

# Digitale Geletterdheid en Games

**31 januari 2024**

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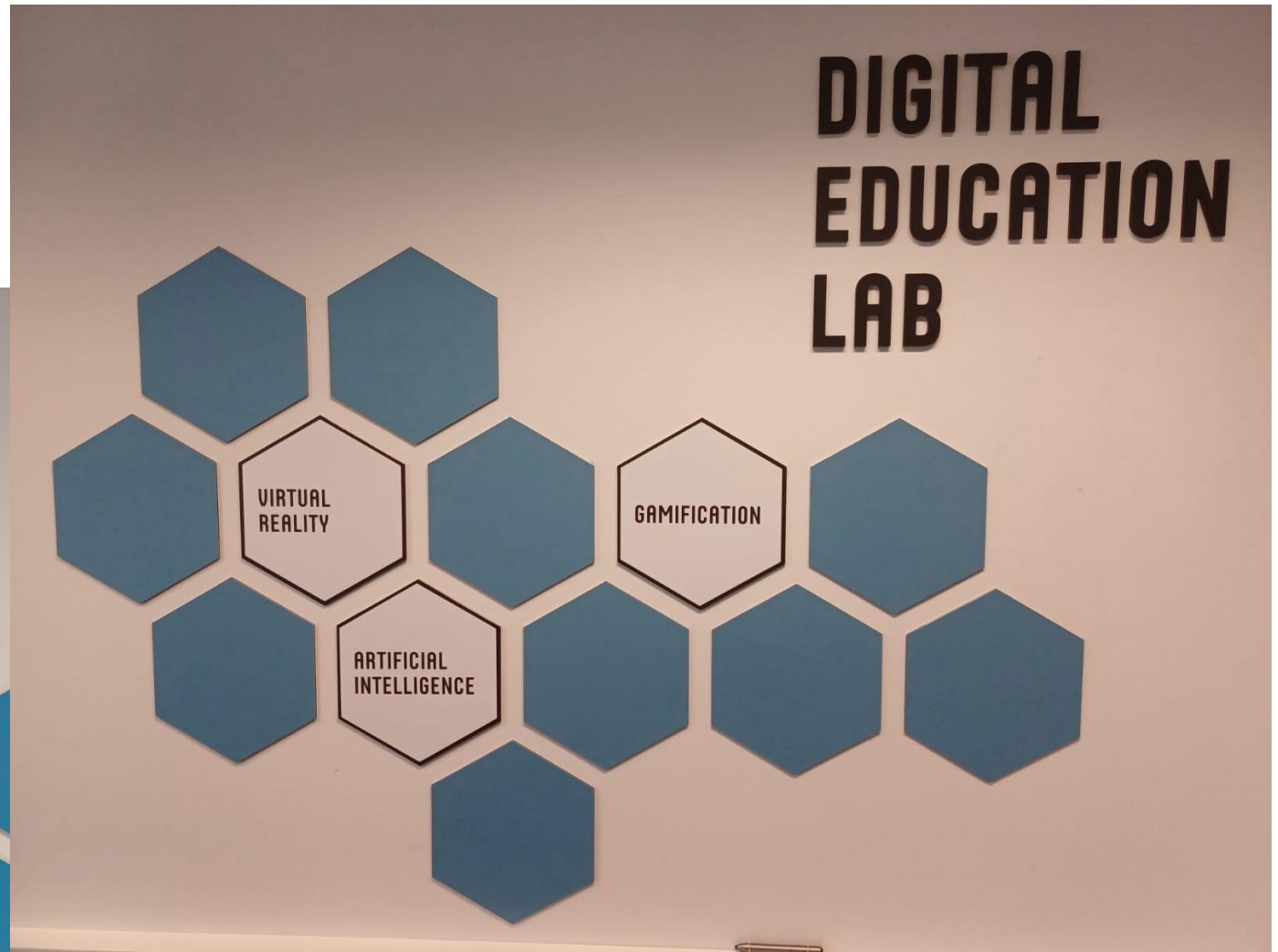
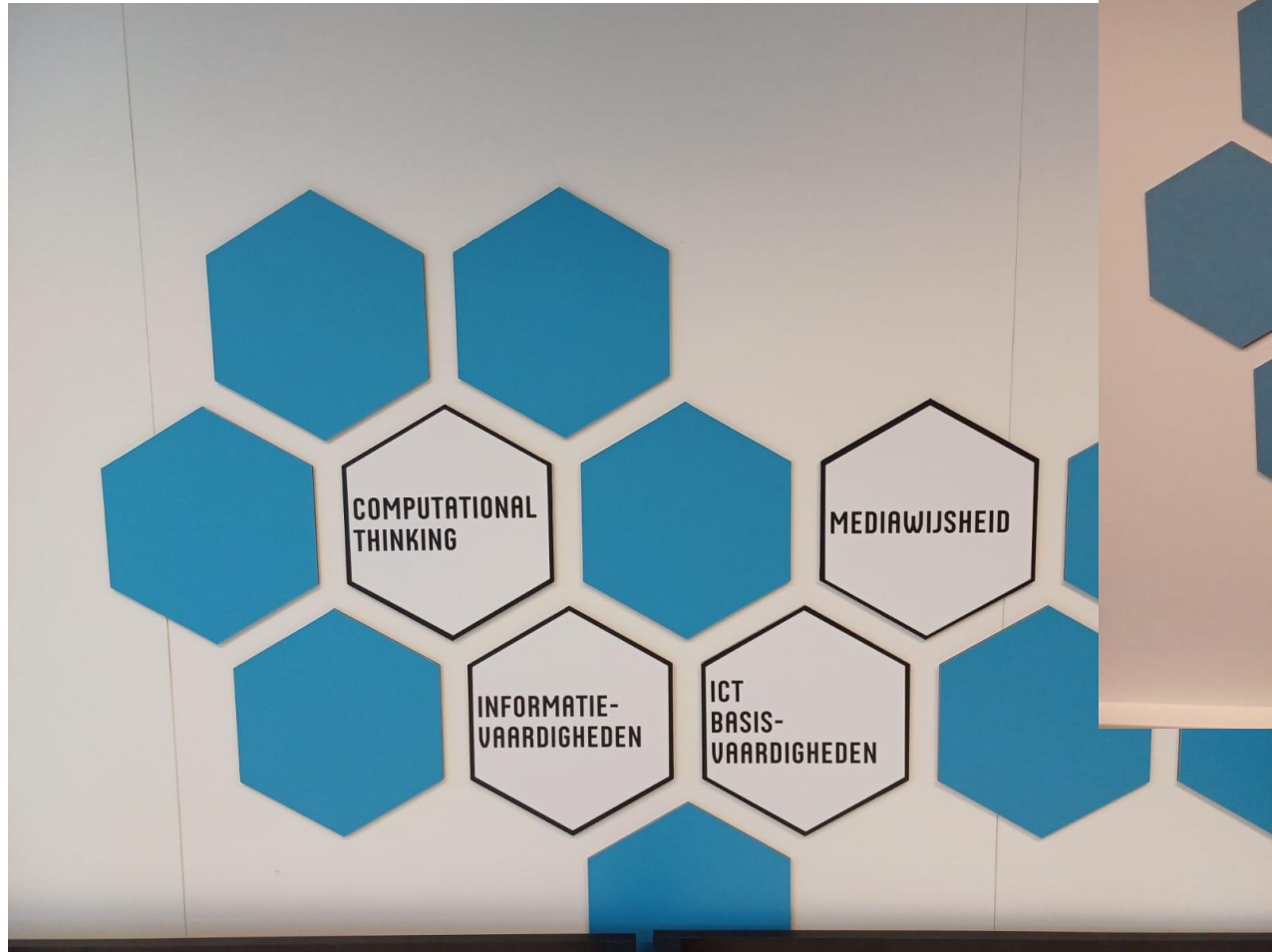
# Inhoud

