



Learning History through Strategy and Conquest: The Educational Potential of

Age of Empires 2

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Licenciatura en Lenguas Extranjeras con

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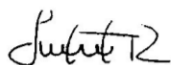
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Abstract

The incorporation of video games into historical education presents a mixture of advantages and obstacles, especially in the context of their utilization within a global English-speaking milieu. Despite providing immersive platforms for historical learning, games like Age of Empires 2 face uncertainties regarding their effectiveness in enhancing comprehension and encouraging critical analysis, particularly among non-native English speakers. This uncertainty extends to the educational utility of video games across various language backgrounds and their capacity to accurately represent historical events.

Moreover, the impact of online gaming communities on historical discussions introduces complexity, especially concerning individuals who are not native English speakers. Understanding the dynamics of these communities, including both linguistic hindrances and opportunities, is vital for grasping their influence on historical education. Tackling these challenges is imperative for unlocking the educational benefits of video games while ensuring inclusivity and accessibility in digital learning environments.

This research explores using Age of Empires 2 in history education to find new ways to make learning more engaging, help students understand historical events better, and improve knowledge retention. It looks at game-based learning, cognitive engagement, and constructivist learning to show how video games can change history education.

Keywords: Video Games , Game-Based Learning, Educational Transformation, Social Science studies, English Learning.

Resumen

La incorporación de los videojuegos en la educación histórica presenta una mezcla de ventajas y obstáculos, especialmente en el contexto de su utilización dentro de un entorno global de habla inglesa. A pesar de proporcionar plataformas inmersivas para el aprendizaje histórico, juegos como Age of Empires 2 enfrentan incertidumbres respecto a su efectividad para mejorar la comprensión y fomentar el análisis crítico, especialmente entre aquellos que no son hablantes nativos de inglés. Esta incertidumbre se extiende a la utilidad educativa de los videojuegos en diversos contextos lingüísticos y su capacidad para representar con precisión eventos históricos. Además, el impacto de las comunidades de juego en línea en las discusiones históricas introduce complejidad, especialmente en individuos que no son hablantes nativos de inglés.

Comprender la dinámica de estas comunidades, incluyendo tanto los obstáculos lingüísticos como las oportunidades, es vital para comprender su influencia en la educación histórica. Abordar estos desafíos es imperativo para desbloquear los beneficios educativos de los videojuegos mientras se garantiza la inclusión y accesibilidad en entornos digitales de aprendizaje.

Esta investigación explora la integración de Age of Empires 2 en la educación histórica, con el objetivo de descubrir métodos innovadores para aumentar la participación estudiantil, fomentar una comprensión más profunda de los eventos históricos y fortalecer la retención del conocimiento. Al examinar las teorías de aprendizaje basado en juegos, la participación cognitiva y el aprendizaje constructivista,

este estudio arroja luz sobre el potencial de los videojuegos para transformar la educación histórica.

Palabras clave: Videojuegos, Aprendizaje basado en juegos, Estudios Ciencias Sociales, Aprendizaje del Inglés.

Introduction

In the large area of educational methodologies, the teaching of history often faces a profound and enduring challenge: how to infuse the past with vitality and relevance, thus captivating the imagination of today's learners. The quest to instill a passion for history and cultivate a colorful understanding of the events that have shaped our world presents itself as a formidable task, requiring innovative approaches and dynamic pedagogical tools. In the middle of this pedagogical quest, a surprising ally arises from an unexpected realm: the world of video games. Among the countless titles in this digital realm, one particular masterpiece stands out as a bridge that bridges the gap between antiquity and modernity: Age of Empires 2.

Age of Empires 2, a masterpiece of real-time strategy, goes beyond simple entertainment to become a powerful and captivating educational resource. Through immersive gameplay and meticulously crafted historical settings, this video game offers students a multifaceted exploration of the past, allowing them to immerse themselves in the intricacies of ancient civilizations, the scope of historical events and the complexities of human endeavor. In the digital realm of Age of Empires 2, students are not passive recipients of information, but become active participants in the dramatic unfolding of history, shaping the course of events through strategic decision-making and critical thinking.

In academic classrooms, Age of Empires 2 has been recognized as a transformative force in the teaching of history, offering educators a powerful tool with which to engage and inspire their students. By taking advantage of the immersive power of video games, educators can transport students across the wide expanse of time and space, allowing them to experience history firsthand and forge meaningful connections to the past. From the rise of ancient empires to the dawn of the modern era, Age of Empires 2 invites students on a captivating journey through the annals of human history, fostering a deep appreciation for the complexities and nuances of the past.

In this thesis, we undertake a comprehensive exploration of the educational potential of Age of Empires 2, exploring its multifaceted impact on the teaching of history and elucidating the innumerable ways in which this video game can enrich and enrich the learning experience. Through a rigorous examination of existing literature, empirical research, and pedagogical theory, we seek to illuminate the transformative power of Age of Empires 2 in the realm of history education, offering insights and recommendations for educators seeking to harness the potential of digital media in their classrooms. As we navigate the virtual battlefields of Age of Empires 2, we discover a wealth of educational opportunities, from interactive simulations to immersive narratives, that serve to deepen our understanding of the past and inspire a lifelong love of history.

Chapter 1: Contextualization

1.1 Macro context

In Colombia, it has been crucial to provide students with diverse knowledge and skills across various subject areas, including science, mathematics, Spanish, English, social studies, and more. Social studies and English offer a lot of elements for students to explore and understand their reality from various angles. Each of these disciplines presents unique challenges for students in the effort to comprehend their reality from distinct perspectives. Teaching of social studies facilitates the development of informed and engaged citizens.

Through the examination of historical and contemporary topics such as government structures, human rights, and democratic principles, students gain a deeper understanding of their role within society. This knowledge empowers them to actively participate in democratic processes, advocate for social justice, and contribute positively to their communities. The fostering of critical thinking skills enables students to analyze complex social issues from multiple perspectives, thereby empowering them to make informed decisions and engage in constructive dialogue about pressing societal concerns.

In the Colombian standards it is expressed that it is difficult to achieve a consensus on the subject matter of the social sciences due to their open, historical, and cultural nature, but they affirm that their object is the reflection on society. It involves a reflection that goes beyond the interpretation and understanding of social facts and, through systematic study and inquiry, seeks to provide knowledge about

the social realm that guides the pursuit of human well-being and peaceful coexistence among its diverse members.

On the other hand, English language instruction in Colombia has experienced a progressive alignment with the Common European Framework of Reference for Languages (CEF), an internationally recognized framework that delineates linguistic proficiency across a spectrum of levels ranging from A1 (beginner) to C2 (proficiency). This integration of the CEF has had a significant impact on the standardization of English language teaching programs nationwide, facilitating a more cohesive assessment of student advancement. Both educators and learners utilize the CEF as a guiding reference to delineate learning objectives and to assess proficiency in English language comprehension, oral communication, and written expression. It is why it is necessary to provide different tools that facilitate that learning process not only in terms of knowledge, but it is also important to include the development of the four communicative skills.

Despite the methods and strategies already used in the curriculum to teach social studies and English, it's important to keep improving these skills. As education changes and society evolves, it's crucial to keep updating teaching methods to ensure effective learning. This means not only adapting to new teaching trends but also listening to feedback from teachers, students, and others involved in education. By always trying to improve, schools can better equip students with the knowledge and skills they need to understand the world around them.

1.2 Micro Context

Colegio de Bachillerato Patria, affiliated with the Army's educational institutions, is situated in the northern region of Bogotá, Colombia. Established in 1967 and sanctioned by the Ministry of Education, it holds the designation of a state school with a unique identity. This designation signifies that while it adheres to educational policies outlined by the Ministry of Education, its administrative oversight falls under the purview of the Ministry of Defense. The school's core mission is to provide education to children of military personnel from various branches such as the Army, Navy, and Air Force, and occasionally includes foreign students. Operating under distinct conditions compared to other institutions, Colegio de Bachillerato Patria accommodates students whose families serve in specialized roles, necessitating the enrollment of students from diverse regions of the country throughout the academic year.

Liceos del Ejército by 2025 are projected nationally as institutions of high educational standards that promote processes of self-assessment, management, modernization, excellence, and comprehensive education with high quality, benefiting children and adolescents. They encourage critical reflection and active participation in seeking alternative solutions to issues within their local, regional, national, and international environments.

Despite the improvements made in enhancing educational standards at Patria School, there remains a pressing need to further elevate proficiency levels in English and step-up competencies in social studies. While marked progress has been achieved, continued focus on these areas is imperative to ensure that students

are adequately prepared to navigate an increasingly interconnected global landscape. Strengthening English language skills not only fosters effective communication but also opens doors to opportunities for academic and professional advancement in an international context.

Similarly, enhancing competencies in social studies equips students with the critical thinking skills and cultural awareness necessary to engage meaningfully with diverse societal issues and contribute positively to their communities. Therefore, sustained efforts to refine and expand upon these key areas of education are essential to uphold and enhance the academic excellence and holistic development of students at Patria School.

Chapter 2: Problem

2.1 Description of the problem

According to Robinson (2015), education must go hand in hand with technological evolution, because the old system was not designed to take into account the new challenges that schools now have to face. As a consequence, traditional methodologies used in teaching directly affect the teaching of history as they often struggle to engage and involve students in a meaningful way, especially in an age where attention spans are short-lived and digital distractions abound which are seen more as an obstacle rather than a tool for learning. Passive modes of teaching, such as lectures and textbooks, fail to capture the interactive and immersive potential of modern technology, causing students to disengage and disengage from the subject matter. Consequently, educators are increasingly looking for innovative approaches to teaching history that harness the power of digital media to create dynamic and engaging learning experiences.

The intersection between video games and the teaching of history is a promising area. Although video games offer unparalleled opportunities for immersive historical learning, their effectiveness in deepening understanding and fostering critical analysis remains uncertain, especially for non-native speakers of English. Language barriers can pose a significant obstacle to understanding and engagement, making it difficult for learners to fully benefit from the educational potential of these games. As a result, one of the difficulties that can be encountered when learning content through a second language is that some language proficiency

competencies may be overlooked as mentioned by Cracow University of Economics, Department of Computer Science (2014).

Understanding the dynamics of these linguistic barriers is paramount to realizing the educational potential of video games in history education. By addressing these challenges and promoting inclusivity and accessibility for diverse linguistic communities, educators can create a more equitable digital learning environment that empowers all students to engage meaningfully with the past. Through careful consideration of language and its impact on historical learning, educators can ensure that video games serve as effective tools for fostering historical understanding and critical thinking skills in learners of all linguistic backgrounds.

One of the predominant challenges in contemporary education is the prevalence of passive learning among students. In today's dynamic educational landscape, where students are increasingly expected to take an active role in their own learning process, the persistence of passive learning poses a significant impediment to academic progress. This problem is especially accentuated when educators adopt a predominantly active pedagogical approach becomes a problem since according to Muhammad et al. (2011) this predominant role leaves little room for learner engagement and participation. As a result, students may become accustomed to a passive role in the classroom, which inhibits their ability to fully immerse themselves in the learning process and thus hinders their educational development. This passive disposition not only hinders students' academic performance but also undermines their ability to cultivate essential critical thinking skills and independent learning habits. Thus, it is imperative to address the

phenomenon of passive learning to foster a vibrant and participatory learning environment conducive to holistic growth and student achievement.

In addition, a frequent situation in classroom dynamics is the inclination of students to assert their presence and distinguish themselves from their peers, thus fostering a culture of individualism. According to Nelson (2000) this phenomenon manifests itself when students strive to demonstrate their competence in the subject matter, often driven by a desire for recognition and validation. These behaviors highlight the prevalence of individualistic tendencies in educational settings, where students compete for recognition and praise, prioritizing personal achievement over collective progress. This perpetuation of individualism can have multifaceted implications for the academic environment, influencing aspects ranging from peer interactions and collaborative learning to the overall classroom ethos.

