It is widely recognized that Dialogic 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 Dialogic 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 Dialogic 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 Dialogic 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) Dialogic learning. Including both analogue and digital game formats.
- How to design games or game environments, which enable different Dialogic perspectives among participants.
- Empirical studies investigating teachers' use of digital games as contextual resources for Dialogic teaching.

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**Suggested reading**

**Submission details**
In the first instance a 300 word abstract is required, to be received by 03 March 2021. 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

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