PP 182　　Games for Learning – A Research Methodology Review

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Information and communication technologies are playing an increasing role in our current social and cultural practices in a way that digital media are spread in all spheres and institutions of our society and it seems almost impossible to think and act in a world without media. Newly and emerging patterns, in the most diverse areas, are arisen as a result of these mediatisation processes that are reshaping the current communicational environment. The way we communicate and make meaning in a mediatised world demands a bundle of literacies, often referred to as media literacy, information literacy, visual literacy, multimodal literacy, computer literacy/ICT literacy, media and information literacy Due to this increasingly complex digital media environment, the promotion of media literacy is of growing importance, endowing our children and youth of tools and expertise that will enable them to consciously interact in an ever more mediatised society. The present paper reflects on media and information literacy and the potential of digital games as reflexive tools for education, more particularly, media education. This paper introduces a research project based on the value of game based learning, more particularly, for learning and promoting media literacy skills. The study is mainly focused on a literature and methodological review of recent empirical publications (2010–2016) in the area of digital games, learning and gamification, using content analysis to assess a sample of 60 papers. Peer-reviewed papers were analysed and coded for the use of theories and theoretical frameworks, main authors related key concepts, main methods used, common hypothesis and problems addressed, method strategies, data collection techniques, instruments, game models and design qualities. This study examines the state of the current research on the topics mentioned above and points out gaps in the existing literature, as well as the common ground ideas and concepts' definitions, providing an overview of the work done in this emerging field. Main results indicate the most referred theories and frameworks, as well as its definitions and the most common research questions and problems. Findings from this study provide an insight for future studies as well as for the best practices in designing meaningful learning experiences.

PP 183　　A Validation-Oriented Approach to Persuasive Games

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Persuasive games have emerged as a category of serious games that are attracting increasing attention from the game industry as well as academia. This attention has not yet been translated into conclusive empirical findings on whether or not such games are viable tools for persuasive communication. The current article investigates the research into persuasive games and offers a new theoretical scope to guide further research. First, persuasive games are defined as games that are developed with the primary intention of changing attitudes towards a certain topic among their players. Theories from game studies and psychology are combined to construct a conceptual model for the mechanisms through which games can influence these attitudes. This model draws from the Elaboration Likelihood Model and focuses on the experience of the player by taking game, player and play session factors into account. The game itself is pictured as presenting a host of possible experiences in which the persuasive message can be embedded in different ways, including the procedural rhetoric of its systems and rules, its experience-level signs, and its narrative. Combining different persuasive dimensions to present a message in an idiosyncratic way, each persuasive game offers a unique attitude goal state; the group of attitudes it aims players to hold after play. Of course, players are not empty vessels ready to receive new attitudes. Multiple factors related to players' states and personalities need to be considered, chief among which are prior knowledge about the game's topic and its relevance to the players, as well as players' need for cognition. The former two can moderate the game's effects (for example through counter-arguing or lack of interest), while the latter can promote players' investment in the game's message. During play, player and game factors combine to form the psychological context of play. For example, players can get emotionally absorbed in the game's story, or grapple with its difficulty by trying different tactics. The psychological context is joined by a physical and often social context. Where and with whom a game is played can have extensive consequences with regards to its persuasive effect. If the game, player, and context factors are matched well, players will elaborate on the game's message. This elaboration can extend beyond the time players spend with the game, and can result in attitude change, ultimately leading to behavioral change. The model forwarded in the current presentation presents multiple areas of interest where little research has been performed, for example on how clear the attitude goal state is to players, and whether a clear attitude goal state is even required for persuasive effects to take place. The different avenues of research this model opens up are outlined with the ultimate goal of generalizable validation of the effectiveness of persuasive games.

PP 184　　Contested Memories of War in the Serious Game Czechoslovakia 38–89: Assassination

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This paper considers how Czech historical memory of the Second World War is being presented through the serious game Czechoslovakia 38–89: Assassination. The aims of the paper are (1) to critically discuss the design challenges stemming from adapting the real-persons testimonies in order to construct the in-game narratives; and (2) to investigate the acceptance of Czechoslovakia 38–89: Assassination by Czech teachers and students. On a more general level, the paper critically discusses the possibilities and limitations of serious games to deal with contentious and emotionally-charged issues from contemporary history. Czechoslovakia 38–89: Assassination is a complex single-player dialog-based adventure game with a strong narrative, including interactive comics and authentic audiovisual materials. The game has been developed by Charles University in Prague and the Academy of Sciences of the Czech Repub-