## Wat willen we met Digitale Geletterdheid?

Martijn: Project Digitale Geletterdheid en Digitale Didactiek HU

## Is there a game for that?

Teresa: Onderzoek Games voor Digitale Geletterdheid



# Project DGDD

Digitale geletterdheid en digitale didactiek

Doelgroep	Op de opleiding	Op school
Lerarenopleiders		
Docenten VO, MBO		
Studenten Leraren opleiding		
Leerlingen VO		



0/6 Groepen 23% Volttoed

Wat doet de Gamificator? Gebruikers vertellen

Structuur & skilltree Ontwerpen

## Lunchworkshops

Desinformatie: denken als Bellingcat

Een stickerboek en stickers maken

Niveau: gemiddeld

Niveau: eenvoudig

Leesbronnen: casus

Snel mooie quizen maken in Canvas

Niveau: gemiddeld H5P

**Inleiding**

In Canvas zijn veel mogelijkheden om interactie in te bouwen. Je kunt opdrachten en toetsen maken waarmee studenten kunnen controleren of ze de stof hebben begrepen. Sinds kort is het in Canvas mogelijk om H5P te gebruiken. Daarmee is een breed scala aan interactieve tools beschikbaar, waarmee nog veel meer interactie mogelijk wordt. In deze workshop leer je hoe je H5P quizen in je cursusite kunt inbedden.

