Chapter 3
Evaluation tools

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Analysis

Definition - Tool A - What are the video games?

Objective
This activity has the objective to start a first reflection about video games by providing a path of class/group's reflection.

Instruction

Step	Teacher	Student	Table
1	Teacher asks students to give a personal definition of the video games	Each student gives a personal definition of the video games	I.1.A-1
2	Teacher asks students to share the given answers with the classmates and manages the following discussion	Students share the given answers with the classmates	
3	Teacher asks students to answer the two questions and to think about differences	Each student answers the two questions and thinks about answers' differences	I.1.A-2
4	Teacher asks students to answer the question	Each student answers the final question	I.1.A-3

Tables

Table I.1.A-1 - What are the video games?
"What are the video games?", try to give a definition.
_____ _____ _____ _____

_____
_____

Table I.1.A-2 - "What are the video games?"	
What did my teammates/friends answer?	What did I answer?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	
_____	

Table I.1.A-3 - "What are the video games?", for me the "good" answer is…

_____
_____
_____
_____
_____
_____

Definition - Tool B - Video game specifications

Objective

This activity has the objective to describe the favourite video game (in alternative, they can describe a given video game) and to identify the elements about market, industry, and so on.

Instruction

Step	Teacher	Student	Table

1	Teacher asks students to complete the form with the information related to the video game which they're playing	Each student gives a personal definition of the video games	I.1.B-1
2	Teacher asks students if they know the meaning of every heading of the form. If they don't know, ask them to search the meaning on web and share the definition	Each student gives the meaning of the terms	I.1.B-2
3	Teacher asks students to create a classroom definitions of the terms by sharing their ones	Students create a classroom shared definitions	I.1.B-3

Tables

Table I.1.B-1 - What is your video game?	
Title	
Genre	
Domain[1]	

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[1] Fantasy (alternate world, generally Tolkien-esque); Futuristic (space travel, e.g. Star Wars); Historical (loosely based on our world's history); Historical-Military (based on historical wars/battles); Modern (loosely based in current times or the near future); Modern-Military (based on current military units and capabilities).

Realism[2]	
Local game or online game	
Language (speech and text)	
Platform[3]	
Format[4]	
Licensing[5]	
Publisher	
Developer[6]	
Released (year)	

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[2] No: the game does not try to model anything in the real world; Yes: the game attempts to realistically model objects/events in the real world; NA: fantastic and futuristic games have no concept of realism.

[3] Home console, portable console, PC/MAC, smartphone, pad/tablet, etc.

[4] CD/DVD, bundle, online, DLC, trial, etc.

[5] Proprietary license, free and open source license (free software license, open software license), freeware, shareware, public domain, etc.

[6] Project manager, Game Designer, Lead Programmer.

Edition[7]	
PEG11I/USK (rate and motivation)	
Price[8]	
Personal opinion	

Table I.1.B-2 - "What's the meaning of the following terms?", try to give a personal definition of them	
Domain	
Realism	
Platform	
Format	
Licensing	
Publisher	

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[7] Basic Edition, DLC Edition, Deluxe Edition, Collector's Edition, Special Edition, Limited Edition, Budget Edition, Lite Edition.

[8] Free, Pay-to-buy, Pay-to-play, Pay to acquire features/objects etc.

Developer	
Released (year)	
Edition	
PEG11I/USK	

Table I.1.B-3 - "What's the meaning of the following terms?", create common definitions with your classmates	
Domain	
Realism	
Platform	
Format	
Licensing	
Publisher	
Developer	
Released (year)	

Edition	
PEG11I/USK	

Definition - Tool C - Describe the video game's packaging

Objective

This activity has the objective to analyse packaging of the favourite video game (in alternative, they can describe the packaging of a given video game) and to detect the elements present on it.

