

## Abstract

That educational games are beneficial for teaching is not a new discovery. Nevertheless, the educational games are not used sufficient in the teaching in the elementary school.

There have been conducted several attempts to comply the lack of use of educational games in lessons, the ITMF project among others. Even though these attempts have shown to have a positive effect on the problem, there still needs to be done more.

With the present project I want to make an alternative approach to comply the problem of the lack of educational games in lessons. The problem formulation is as follows:

*How to design an educational game with a didactic approach for pupils in elementary school, where the teachers are in focus of the development?*

A hinderence for integrating games into the educational setting seems to be a lack of communication between the game developers and the teachers. Therefore I will use a user-centred innovation process where I, from an open design focus will collect empirical data from experienced teachers. The data will be analysed with a hermeneutic approach. A design and a limited pilot project were produced in form of an educational game from the perspective of the gained empirical knowledge.

The test shows that the approach of compiling empirical data from the teachers' experiences has been a success when developing a product used by the teachers. However, to make a conclusion upon a larger influence of increasing the use of educational games at elementary schools in Denmark, there is a need for further tests. However, the prospective for using this approach for comply the lack of use of educational games are positive.