Voorbeeld voor Aardrijkskunde

Voorbeeld voor Natuurkunde

Voorbeeld Engels

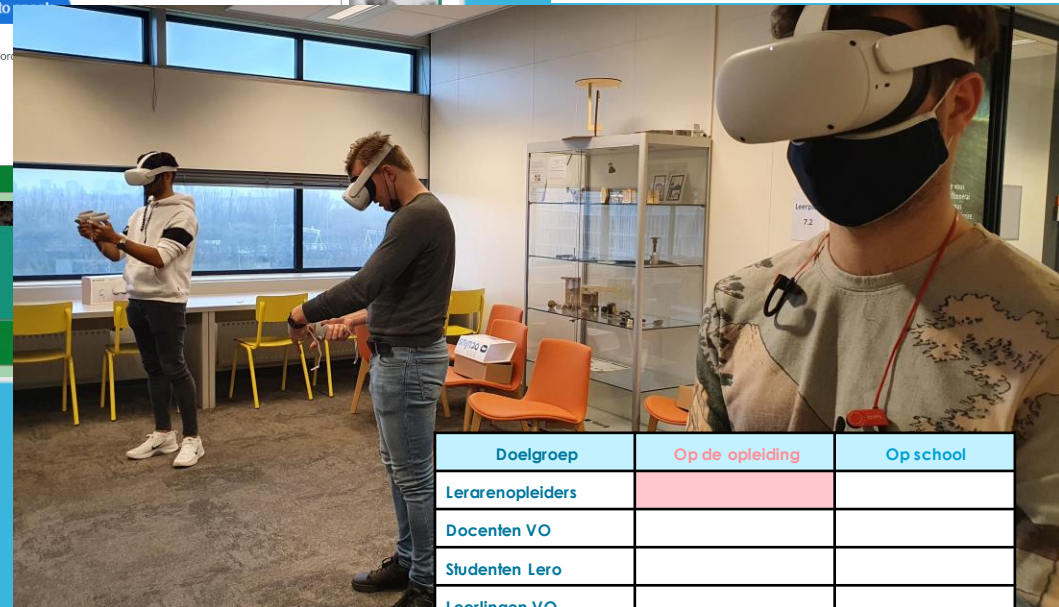
Hoe zeg je in het Engels: "Goedemorgen"

Push to

Spreek het antwoord

**Instructie**

## Digital Education Lab



Doelgroep	Op de opleiding	Op school
Lerarenopleiders		
Docenten VO		
Studenten Lero		
Leerlingen VO		



# Verrijk jouw lessen met EdTech

Today's Teaching Tools is het gratis ontwikkelplatform voor en door docenten.

Ontwikkel jezelf op het gebied van digitale geletterdheid, digitale didactiek en mediawijsheid door middel van praktische online cursussen en

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Doelgroep	Op de opleiding	Op school
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Docenten VO		
Studenten Lero		
Leerlingen VO		

St  
Le

Social Media  
& de invloed op de docent



Pedagogiek

Mediawijsheid



Vakdidactiek

●●●

Vakdidactisch handelen  
& digitale didactiek

TPACK model, Open Education Resources & Creative Commons Licences

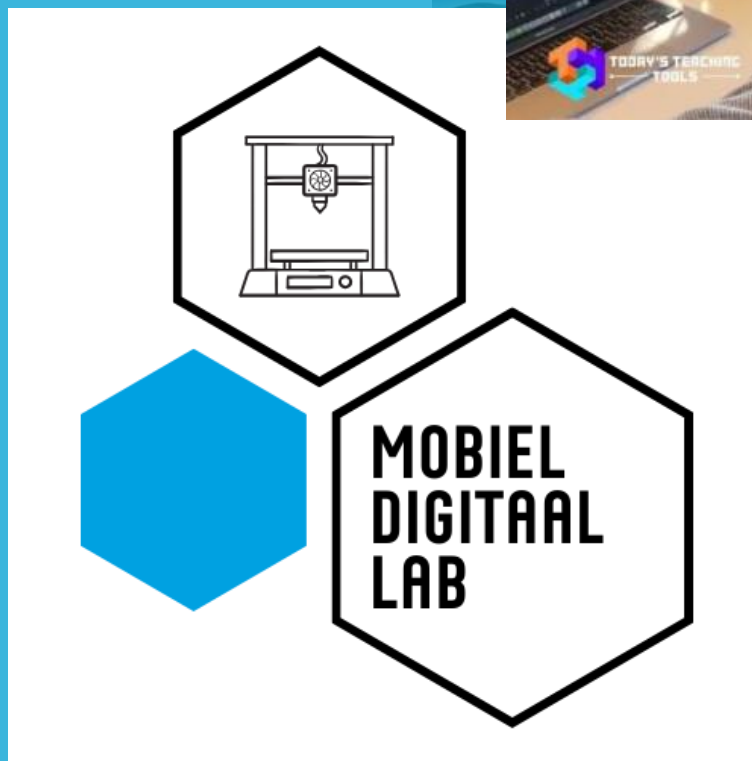


Digital Education Lab



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# Leerlingen VO



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Leerlingen VO		



# Gamedidactiek

**DIGITALE GELETTERDHEID & EDUCATIEVE GAMES**



## **GAMEDIDACTIEK VOOR LERAREN: MAAK JE EIGEN SPEL!**

**POST-BACHELOR | CURSUS | 3 MAANDEN**





# Games en Digitale geletterdheid in de les?

Woord aan onderzoeker: Teresa de la Hera

# Digital literacy games: Digital games designed to support digital literacy skills acquisition

**Jeroen Jansz, Julia Kneer, Teresa de la Hera**  
Erasmus University Rotterdam, The Netherlands

**René Glas, Jasper van Vught, Timo Fluitsma**  
Utrecht University, The Netherlands

**Salvador Gómez-García**  
Complutense University of Madrid, Spain

**Laura Cañete Sanz**  
University of Murcia, Spain

**Nuria Navarro-Sierra**  
King Juan Carlos University, Spain



# Digital literacy games:

## Digital games designed to support digital literacy skills acquisition

This project was funded by the Dutch Nationaal Regieorgaan Praktijkgericht Onderzoek SIA, part of the Dutch Research Council (NWO), within the framework of the KIEM GoCI innovation programme.