Instruction

Step	Teacher	Student	Table
1	Teacher asks students to describe the packaging of their favourite video game	Each student analyses the packaging of their video games and answers to the questions	I.1.C-1
2	Teacher asks students to compare their charts in order to find similarities and differences between their packaging	Students compare their answers and find similarities and differences between their packaging	I.1.C-2

| 3 | Teacher asks students if they are able to understand what are the goal, character(s), genre of the video game only seeing the packaging. | Each student try to find some features of their video game only seeing the video game's packaging | I.1.C-3 |

Tables

Table I.1.C-1 - Describe the video game's packaging	
Which video game edition do you have?[9]	
Which are the differences between your edition and the basic edition (if you have another one)?	
Which elements are present in the front part?	
Which elements are present in the rear part?	
Which elements are present in the inside part?	
Which elements are present on the CD/DVD cover?	
Which elements are present on the booklet?	

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[9] Basic Edition, DLC Edition, Deluxe Edition, Collector's Edition, Special Edition, Limited Edition, Budget Edition, Lite Edition.

Are present any other elements related to your video game?	

Table I.1.C-2 - Describe the video game's packaging	
Similar elements	Different elements

Table I.1.C-3 - "What about your video games?", try to define some features of it only seeing the packaging	
Which is the goal of your video game?	
Which are the features of your video game's characters?	

Which is the genre of your video game?	

Definition - Tool D - How about video game's screen?

Objective

This activity has the objective to think and understand the video interface of the video games.

Instruction

Step	Teacher	Student	Table
1	Teacher asks students to find information useful to give a definition of the Heads-Up Display (HUD) in the video games	Each student completes the table with the information related to the principal character(s) of the video game they're playing	I.1.D-1
2	Teacher asks students to give a description of the HUD of the video games that they're playing	Students share the given answers with the classmates	I.1.D-2
3	Teacher asks students to detect the elements of the HUD of the video games that they're playing	Each student answers the four questions and thinks about answers' differences	I.1.D-3

| 4 | Teacher asks students to modify the HUD of the video games that they're playing | Each student answers the two final questions | I.1.D-4 |

Tables

Table I.1.D-1 - What is the HUD?
Find information about the concept of Heads-Up Display (HUD) in the video games.
_____

Table I.1.D-2 - How is the HUD of your video game?
Describe HUD of your video game.
_____

_____
_____

Table I.1.D-3 - Which are the elements present on the screen?	
Which are the elements present on the HUD?	Health/Lives	☐
	Time	☐
	Weapons/Ammunition	☐
	Capabilities	☐
	Menus	☐
	Game progression	☐
	Mini-map	☐
	Speedometer	☐
	Context-sensitive information	☐
	Reticle/Cursor/Crosshair	☐
	Stealthometer	☐
	Compass/Quest Arrow	☐

		$\square$
How the HUD is displayed?	Numbers Level Image Symbols	$\square$ $\square$ $\square$ $\square$

Table I.1.D-4 - Could you evolve the HUD of your video game?	
How and why do you modify the HUD? _____ _____ _____ _____ _____ _____	
Which elements do you keep and why? _____	Which elements do you eliminate and why? _____

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Definition - Tool E - Representations of reality

Objective

This activity has the objective to analyse the video game's representation of the reality and to detect possible stereotypes present in it.

Instruction

Step	Teacher	Student	Table
1	Teacher divides students in small groups (2/3 students per group) and asks them to answer the	Students analyse their video games on the basis of the three listed stereotypes	I.1.E-1

	question by considering the three kind of stereotypes present in the table		

Tables

Table I.1.E-1 - What is your video game represent?	
How does your video game represent the reality?	Class stereotypes Gender stereotypes Ethnic stereotypes

Definition - Tool F - Which are the most played video game genre?

Objective

This activity has the objective to reflect the video game's genres.

