

READING GAME ANALYSIS FRAMEWORK

Reading Skill Focus:	Pupil Profile: e.g. novice reader, dyslexia	Game Name:
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<i>Game Feature</i>	<i>Description</i>	<i>Feature present in game? Y/N</i>	<i>Essential/ Useful/ Not needed for pupil profile</i>	<i>Comments (possible pupil responses, teacher enrichment/support ideas)</i>
TEACHING CONCEPTS				
Reading Instruction	Does the game introduce the reading skill (focus stated above) prior to gameplay?			E.g. external instruction in required beforehand
Gameplay Mechanics	Does the game provide any support for learning the gameplay mechanics?			E.g. pupils might struggle with dragging action, teacher to demo in advance
WHERE AM I GOING?				
Learning Objective	Is the learning objective of the game made explicit to the child?			E.g. learning obj. written but not read aloud
Success Criteria	Are the criteria the child has to fulfil to achieve success clear?			E.g. pupils need 5 gold stars to pass level, point out to pupils how to track this

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HOW AM I DOING? (Outcome Feedback)				
Knowledge of Result	Does the game state that the answer is correct or incorrect?			
Knowledge of Correct Result	Does the game provide the correct answer?			

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Try-Again (unlimited)	Are children allowed unlimited attempts with same content?			
Try-Again (limited)	Are children allowed limited attempts with the same content (in terms of options or time)?			
Try-Again (new content)	Are children allowed to try again with same mechanics but different content?			
Error Flagging	Does the game highlight where an error was made?			

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HOW AM I DOING? (Elaborative Feedback)				
Topic Specific	Does the game provide additional information about specific reading skills?			
Response Specific	Does the game explain why an answer is correct or incorrect?			
Informational	Does the game give information about how to work out correct answer or advance general understanding?			
Hints, Prompts or Cues	Does the game guide the child to the correct answer (without providing answer)?			

Related Literature:

- Benton, L., Vasalou, A., Berkling, K., Barendregt, W. and Mavrikis, M., (2018). A Critical Examination of Feedback in Early Reading Games. In *Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems* (p. 373). ACM.
[Available for free download <https://iread-project.eu/iread-publications/>]
- Hattie, J. and Timperley, H. 2007. The power of feedback. *Review of educational research*, 77, 1: 81-112
- Cheryl I Johnson, Shannon KT Bailey and Wendi L Van Buskirk. 2017. Designing Effective Feedback Messages in Serious Games and Simulations: A Research Review. In *Instructional Techniques to Facilitate Learning and Motivation of Serious Games* Pieter Wouters and Herre Van Oostendorp (eds.). Springer, 119-140.