### Game Analysis

**Thematic analysis** of **100 media literacy games** and formal analysis of 12 games. Findings discuss presence of certain topics themes and competencies in the dataset, as well as prevalent design choices.

**Glas et al. (2023)**. Literacy at play: An analysis of media literacy games used to foster media literacy competencies. *Frontiers in Communication*, 8

### Literature Review

**Systematic literature review** of papers published on the topic of digital literacy games between the years 2005 and 2021 and stored in Scopus

**31 papers** published

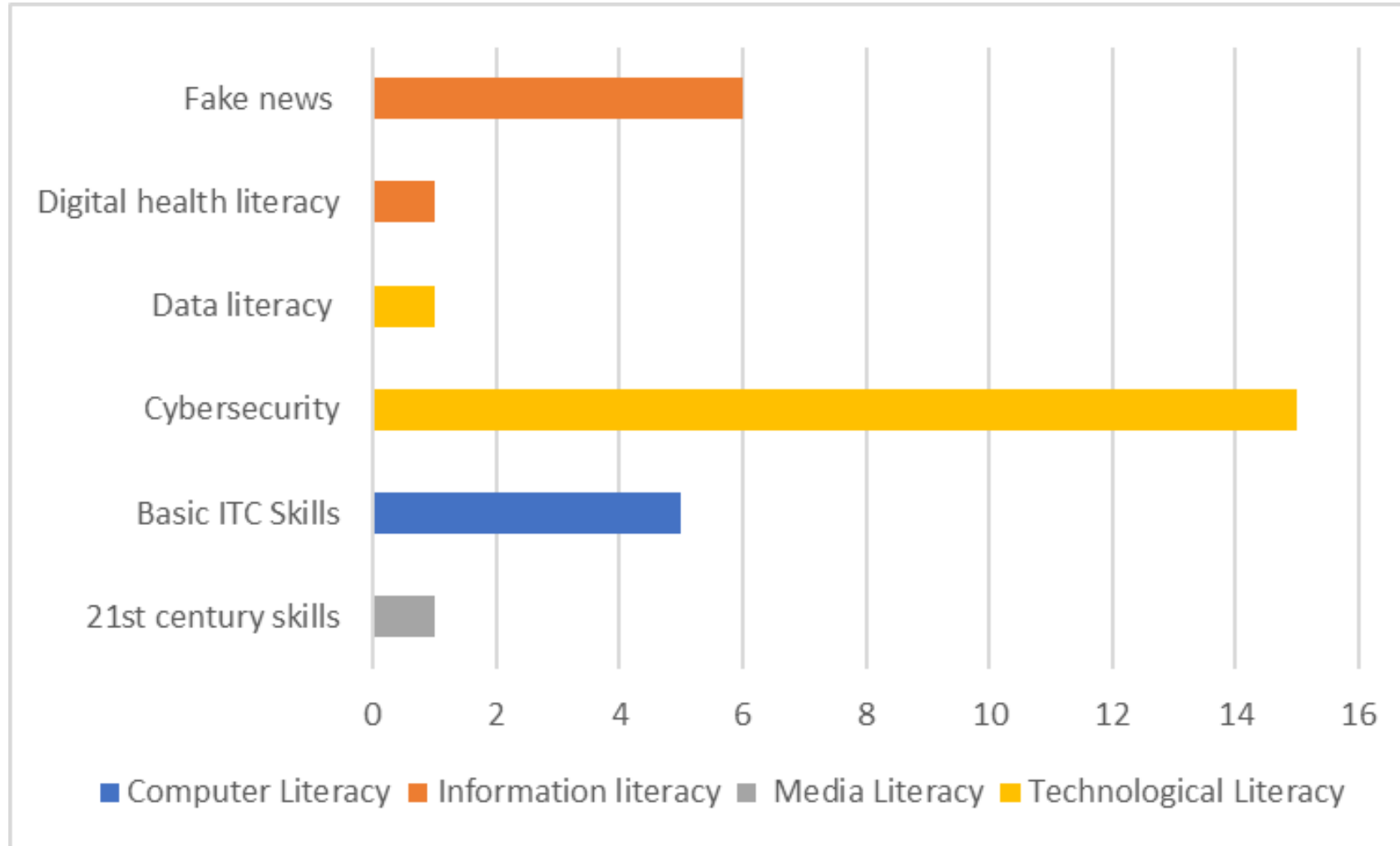
**de la Hera, T. et al (In Prep)**. Digital literacy games: A systematic literature review

