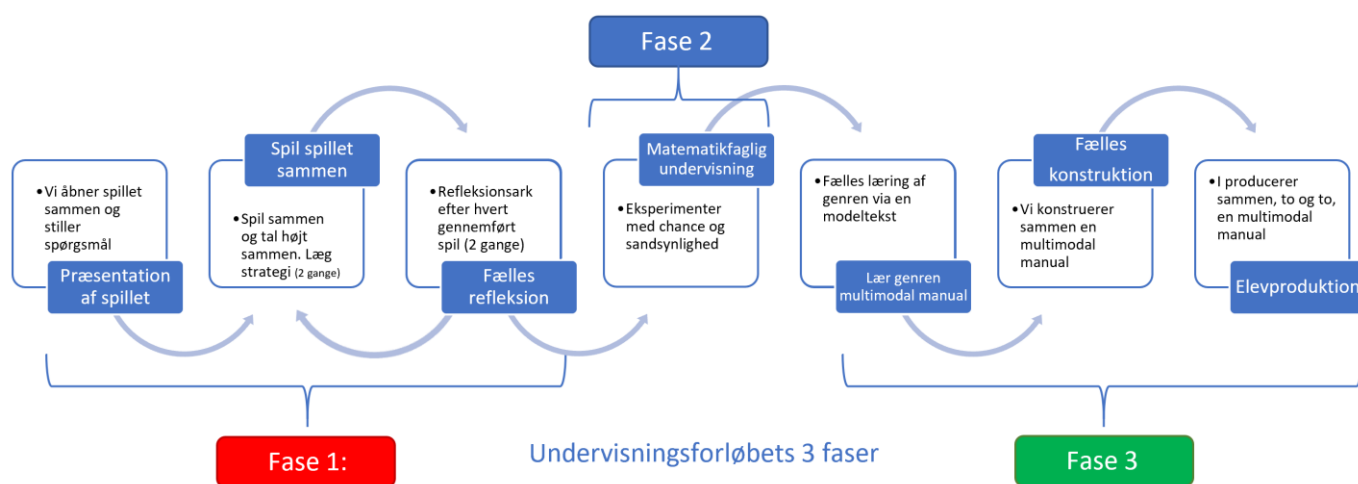


# Spil som katalysator for faglig læseforståelse

Gennemførelse og analyse af et didaktisk design



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Marianne Borup, mborup15  
Studienummer: 20152536

Vejleder: Thorkild Hanghøj

## Abstract:

In this research project it is investigated, if and how a specific didactical design can be the base on which, pupils in 5. grade in a preliminary school can work with reading comprehension through the game DICEWARS.

DICEWARS is a simple, free, online strategy game, that was chosen for this purpose, because it presents possibilities for cross curriculum learning activities.

In mathematics focus in the game was on statistics, probabilities, chance and strategy. This was to ensure, that the pupils could understand enough about the games' mechanics and rules in order to be able to form a relevant strategy in the game.

In Danish, as L1, DICEWARS was treated as a multimodal text, which the pupils should read and demonstrate deep comprehension of, through their collaborative conversations. Furthermore, the pupils collaboratively wrote paratexts; instructive, multimodal manuals for the game. They wrote the manuals to three years younger pupils, thereby again needing to demonstrate deep understanding of the game as a multimodal text in order to be able to explain it to others.

Underlying goals for the didactical design were to expand the pupils' language with words and phrases, that are needed in the context of school work, in order to secure, that the pupils not only use everyday language, but actually learn more sophisticated use of phrases and words.

The didactical design in this research is a third iteration of the design, and the methods through which data were gathered are: Video analysis, reflective questionnaires, text analysis and semi structured interviews. The amount of gathered data is rather small due to corona-related issues in schools.

The analysis shows that it is indeed possible to further curricular and multimodal reading comprehension through collaborative work with a computer game as text.