Instruction

Step	Teacher	Student	Table

1	Teacher asks students to complete the table with the information related to the video game which they're playing	Each student completes the table with the information related to the video game they're playing	I.1.F-1
2	Teacher asks students to create a own classification of the preferred and not preferred video game's genres	Each student creates a personal classification of the preferred and not preferred video game's genres	I.1.F-2
3	Teacher asks students to share their classifications in order to create a classroom classification of preferred and not preferred genres of video game	Students share their classifications in order to create a classroom classification of preferred and not preferred genres of video game	I.1.F-3

Tables

Table I.1.F-1 - Video game genres	
Describe the genre of the video game	
Provide some other video games of the same genre	
What is your favourite genre?	
Moreover, why?	
Which are the characteristics of the genre that you prefer?	

Which is the genre that you do not like?	
Moreover, why?	

Table I.1.F-2 - Personal classification of the video game genres	
Preferred video game's genres	Non preferred video game's genres
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Table I.1.F-3 - Classroom classification of the video game genres	
Preferred video game's genres	Non preferred video game's genres
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Interaction - Tool A - How do you interact with the video game?

Objective

This activity has the objective to analyse the video controllers and to reflect about video game experiences with or without them.

Instruction

Step	Teacher	Student	Table
1	Teacher asks students to complete the table describing how they interact with the game	Each student choices own video game controllers from the list	I.2.A-1
2	Teacher asks students to imagine how change the game experience keeping or changing the controller	Each student describes how could change own game experience keeping or changing the controller	I.2.A-2
3	Teacher asks students to create a personal classification of the preferred video game controllers	Each student creates a personal classification of the preferred video game controllers	I.2.A-3
4	Teacher asks students to create a classroom classification of the preferred video game controllers	Students create a classroom classification of the preferred video game controllers	I.2.A-4

Tables

Table I.2.A-1 - Video game controllers		
Which controllers do you have?	Keyboard	☐
	Mouse	☐
	Gamepad	☐
	Paddle	☐
	Joystick	☐
	Arcade style joystick	☐
	Trackball	☐
	Throttle quadrant	☐
	Steering wheel	☐
	Yoke	☐
	Pedals	☐
	Gaming keypads and programmable PC controllers	☐
	Touch screen	☐
	Motion sensing (MS Kinect, Nintendo WiiMote, PS Move, PS EyeToy, etc.)	☐
	Balance board	☐
	Light gun	☐

	Rhythm game controllers	☐
	Dance pads	☐
	Balance board	☐
	Buzzers	☐
	NeGcon	☐
	Microphone	☐
	Steel Battalion	☐
	Fishing rod	☐
	Floating Interactive Display	☐
	Mind-controlled headset	☐
	Gamer Bike	☐
	Pinball controllers and multi-button consoles for strategy games	☐
		☐
		☐
		☐

Table I.2.A-2 - How your game experience could change keeping or changing the video game controller?

Describe your video game experience with your preferred controller

_____
_____
_____
_____
_____
_____

Describe your video game experience with another controller

_____
_____
_____
_____
_____
_____

Table I.2.A-3 - Personal classification of the preferred video game controllers

Which controllers do you prefer?	1st choice	
	2nd choice	
	3rd choice	
	4th choice	
	5th choice	
	6th choice	
	7th choice	
	8th choice	
	9th choice	
	10th choice	

Table I.2.A-4 - Classroom classification of the preferred video game controllers		
Which controllers do we prefer?	1st choice	
	2nd choice	
	3rd choice	

	4th choice	
	5th choice	
	6th choice	
	7th choice	
	8th choice	
	9th choice	
	10th choice	

Interaction - Tool B - Team play

Objective

This activity has the objective to analyse the relationship and the interaction between video gamers within video game.

Instruction

Step	Teacher	Student	Table

1	Teacher asks students to complete the table describing the interaction modality of their video game	Each student describes the interaction modality of their video game	I.2.B-1
2	Teacher asks students to give a definition of the two video game's interaction modality	Each student gives a personal definition of the two video game's interaction modality	I.2.B-2
3	Teacher asks students to share all the given answers and manages the following discussion	Students share the given answers within discussion group (or other solutions)	
4	Teacher asks students to answer the four questions	Each student answers the questions	I.2.B-3
5	Teacher asks students to answer the two questions	Each student answers the questions	I.2.B-4
6	Teacher asks students to reflect about interaction created by video games by answering the questions	Students answer the questions	I.2.B-5

Tables

Table I.2.B-1 - Do you play with other video gamers?	
Now, do you play a single player or multi players video game?	