Moreover, according to Amy et al. (2016), The absence of a technological infrastructure capable of supporting the integration of innovative learning tools poses a formidable barrier for educators seeking to diversify their instructional methods through the use of cutting-edge technological resources. This dearth of technological devices hinders educators' ability to explore novel pedagogical strategies and harness the full potential of emerging technologies in the educational landscape. Consequently, educators may be limited to relying solely on conventional instructional materials and methods, relegating the incorporation of technological resources to a mere aspiration rather than a tangible reality. This reliance on traditional resources not only impedes the evolution of teaching practices but also stifles opportunities for engaging and interactive learning experiences that

accommodate diverse learning styles and preferences. Therefore, it is imperative to address the technological infrastructure deficit to foster a dynamic educational environment conducive to the seamless integration of innovative teaching methodologies and transformative digital learning resources.

2.2 Statement of the problem

The corpus of empirical evidence strongly suggests an alarming and palpable trend characterized by a precipitous decline in student interest in the field of history education, manifested in a perceptible disassociation from conventional pedagogical methodologies. This striking disengagement is allegedly rooted in the prevailing perception of the lack of inspiration and relevance inherent in contemporary teaching modalities. In light of the demanding and pressing imperative to effect a substantive and effective intervention aimed at reviving and rekindling students' age-old enthusiasm for historical studies, the present scholarly research ardently advocates for the judicious integration of Age of Empires 2, a cherished and venerable real-time strategy video game, into the realm of the history curriculum.

The unequivocal importance and exigency of solving this problem cannot be overemphasized, for a palpable and perceptible decline in students' fondness for history education precipitates a litany of deleterious repercussions on their scholastic development and cognitive maturation. This pervasive disinterest and apathy for historical pedagogy can lead inexorably to a concomitant decline in nuanced comprehension and retention of fundamental historical precepts, thereby engendering a palpable impediment to the cultivation of critical thinking acumen and a thorough and nuanced understanding of the myriad vicissitudes of the past.

Given the gravity and prominence of these far-reaching consequences, empirical investigation of the potential ramifications entailed by the seamless integration of Age of Empires 2 into the pedagogical fabric emerges as an indispensable and paramount task worthy of meticulous scholarly scrutiny and analysis.

This research aims to explore new teaching methods to make students more interested in history, help them understand historical events better, and improve their knowledge retention. By carefully studying the effects of using Age of Empires 2 in history classes, this research aims to find effective ways to make students more interested in history. It also seeks to encourage students to actively explore, understand, and think about historical events.

It is important to mention that the main intention of this research is to give teachers helpful insights and tools to make history more interesting for students. This will help create a better learning environment and inspire a lasting appreciation for human history.

2.3 Justification

Exploring the versatile role of Age of Empires 2 in enriching historical understanding is a fundamental research effort in contemporary educational scholarship. This famous video game, characterized by its synthesis of historical authenticity and strategic game mechanics, offers players a dynamic and immersive learning environment that encourages active participation in pivotal historical events. By traversing diverse civilizations and eras, players gain valuable insight into the intricate decision-making processes faced by historical actors, bridging the gap between abstract historical knowledge and its pragmatic application in real-world context .

Moreover, the game's meticulous attention to cultural intricacies enables a nuanced exploration of various societal paradigms, nurturing a profound appreciation for the multifaceted tapestry of human history. Beyond individual engagement, the vibrant online community surrounding Age of Empires 2 catalyzes collective knowledge construction, fostering robust dialogues, debates, and the exchange of historical insights among players.

Exploring how using this digital tool affects memory and critical thinking about history helps meet current education needs. It also shows how digital technologies can improve teaching methods. By studying the link between Age of Empires 2 and learning history, this research helps us understand how video games can be useful in education.

This study shows how history education is changing in the digital age. It looks at new teaching methods and challenges in today's education. By examining the link between technology and learning, this research helps us understand how video games can be used in education. It also makes us think about how history is taught and shared in a digital world.

2.4 Research question

How does the integration of "Age of Empires 2" in history education impact students' engagement, understanding, and retention of historical concepts using English as a vehicle of communication?

2.4.1 General objective

To evaluate the overall impact of incorporating "Age of Empires 2" into history education on learning outcomes and student motivation in 7th grade.

2.4.2 Specific objectives

2.4.2.1 To examine the ways in which "Age of Empires 2" provides a virtual environment that supports constructivist learning, allowing students to actively build historical knowledge based on their interactions within the game.

2.4.2.2 To detail the role of cognitive engagement in students actively participating in history learning through "Age of Empires 2," emphasizing how this contributes to their understanding and retention of historical concepts.

2.4.2.3 To explore the mechanisms within "Age of Empires 2" that foster constructivist learning and how these mechanisms contribute to improved knowledge construction and retention in a history education context.

Chapter 3: Referential Framework

3.1 Background framework

In his seminal work, Gee (2003) underscores the educational efficacy of video games, particularly delving into the concept of "semiotic domains" to elucidate how games like "Age of Empires 2" actively involve players in meaningful learning experiences. By introducing the notion of semiotic domains, Gee offers a framework for comprehending how these games facilitate deep engagement and learning. His research serves as a cornerstone for recognizing the educational value inherent in video games, especially within the realm of history education. The exploration of semiotic domains in the context of gaming lays the groundwork for understanding the profound impact these interactive mediums can have on cognitive processes and educational outcomes. In the context of history education, Gee's insights are instrumental in guiding further research and acknowledging the transformative potential of video games as educational tools.

In their comprehensive study, Steinkuehler and Duncan (2008) extensively investigate the interplay between social and cognitive dimensions in the context of game-based learning. Focusing on multiplayer online games like "Age of Empires 2," the researchers delve into the notion that these games foster collaborative efforts, problem-solving skills, and the acquisition of knowledge specific to particular domains. Their findings illuminate the intricate dynamics of motivation and learning outcomes engendered by such gaming experiences. By elucidating the multifaceted benefits of multiplayer online games, Steinkuehler and Duncan contribute valuable

insights that underscore the significance of collaborative and cognitively engaging elements in the realm of game-based learning.

Bonwell & Eison's (1991) study, on active learning theory plays a pivotal role in elucidating the positive correlation between students' engagement with course material and improved learning outcomes. Their research serves as a foundational framework for the application of active learning principles to the historical learning context, particularly through the interactive features inherent in "Age of Empires 2." By establishing the link between active learning strategies and enhanced educational outcomes, Bonwell & Eison (1991) provided crucial insights that underscore the significance of interactive and participatory approaches in history education. Their work serves as a guiding beacon for educators and researchers alike, encouraging the incorporation of active learning methodologies to optimize the educational potential of historical video games.

Prensky's (2001) groundbreaking research in educational game design principles provides a crucial framework for evaluating the incorporation of key elements like goals, feedback, and challenges in "Age of Empires 2." By delving into the game's design features, Prensky's work forms a foundational basis for understanding how these elements influence educational outcomes. His insights shed light on the intentional integration of educational principles within the gameplay, emphasizing the significance of thoughtful design in maximizing the educational potential of video games.

Vygotsky's sociocultural theory of learning, as outlined in 1978, holds particular relevance in the collaborative landscape of video games, notably evident

in "Age of Empires 2." His exploration of the "zone of proximal development" offers insights into how learners can advance their historical understanding through interaction with both peers and the virtual historical settings within the game.

Vygotsky's work underscores the importance of social engagement and collaborative learning, emphasizing how these factors contribute to a more dynamic and enriched historical educational experience.

In 1994, Jonassen's work in constructivist learning theory became a cornerstone for understanding how learners actively construct knowledge through experiences and interactions, a principle highly applicable to the educational dynamics of "Age of Empires 2." Jonassen's research principles are pertinent in analyzing how the game fosters a constructivist learning approach in history education. By actively engaging with historical content, players in the game align with constructivist principles, actively building their understanding of historical events, cultures, and strategies through hands-on experiences within the virtual environment.

Moreover, as Casañ-Pitarch (2018) points out, video games not only serve as recreational tools, but also harbor substantial potential for academic enrichment, a fact that educators can leverage to imbue their instructional efforts with new dynamism and effectiveness. This academic potential lies in the ability of video games to generate immersive learning experiences, captivating students' attention through their interactive mechanics while imparting substantive educational content. By strategically integrating video games into pedagogical practices, educators can foster a learning environment characterized by increased engagement and

participatory learning, where students are not merely passive recipients of information, but active participants in their own knowledge acquisition journey. Thus, recognizing and leveraging the academic utility of video games represents a critical step toward a more vibrant and effective educational landscape.

Likewise, according to Ćurković (2020), the immersive nature of video games, exemplified by *Age of Empires II*, offers students a unique opportunity to interact with historical contexts dynamically and experientially, similar to first-hand experiences. This immersive quality allows students to develop a deeper understanding of historical settings and characters, fostering a deeper appreciation for the complexities inherent in historical narratives. By actively navigating through historical eras and assuming the roles of key figures, students gain a nuanced perspective that transcends traditional didactic approaches, thus facilitating a more authentic and comprehensive acquisition of historical knowledge. Moreover, this experiential engagement not only improves cognitive retention but also engenders a sense of enjoyment and intrinsic motivation, thus enhancing students' overall learning experiences. Therefore, harnessing the pedagogical potential of historically themed video games represents a compelling avenue for enriching history education and fostering a deeper and more enduring engagement with the past.

As literacy development is of paramount importance in nations such as Indonesia, innovative educational approaches have been deployed to reinforce reading comprehension, writing proficiency, and listening acuity, with *Age of Empires* as a key pedagogical tool. As Amin & Achmad (2022) explains, the

incorporation of Age of Empires into curricula has facilitated the enhancement of multifaceted skills among students, generating a holistic approach to literacy acquisition. Before each interactive scenario, students are presented with contextual slides that clarify the historical background, thus providing a basic understanding of the impending game. This immersive learning modality not only cultivates historical awareness but also critical reading skills as students navigate through textual narratives interwoven with the game mechanics. In addition, the collaborative nature of the game encourages interpersonal interaction, creating an environment conducive to peer-to-peer learning and knowledge sharing. By transcending conventional didactic methodologies, Age of Empires II catalyzes students' intrinsic motivation, instilling in them a sense of curiosity and eagerness to explore historical eras beyond the confines of traditional classrooms. Consequently, the integration of Age of Empires II into educational pedagogy catalyzes comprehensive skill development, heralding a paradigm shift towards experiential and interactive learning modalities in literacy.

In addition to the instructional delivery during class sessions, it is imperative to highlight the significance of post-class feedback mechanisms, which serve as invaluable conduits for assessing student progress and reinforcing learning outcomes. This feedback loop not only provides educators with a means to gauge the efficacy of their instructional methodologies but also furnishes students with tangible evidence of their advancement in the subject matter discussed. In the context of Age of Empires II, the potential for employing diverse assessment tools is readily apparent, offering educators a repertoire of evaluative

instruments to discern and document notable improvements among students. In Fadli and Achmad (2022) study, students underwent rigorous assessment following their engagement with instructional materials supplemented by video game slides elucidating historical events such as the exploits of Saladin in Arabia or the valorous saga of Joan of Arc in France. Remarkably, the findings of this study evince a discernible shift in students' receptivity and comprehension, indicating a more nuanced and accessible grasp of the subject matter.

