dialogical interaction among the involved actors in specific learning environments – e.g. teachers, students and game resources. In spite of the crucial importance of dialogic aspects in GBL, there exist relatively limited research on how to describe and understand dialogue when

using games for learning. Thus, the aim of this mini track is to generate academic discussion on different ways of studying and enhancing dialogical learning through games.

Suggested topics include but are not limited to:

- Theoretical frameworks for conceptualising dialogic perspectives on games and learning
- Methodological approaches for studying or assessing dialogical learning in and around games
- Different pedagogical approaches to facilitating game-related dialogue in educational contexts
- How different game elements and game design features may support (or constrain) dialogical learning. Including both analogue and digital game formats.
- How to design games or game environments, which enable different dialogical perspectives among participants.
- Empirical studies investigating teachers' use of digital games as contextual resources for dialogical teaching.



Thorkild Hanghøj is a Professor of Games and Learning at the ResearchLab: IT, Learning and Design (ILD Lab), Aalborg University, Copenhagen, where he also co-coordinates The Center for Applied Game Research (CEAGAR). His work focuses on exploring links between games and dialogue, games and literacy, and how to learn through designing games. He currently manages the research project GBL21: Game-Based in the 21st Century (gbl21.aau.dk), which takes a dialogical perspective on how students develop design competencies when redesigning games within Danish (L1), mathematics, and science.

Suggested reading

Arnseth, H. C., Hanghøj, T., & Silseth, K. (2018). Games as Tools for Dialogic Teaching and Learning: Outlining a Pedagogical Model for Researching and Designing Game-Based Learning Environments. In *Games and Education: Designs in and for Learning* (pp. 123-139). Brill Sense. Link:

https://www.researchgate.net/publication/327980965_Games_as_tools_for_dialogic_teaching_and_learning

Submission details

In the first instance a 300 word abstract is required, to be received by **04 March 2020**. Please read the guidelines at <http://www.academic-conferences.org/policies/abstract-guidelines-for-papers/>

Submissions must be made using the online submission form at

<https://www.academic-conferences.org/conferences/ecgbl/ecgbl-abstract-submissions/>

If you have any questions about this track please email the mini track chair: thorkild@hum.aau.dk

See more about ECGBL 2020 at <https://www.academic-conferences.org/conferences/ecgbl/>