Do you prefer to a play single player or multi players video game?	

Table I.2.B-2 - My definition of cooperative and competitive playing

"Cooperative playing", try to give a definition.

_____
_____
_____
_____
_____
_____
_____

"Competitive playing", try to give a definition.

_____
_____
_____
_____
_____
_____

Table I.2.B-3 - Teammates/friends' definition of cooperative and competitive playing	
"Cooperative playing". What did my teammates/friends answer? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	"Cooperative playing". What did I answer? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
"Competitive playing".	"Competitive playing".

What did my teammates/friends answer?	What did I answer?

Table I.2.B-4 - My final definition of cooperative and competitive playing	
"Cooperative playing", for me the good answer is…	"Competitive playing", for me the good answer is…

_____	_____

Table I.2.B-5 - How do video gamers interact?	
Networked: can the video game be played over a computer network?[10]	

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[10] No: single player only games or games that require all players to be at the same computer; LAN/Internet: video game can be played over a LAN or over the Internet, usually with one player's computer functioning as the server; Free Server: video game can be played over the internet on a persistent server.

Number of players: what is the maximum number of human players that can be playing in the same game world?[11]	
Cooperative play: can the players cooperate with each other?[12]	
Teammate type: can a players team consist of other humans, other AI controlled players (bots), or both?	
Communication methods: how can players communicate with each other?[13]	
Player role: which is player role?[14]	

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[11] In some games, human players can be replaced by computer controlled entities.

[12] Players can make deals or form temporary alliances? No: there is only one winning player; Yes: a multiple player team can win.

[13] In video games there're many solutions to communicate with other players: Chat style Interface: players communicate by typing text that gets sent to all members of the team, or to everyone playing; Third Party Voice: players use third party software to enable voice communications; Pre-Defined Messages: players can select from a limited list of messages to communicate.

[14] None: all players are homogenous; Commander/Subordinate: the players are part of a hierarchical group, where the commander has some measure of control over his subordinates; Classes: the players can undertake different roles with different capabilities, such as scout or pilot.

Scoring: which is the mechanism that rule the video game?[15]	

Content - Tool A - Who are my video game's characters?

Objective

This activity has the objective to analyse the video game's characters.

Instruction

Step	Teacher	Student	Table
1	Teacher asks students to complete the table describing the principal character(s) appearing in the video game which they're playing	Each student completes the table with the information related to the principal character(s) of the video game they're playing	I.3.A-1
2	Teacher asks students to share information about principal character(s)	Students share information about principal character(s) of their video games	

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[15] None; W/L: win-loss record; composite ("comp"): some arbitrary function of game variables can reduce the player's performance to a numerical score; Ladder: players are ranked in relation to each other on some official scoreboard.

3	Teacher asks students to complete the table by comparing own and everybody's information	Each student creates a table by comparing own and everybody's information	I.3.A-2
4	Teacher asks students to create a character's classification showing the preferred and not preferred video game's characters	Each student creates a personal classification of the video games' preferred and hated characters	I.3.A-3
5	Teacher asks students to create a classroom character's classification	Students create a classroom classification of the video games' preferred and hated characters	I.3.A-4

Tables

Table I.3.A-1 - Describe the character(s)	
Which is the video gamer's representation (simulacrum)?[16]	
Is/are he/she/it/they human (gender and ethnic group), animal (typology), extra-terrestrial, object, substance, material?	
Describe he/she/it/them.	
Which is/are his/her/its/their name?	

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[16] Trasparent or undeterminated; vehicle; mask; character.