Such empirical evidence not only validates the efficacy of incorporating video game-based pedagogical tools but also underscores their transformative potential in engendering deeper learning engagement and fostering holistic academic growth among students. Thus, embracing robust feedback mechanisms post- class and leveraging the multifaceted assessment opportunities afforded by innovative instructional approaches are pivotal steps toward nurturing a vibrant and adaptive educational milieu conducive to student-centric learning and achievement.

As Fadli and Achmad (2022) highlight, the integration of video games as pedagogical tools remains a relatively unexplored terrain within contemporary educational paradigms. Despite the growing recognition of digital technologies in educational contexts, the adoption of video games as pedagogical aids continues to languish on the periphery of mainstream educational practices.

Moreover, the scarcity of institutional and pedagogical frameworks that effectively embrace the potential of video games further aggravates their marginalization within the educational discourse, relegating them to a state of pedagogical isolation. Consequently, the transformative potential inherent in video games to engender immersive and experiential learning experiences remains largely

untapped, thwarting opportunities for enriching educational engagements and cultivating 21st-century competencies among learners. By reframing perceptions and embracing innovative instructional methodologies that leverage the affordances of video games, educational institutions can galvanize a paradigm shift towards a more dynamic and inclusive learning environment, wherein video games assume a central role as catalysts for fostering critical thinking, problem-solving, and collaborative learning. Thus, fostering a culture of pedagogical innovation and technological integration is imperative to unlock the latent educational value of video games and chart a course toward a more vibrant and responsive educational landscape.

3.2 Theoretical Framework

Based on ideas about how people learn, this theory focuses on how learners take an active part in gaining knowledge by engaging with historical material in a meaningful way. In "Age of Empires 2," learners have the chance to explore historical situations, tackle complex problems, and build their own understanding of history. Through hands-on learning experiences, students develop their critical thinking abilities and gain a deeper understanding of historical issues.

Moreover, drawing upon socio-cultural theory, this framework acknowledges the significance of social interaction and cultural milieu in shaping learning encounters. Collaborative gameplay and engagement in online communities facilitate collective knowledge construction and cultural exchange among participants. This communal interaction fosters a sense of belonging within virtual learning communities, thereby augmenting overall engagement and motivation among learners.

Consequently, leveraging cognitive theories of multimedia learning, this framework scrutinizes how the immersive visual narrative and strategic gameplay mechanics of "Age of Empires 2" enhance learners' cognitive processing and memory retention. The game's authentic historical backdrop and coherent storyline offer students a scaffolded learning experience, facilitating deeper conceptual comprehension and enduring retention of historical knowledge.

To underscore the systematic integration of "Age of Empires 2" into history curricula, researchers endeavor to develop evidence-based strategies for curriculum

alignment, assessment design, and instructional support aimed at scaffolding learners' historical understanding and skill development. By adopting a systematic approach to instructional design, educators can optimize the transformative potential of digital gaming experiences on historical learning outcomes.

This framework shows how digital games can change history education, offering new ways to get students interested and help them understand history better. By combining ideas from how people learn, social and cultural factors, how our brains work, and how to design lessons, researchers suggest ways to teach history that are based on evidence. These methods encourage students to think critically, exchange ideas about culture, and understand history better in today's digital world. Teachers can use these ideas to talk about better ways to teach history and make learning more enjoyable for students.

3.2.1 Game-Based Learning (GBL) Theory

Game-Based Learning (GBL) Theory is an educational approach that leverages the principles of game design and mechanics to facilitate learning experiences. At its core, GBL integrates video games into educational settings to engage students in interactive and immersive learning environments. Unlike traditional instructional methods, GBL emphasizes active participation, problem-solving, and experiential learning. By incorporating elements such as challenges, rewards, and feedback loops commonly found in video games, GBL seeks to motivate learners and enhance their understanding of academic content.

One key aspect of GBL is its ability to cater to diverse learning styles and preferences. Video games offer dynamic and customizable experiences that can

adapt to individual needs, allowing students to learn at their own pace and in ways that resonate with them. This personalized approach promotes inclusivity and engagement among learners, fostering a more positive and effective learning environment.

Moreover, GBL encourages critical thinking and decision-making skills by presenting learners with complex scenarios and challenges to overcome. As students navigate through these virtual environments, they are required to analyze information, strategize, and make informed choices, all of which are valuable skills applicable beyond the game context. By providing opportunities for hands-on experimentation and exploration, GBL empowers students to take ownership of their learning and become active participants in the educational process.

Overall, Game-Based Learning Theory represents a shift towards more interactive and learner-centered approaches to education. By harnessing the motivational and cognitive benefits of gaming, GBL has the potential to transform traditional teaching paradigms, making learning more engaging, effective, and enjoyable for students across various educational settings.

Plass et al (2019) checked some definitions about what a game is in terms to try to understand this interesting theory. According to Plass et al (2019) Salen and Zimmerman defined a game as “a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome” (p. 5). Plass et al (2019) also gave more elements to try to understand this in the educational field. In that way, they explained that games in the learning process have learning purposes. At the same time, it’s important to say, that there are not specific and mandatory rules to play. But it is necessary to consider in the game:

rules to play, players' actions in the game, system of feedback and responses; they needed to be challenged, how it needs to begin and conclude among others.

Plass et al (2019) emphasized the importance of aligning game design with learning objectives, particularly by taking into account the cognitive abilities of the players. In a similar vein, Mayer (2014) highlighted two significant cognitive benefits associated with playing video games. These include enhancements in perceptual attention, as observed in games with related cognitive tasks, and improvements in two-dimensional mental rotation skills, particularly evident in spatial puzzle games. Psychologists have recognized for a long time how crucial play is for cognitive growth and learning. Piaget (1962), for instance, viewed play as an essential part of children's cognitive development, evolving alongside their stages of growth. Piaget proposed that as children progress through various developmental stages, their play becomes increasingly abstract, symbolic, and social.

Figure 1

Integrated design framework of game-based and playful learning

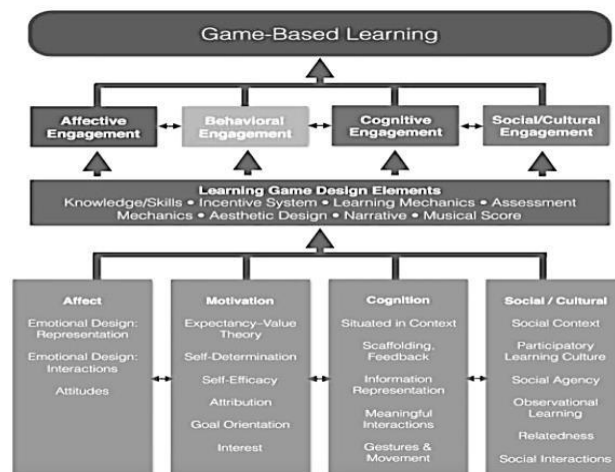


Figure 1. Elements to design a game. Plass et al (2015).

3.2.2 Gamification

As elucidated by Lamprooulos and Kinshuk (2024), gamification stands as a pivotal asset in the pedagogical arsenal, offering educators across diverse academic disciplines a multifaceted toolkit to captivate student interest and streamline the conveyance of complex subject matter. This transformative approach transcends traditional pedagogical paradigms, leveraging game-inspired elements and mechanics to engender heightened engagement, participation, and comprehension among learners. The versatility of gamification renders it adaptable to a myriad of instructional contexts, empowering educators to tailor immersive learning experiences that resonate with the unique learning styles and preferences of their students. Beyond its role as a mere attention-grabbing mechanism, gamification serves as a conduit for cultivating deeper understanding and mastery of intricate concepts, fostering a dynamic interplay between cognitive challenge and intrinsic motivation. By infusing elements of competition, exploration, and achievement into educational settings, gamification not only invigorates learning environments but also cultivates essential 21st-century competencies such as critical thinking, problem-solving, and collaboration.

Moreover, the integration of gamification into educational practices underscores a paradigm shift towards student-centric learning modalities, wherein learners assume an active role in their knowledge acquisition journey. As educators continue to explore the pedagogical potential of gamification, the horizon of educational innovation expands, paving the way for transformative learning experiences that transcend the confines of traditional didactic approaches. Thus,

embracing gamification as a cornerstone of contemporary pedagogy is instrumental in fostering a culture of dynamic and inclusive learning, wherein students are empowered to navigate the educational landscape with curiosity, resilience, and enthusiasm.

3.2.3 Educational Game Design Principles

Educational game design principles are guidelines and strategies used to create effective and engaging games for educational purposes. These principles draw from research in fields such as psychology, education, and game design to ensure that games effectively support learning objectives while also being enjoyable and engaging for players. One fundamental principle is alignment with educational goals, where game designers carefully integrate learning objectives into the game mechanics, narrative, and gameplay elements. By aligning the game's content and mechanics with specific learning outcomes, educators can ensure that the game provides meaningful learning experiences for players.

Another important principle is the incorporation of feedback mechanisms, which provide players with immediate and constructive feedback on their actions and decisions within the game. Feedback serves multiple purposes, including guiding players toward correct answers, reinforcing learning objectives, and motivating continued engagement. Effective feedback in educational games is timely, specific, and informative, helping players understand the consequences of their actions and encouraging them to reflect on their learning progress.

Educational games also leverage principles of challenge and motivation to keep players engaged and motivated to learn. Games should provide an appropriate level of challenge that matches the player's skill level, offering opportunities for success while also presenting meaningful obstacles to overcome.

Additionally, games should incorporate elements of intrinsic motivation, such as curiosity, autonomy, and mastery, to foster a sense of enjoyment and satisfaction in the learning process. By balancing challenge and motivation, educational games can create an optimal learning environment that encourages active participation and sustained engagement.

Finally, educational game design principles emphasize the importance of accessibility and inclusivity, ensuring that games are designed to accommodate diverse learners and learning styles. Designers should consider factors such as usability, readability, and adaptability to ensure that games are accessible to players of all abilities and backgrounds. Additionally, games should offer multiple pathways to success and provide opportunities for customization and personalization to accommodate individual preferences and needs. By prioritizing accessibility and inclusivity, educational games can reach a wider audience and provide meaningful learning experiences for all players.

3.2.4 Cognitive Engagement and Active Learning

Cognitive engagement and active learning are two interconnected concepts that emphasize the importance of student involvement and participation in the learning process. Cognitive engagement refers to the mental effort, attention, and processing that learners dedicate to understanding and applying new information. It involves activities such as analyzing, synthesizing, and evaluating content, as well as making connections between different concepts. When students are cognitively

engaged, they are actively constructing meaning, deepening their understanding, and developing critical thinking skills.

Active learning, on the other hand, is an instructional approach that promotes student engagement through hands-on activities, discussions, problem-solving tasks, and other interactive learning experiences. Unlike passive learning methods where students passively receive information, active learning requires learners to actively participate in the learning process by doing, thinking, and reflecting. This active involvement enhances retention, comprehension, and application of knowledge, as students are more likely to remember and understand concepts that they have actively engaged with.

Together, cognitive engagement and active learning create a dynamic and student-centered learning environment where learners are actively involved in constructing their understanding of the material. By encouraging students to question, explore, and apply their knowledge, educators foster a deeper level of learning that goes beyond memorization and rote repetition. This approach not only improves academic outcomes but also helps develop essential skills such as problem-solving, critical thinking, and communication, which are vital for success in academic, professional, and personal contexts.

In summary, cognitive engagement and active learning are fundamental principles in education that prioritize student participation, interaction, and deep processing of information. By integrating these approaches into teaching practices, educators can create more meaningful and impactful learning experiences that empower students to become active and lifelong learners.

3.2.5 Constructivist Learning Theory

The constructivist learning theory proposes that learners play an active role in constructing their understanding and knowledge of the world by engaging in experiences, interactions, and reflections.

