



Co-funded by the
Erasmus+ Programme
of the European Union



User guide for *Lives in Transit*

<https://livesintransit.org/games>

UPSKILLS Domain Cluster:

- Research-oriented
- Data-oriented

Target Audience:

Postgraduate students taking linguistics & language-related courses

Requirements:

No specific requirements

Gaming Experience:

Low-Intermediate

Skills Targeted:

- Processing information critically
- Problem-solving skills
- Communication skills

Learning Outcomes:

Upon completion of game play, the students are expected to:

- Have acquired a greater degree of confidence in some research skills
- Have applied their creativity to solve problems
- Work together collaboratively to solve the given challenges

Introduction (for academics & lecturers):

This game is a narrative-based game that combines real life data management situations with engaging scenarios. Lives in Transit has an additional feature that can be used by academics to create their own storyline and scenarios to direct students' academic goals and learning outcomes. Throughout the game, the students as the players, will be expected to make

choices based on their knowledge and understanding. Students are also encouraged to look up information in the process so as to support further learning practices. In this setting, students are encouraged to keep notes and to follow the branched storyline of the scenarios as they unfold. Students are expected to indicate their choices at the end of each scene for the game to progress.

Pre-Game Briefing:

In this game you will be faced with a number of scenarios, and each scenario will pose questions or choices which you need to answer or make in order to progress. Most often the scenarios will deal with research work in the field of history. You can also keep notes and keep track of the progress that you are doing within the game. One important aspect which you should consider is that your game's progress is saved so that you can return to your game play any time you feel like.

Game de-Briefing (post-play):

- Did you feel that this game realistically presented research challenges?
- Was there an aspect of data management that you felt was highlighted during this game?
- Did you feel that this game represented some of the more difficult choices you need/ed to make during your post grad studies?
- Which aspect of the game did you feel made the game more engaging?
- Which aspect of research do you feel did the game highlight the most?

Conclusion (for academics & lecturers):

The following are a list of questions which you can make use of to evaluate the use of this game as part of your UPSKILLS course curriculum. You can use a journal to keep track of your answers.

- Do you think that this game might be useful in this format or would you consider customising it to accommodate a different module?
- Which type of module or course content would such a game adapt itself best to?
- Do you believe that this game would be able to contribute to expand or consolidate the students' knowledge?