Which is/are his/her/its/their role in the video game?	
Which is/are his/her/its/their body representation?	
How does/do he/she/it/they move?	
How does/do he/she/it/they communicate?	
How does/do he/she/it/they interact?	
How is/are he/she/it/they dressed?	
Which is his/her/its/their principal characteristic?	
Which is his/her/its/their character?	
Does/do he/she/it/they use weapons?	

Table I.3.A-2 - Describe the character(s)		
	What did my teammates/friends answer?	What did I answer?

Which is the video gamer's representation (simulacrum)?[17]		
Is/are he/she/it/they human (gender and ethnic group), animal (typology), extra-terrestrial, object, substance, material?		
Describe he/she/it/them.		
Which is/are his/her/its/their name?		
Which is/are his/her/its/their role in the video game?		
Which is/are his/her/its/their body representation?		
How does/do he/she/it/they move?		
How does/do he/she/it/they communicate?		

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[17] Trasparent or undeterminated; vehicle; mask; character.

How does/do he/she/it/they interact?		
How is/are he/she/it/they dressed?		
Which is his/her/its/their principal characteristic?		
Which is his/her/its/their character?		
Does/do he/she/it/they use weapons?		

Table I.3.A-3 - The preferred and hated video games' characters classification (personal)			
Classification of the video games' preferred characters		Classification of the video games' hated characters	
Position	Reason	Position	Reason
1.		1.	
2.		2.	

3.		3.	
4		4	
5.		5.	

Table I.3.A-4 - The preferred and hated video games' characters classification (classroom)	
Classification of the video games' preferred characters	Classification of the video games' hated characters
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

9.	9.
10.	10.

Content - Tool B - Which values are linked to video games?

Objective

This activity has the objective to think about values in general and the values in the video games.

Instruction

Step	Teacher	Student	Table
1	Teacher asks students to give a personal definition of values and values in video games	Each student completes the table with the information related to the principal character(s) of the video game they're playing	I.3.B-1
2	Teacher asks students to share the given answers with the classmates and manages the following discussion	Students share the given answers with the classmates	

| 3 | Teacher asks students to answer the four questions and to think about differences | Each student answers the four questions and thinks about answers' differences | I.3.B-2 |
| 4 | Teacher asks students to answer the two final questions | Each student answers the two final questions | I.3.B-3 |

Tables

Table I.3.B-1 - Video games and values

"Values", try to give a definition.

_____
_____
_____
_____
_____
_____
_____

"Values in video games", try to give a definition.

_____
_____
_____

_____
_____
_____

Table I.3.B-2 - Video games and values. Teammates/friends and my definition

"Values". What did my teammates/friends answer?	"Values". What did I answer?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____ _____	_____ _____
"Values in video game". What did my teammates/friends answer? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	"Values in video game". What did I answer? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Table I.3.B-3 - Video games and values. The last definition	
"Value", for me the good answer is…	"Values in video game", for me the good answer is…
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Activity

View - Tool A - What are video games for me?

Objective

This tool has the objective to analyse the view about video games before and after an activity.

Instruction

Step	Teacher	Student	Table
1	Teacher asks students to fill up the questionnaire (before activity)	Each student fills up the questionnaire (before activity)	II.1.A-1
2	Teacher starts the video games activity	Each student performs video games activity	
3	Teacher asks students to fill up the questionnaire (after activity)	Each student fills up the questionnaire (after activity)	II.1.A-1
4	Teacher analyses the questionnaires		
5	Teacher shares the questionnaires' results with students and starts a discussion with them	Students discus the questionnaires' results with the teacher	

Tables

Table II.1.A-1 - What are the video games?					
	Totally agree	Partially agree	No agree or disagreement	Partially disagreement	Totally disagreement
A world completely separated from reality	☐	☐	☐	☐	☐
A waste of time	☐	☐	☐	☐	☐
A place of knowledge	☐	☐	☐	☐	☐
An occasion to learn	☐	☐	☐	☐	☐
They lead to isolation	☐	☐	☐	☐	☐
They are too violent	☐	☐	☐	☐	☐
They represent fantastic and imaginary world	☐	☐	☐	☐	☐
They are much involving	☐	☐	☐	☐	☐
Their narration is not linear	☐	☐	☐	☐	☐