### Study on effects

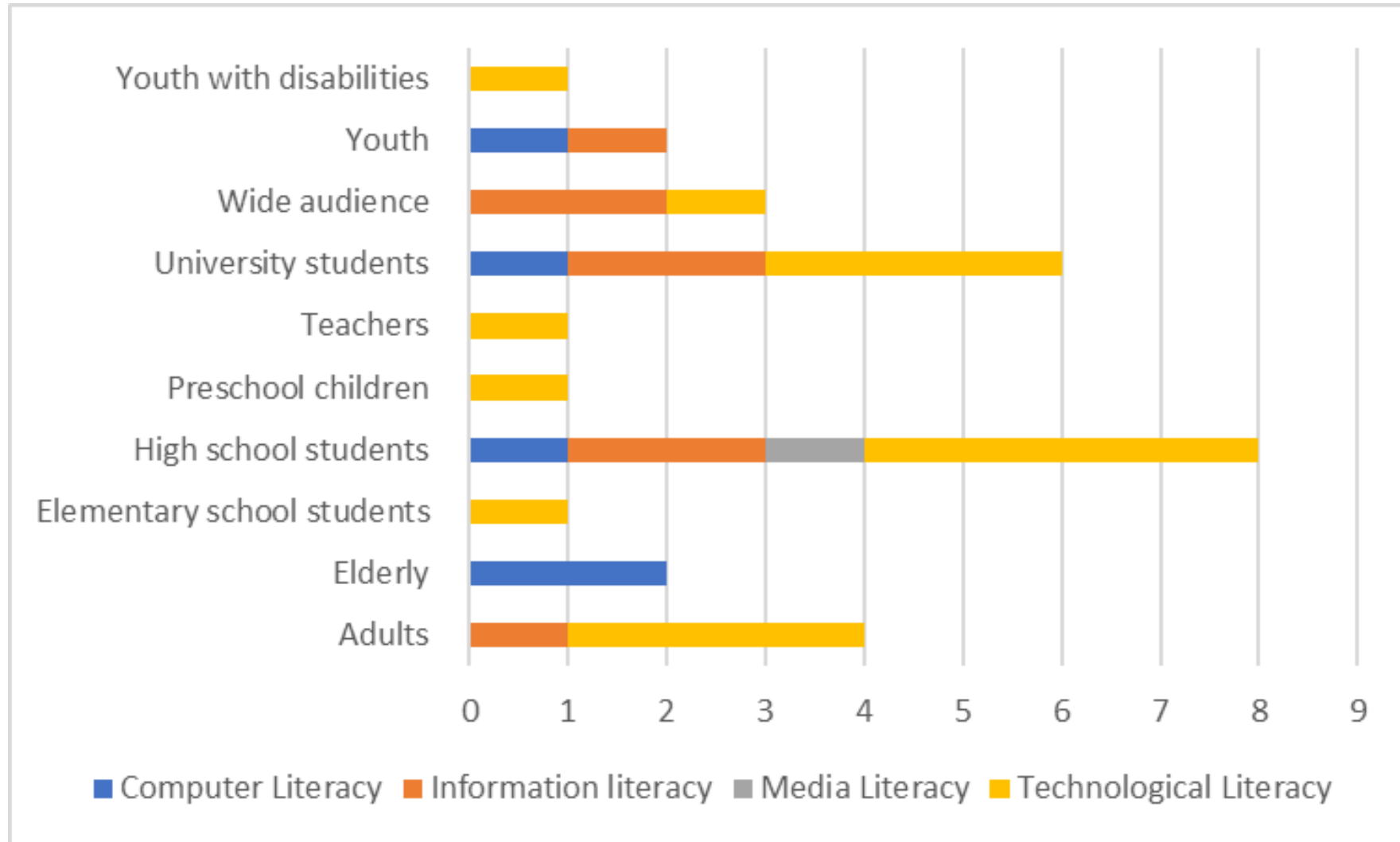
**Evaluation and validation of the effects** of actual classroom use of the digital literacy game Interland on **secondary education Dutch students**

**Kneer, J., Partous, M., Jansz, J., de la Hera, T. (In Prep)**. I know phishing – it is catfishing!? Playing video games for digital literacy and the role of enjoyment, achievement and competition