Developed by educational psychologist Jean Piaget, constructivism posits that learning is not a passive process of absorbing information but rather an active process of meaning-making in which individuals actively engage with new ideas and concepts, Sjøberg (2007). According to this theory, learners build upon their existing knowledge and mental models to construct new understandings and interpretations of the world around them.

One key concept within constructivism is the notion of scaffolding, which suggests that learning is most effective when it occurs within a zone of proximal development (ZPD). The Zone of Proximal Development (ZPD) delineates the space between a learner's independent capabilities and their potential with the guidance and assistance of a more knowledgeable individual, like a teacher or peer. In constructivist classrooms, educators facilitate learning by providing opportunities for students to explore and discover new concepts within their ZPD, gradually increasing the complexity of tasks as students develop their understanding and skills.

Another important aspect of constructivist learning is the emphasis on active, experiential learning activities that allow students to engage with real-world problems and authentic tasks.

By providing hands-on experiences, simulations, and collaborative projects, educators create opportunities for students to construct their own knowledge through direct interaction with the material. This approach encourages students to take ownership of their learning, develop critical thinking skills, and construct deeper, more meaningful understandings of the content.

Constructivist learning theory emphasizes the significance of social interaction and collaboration within the learning journey. According to social constructivism, knowledge is not only constructed individually but also socially, through interactions with others. In constructivist classrooms, students are encouraged to work together, discuss their ideas, and negotiate meaning, creating a community of learners who actively engage in the co-construction of knowledge. Through this collaborative process, students learn from each other's perspectives, experiences, and insights, enriching their understanding and appreciation of the subject matter.

3.3 Legal Framework

The standards for social sciences education in Colombia, based on the guidelines of Ministerio de Educación, represent a comprehensive framework that guides the teaching and learning process in key areas such as history, geography, economics, politics and sociology. These standards, established in Decree 1290 of 2009, establish the fundamental competencies that students are expected to acquire at different educational levels, from basic primary education to higher education. At their core, the social science education standards seek not only to provide knowledge about the historical, geographical and socioeconomic contexts of Colombia and the world, but also to foster critical thinking, ethical reflection and civic engagement. They focus on understanding cultural diversity, respect for human rights and the promotion of active participation in society. In addition, these standards guide the design of curricula, the selection of content, the creation of educational materials and the evaluation of learning, with the objective of guaranteeing a comprehensive education that prepares students to face the challenges and contribute to the sustainable development of Colombia and the world in a globalized and changing context.

Based on the CEFR and Guide 22, they suggest that seventh-grade students in Colombia should have at least level A2 in English skills performance. This entails understanding and communicating in a simple context of everyday situations, with basic vocabulary and grammar skills. Educational programs should align with these standards, focusing on the gradual development of students'

language skills and utilizing assessment methods appropriate to the established levels.

Chapter 4: Methodology

In this chapter it is going to be explained how this research was conducted. According to Creswell (2018) qualitative research methods are utilized to explore the subjective experiences, perspectives, and meanings attributed to phenomena, allowing for in-depth exploration and interpretation of the data collected. Additionally, action research principles guide the study's iterative and participatory approach, emphasizing collaboration between researchers and participants to identify, implement, and evaluate practical solutions to real-world problems. Through this combined approach, the study seeks to not only generate rich, contextualized insights but also to empower stakeholders and facilitate positive change within the research setting.

4.1 Type of investigation

This study adopts a qualitative perspective, guided by the principles outlined by Creswell (2018). Qualitative research is characterized by its emphasis on exploring and comprehending complex phenomena, often beginning with a thorough examination of existing literature to substantiate the research focus. Furthermore, it involves framing the purpose and research questions in a broad and inclusive manner, allowing for a comprehensive exploration of participants' lived experiences.

In this study, it was crucial to discover a solution aimed at enriching social studies knowledge by employing English as a means of communication. This approach aims to foster opportunities for enhancing English proficiency among participants. The gathering of data within the context, while considering students'

experiences and expectations, guided the researchers in applying the chosen research methodology.

4.2 Method of investigation

The chosen investigative method for this study is action research. This type of research follows a spiral approach to gather information aimed at resolving problems, understanding, or innovating classroom processes, as described by Kemmis and McTaggart (1985). According to them, action research comprises four primary stages interconnected in a dynamic cycle: developing an action plan to enhance existing practices, implementing the plan, observing the outcomes within the context, and reflecting on these effects to inform future planning and subsequent actions. This iterative process continues through successive cycles, facilitating continuous improvement and adaptation.

Each step in action research entails specific procedures aimed at guiding the research process and facilitating moments for analysis and reflection. In Kemmis and McTaggart's model (1985), the initial stage, planning, involves crafting an action plan for subsequent implementation. This stage is not contingent upon hypotheses or predefined problems; rather, the focus is on closely observing classroom dynamics to discern elements relevant to the situation that may impact classroom processes. It is also crucial to outline the actions taken and the intended innovation or improvement. In this context, a plan was devised that involved the application of a video game: Age of empires, across various lesson plans as a means of instruction in English.

In the second stage, action or implementation, it is essential to review the overall plan and verify the availability of resources, techniques, or equipment required for monitoring before starting this phase. Ensuring that all individuals (seventh grade students) involved in the project understand their roles and responsibilities was imperative. This involved installing the game on computers and providing training to students to effectively utilize the game for academic purposes.

The third stage was carried out while the selected strategy of action was implemented. The data collection techniques chosen during the planning stage were implemented here, with flexibility to introduce any necessary adjustments. This phase involved capturing feelings, impressions, and thoughts, ensuring comprehensive data collection. The outcomes of the implemented action should be carefully examined and reflected upon. This process of reflection seeks to deepen understanding of the processes, challenges, and limitations encountered during the strategic action. Through reflection, the significance of impressions and data is elucidated, providing a foundation for refining the plan in preparation for the next cycle's initial stage.

4.3 Sampling

The sample for this study consisted of 25 students from 7th-grade at Colegio Bachillerato Patria, located in the northern region of Bogotá. The students were 12-14 years old, and 55% were girls and 45% were boys. The selection of this particular grade and school was purposeful, aiming to engage a cohort of students at a pivotal stage of cognitive and socioemotional development. This diverse population encompassed students from varied socioeconomic backgrounds, offering a nuanced context for exploring the research inquiries. Participants were chosen based on

criteria such as age, grade level, and willingness to partake in the study. It is essential to acknowledge that while efforts were made to ensure representativeness, the findings of this study may have limited applicability to other populations or environments. Furthermore, ethical considerations regarding informed consent and confidentiality were meticulously observed throughout the sampling process.

Seventh grade students.



4.4 Data collection instruments

To obtain adequate information, we decided to use some data collection instruments, such as interviews, surveys and tests, which serve as indispensable tools to measure students' understanding and engagement in the integration of video games, particularly Age of Empires II, in contexts. educational.

4.4.1 Interviews

The interviews were conducted to the principal, academic coordinator, and teachers leaders of Social studies and English areas at Colegio de Bachillerato Patria. In those interviews they were asked about the implementation of technology in the classroom

and the areas or subjects in which students had some difficulties. Also, they were asked about the grade in which they consider was possible to implement a new strategy.

4.4.2 Surveys

Newsted et al. (1998) stated that surveys are very popular for collecting data in research. They help to identify different values and variables and are easy to create. Surveys also let researchers predict how people might respond or behave based on the answers they get. Because of these benefits, we see surveys as an important part of our project. They help us confirm our research goals with student responses. Additionally, the information from surveys helps us focus on specific things we want to observe.

Surveys provide educators with the opportunity to ask qualitative feedback from students about their perceptions, preferences, and experiences with the game-based learning approach. Through targeted queries, educators can determine students' level of interest, perceived effectiveness, and challenges encountered in navigating the historical narratives and game mechanics within Age of Empires II. Additionally, the tests provide a quantitative measure of students' academic progress and their proficiency in assimilating the historical content disseminated through the game. By administering pre- and post-assessment tests, educators can discern the extent to which students have internalized key historical events, characters, and themes explored within the game, thus clarifying the effectiveness of Age of Empires II as an instructional tool. Together, surveys and tests serve as complementary data collection instruments, providing educators with valuable information about the effectiveness of integrating video games like Age of Empires

II into pedagogical practices and informing iterative refinements to optimize learning outcomes.

In this study, it was necessary to confirm the teachers' perceptions at school to see if students noticed the same difficulties. This wasn't to say that teachers might be wrong, but to check if the proposed strategy was suitable for the students.

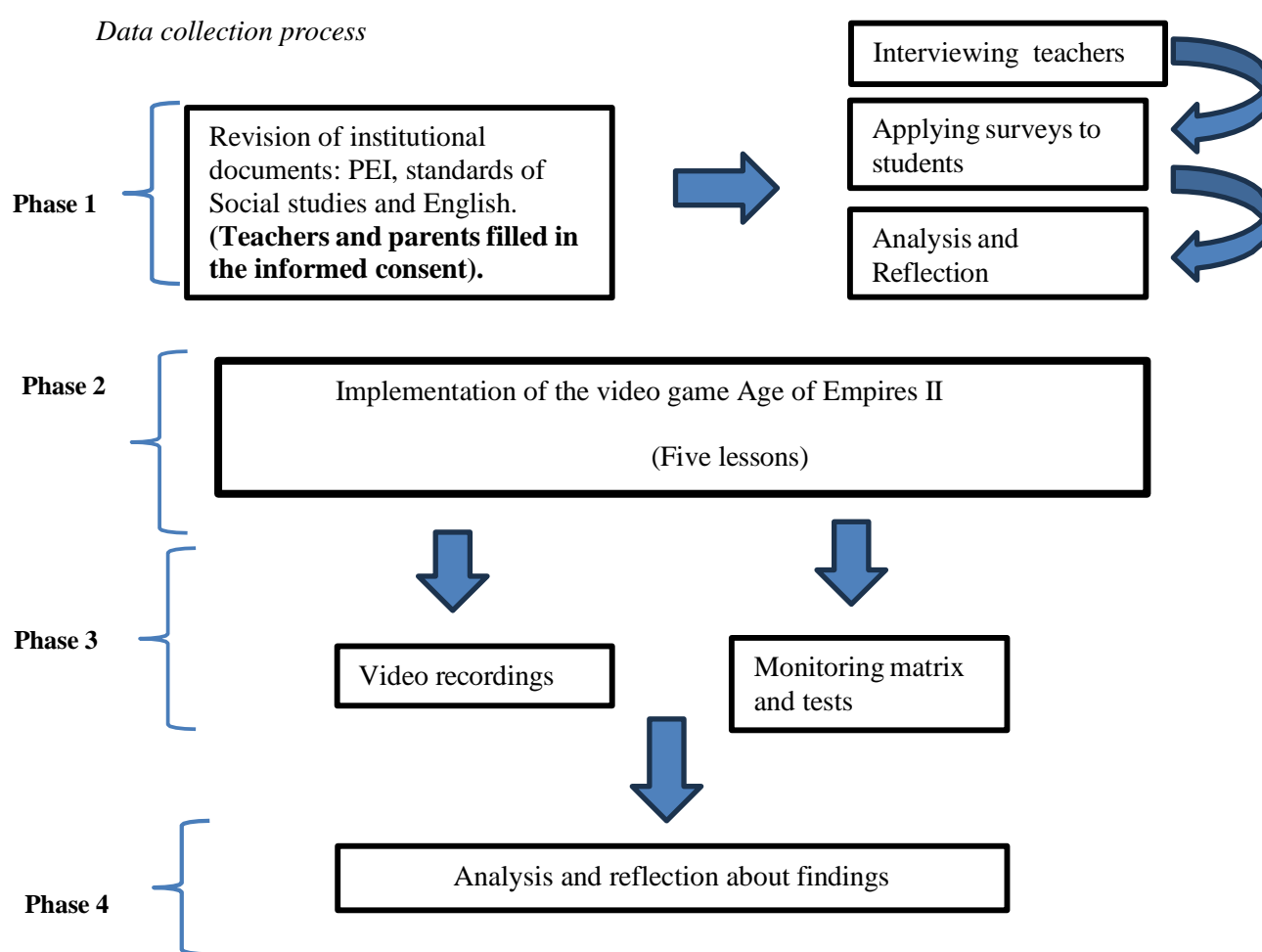
Students answer a short question in order to identify if they liked to have technology in their classes and how they considered their level in social studies and English (because of teachers' perceptions and academic results). In this way was possible to identify and confirm that students wanted to work more with technology in terms to have fun and learn in a different way and at the same time to improve their level of English.