They stimulate aggressive behaviours	☐	☐	☐	☐	☐
They are representative of a male chauvinist culture	☐	☐	☐	☐	☐
They are considered among obesity causes	☐	☐	☐	☐	☐
They are representative of a complex society	☐	☐	☐	☐	☐
They stimulate problem solving activities	☐	☐	☐	☐	☐
They favour aggregation among people	☐	☐	☐	☐	☐
They oblige to decide, to choose and to give priorities	☐	☐	☐	☐	☐
They reduce spent time in watching TV	☐	☐	☐	☐	☐
They are representative of reality	☐	☐	☐	☐	☐

They allow another outlook on world's complexity	☐	☐	☐	☐	☐
They are useless	☐	☐	☐	☐	☐
They are repetitive	☐	☐	☐	☐	☐
They don't allow any type of learning	☐	☐	☐	☐	☐
They stimulate various typologies of intelligence	☐	☐	☐	☐	☐
They can create an high level of satisfaction	☐	☐	☐	☐	☐
They are amusing	☐	☐	☐	☐	☐
They are a good safety valve	☐	☐	☐	☐	☐
They are the ideal baby-sitter	☐	☐	☐	☐	☐
They are useful only to improve eye-hand coordination	☐	☐	☐	☐	☐
They can calm everybody	☐	☐	☐	☐	☐
They can involve not only the mind, but body too (totality)	☐	☐	☐	☐	☐

Behaviour - Tool A - Who am I when I play video games?

Objective

This activity helps students to reflect about video gamer's behaviour while he/she is playing, in fact is very difficult to analyse oneself during playing activity.

Instruction

Step	Teacher	Student	Table
1	Teacher starts the activity about video games	One student performs video games activity	
2	Teacher asks other students to observe him/her during playing activity	Other students observe him/her during playing activity	
3	Teacher asks other students to check off the items concerning observed behaviours	Each student checks off the items concerning observed behaviours	II.2.A-1
4	Teacher asks students to share observed behaviours	Students share observed behaviours	
5	Teacher asks students to create a classification of the observed behaviours during playing activity	Student creates a classification of the observed behaviours during playing activity	II.2.A-2

Tables

Table II.2.A-1 - Actions, behaviours, emotions	Frequency		
	Never	Sometime	Always
He/she is enjoying	☐	☐	☐
He/she shouts	☐	☐	☐
He/she is relaxing	☐	☐	☐
He/she gets angry	☐	☐	☐
He/she smiles	☐	☐	☐
He/she wants to give up playing	☐	☐	☐
He/she is involved	☐	☐	☐
He/she is bored	☐	☐	☐
He/she is agitated	☐	☐	☐
He/she is serious	☐	☐	☐
He/she needs a break	☐	☐	☐

He/she is sweaty	☐	☐	☐
He/she talks alone	☐	☐	☐
He/she stops to reflect	☐	☐	☐
He/she talks with the others	☐	☐	☐

Table II.2.A-2 - Classification of the most frequent behaviours during playing activity (single player activity)		
What are the most frequent behaviours?	1st	
	2nd	
	3rd	
	4th	
	5th	
	6th	
	7th	
	8th	

	9th	
	10th	

Behaviour - Tool B - Who are we when we play video games?

Objective

This activity helps students to reflect about video gamers' behaviour while they are playing, in fact is very difficult to analyse oneself during playing activity.