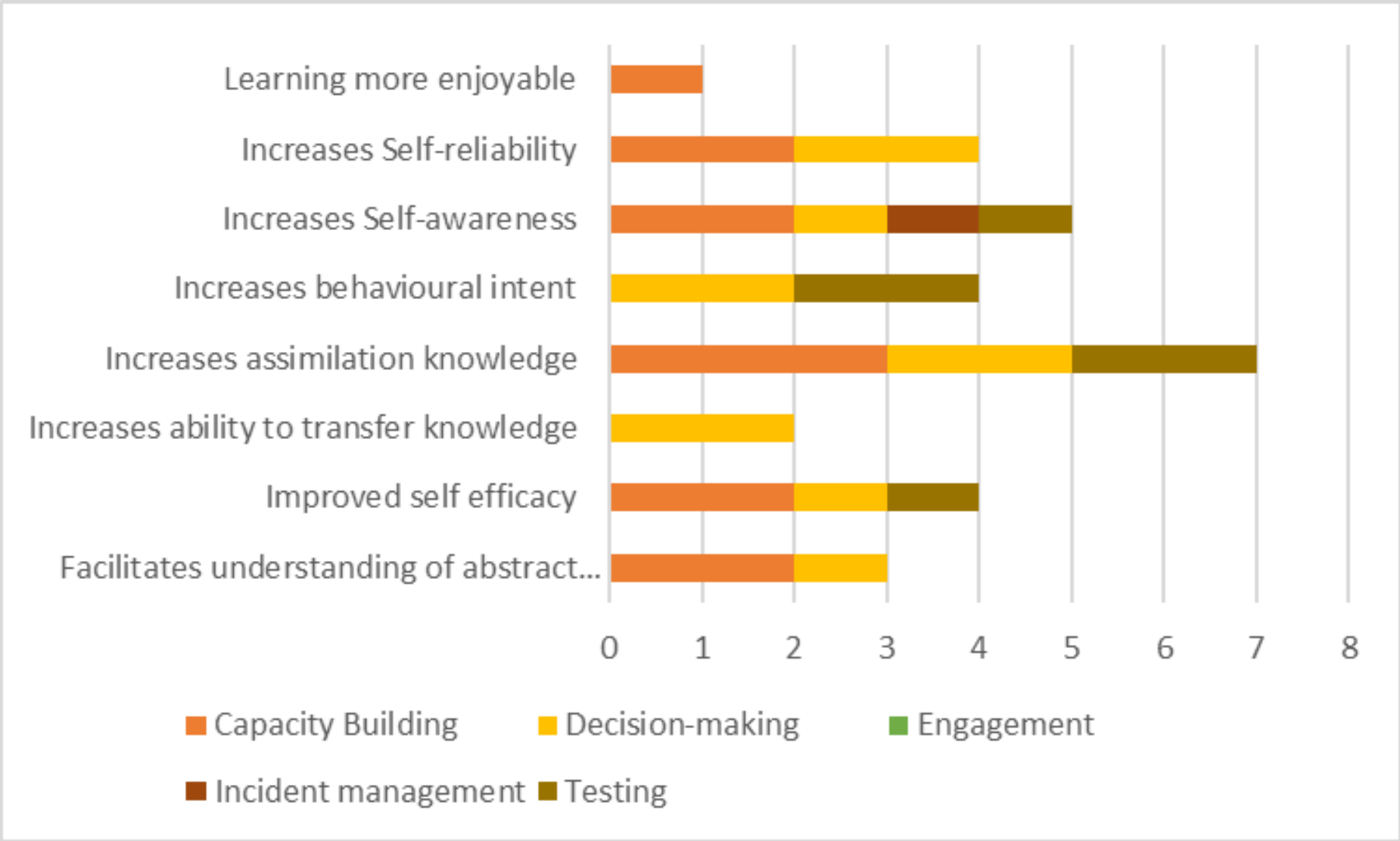
# Topics



# Target Groups



# Reported positive effects



# Academic insights on digital literacy games

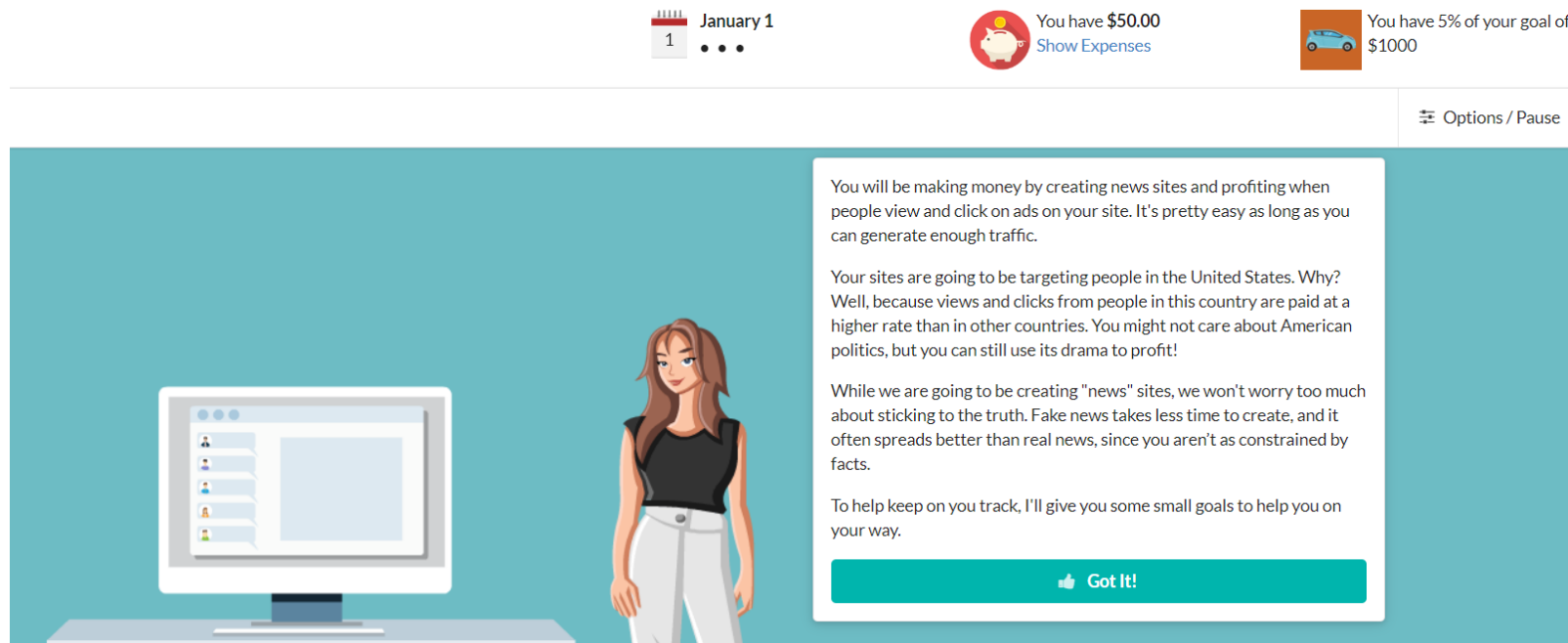
- **Visualization:** visualization is a powerful design resource to facilitate the understanding of abstract concepts in digital literacy games. For example, in the game Cookie Mania, the visual representation of cookies has been used to help players understand the meaning of this abstract concept. This is an effective design approach to support **assimilation of knowledge**.





