

Applying Gamified Situated-learning Approaches in Audio Description Training

Gamification in Higher Education

- Gamification
- fosters critical thinking about real world topics (Clarstone & Orvlin-Schurer, 2010)
 - enhances motivation and engagement (Hanner, 2011)
 - influences students' behavior, knowledge, attitudes, and skills (Egenfeldt-Nielsen et al., 2013)
 - facilitates active learning in stead of "chalk-and-talk" practice (Linos & Crosby, 2017)

Treasure Hunting Game

1. hide a treasure in the classroom/building
2. write an audio instruction for a treasure hunter to find the treasure
3. record the audio instruction on the phone
4. exchange the audio instruction with another group
5. role-play a blind person to find the treasure by following the instruction
6. reflect the methods, feedback from the peer and the tutor

Conclusion

- Pros
- collaborative, situated-learning approach
 - motivating and engaging
 - useful in introducing accessibility issues
- Cons
- safety issues
 - only suitable for small group teaching
 - time control

Gamification

Gamification: to use elements of game design in non-game contexts, products, and services to motivate desired behaviors.

Game elements:
points, achievements, levels, missions, contests, rankings, notifications, challenges, trophies/achievements, virtual goods

Audio Describer's competences

- (Matamala & Cerna, 2007; Jankovskis, 2017; ADLAB, ADLAB Prof)
- to understand the needs of those who have sight problems
 - to work in a team with blind partners
 - to practice scriptwriting skills
 - to understand basic videoing and recording issues
 - to understand the importance of using non-ambiguous language

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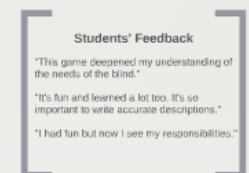
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Game Elements Used

- missions
- notifications
- challenges
- trophies

- points
- contests



Students' Feedback

"This game deepened my understanding of the needs of the blind."

"It's fun and learned a lot too. It's so important to write accurate descriptions."

"I had fun but now I see my responsibilities."

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Thank you!

Feedback?



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