Instruction

Step	Teacher	Student	Table
1	Teacher starts the activity about video games	Two or more students perform video games activity	
2	Teacher asks other students to observe them during playing activity	Other students observe them during playing activity	
3	Teacher asks other students to check off the items concerning observed behaviours	Each student checks off the items concerning observed behaviours	II.2.B-1

| 4 | Teacher asks students to share observed behaviours | Students share observed behaviours | |
| 5 | Teacher asks students to create a classification of the observed behaviours during playing activity | Student creates a classification of the observed behaviours during playing activity | II.2.B-2 |

Tables

Table II.2.B-1 - Actions, behaviours, emotions			
	Frequency		
	Never	Sometime	Always
They are enjoying	☐	☐	☐
They shout	☐	☐	☐
They are relaxing	☐	☐	☐
They get angry	☐	☐	☐
They smile	☐	☐	☐
They want to give up playing	☐	☐	☐

They are involved	☐	☐	☐
They are agitated	☐	☐	☐
They are serious	☐	☐	☐
They need a break	☐	☐	☐
They are sweaty	☐	☐	☐
They talk	☐	☐	☐
They incite each other	☐	☐	☐
They console each other	☐	☐	☐
They are discussing about game tactics	☐	☐	☐
They reveal other players tricks to improve their performance	☐	☐	☐

Table II.2.B-2 - Classification of the most frequent behaviours during playing activity (multi players activity)		
What are the most frequent behaviours?	1st	
	2nd	

	3rd	
	4th	
	5th	
	6th	
	7th	
	8th	
	9th	
	10th	

Strategy - Tool A - How do I play video games?

Objective

This activity helps students to analyse about video gamer's strategies while he/she is playing, in fact is very difficult to analyse oneself during playing activity.

Instruction

Step	Teacher	Student	Table
1	Teacher starts the activity about video games	One student performs video games activity	
2	Teacher asks other students to observe him/her during playing activity	Other students observe him/her during playing activity	
3	Teacher asks other students to check off the items concerning taken up strategies by player	Each student checks off the items concerning taken up strategies by player	II.3.A-1
4	Teacher asks students to share observed strategies	Students share observed strategies	
5	Teacher asks students to create a classification of the taken up strategies by player	Student creates a classification of the taken up strategies by player	II.3.A-2

Tables

Table II.3.A-1 - Operating modality			
	Frequency		
	Never	Sometime	Always
He/she adopts a particular strategy	☐	☐	☐

He/she operates by chance	☐	☐	☐
He/she follows a trial-and-error strategy	☐	☐	☐
He/she first conjectures and then he/she puts into practice	☐	☐	☐
He/she explores the game environment to know all possible solutions	☐	☐	☐
He/she resorts to previously adopted strategies	☐	☐	☐
He/she links to techniques already experimented in the past	☐	☐	☐
He/she chooses among varied possible hypotheses	☐	☐	☐
He/she individualizes the fundamental elements	☐	☐	☐
He/she uses at disposal instruments in right manner and time	☐	☐	☐
He/she foresees the actions and game choices possible effects	☐	☐	☐
He/she remembers the choices made during game	☐	☐	☐
He/she individualizes similarity and differences with real world	☐	☐	☐
He/she cans describe fundamental elements of a scene, environment, place, character	☐	☐	☐
He/she evaluates different situations that game proposes	☐	☐	☐

He/she reflects before operate	☐	☐	☐
He/she acts on impulse	☐	☐	☐

Table II.3.A-2 - Classification of the most frequent taken up strategies during playing activity (single player activity)		
What are the most frequent strategies?	1st	
	2nd	
	3rd	
	4th	
	5th	
	6th	
	7th	
	8th	
	9th	

	10th	

Strategy - Tool B - How do we play video game?

Objective

This activity helps students to analyse about video gamers' strategies while they are playing, in fact is very difficult to analyse oneself during playing activity.