4.4.3 Tests

Assessments are essential to show the progress made after pre- and post-implementation of video games in the classroom. Such evidence serves as tangible markers of academic growth and student understanding, providing educators and researchers with a means to quantify the effectiveness of integrating video games into pedagogical practices. As Messick (1990) emphasizes, assessments play a critical role in immortalizing the results of educational interventions, thus allowing for a comprehensive evaluation of the impact of video game-based learning on student learning outcomes. By administering pre- and post-assessment tests, educators can capture nuanced changes in students' cognitive abilities, knowledge retention, and critical thinking skills attributable to their engagement with video games such as Age of Empires II. In addition, systematic documentation of

assessment results allows for longitudinal analysis, facilitating a nuanced understanding of the lasting effects of video game integration on academic achievement and skill development. Thus, the implementation of rigorous evaluation protocols not only underscores the rigor and validity of educational research, but also contributes to the continuous improvement and optimization of video game-based instructional methodologies.

Figure 2.



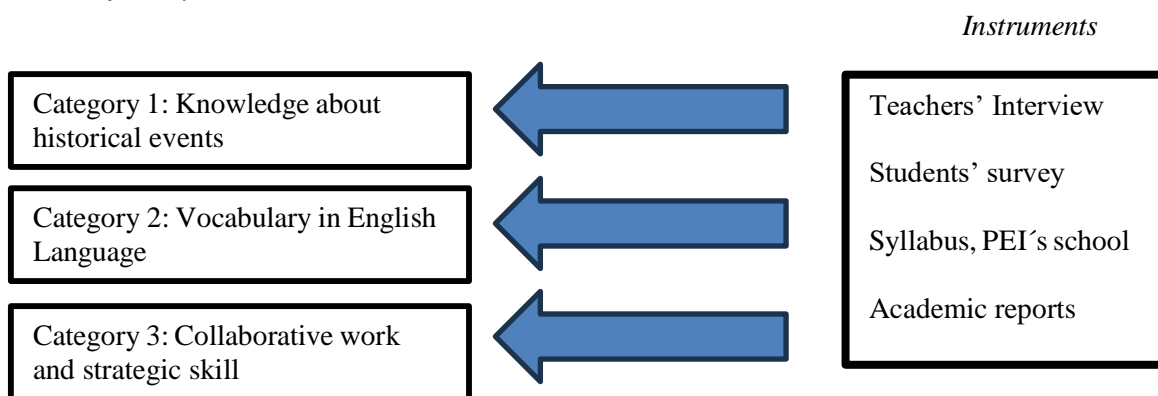
In the above figure, it is possible to check the process that was conducted in terms of the research methodology. And through those steps researchers did the implementation of the strategy that was based on the

implementation of the video game Age of Empires II, taking into account that it provided elements that could help those students in terms to understand some historical scenarios that are part of their syllabus in the social studies classes and at the same time to practice English because the instructions and activities were in that foreign language provided real contexts to interact and new vocabulary related to the game.

During the interviews to the teachers and surveys to the students, were possible to identify some categories see figure 3 that provided specific areas be analyzed after the implementation of the strategy.

Figure 3

Criteria of analysis



In this research, the first analysis category "Knowledge about historical events" focuses on evaluating how playing the video game "Age of Empires II" impacts participants' understanding of historical events. This category examines whether the game's content, which is rich in historical scenarios and figures, effectively enhances players' knowledge about specific periods, cultures, and significant events from history. By tracking improvements in players' ability to accurately recall, explain, and contextualize historical facts and narratives presented

in the game, the study aims to determine the educational value of "Age of Empires II" as a tool for teaching history. This analysis helps assess the game's potential to supplement traditional learning methods and its role in fostering a deeper engagement with historical studies.

In this research, in the second analysis category "Vocabulary in English Language" examines the impact of playing "Age of Empires II" on the vocabulary acquisition of seventh-grade students. This category assesses how exposure to the game's rich narrative and strategic gameplay, which includes a wide array of historical and military terminology, affects students' English vocabulary development. By evaluating students' ability to understand, use, and retain new words encountered during gameplay, the study aims to determine the effectiveness of "Age of Empires II" as a supplementary tool for language learning. This analysis helps to highlight the potential educational benefits of integrating video games into the curriculum, particularly in enhancing students' vocabulary in an engaging and interactive manner.

In the third category, "Collaborative Work and Strategic Skill" investigates how playing "Age of Empires II" influences seventh-grade students' ability to work together and develop strategic thinking skills. This category explores how the game's multiplayer mode and complex strategic requirements encourage students to collaborate, communicate, and devise plans to achieve common goals. By observing and assessing students' interactions, decision-making processes, and problem-solving approaches during gameplay, the study aims to evaluate the effectiveness of "Age of Empires II" in fostering teamwork and enhancing strategic skills. This

analysis helps to understand the broader educational implications of using video games to improve students' collaborative abilities and strategic thinking, which are essential skills in both academic and real-world contexts.

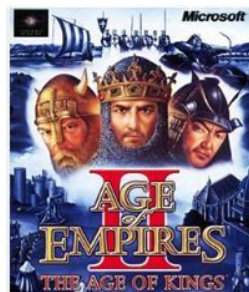
Chapter 5: Pedagogical Intervention

In this study, we used the video game "Age of Empires II" as a teaching tool for seventh-grade students over five lessons. The aim was to see how this game could help students learn better. "Age of Empires II" is a strategy game that involves building civilizations and managing resources, which can teach students about history, new English vocabulary, and working together as a team. During these lessons, students played the game and we observed how it helped them understand historical events, learn new English words, and improve their ability to work with others and think strategically. By using this game in our lessons, we hoped to make learning more fun and effective for the students.

Age of Empires II is a real-time strategy game where players build towns, gather resources, and create armies to defeat their opponents. The William Wallace scenario was chosen for its historical significance and because of the time available during those 5 interventions of 90 minutes each. This scenario centers on William Wallace's struggle for Scottish independence in the 13th century, providing an exciting and meaningful context for students. Researchers selected this scenario because of the film: "Braveheart" that is well-known to the students.

Image 1

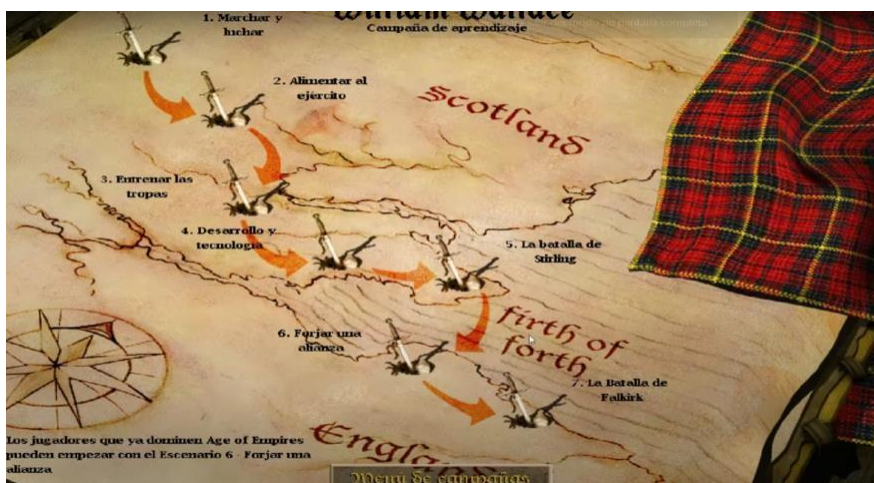
Age of Empires II home menu



The connection between English and history is facilitated on multiple levels. Firstly, the game features English texts and dialogues, offering students the opportunity to enhance their English listening and reading comprehension skills while exploring history. Additionally, during the intervention where different tools as canva to present slides with all the information about First independence war of Scotland as main characters, places, battles and historical implications, *kahoot* in order to consolidate everything learnt through a competitive game and exams with the intention of corroborate the results of the process, students could research and learn about William Wallace's history and the historical context in which the scenario unfolds, thus reinforcing their understanding of history and their English vocabulary related to that period.

Image 2

Age of Empires II William Wallace Campaign



Ensemble Studios. (2022). *Age of Empires II William Wallace Campaign*

As part of the strategy, the first session began with an exam to assess the population's interest in video games and to gauge their level of English, which was on average A1. After the exam, the population was informed about the intervention's

focus. Later, an attempt to execute the game was made, but due to a firewall issue that mistook the video game for a virus, some necessary files were deleted. The remainder of the class was spent correcting this issue. During the second session, one teacher presented a Canva explaining the vocabulary was taught, including "wood", "stone", "gold", "villager", "food", "mill", "town center", "mining camp" "lumber camp" with explanations of their relevance in the game, discussing key figures and socio-political implications, Meanwhile, another teacher checked each computer to ensure the game functioned properly for application after the intervention, after that, the students were instructed to launch the video game and were allowed to interact with it while briefly explaining the game mechanics and where they could find the words they saw in the vocabulary list.

In the third session, the class commenced with an examination aimed at assessing the initial knowledge of the students regarding the First War of Scottish Independence. Subsequently, a historical explanation regarding the conflict between Scotland and England, elucidating the motives underlying the war and discussing the principal actors involved, was provided. Upon the completion of this explanation, students were granted the opportunity to engage with the gameplay, specifically within the scenario entitled "The Battle of Stirling. Finally, a follow-up examination was applied to facilitate a comparative analysis of the results vis-à-vis the initial examination. During the fourth session, a similar approach was adopted, commencing with an examination to verify the knowledge acquired in the previous session. Subsequently, a Canva presentation was delivered, focusing on the vocabulary related to military units, followed by an exploration of the Battle of

Falkirk the students participated in a kahoot activity where both vocabulary and historical context were there. Additionally, the strategic maneuvers employed by William Wallace during the battle, which led to the Scottish defeat, were discussed. In addition, students were permitted to access the game on their computers. Upon completion of the Falkirk battle scenario, the class was finished.

At the end, the fifth was the last session, the students were informed that the exercise with them was concluding, and that that was the final class. Consequently, they were asked to complete an examination encompassing all topics covered in previous sessions. Following the examination, a feedback session was conducted to review the themes discussed throughout the activity. Thereafter, a Kahoot game was played with the students, with rewards in the form of sweets provided to the top three performers. Upon completion of the Kahoot activity, a final exam was taken, marking the culmination of the conducted process.

