KEEP

Co-funded by the European Union

Roleplaying in Italian during lockdown

I teach **Italian** in an **urban lower secondary school** in France.
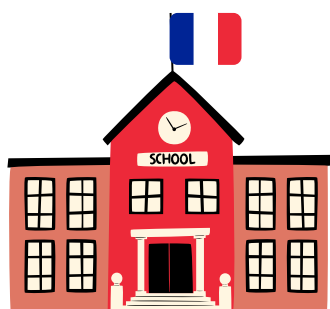
14
age of pupils on average

400
pupils

**25**
pupils per class on average

20
classes

Teaching environment

My pupils come from a difficult **sociological background** that can be really difficult.
We have a class which welcomes exclusively **non-French speaking** students.

Digital tools

We had a **digital workspace** which allowed communication via emails, as well as an online space where students could upload their homework. I also had all the institutional tools made available by the state.
Neither students nor teachers were equipped with tablets or laptops.
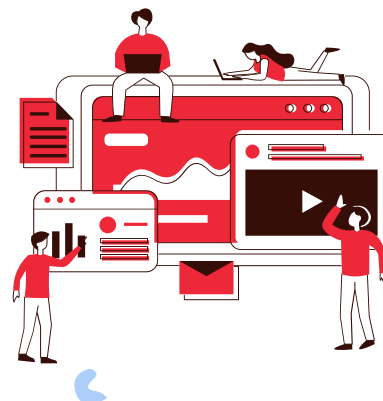
Experience with digital tools before Covid-19

I used digital tools and resources on a regular basis. I am a referent for the pedagogical uses of digital technology at my school. I am also a resource teacher for others. **I Spent 5 to 6 hours a week self-training.** I like to test new resources, and share ideas with colleagues. I use social networks to keep posted on new resources and practices.

The tool : Classcraft

*Classcraft is an online teaching platform which combines classic **roleplaying games** and innovative educative practices. It offers a free basic plan for teachers.*

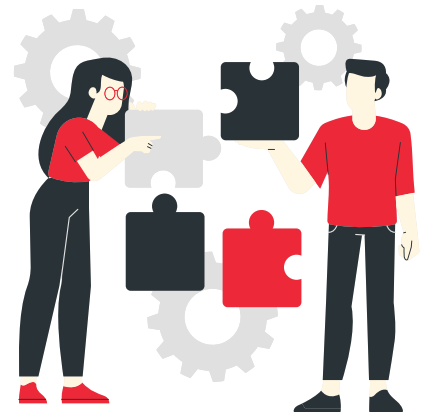## Needs before this new teaching practice:

Try **something fun** and **maintain communication** with my students.
Gamify classes.

Needs solved

I wanted to talk with my pupils, let them talk among themselves and feel a certain **consistency.**
Students' motivation and attendance improved: my pupils felt engaged with their learning through gaming principles.

Audience targeted

The whole class: pupils had to work as a team. They had to talk to one another and **collaborate in a virtual world**. They had to make decisions together.

Organisation

I had heard of **Classcraft** on the Internet and decided to try it as it allowed a certain continuity of teaching practices.

I used the same lesson pattern as in traditional classes, with **a warm-up activity** to begin with, then group activities on an online platform and finally, a debrief all together.

Only difference : my classes **took place on Discord** instead of at school.

I included online activities from the **LearningApps platform**, as well as an online tool called **La Quizinière** to assess pupils' progress without actually marking.

I have used Classcraft since lockdown but I have been trying to **vary my teaching activities** as much as possible.