Instruction

Step	Teacher	Student	Table
1	Teacher starts the activity about video games	Two or more students perform video games activity	
2	Teacher asks other students to observe him/her during playing activity	Other students observe them during playing activity	
3	Teacher asks other students to check off the items concerning taken up strategies by players	Each student checks off the items concerning taken up strategies by players	II.3.B-1
4	Teacher asks students to share observed strategies	Students share observed strategies	

| 5 | Teacher asks students to create a classification of the taken up strategies by player | Student creates a classification of the taken up strategies by player | II.3.B-2 |

Tables

Table II.3.B-1 - Operating modality	Frequency		
	Never	Sometime	Always
They adopt a particular strategy	☐	☐	☐
They operate by chance	☐	☐	☐
They follow a trial-and-error strategy	☐	☐	☐
They first conjecture and then they put into practice	☐	☐	☐
They explore the game environment to know all possible solutions	☐	☐	☐
They resort to previously adopted strategies	☐	☐	☐
They link to techniques already experimented in the past	☐	☐	☐
They choose among varied possible hypotheses	☐	☐	☐
They individualize the fundamental elements	☐	☐	☐

They use at disposal instruments in right manner and time	☐	☐	☐
They foresee the actions and game choices possible effects	☐	☐	☐
They remember the choices made during game	☐	☐	☐
They individualize similarity and differences with real world	☐	☐	☐
They can describe fundamental elements of a scene, environment, place, character	☐	☐	☐
They evaluate different situations that game proposes	☐	☐	☐
They reflect before operate	☐	☐	☐
They act on impulse	☐	☐	☐
A leader emerges	☐	☐	☐
They allot different tasks	☐	☐	☐
They incite each other	☐	☐	☐
They discus about game tactics	☐	☐	☐
A cooperative-collaborative behaviour emerges	☐	☐	☐

Table II.3.B-2 - Classification of the most frequent taken up strategies during playing activity (multi players activity)		
What are the most frequent strategies?	1st	
	2nd	
	3rd	
	4th	
	5th	
	6th	
	7th	
	8th	
	9th	
	10th	

Dimensions - Tool A - Implicated dimensions by video games

Objective

This activity helps teacher(s) to analyse about video gamer's activities and involved dimensions while one is playing.

Instruction

Step	Teacher	Student	Table
1	Teacher uses the table to analyse video gamer(s) during playing activity	Student(s) performs video games activity	II.4.A-1

Tables

Table II.4.A-1 - Dimensions					
	Yes	No		Yes	No
SOCIO-EMOTIONAL area			EMOTIONAL area		
Influence	☐	☐	Anger (primary emotion)	☐	☐
Autonomy	☐	☐	Fear (primary emotion)	☐	☐

Collaboration and cooperation	☐	☐	Sadness (primary emotion)	☐	☐
Isolation	☐	☐	Joy (primary emotion)	☐	☐
Leadership	☐	☐	Surprise (primary emotion)	☐	☐
Team-work	☐	☐	Waiting (primary emotion)	☐	☐
Management of the conflict	☐	☐	Disgust (primary emotion)	☐	☐
Building of links	☐	☐	Acceptance (primary emotion)	☐	☐
Dependence on the others	☐	☐	Anxiety (secondary emotion)	☐	☐
Understanding of the others	☐	☐	Gaiety (secondary emotion)	☐	☐
			Disappointment (secondary emotion)	☐	☐
INTELLECTUAL area			Resignation (secondary emotion)	☐	☐
Logical-mathematical	☐	☐	Offence (secondary emotion)	☐	☐
Spatial	☐	☐	Forgiveness (secondary emotion)	☐	☐
Verbal	☐	☐	Shame (secondary emotion)	☐	☐
Musical	☐	☐			

Linguistic	☐	☐	BODY area		
Corporal-Kinesthetic	☐	☐	Head	☐	☐
Interpersonal or social	☐	☐	Eyes	☐	☐
Intrapersonal	☐	☐	Ears	☐	☐
			Finger/s	☐	☐
ETHICS area			Hand/s	☐	☐
Friendship	☐	☐	Arm/s	☐	☐
Justice	☐	☐	Leg/s	☐	☐
Liberality (avarice and prodigality)	☐	☐	Foot/s	☐	☐
Courage (cowardice and temerity)	☐	☐	Trunk	☐	☐
Temperance (intemperance and unkindness)	☐	☐	All the body	☐	☐
Magnanimity (vanity and humility)	☐	☐	No part of the body	☐	☐
Meekness (irascibility and indolence)	☐	☐			