Table 1

Summary of the interventions

<i>Lesson Plan</i>	<i>Topic</i>	<i>Objective</i>	<i>English Language</i>	<i>Time</i>
<i>No. 1 April 3rd, 10:00 a.m</i>	<i>World History</i>	<i>To understand the historical context on the scenario of William Wallace – context of the video game</i>	<i>Content of the game, instructions to follow, basic vocabulary</i>	<i>90 minutes</i>
<i>No. 2 April 8th, 6:45 a.m</i>	<i>I campaign</i>	<i>To access to different campaigns</i>	<i>Content of the game, instructions to follow, basic vocabulary according to the scenario</i>	<i>90 minutes</i>

<i>No. 3 April 18, 10:00 a.m</i>	<i>1st Scotland independence war</i>	<i>To identify the main characters and their roles in the war.</i>	<i>Content of the game, instructions to follow, basic vocabulary according to the scenario</i>	<i>90 minutes</i>
<i>No. 4 April 22nd, 6:45 a.m</i>	<i>1st Scotland independence war</i>	<i>To recognize the battle of Falkirk- English and Scottish factions</i>	<i>Content of the game, instructions to follow, basic vocabulary according to the scenario</i>	<i>90 minutes</i>
<i>No. 5 April 24th, 10:00 a.m</i>	<i>The outcome of history between Scotland an England</i>	<i>To recognize the battle of Falkirk- English and Scottish factions</i>	<i>Content of the game, instructions to follow, basic vocabulary according to the scenario</i>	<i>90 minutes</i>

Those five interventions followed a previous planned lesson. In the lesson plans researchers went after the same structure in which were included: the objective of the lesson, topic, materials, stages, time to develop each stage, activity and teachers' procedures. The stages considered were: warm up activity, pre teach vocabulary, presentation, video game activity, consolidation and evaluation. It's important to mention that the school had a special room in which students had the possibility to access to a computer in which researchers previously incorporated the video game under certain conditions of security and with the permission of the principal's school.

Chapter 6: Results

This chapter shows that in our research project, we have used various qualitative data collection techniques, including interviews and observations, to gather detailed information about the phenomenon we are studying. Interviews have been very helpful in collecting in-depth insights from a diverse group of participants, providing information on their attitudes, perceptions, and experiences related to the topic. Additionally, observations have allowed us to systematically record participants' behaviors and interactions in real-world settings. Through these qualitative methods of data collection, we have obtained rich and detailed data that facilitate thorough analysis and interpretation. These techniques enable us to identify themes, patterns, and meanings within the data, enhancing our understanding of the research problem and supporting evidence-based decision-making. Ultimately, the careful use of qualitative data collection techniques enhances the credibility, depth, and relevance of our research findings, highlighting their crucial role in advancing knowledge and providing meaningful insights into our field of study.

6.1 Teachers' Interview

This interview was conducted to four teachers from the school with a different role in order to identify perceptions. The interviewed people were: the principal of the school, the academic coordinator, the teacher leader of Social studies area. and the teacher leader of English area. The interview was in a group interview, researchers asked the followed questions, and the answers of the participants are summarized in the chart below.

Table 1

Interviews' answers

Question	Participants	Answers	Category
1. ¿Qué tipo de tecnología utiliza el colegio en las aulas de clase?	1. Principal 2. Academic Coordinator 3. Teacher Leader Social Studies 4. Teacher Leader English Area	1,2,3,4 Aulas de tecnología, laboratorios móviles, Video Beam y tableros inteligentes en las aulas de clase	Technology in the classroom
2. ¿Cuáles son las áreas en las que consideran los estudiantes deben mejorar su rendimiento? ¿Por qué?	1. Principal 2. Academic Coordinator 3. Teacher Leader Social Studies 4. Teacher Leader English Area	1. Matemáticas, Inglés, Sociales , Química, porque en las pruebas saber necesitamos mejorar los resultados. 2. Matemáticas, Inglés , Ciencias Naturales y Sociales , es debido al rendimiento demostrado en las comisiones de evaluación. 3. Sociales y Matemáticas, es lo que percibimos desde nuestras asignaturas. 4. Inglés en algunos grados, Matemáticas y Ciencias Naturales. Es la percepción que tenemos como área y por lo vivenciamos en el aula de clase con los chicos.	Conocimientos en Sociales y nivel de Inglés
3. ¿Cuáles son los mayores desafíos que enfrentan tus estudiantes en el área de ciencias sociales?	1. Principal 2. Academic Coordinator 3. Teacher Leader Social Studies 4. Teacher Leader English Area	1. Lectura crítica y recordar hechos históricos 2. Memorizar fechas 3. Entender los diferentes contextos sociales y cómo algunos eventos dieron paso a algunas estructuras	Conocimientos en Ciencias Sociales

		4. Memorizar fechas y personajes históricos relevantes	
4. ¿Cuál es el nivel de competencia en inglés de tus estudiantes y qué aspectos específicos crees que necesitan mejorar?	1. Principal 2. Academic Coordinator 3. Teacher Leader Social Studies 4. Teacher Leader English Area	1. Tenemos diferentes niveles, conversación. 2. Debemos homogenizar los grupos, vocabulario y speaking. 3. Vocabulario y creo que no están todos en el mismo nivel. 4. Los chicos se encuentran en un nivel A1 y otros en un nivel más bajo. Es importante el desempeño en Reading y speaking	Desempeño en Inglés, nivel de suficiencia
5. ¿Creen que los estudiantes trabajan de manera colaborativa en las diferentes actividades en el aula de clase?	1. Principal 2. Academic Coordinator 3. Teacher Leader Social Studies 4. Teacher Leader English Area	1. No 2. No, es difícil que realmente trabajen en grupo de forma eficiente. 3. No, trabajan por amistad no por las responsabilidades de cada uno. 4. Es difícil que realicen de manera eficiente su trabajo en grupos, les cuesta separarse de sus amigos.	Trabajo colaborativo

6.1 Survey

This survey was designed to identify people's knowledge and tastes about video games and how many people were able to identify Age of Empires 2. In table 2 each question has the objective in terms to know why it was asked.

Table 2*Survey Questions*

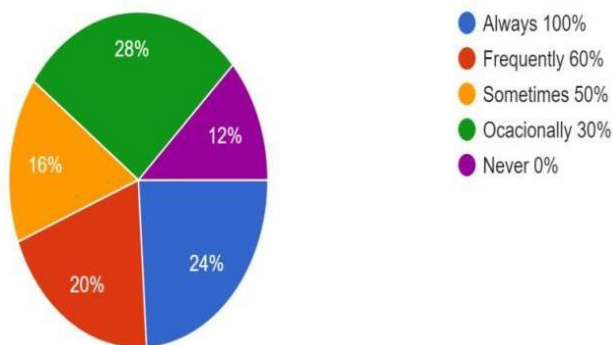
Question	Objective
How often do you play video games?	To gather information about the frequency of video game play among respondents.
What is your favorite video game?	To identify respondents' preferences and highlight popular or influential video games within the target demographic.
How many hours per week do you spend playing video games?	To quantify the amount of time individuals dedicate to playing video games. This data can offer insights into the extent of video game consumption and potential correlations with other variables.
What gaming platform(s) do you use most frequently?	To identify the primary platforms where respondents engage with video games.
Have you ever played video games? such as: Age of Empires, Warcraft, Civilization, Total War, None.	To determine respondents' familiarity with age of empires 2.
What genres of video games do you enjoy the most? Adventure, Horror, First person shooter (FPS), Strategy, Strategy, Sports, Survival, None.	To identify respondents' preferred video game genres, in order to check if they like playing strategic games.
When was the last time that you played a video Game?	To gather information about the recency of video game engagement among respondents. It can provide insights into gaming habits and

	patterns over time.
Do you prefer single player or multiplayer games?	To determine respondents' preferences for gaming experiences, specifically whether they prefer solo or collaborative gameplay.
Which video game do you remember the most?	To elicit memorable experiences or impactful moments related to video games from respondents.
What has been the most significant learning you have learned from a video game?	To explore and understand the educational and learning impact of video games on the participants. It aims to identify the most significant lessons that players have gained from their experience with video games.

6.2 Survey Analysis

Image 2

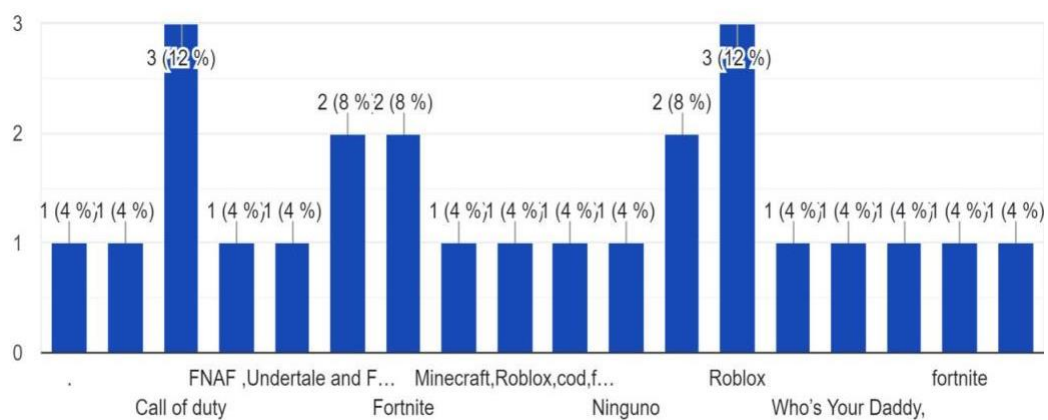
Genres of video games



The pie chart illustrates the frequency with which they play video games, being occasionally the regularity with which students play video games, this demonstrates a significant distribution of non-gamers, along with a sizable group of frequent gamers, highlighting the diversity of gaming habits within the surveyed population.

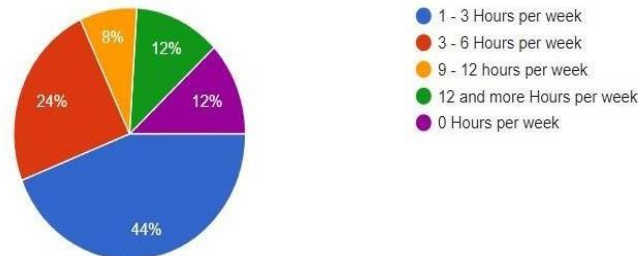
Image 3

Favorite video games

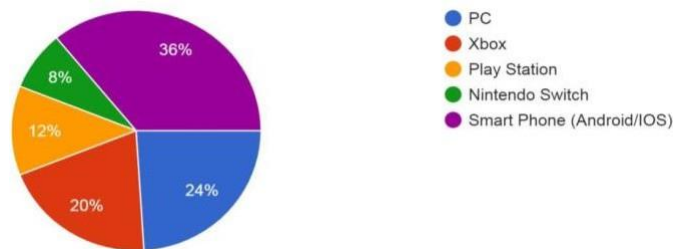


The graph analysis highlights key aspects of participants' game preferences.

Minecraft and Roblox appear as the most favored, with Minecraft leading with 32% with these results suggest the great popularity compared to great popularity as Undertale and Fortnite receive minimal answers, which indicates a lesser favorability within this group which enjoy a large community, but still recognizes the diversity of preferences within the respondent group.

