

Help me help you!

Previous compulsory steps / Prior students' knowledge	None
Learning objectives	Learn to cooperate as a team member
Subjects	None in particular: this sequence is focused on skills
Recommended Age	10-14
Material needed	PCs that can run the game "Trine Enchanted Edition"
Sequence duration	3,5 - 4,5 hours (75 minutes in classroom, 15 minutes filling a questionnaire and open playing at home: 2-3 hours)
Individual or group activity	Cooperative game / group activity
Skills developed	Collaboration & teamwork, Communication, Creativity, Critical thinking, Planning, Problem solving, Empathy, Learn to Learn Skills cultivated
Price range of the game	<20€ (14.99€)

Step by step: how to implement the sequence

In this pedagogical sequence, students will use an action/puzzle game set in a fantasy fairy tale world: "Trine Enchanted Edition".

The main goal of using the game is to instill the desire and cultivate the ability in students to work together from afar to overcome the obstacles that the game will put in

their way. Depending on the difficulty level, the obstacles require the characters to work together to overcome them. After having identified the characteristics and skills of the three characters of the game, the students will choose a character and play a level. They will cyclically change the character they are playing in order to understand the positions of their classmates. You can create groups of three students to increase communication between them, and lead them in enjoyable and motivational play activities to cultivate skills (social and otherwise) so they can work together to achieve a goal. Gaming is a powerful incentive for students to find codes of communication and cooperate effectively.



Figure 1. Snapshot ("Trine Enchanted Edition ", Frozenbyte, 2014)

Step 1: Explain the main reason for this educational activity (20 minutes)

The educator describes to their students the purpose of this activity using a multiplayer online game, and the whole process that will be followed. They should tell the students that the main purpose of the whole process is to find themselves in a pleasant and

enjoyable environment in which they will learn to work together in an orderly and respectful way with the other people in the group in order to achieve a goal: the completion of some levels in the game. They tell them that the game will start in the school's computer lab and continue at home until some levels are completed.

The educator also tells the students that at the end they will fill in an anonymous online questionnaire about their experience of the game and the whole process of working with their classmates.

The answers from the questionnaire will be discussed in the whole class in order to understand the difficulties of cooperation and to identify the correct ways and appropriate methods of successful and fruitful cooperation between classmates. We advise to first read the questionnaire to the students, and not to require references to names, characteristics of classmates or incidents of school life already known.

- **Step 2: Explain the gameplay to students through videos (10 minutes)**

The educator explains the gameplay through videos in the classroom, paying attention to the ways of communication and cooperation presented in the following videos:

- [Let's Play Trine: Enchanted Edition Co-Op Part 1 - Trine Too Hard](#) in "Catalysts Gaming" channel.
- [Let's Play Trine: Enchanted Edition \(Co-Op\) - Ep.01 - The Opposite of a Speedrun!](#) in "MrSmartDonkeyLP" channel.

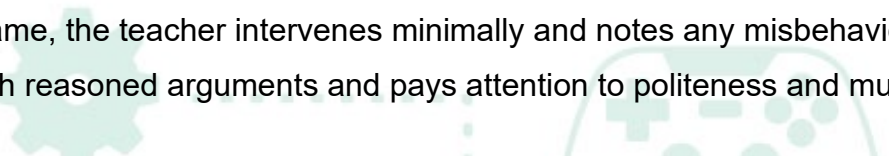
- **Step 3: Students play the game in the ICT laboratory (45 minutes)**

To advise and guide the students on how they will work together from home while playing, the educator should divide the students into groups of three. The three students in each group either sit in consecutive and close positions or, better still, wear

headphones with a microphone and sit in remote to emulate the process they will follow later from home.

The way the groups are divided is up to the educator. Each educator knows their students quite well and depending on the needs of the class, makes the appropriate group divisions. For example, in a class, there may be a need to put students in the same group who have had minor social issues with each other in the past to help them learn to cooperate, or even students who are proven to be more socially mature than others so that they can help their less socially mature classmates.

The choice is up to the educator, and it is advisable not to make random choices or to only follow what students want.

The background features a large, faint outline of a game controller and several gears.

During the game, the teacher intervenes minimally and notes any misbehaviour, then corrects it with reasoned arguments and pays attention to politeness and mutual support.

Students will first play the introductory level (Level 1 - Astral Academy) to gain experience in the game, and if they have time within one teaching hour (depending on the general experience of the players and the educator), they will continue to the second level (Level 2 - Academy Hallways), changing characters.

- **Step 4: Students play the game at home (as long as it takes for two more levels)**

Students will play from home at times and on days that they have mutually agreed upon, with the goal of completing two to three more levels. The time needed for this homework may vary depending on the students' experience levels, cooperation/ teamwork, and their choices within the game. It may take from 45 minutes to 3 hours.

- **Step 5: Students complete the questionnaire online at home (15 minutes)**

After the end of the game (as predefined at step 4), each student will fill in a questionnaire electronically and. The questions are again within the framework of the needs that the teacher has identified (generally and/or from step 3).

An idea from such a complete questionnaire (Waterworth & Murray, 2014), can be found here:

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.477.6124&rep=rep1&type=pdf>.

You can choose some questions from those you will find at the end of the article (in the Appendix), and you should choose the questions that you consider suitable for your purposes and that match your students' skills and needs.

Of course, the questionnaire could be something very simple, even an open-ended unique question such as: "Describe in general terms your experience of the online multiplayer game and the difficulties of cooperation and communication that you encountered during the game, as well as the positive points you can refer to from this process".

- **Step 6: Reflection (45 minutes)**

The educator will read the answers from the questionnaire (while, of course, keeping strict anonymity, even if they understood who has made the relevant comments) and provoke relevant discussions for the cooperation and communication of the students. The educator will focus not only on the negative points, but also especially on the positive points that have emerged from the completion of the questionnaire and from the conclusions they have drawn from step 3.

Getting the game:

https://store.steampowered.com/app/35700/Trine_Enchanted_Edition/

References:

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<http://coalitiontheory.net/research-areas/cooperative-game-theory>

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