ECGBL 2017

11th European Conference on Games Based Learning
5 -6th October 2017, Graz, Austria

Mini Track on Games and Literacy

Mini Track Chair: Dr. Thorkild Hanghøj, Aalborg University, Copenhagen, Denmark

Growing evidence suggests that games can be used as effective ways of learning language and mastering multimodal literacies – e.g. by communicating with other players through online games, writing journalistic reviews at school about specific games or by producing Let's Play videos on YouTube. However, school subjects tend be dominated by monomodal approaches to reading and writing, which often fail to acknowledge the value of games as legitimate learning resources. In this way, there is a clear demand for more empirical work on how to develop students' game-related literacies, that both relate to formal and informal learning contexts. The purpose of this track is to explore the possibilities and challenges of using games for learning language and literacy through empirical studies.

Suggested topics include but are not limited to:

- Game-related literacies outside educational contexts
- Games as tools for language learning (both leisure games and learning games)
- Teaching and learning about games as multimodal texts
- The educational use of game-related paratexts (e.g. fan fiction, reviews, walkthroughs, guides etc.)
- The language of gaming (e.g. oral and written forms of communication, both in- and off game)
- Games and critical literacies (e.g. learning how to respond to toxic language in violent online games)

Thorkild Hanghøj is an Associate Professor 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 PhD explored educational gaming as a way of producing playful knowledge. Current projects focus on the use of commercial games (e.g. *Minecraft*, *LIMBO* and *Torchlight* II) in schools as well as teaching game journalism to students. Research areas include: games and literacy, games and inclusion, the theory of scenario-based education, as well as dialogic approaches to teaching and learning through games.

Submission details

In the first instance a 300-500 word abstract is required, to be received by **16th of March.** 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
http://www.academic-conferences.org/conferences/ecgbl/ecgbl-abstract-submission/
If you have any questions about this track please email the mini track chair: Thorkild@hum.aau.dk

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