Image 4*Hours played*

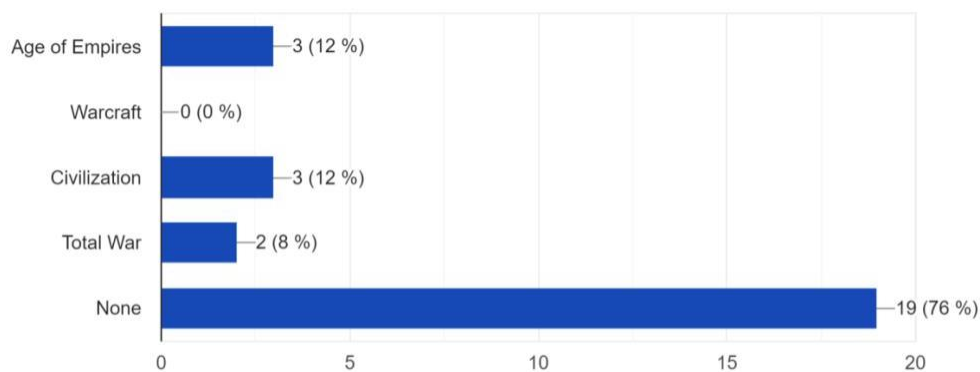
The chart illustrates the weekly hours dedicated to playing video games among 25 respondents. A substantial 44% of participants allocate between 1 and 3 hours per week to this activity, suggesting that the majority engage in video gaming at a moderate level. In contrast, 24% of respondents spend 3 to 6 hours per week, while 12% dedicate 9 to 12 hours, and another 12% devote 12 or more hours weekly. Only 8% of respondents do not play video games at all. These findings indicate that while video gaming is a common pastime, the majority of the surveyed population does not engage in it extensively, reflecting a moderate overall interest in video gaming.

Image 5*Video games Platforms*

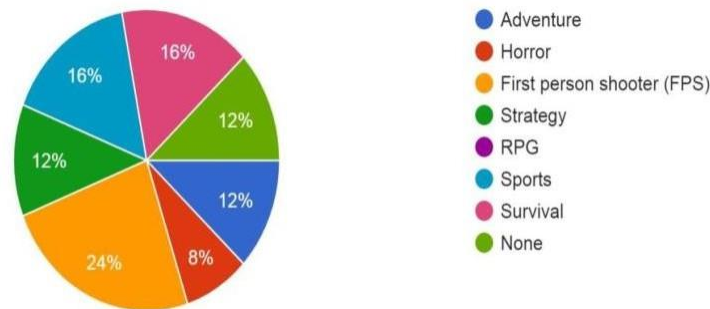
The pie chart shows the most commonly used gaming platforms reveal a diverse distribution of platform preferences, with a notable 36% of respondents predominantly using their smartphones (Android/iOS) to play games. This indicates a significant trend towards mobile gaming, likely because of its accessibility and convenience. Therefore, the data underscores a shift towards mobile gaming, while still reflecting a significant commitment to traditional gaming platforms.

Image 6

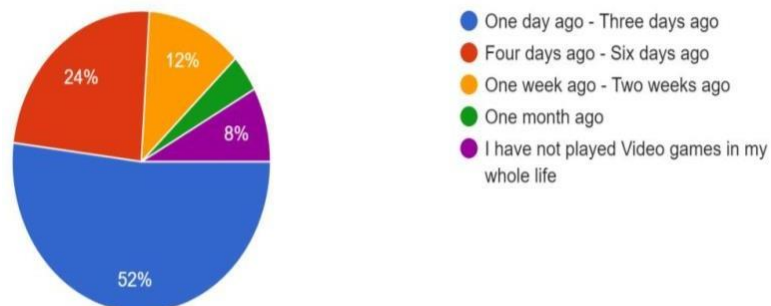
Video games played



The horizontal bar chart reveals the game preferences of the participants. Age of Empires and Civilization are known by three respondents each, which is 12% for each game. Warcraft stands out with zero respondents, suggesting that it is unknown. Total War captures the interest of two respondents, representing 8%. Most notably, 76% have not played any of the games on the list, highlighting the diversity of gaming habits. This analysis illuminates the nuanced landscape of familiarity with strategy games and highlights the varied resonance among participants.

Image 7*Video games genres*

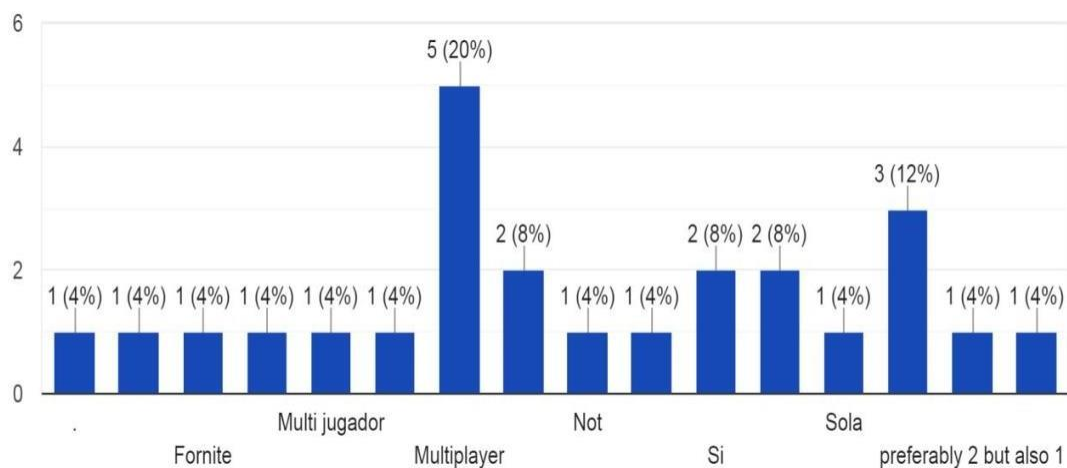
The pie chart illustrates survey respondents' preferences for video game genres. Shooting games or better known as first person shooters have a 24% share, indicating an attraction to experiences related to military combat and armed conflict, a good portion of the population enjoys adventure games, with the same interest in strategy games and a portion was indifferent, reflecting the varying degrees of engagement and interest within the gaming community and underlining the complexity of individual preferences within this dynamic scenario.

Image 8*Last time video game played*

The pie chart it provided offers a nuanced perspective on respondents' gaming habits, revealing a spectrum of levels of engagement with video games. In particular, the largest segment, comprising 52% of participants, reflects a significant portion actively engaged in gaming, having played in the last one to three days which hints at a predominant and consistent interest in gaming among the majority of respondents. This insight into the temporal dynamics of gaming behavior provides valuable context for understanding the diverse patterns of video game interaction among the surveyed sample population.

Image 9

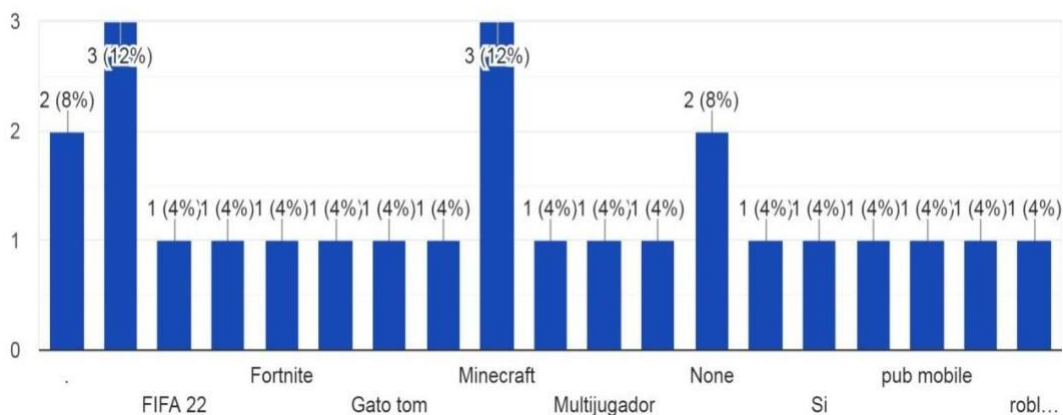
Type of preferences in video games



The bar chart reveals revealing results about participants' gaming preferences. Despite Fortnite's wide acceptance, its favorability is minimal with only one respondent (4%) expressing interest. In contrast, the multiplayer category emerges as the favorite option, with five participants (20%) preferring multiplayer games. This analysis underscores the diversity of player inclinations, with multiplayer experiences slightly outnumbered in popularity. However, it also recognizes the enduring appeal of both single-player and multiplayer games among respondents, highlighting the complexity of individual preferences within the gaming community.

Image 10

Memorable Video Games



The analysis of the bar chart reveals remarkable knowledge about the memory of the participants of the video games. Minecraft and FIFA emerge as the most memorable, with Minecraft leading with a 12% withdrawal, reflecting its widespread appeal. On the contrary, games such as Fortnite and pub mobile receive a minimum memory being more

recent games in recent years underlining the enduring popularity of Minecraft and the continuing relevance of established franchises such as FIFA being older.

Image 11

Knowledge acquired

.
None
Not
Creatividad
I don't know
No
Estrategia al momento de realizar algo
Estrategia y habilidad
How to shot a person

6.3 Pre and post questionnaires

This data collection instrument was employed both before and after each intervention. Before every lesson, students responded to a set of questions related to the topic being covered. This process served to assess the students' previous knowledge. Following the lesson and the use of the video game, their understanding of the material was confirmed, thereby validating the knowledge acquired.

Students in some cases had the possibility to answer because of some options, in other cases they had to write the answer to an open question. The topic selected from the video game was connected to the social studies topics that students had to study. At the beginning of each lesson researchers provided a context and vocabulary to help students to fulfill each part of the video game. In total, there were 5 lessons in which students were working with the video game with social studies and English purposes.





Table 3

Test N° 1 results

Test Pre-explanation results	Test Post-explanation Results
<p>Total number of exams approved: 0 Approved percentage: 0%</p> <p>Total number of failed exams: 27 Failed percentages: 100%</p>	<p>Total number of exams approved: 18 Approved percentage: 66%</p> <p>Total number of failed exams: 9 Failed percentage: 33 %</p>

Test N° 2 results

Test Pre-explanation results	Test Post-explanation Results
Total number of exams approved: 7 Approved percentages: 26%	Total number of exams approved: 18 Approved percentages: 69%
Total number of failed exams: 19 Failed percentage: 73%	Total number of failed exams: 8 Failed percentage: 30 %

After the intervention, students showed clear improvement in recognizing historical events and figures, especially in the context of the conflict between Scotland and England, focusing on William Wallace. Using interactive tools like multimedia presentations helped students engage more with history, making it easier for them to understand the conflict and the important role of figures like William Wallace. Additionally, there was noticeable progress in understanding English vocabulary, as students encountered words within the historical context. The combination of technology and targeted vocabulary teaching made learning more effective and enjoyable, leading to better understanding of history and improved language skills.

Chapter 6: Discussion

The purpose of this research on learning history through the Age of Empires II video game was driven by several compelling reasons. First, we recognized the great popularity of video games among students and their potential as educational tools. Taking advantage of the engaging and immersive nature of Age of Empires II, we set out to explore its impact on historical learning outcomes. In addition, our interest was piqued by the unique approach of implementing historical scenarios within the game, such as those starring prominent figures like William Wallace. In previous studies, it has been mentioned that “Multiple studies have shown that well implemented gamification increases both user activity and participation and social interactions” (Kajava, 2022, p. 10).

We thought that these sessions could help students learn better by giving them interactive experiences. This would help them understand historical events and people more deeply. Also, we saw a chance to connect traditional school subjects with modern ways of learning. We wanted to use video games, which many students enjoy, to teach history in a more interesting way. In our study, we wanted to find out how a game like Age of Empires II could be useful for learning about William Wallace and other important historical figures. We hoped this would make students understand and appreciate history more.

The pedagogical intervention demonstrated significant positive outcomes in terms of historical knowledge, particularly in the specific scenario of William Wallace. By integrating the video game Age of Empires II into the curriculum, students engaged with historical content in an interactive and immersive manner. This approach allowed them to

better understand the events and characters surrounding the Scotland and England conflict, with a particular focus on William Wallace. The visual and interactive elements of the game helped to bring history to life, making it easier for students to remember key events and figures.