Practice activity

I tested Classcraft with pupils during lockdown. It is an online tool for **managing and implementing gamification**.
The platform:

- allows teachers to award experience points and gold coins, to take away health points, and immerse pupils in a **motivating learning adventure** inspired by fantasy video games and role playing games.
- provides **accurate feedback**.
- students can receive a quest: for example, they have to **describe their pet** in Italian. If they manage to do it, they will receive gold and experience points.
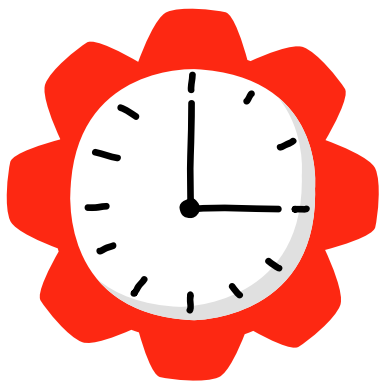
Impact of the tool

An innovation

Roleplaying with Classcraft offers a **new design** based on the fantastic.

Classcraft's virtual world is one that is known to pupils, **improving their engagement.**

An efficient practice

- Pupils' **attendance** speaks volumes!
- Pupils' lingering **motivation and engagement** too.
- The fact that some pupils attended the Italian lessons but not other lessons is a sign too.
- A year on, I could testify that pupils had **gained skills**.

Keys to success

Structured lessons are a must.

Your objective must be **clear and understood** by pupils.

Let your pupils express their **creativity!**

Benefits

More **implication** from pupils and their parents.

Work in **groups.**

Mutual assistance among pupils.

+ School viewed in a more **positive way.**

Ready ?

The platform requires a fairly substantial **learning process** even for someone who is used to digital tools. Teachers need a lot of creativity to write their scenario.
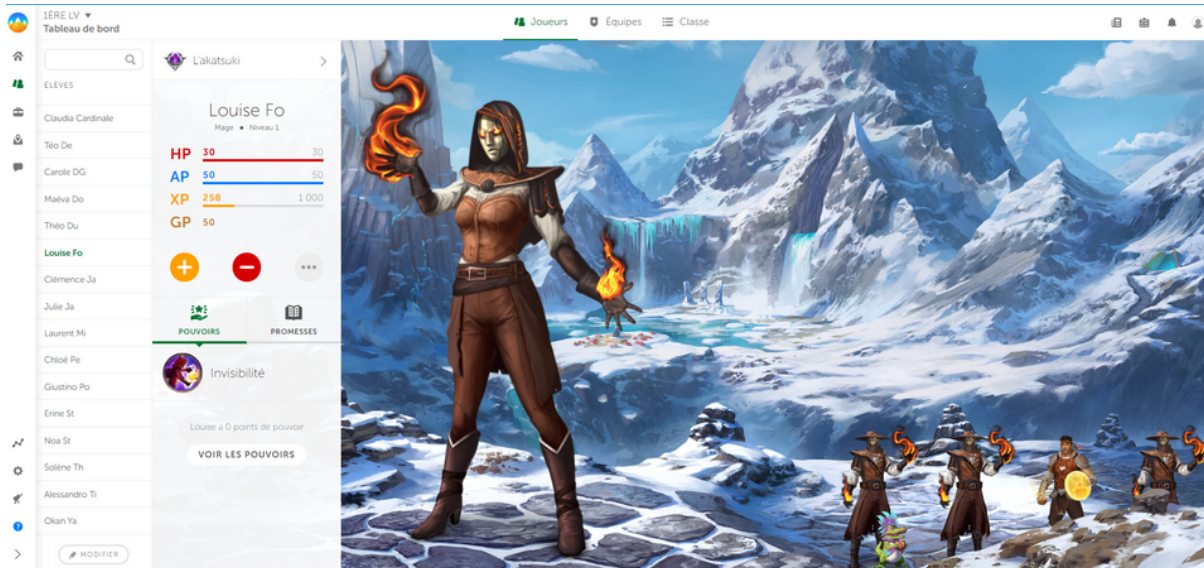
The class is divided into two teams.
Powers can be used individually or as a team

*This is a **pupil's character** with her
statistics and powers visible on the left.*

*On the bottom right-hand corner,
we can see **her classmates**.*

*This portrait gives a representation of the teacher's choices which are not our own.
The statements in this portrait are not direct quotations but have been adapted from an interview with the teacher
whose practice is highlighted here.*