

Content

List of Figures	11
List of Tables	13
List of Images	17
List of Abbreviations	19
Acknowledgments	21
1. Introduction	23
1.1. Research Question and Methods	28
2. Computer Assisted Learning	33
2.1. Historical Background	33
2.2. Computer Assisted Language Learning – CALL	35
2.2.1. Task-based Language Learning	38
3. Digital Game-Based Learning	41
3.1. Introductory Remarks	41
3.1.1. National Research on Digital Games in Education	43
3.1.2. International Research on Digital Games in Education	45
3.2. Games and Learning	47
3.2.1. Introductory Remarks	47
3.2.2. Digital Games	49
3.2.3. Serious Games	50
3.2.4. Digital Game-Based Learning	52
3.3. Game Characteristics	53
3.3.1. Interactivity	53
3.3.2. Challenge	54
3.3.3. Narrative	55
3.3.4. Rules	56
3.3.5. Feedback	56

3.4.	Digital Game-Based Learning and its Facilitators	57
3.4.1.	DGBL through Collaborative Scaffolding and Debriefing	57
3.4.2.	DGBL through Framing	60
3.4.3.	DGBL through Immersion	61
3.4.4.	DGBL through Identification	62
3.5.	Learning Outcomes	63
3.5.1.	Cognitive, Affective, and Procedural Learning Outcomes	64
3.6.	Learning Transfer	66
3.6.1.	Transfer through Identical Elements	67
3.6.2.	Transfer of Principles	67
3.6.3.	Summarizing Remarks	68
3.7.	Serious Games in the English as a Foreign Language Classroom ...	68
3.7.1.	Introductory Remarks	68
3.7.2.	Serious Games for Foreign Language Learning	69
3.7.3.	Summarizing Remarks	70
4.	Global Education	73
4.1.	Introductory Remarks	73
4.1.1.	Defining Globalization	74
4.1.2.	The Reciprocity between Education and Society	77
4.2.	The Development of Global Education, Internationally and in Germany	79
4.3.	Content and Competences of Global Education	83
4.3.1.	Content	83
4.3.2.	Competences	85
4.3.3.	Teaching for Participation?	87
4.3.4.	German Teenagers' Civil Participation	89
4.3.5.	Summarizing Remarks	90
5.	Global Education in the English as a Foreign Language Classroom	93
5.1.	General Remarks	93
5.1.1.	Intercultural Competence and Global Education	95
5.1.2.	The Competences According to the KMK/BMZ Framework ...	98
5.1.3.	A Comparison between the Core Curriculum and the ESD Framework	102

5.1.4.	Teaching Global English?	104
5.1.5.	Summarizing Remarks	105
5.2.	Using Serious Games for Global Education in the EFL Classroom	106
5.2.1.	Using New Media for Global Education in the EFL classroom	107
5.2.2.	Using Serious Games in the EFL Classroom for Global Education	110
6.	Empirical Study Part I: Blended Learning Study	117
6.1.	Research Design	117
6.1.1.	Preliminary Decisions	117
6.1.2.	Development of the Research Design	118
6.1.3.	Conceptual Design and Assessment Instruments for the Blended Learning Study	120
6.2.	Game Used for the Blended Learning Study: I Can End Deportation (ICED)	130
6.2.1.	Reasons for Choosing <i>ICED</i>	130
6.2.2.	<i>ICED</i> 's Mission and Goal	132
6.3.	The Blended Learning Unit: Human Rights through DGBL with ICED	134
6.3.1.	Teaching Human Rights in the EFL Classroom	134
6.3.2.	The Blended Learning Unit	136
6.4.	Objectives of the Blended Learning Unit	145
6.4.1.	Communicative Competence – Reading Skill	145
6.4.2.	Ability to Recognize	146
6.4.3.	Ability to Assess	148
6.4.4.	Ability to Act	149
6.5.	Summarizing Remarks	149
7.	Results from the Students' Evaluation	151
7.1.	Results from the Quantitative Evaluation	151
7.1.1.	Computer Gaming Behavior and Purpose of Gaming	151
7.1.2.	Using Serious Games in EFL Lessons	156
7.1.3.	Ability to Recognize	161
7.1.4.	Ability to Assess (Procedural)	164
7.1.5.	Ability to Assess (Affective)	167

7.1.6.	Ability to Act	171
7.1.7.	Communicative Competence	173
7.1.8.	Summarizing Remarks	176
7.2.	Results from the Qualitative Evaluation	176
7.2.1.	Gaming Experiences	178
7.2.2.	Learning Experiences	187
7.2.3.	Summarizing Remarks	202
7.3.	Results from the Game Logs	204
7.3.1.	Reading Comprehension	204
7.3.2.	Game Log 1	205
7.3.3.	Game Log 2	208
7.3.4.	Summarizing Remarks	209
8.	Results from the Teacher Interviews	211
8.1.	Participants	211
8.2.	Methodological Comments	212
8.2.1.	The Serious Game as a Tool in the EFL Classroom	212
8.2.2.	The Blended Learning Unit	216
8.3.	Didactical Comments	219
8.3.1.	Competences	219
8.4.	Summarizing Remarks	229
9.	The Empirical Study Part II: The Small Group Study	231
9.1.	Introductory Remarks	231
9.1.1.	The Participants	231
9.2.	The Games	232
9.2.1.	Mission 2: Flight to Freedom	232
9.2.2.	The Underground Railroad – Journey to Freedom	235
9.2.3.	Against All Odds	236
9.3.	The Evaluation Sheet Used	237
9.4.	Participants' Evaluations	239
9.4.1.	Mission 2: Flight to Freedom	239
9.4.2.	The Underground Railroad	244
9.4.3.	Against All Odds	247
9.5.	Summarizing Remarks	251

10. Conclusion: Using Serious Games for Global Education in the EFL Classroom	253
10.1. Possibilities and Restrictions in Using Serious Games for Global Education in the EFL Classroom	253
10.1.1. Deductions for EFL Learning	256
10.1.2. Deductions for EFL Teaching	260
10.2. Outlook	262
Bibliography	269
Attachment 1 – Student Questionnaires (I and II)	287
Attachment 2 – Evaluation Sheet used for the Small Group Study	291