

Game-learning and media literacy - A research methodology review

Henriques, S.1; Costa, C.¹; Tyner, K.² & Sousa, C.¹

¹Centre for Research in Applied Communication, Culture and New Technologies (CICANT) – ULHT

²University of Texas at austin

Abstract

The present paper reflects on media and information literacy and the potential of digital games as reflexive tools for education, more particularly, media education. Information and communication technologies are playing an increasing role in the social and cultural practices of our communities. Digital media are spread in all spheres and institutions of our society in such a way that 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 mediatization processes that are reshaping the current communicational environment, leaving no dimension untouched. To act and communicate in this mediatized world is ever more demanding. Media literacy, information literacy, technological literacy, visual literacy, ICT literacy are only a few examples of literacies and skills that are essential these days. 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 mediatized society.

This presentation introduces a research project based on the value of digital games for 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 (2010-2015) in the area of digital games, learning and gamification, using content

analysis to assess a sample of 40 papers. Peer-reviewed papers were analyzed and coded for the use theories and theoretical frameworks, central authors cited, related key concepts, main methods used, common hypothesis and problems addressed, method strategies, data collection techniques, instruments, game models and qualities. This study examines the state of the current research on the topics mentioned 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 delineations and definitions and the most common research questions and problems. Findings from this study provide insight for future studies as well as for the best practices in designing meaningful learning experiences.

Keywords: Game-based learning; Media Literacy; Gamification; Digital Games.