# Academic insights on digital literacy games

- **Realism:** Realistic simulations have a significant role in identification of the player with the game character. Familiarity with situations in the game and available resources to be used for **assimilation of knowledge** and **critical thinking**

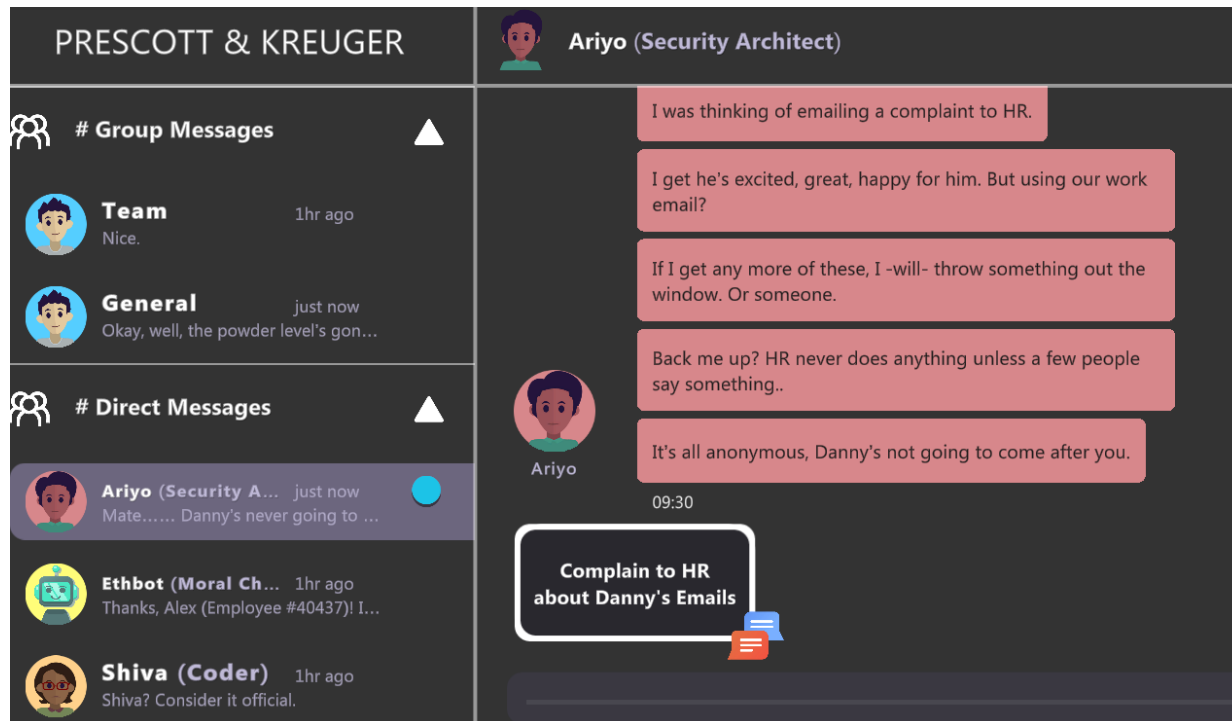


## Academic insights on digital literacy games

- **Scalability**: Digital literacy is intrinsically connected to technological developments. For this reason digital literacy games may become easily outdated. For this reason designing games that use a flexible game design that allows scalability is important to ensure they can be adapted to new developments.

# Academic insights on digital literacy games

- **Ethical decision-making:** It has been proven that implementing moments in the game in which players need to take decisions that involve ethical considerations foster further investment and care of players towards the game narrative



Cybersecurity Ethics

# Academic insights on digital literacy games

- **Scenario injects:** Scenario injects (including time pressure, escalation, reputation and resource allocation) trigger **critical thinking** when players are expected to make decisions within the game. This can be used in combination with ethical decision-making as discussed in the previous point.

# Academic insights on digital literacy games

- **Diverse play or personalization**: the effectiveness of digital literacy games seems to be mediated by players' previous knowledge. Games that allow personalization and facilitate diverse play better adapt to different player profiles.



