



Participatory Game Redesign

For the Foreign Language Class

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The rationale

- Creating games from scratch is a challenge!
- Time-efficient for the teacher
- Activating students (creativity, and language-wise)



6 Stages for Participatory Game Redesign

Teacher

Set learning goals

Choose a commercial game

Adapt the rules

Adapt the content

Craft the game

Playtest the game

Learner



Redesigning Pandemic

to practice environment-related vocabulary, raise
environmental awareness

Set Learning goals & Choose a game

- Practice Vocabulary related to environment
- Reinforce environmental awareness

The game: Pandemic



Adapting

Adapt rules:

Reduce number of locations, remove infection cards, epidemics, disease cubes, simplify actions to two, new randomization and tracking of locations' threat, new winning condition, no losing condition

Adapt content:

Locations, types of pollution (air, water, earth), environmental solution cards



Crafting

Teachers' role: elicit environmental solutions from learners, choose number & types of cards, inspect language used

Learners' role: brainstorm environmental solutions, design the board, craft cards with text and images



Before



After



Ideas for Pre- & Post-play activities

- Elicit vocabulary about locations
- Design a city/country/world map
- Brainstorm environmental solutions
- Categorise cards based on their impact and evaluate their power
- Create a rulebook





Redesigning Feel me Feel me not

to practice socio-emotional skills and vocabulary
around emotions

Set Learning goals & Choose a commercial game

- Practice Vocabulary related to emotions
- Reinforce empathy
- Storytelling skills

The game: Feel me Feel me not



Adapting

Adapt rules:

Simplify rules for awarding points (2 for exact answer, 1 for exact category)

Adapt content:

Make content appropriate and shift story content to students' interests/concerns

Modify Reactions list and include a) emotional reactions, b) physical reactions

Reaction List

POSITIVE

Smirk | Caress | My place now
Entice | Kiss

NEGATIVE

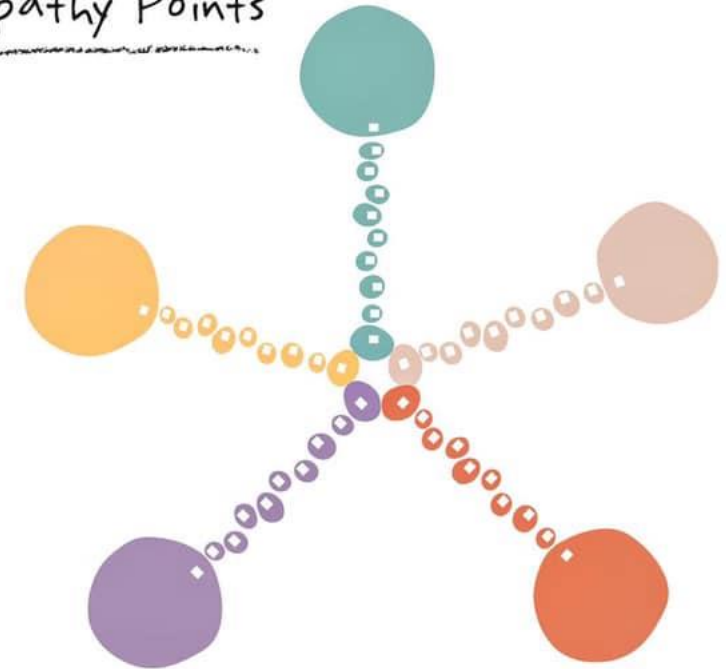
Cringe | Swear | Call 911
Decline | Shove

NEUTRAL

Smile | Phaze | Freeze
Stutter | Leave

Pen Playground

Empathy Points

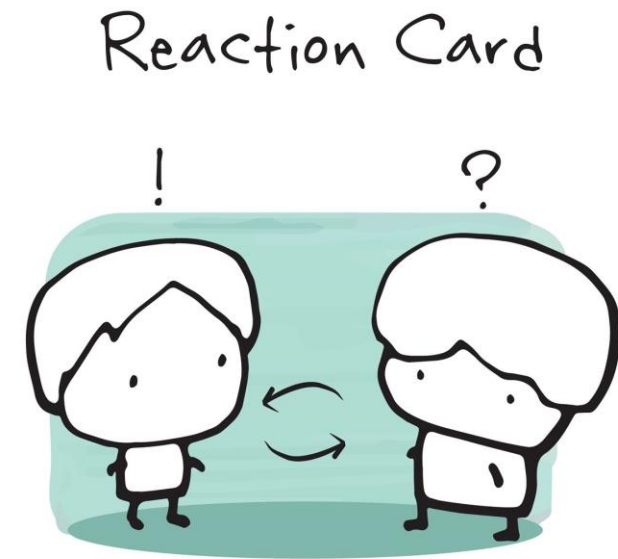


+1 in their Color for correct Category, +2 for sub-category, +3 if exact
+1 in your Color every time someone guesses your Category.

Crafting

Teachers' role: decide on the number of words to be included in the list, offer feedback for stories, provide necessary prompts (visual or other) for sparking creativity

Learners' role: brainstorm vocabulary for emotional and physical reactions list, create stories



Ideas for Pre- Post-play activities

- Students categorise emotional and physical reactions to positive/negative neutral (evaluating skills)
- Work your way backwards: Assign to randomly to students an emotional and physical reaction and have them create a story that could evoke such emotions
- Develop emotional/empathy skills through discussions



Key Takeaways

- Connecting language to real-life
- Sense of ownership
- Soliciting pre-/post-play activities and game debriefing discussions



Want to learn
more?

- Savvani, S., & Liapis, A. (2019, November). A Participatory Approach to Redesigning Games for Educational Purposes. In *International Conference on Games and Learning Alliance* (pp. 13-23). Springer, Cham
- stamatiasavvani.com

