



2nd workshop – PBL, online quizzes and logical tasks

Session 4: Games in lessons

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Expected Learning Outcomes

1. Understand the process of problem solving.
2. Being able to find, evaluate and select suitable digital tools and utilize them within the lessons

Teaching Methods/Approaches

1. Teacher presentation and instructions
2. Participant self-directed/individual activity
3. Peer Evaluation and collaboration
4. Group Activity

Sources of training materials

1. European Union, 2015 Digital competences. Available: <https://euopass.cedefop.europa.eu/resources/digital-competences> (Accessed: 21.8.2018.)
2. Problem Solving and Analytical Skills, University of Kent Careers and Employability Service. Available: <https://www.kent.ac.uk/careers/sk/problem-solving-skills.htm> (Accessed: 21.8.2018.)
3. Production of Creative Game-Based Learning Scenarios – A handbook for teachers, ProActiveEU Life-Long Learning project. Available: http://www.ub.edu/euelearning/proactive/documents/handbook_creative_gbl.pdf (Accessed: 21.8.2018.)

Duration: 180 minutes





Topic/Sub-topics	Learning Objectives	Evaluation
1. DIGITAL TOOLS WITHIN THE PROCESS OF PROBLEM SOLVING	<i>Participants will understand the process of problem solving</i>	1. Learners explore and analyse examples of problem solving techniques in order to point out typical characteristics of logical reasoning.
1.1 Introduction to problem solving	1. Identify the concepts of Analytical Ability, Creative Thinking, Initiative, Logical Reasoning	
1.2 Developing problem solving skills	2. Understand the role of analytical and creative skills in the process of problem solving	
1.3 Problem solving within games	3. Explore the logical features on serious games	
2. ROLE PLAYING AND KNOWLEDGE GATHERING	<i>Participants will understand the methodology of role playing in serious games</i>	1. Learners explore and analyse examples of role playing and knowledge gathering to understand the practice of solving tasks by active participation of the students in the class and online (work in small and broader teams)
2.1 Developing the skills for mutual collaboration accepting different responsibilities (roles) in participation games that support algorithmic thinking	1. Introducing the power of simulation of playing various complementary roles focused on problem solving and their implementation	
2.2 Developing the skills for mutual cooperation implementing knowledge gathering in line with algorithmic thinking	2. Introducing the power of implementing students' wisdom to reach a final collaborative problem-based outcome	



<p>3. INTEGRATION OF GAMES INTO LECTURING PROCESS</p>	<p><i>Participants will be able to recognize, evaluate and select suitable games and integrate them into the lecturing process</i></p>	<p>1. Learners analyse examples of games in order to identify the place of the game in the lesson. (group activity).</p> <p>2. Learners choose one serious game and create a learning scenario which will be evaluated by teacher and the colleagues.</p>
<p>3.1 Identification and evaluation of suitable serious games</p> <p>3.2 Factors for successful Integration of games into the lecturing process</p>	<p>1. Explore games available on recommended portals or on world-wide web</p> <p>2. Create a learning scenario involving digital tools</p>	