(a) Introduction screen

(b) Middle screen



The day in the life of Jos

# Academic insights on digital literacy games

- **Agency:** taking a constructionist learning approach where users create and not just select plays a role in **transferability of knowledge**



The screenshot displays a game interface with a dark sidebar on the left and a light gray main area. The sidebar contains a 'LIKES' counter showing '15' and a 'GELOOFWAARDIGHEID' (credibility) gauge with a needle pointing to the right. The main area shows a social media post with three text boxes: 'Goede naam! Wat wordt je baan bij The Dutch Post?', 'Hoofdredacteur klinkt professioneel! Goeie keuze.', and 'We kennen iemand in India die nepvolgers verkoopt om je populairder te maken.' Below the post are two response options: 'Koop volgers' and 'Nee, dat vind ik niks'. The text 'Bad news game' is positioned to the right of the interface.

LIKES  
15

GELOOFWAARDIGHEID

Goede naam! Wat wordt je baan bij The Dutch Post?

Hoofdredacteur klinkt professioneel! Goeie keuze.

We kennen iemand in India die nepvolgers verkoopt om je populairder te maken.

Koop volgers      Nee, dat vind ik niks

Bad news game

# Academic insights on digital literacy games

- **Facilitate review and debriefing:** games that promote discussion among players and facilitate a debriefing moment are successful in promoting **critical thinking**. Furthermore, the social aspect of the debriefing moment has a significant role in the effectiveness of digital literacy games.

Lamboozled



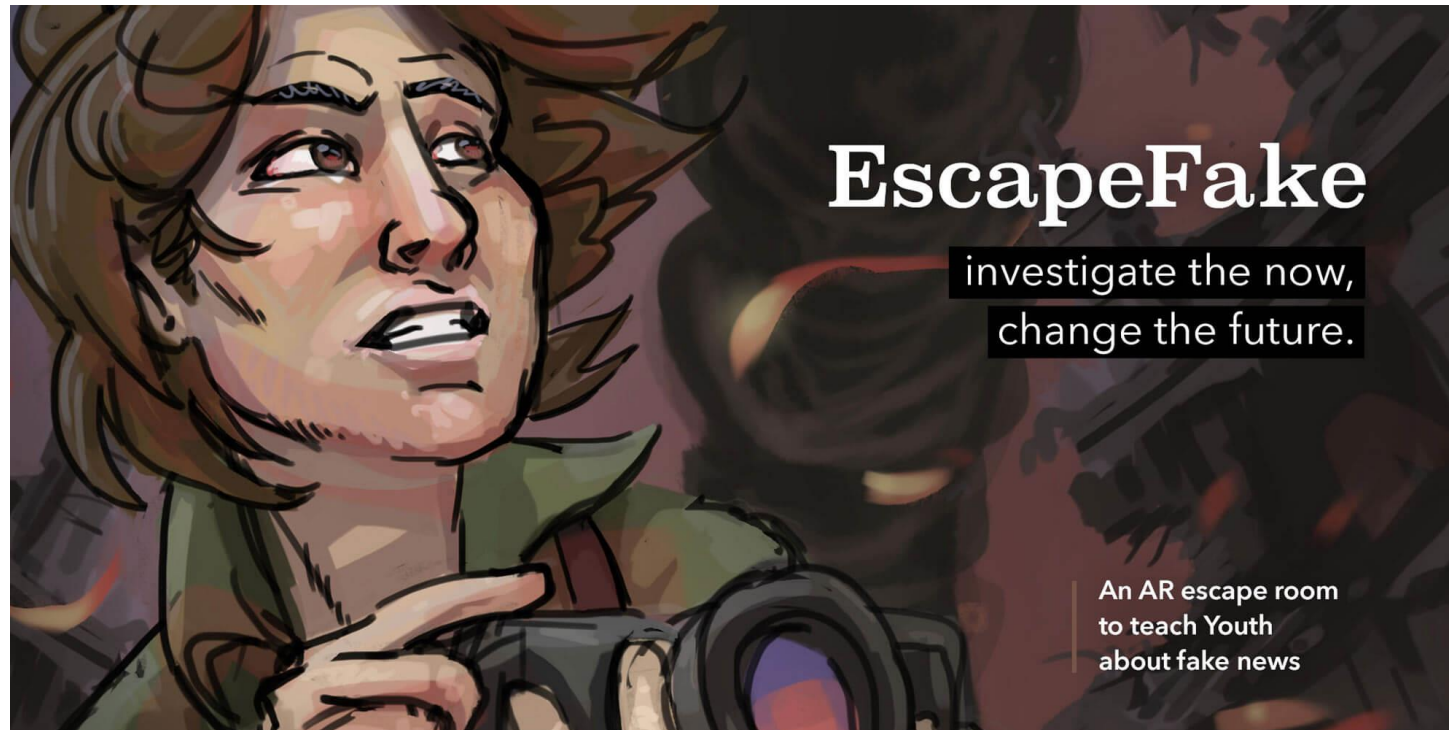
# Academic insights on digital literacy games

- **Testing knowledge:** to move from knowledge acquisition to **transferability of knowledge** it is important to foster self-reliability. Allowing players to test their acquired knowledge within the game has an important role in fostering self-reliability.



# Academic insights on digital literacy games

- **Quick and poignant feedback**: feedback, although relevant, is less important in the effectiveness of digital literacy games than other factors such as clear goals and challenge-skill balance. Providing quicker and more poignant feedback makes it more relevant for players.



# Thank you

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Erasmus Research Centre for Media,  
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