Additionally, the intervention had a notable impact on enhancing English vocabulary among students. As they navigated through the game, they encountered a wide range of vocabulary in context, which aided in better comprehension and retention of new words. The historical scenarios and narratives within the game provided rich linguistic input, allowing students to learn and practice English in an engaging way. This contextual learning proved to be effective in improving their language skills, particularly in understanding and using vocabulary related to historical events and characters.

Furthermore, the use of Age of Empires II contributed to the development of collaborative work and strategic skills. The game required students to work together, plan, and execute strategies to achieve their objectives. This collaborative environment fostered teamwork and communication, as students had to discuss and coordinate their actions to succeed in the game. Additionally, the strategic nature of the game encouraged critical thinking and problem-solving, as students had to make decisions based on the historical scenarios they were navigating. Overall, the intervention not only enhanced historical knowledge and language skills but also promoted essential collaborative and strategic abilities those elements were compare with the elements that Plass et al (2019) explained in relation to the application of game based learning theory.

Chapter 7: Conclusions

According to our research question: How does the integration of "Age of Empires 2" in history education impact students' engagement, understanding, and retention of historical concepts using English as a vehicle of communication? It was possible to establish that the integration of "Age of Empires II" in history education significantly enhances students' engagement, understanding, and retention of historical concepts using English as a vehicle of communication. The interactive nature of the game captures students' interest, making them more motivated to learn about historical events and figures, such as William Wallace. This engagement leads to a deeper understanding as students interact with the material in a memorable way. Additionally, using English in the game helps improve their language skills, as they encounter and practice new vocabulary in context. The game's collaborative and strategic elements further enhance their learning experience, encouraging effective communication and teamwork in English. Overall, this approach provides a dynamic and effective way to learn history and improve English proficiency simultaneously.

Incorporating "Age of Empires 2" into history education has had a positive impact on learning outcomes and student motivation in 7th grade. Students demonstrated improved understanding and retention of historical concepts, particularly in the context of the conflict between Scotland and England and the role of William Wallace. The interactive nature of the game kept students engaged, making history lessons more enjoyable and motivating them to participate actively in their learning process. Overall, the use of this game in the classroom has proven to be an effective

educational tool that enhances both academic performance and student enthusiasm for history.

"Age of Empires 2" creates a virtual environment that aligns well with constructivist learning principles by allowing students to actively engage with historical content. Within the game, students take on roles and make decisions that affect historical scenarios, such as those involving William Wallace. This active participation requires them to apply critical thinking and problem-solving skills, leading to a deeper construction of historical knowledge. By interacting with the game's scenarios and experiencing the consequences of their actions, students are able to build and reinforce their understanding of historical events and figures in a meaningful way.

Cognitive engagement plays a crucial role in how students learn history through "Age of Empires 2." The game requires students to think critically about historical events, make strategic decisions, and reflect on outcomes, which promotes active learning and deepens their understanding. By being actively involved in the game, students are more likely to retain historical concepts because they are not merely passive recipients of information. Instead, they are engaged participants who explore and interact with historical content, leading to better comprehension and longer-lasting retention of the material.

"Age of Empires 2" includes several mechanisms that support constructivist learning, such as role-playing, strategic planning, and immediate feedback. These features encourage students to immerse themselves in historical scenarios, make decisions based on historical context, and see the consequences of their actions. By role-playing as historical figures and strategizing to achieve specific objectives,

students actively construct their own understanding of history. The immediate feedback provided by the game helps reinforce learning and correct misunderstandings, which contributes to improved knowledge construction and retention. These interactive elements make history education more dynamic and effective, leading to a deeper and more lasting grasp of historical concepts.



The integration of Age of Empires II into history education deeply impacts the commitment, understanding and retention of students' historical concepts, as revealed through our extensive research. In addition, we can through an immersive and interactive game, the game effectively captivates the students since in many of the sessions it was possible to show that the theory was complemented by the scenarios because while the theory allowed them to give an idea of how the scenario was, in the game they revived the stage on their own which allowed them to retain the information because they commissioned the important figures and managed the empire in their own way, promoting learning experiences that go beyond traditional pedagogical methods. By integrating historical events into the game and allowing students to engage with key historical figures and scenarios, Age of Empires II facilitates a deeper exploration of historical contexts while nurturing critical

thinking skills. Our study demonstrates the educational effectiveness of this approach, evidenced by significant improvements in test performance after students' commitment to play and subsequent explanation of historical content. This underlines the potential of integrating Age of Empires II as a pedagogical tool to engage students and motivate them to understand the context they are taught as it facilitates students to learn about history in a different way and allows them to expand the boundaries that books sometimes fail to pass because of the students' lack of interest in them.

On the other hand, a notable disparity arose in the depth of knowledge acquired, particularly evident in the students' prior ignorance of the historical figure of William Wallace. This knowledge gap was effectively overcome through dedicated class sessions, in which students were wanted with respect to their awareness of the Scottish struggle against English domination. At the conclusion of our training sessions, participants exhibited a remarkable transformation, equipped not only with a nuanced understanding of William Wallace's pivotal role in Scotland's struggle for independence but also a complete understanding of Scottish cultural nuances, geographical context and martial skills. This illuminates his ability to understand not only the political complexities of the time, but also the complexities of Scottish culture and identity, leading to a broad understanding of the historical era in which these events occurred.

Furthermore, it was possible to show a strong tendency of constructivism since in the context of the integration of Age of Empires II in the education of history, constructivist principles are manifested through the immersive and

interactive nature of the game, which allows students to actively engage with historical content without forcing them to follow a specific route to continue the game as it gives them total freedom to explore different perspectives, and build your own understanding of historical events and concepts. Through play, students are encouraged to think critically, make decisions and reflect on the consequences of their actions, thus fostering a deeper level of learning and understanding. The thesis learning approach complements constructivism by providing a structured framework to guide students through the process of research, analysis and synthesis of historical knowledge. By encouraging students to formulate and defend their own historical interpretations and arguments without fixing prejudicial perpendiculars from which side to choose, The thesis learning approach allows them to appropriate their learning and build meaning from their experiences as they progress through history and each scenario.

In conclusion, our research reveals the vast potential of Age of Empires II as an influential educational tool, offering attractive and effective means to impart historical knowledge. By embracing this innovative methodology such as implementing video games not as a means of entertainment but as a means of learning to better retain information, educators can foster a deeper appreciation of historical phenomena among students while nurturing their critical thinking skills. Our findings underscore the transformative impact of integrating dynamic approaches such as video games into educational environments, paving the way for a paradigm shift in historical education. As we chart the course, the ongoing exploration and incorporation of digital gaming technologies promises to redefine

the landscape of historic learning, equipping students with the knowledge and lighting needed to navigate the complexities of tomorrow's world.

7.1 Further Recommendations

Firstly, addressing issues with school computers, such as firewall restrictions, is crucial for the successful implementation of gaming-based learning. Consider collaborating with IT departments to ensure that necessary software and access permissions are in place.

Secondly, to capture students' attention in the initial session, consider incorporating interactive elements, such as a brief overview of the game's historical context, engaging visuals or videos, or a hands-on demonstration of gameplay. Additionally, soliciting student input and feedback on their gaming preferences can help tailor the experience to their interests.

Third, implement ongoing assessment strategies, such as quizzes, discussions, or reflective journals, to gauge students' understanding and engagement throughout the course. Encourage open communication and feedback from students to refine and adapt teaching methods accordingly.

Also, promote collaborative learning experiences by incorporating group activities, discussions, or projects that encourage students to share their insights, collaborate on historical research, and develop critical thinking skills together.

Whereas, ensure alignment with curriculum standards and learning objectives by identifying specific historical topics or themes that can be explored through the game. Integrate gaming activities seamlessly into existing lesson plans to enhance student learning experiences.

Even so, provide training and support for educators to familiarize them with the game's mechanics, historical content, and pedagogical approaches. Offer opportunities for professional development workshops or online resources to empower educators in effectively integrating gaming into their teaching practice.

Along with, address ethical considerations related to gaming in education, such as monitoring screen time, ensuring inclusive and respectful gaming environments, and promoting responsible gaming habits among students.

Importantly, conduct longitudinal studies to assess the long-term impact of gaming-based learning on students' historical knowledge retention, critical thinking skills, and academic performance. Gather feedback from students, educators, and other stakeholders to inform future iterations of the research.

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The Common European Framework in its political and educational context 1.1 What is the Common European Framework? (n.d.). <https://rm.coe.int/1680459f97>


Anexes

Informed Consent



COLOMBIA
POTENCIA DE LA
VIDA

LICEOS DEL EJÉRCITO
COLEGIO DE BACHILLERATO PATRIA



EJÉRCITO NACIONAL

"Colegio de Bachillerato Patria, entorno seguro y de excelencia, a través de la pedagogía del cuidado"

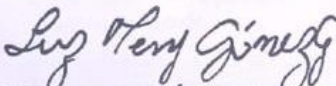
CIRCULAR No. 030

Bogotá D.C. 22 de marzo de 2024

Señores padres de familia reciban un cordial saludo de las directivas del Colegio de Bachillerato Patria.

Me permito comunicar a los padres de familia que la Universidad Minuto de Dios nos hace partícipes en el proyecto de investigación "Estudio sobre el aprendizaje de Historia a través del Videojuego Age of Empires 2". Este estudio tiene como objetivo explorar cómo los niños pueden aprender historia mediante la experiencia del juego en inglés; así mismo la Rectoría del Colegio autoriza a la universidad para realizar esta investigación que contribuye en el proceso formativo de los estudiantes.

Cordialmente,



OD-12. LUZ MERY GÓMEZ GARCÍA
Rectora Colegio de Bachillerato Patria

Consentimiento Informado para Participación de Menores de Edad en Investigación

Proyecto: Estudio sobre el Aprendizaje de Historia a través del Videojuego Age of Empires 2

Estimado padre/madre/tutor legal:

Reciban un cordial saludo. Nos dirigimos a usted para solicitar su consentimiento para la participación de su hijo/a en nuestra investigación titulada "**Estudio sobre el Aprendizaje de Historia a través del Videojuego Age of Empires 2**". Este estudio tiene como objetivo explorar cómo los niños pueden aprender historia mediante la experiencia de juego en el popular videojuego Age of Empires 2.

El propósito de este estudio es identificar cómo el uso del videojuego Age of Empires 2 puede impactar el aprendizaje de historia utilizando como vehículo de comunicación el idioma inglés. Adicionalmente, este estudio permitirá comprender cómo los videojuegos pueden ser una herramienta efectiva para enseñar y aprender al mismo tiempo conceptos históricos de una manera atractiva y divertida.

Durante el estudio, su hijo/a participará en sesiones de juego supervisadas por los investigadores del proyecto, donde se le pedirá que complete ciertas tareas relacionadas con la historia y reflexione sobre su experiencia de aprendizaje. Todas las sesiones se llevarán a cabo en un entorno seguro y bajo supervisión adecuada.

Todos los datos recopilados durante el estudio serán tratados de manera confidencial. La identidad de su hijo/a será protegida en todo momento, y los datos solo serán utilizados para fines académicos. Ninguna información que revele la identidad de su hijo/a será compartida sin su consentimiento previo.

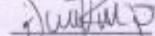
Participación Voluntaria:

La participación de su hijo/a en este estudio es completamente voluntaria. En cualquier momento, usted tiene el derecho de retirar a su hijo/a del estudio.

Al firmar este formulario, usted está dando su consentimiento para que su hijo/a participe en el estudio mencionado anteriormente.

Agradecemos su colaboración a este proceso investigativo.

Nombre del estudiante: Dulce Yamila Herrera S. curso: 7^o b

[Firma del Padre/Madre/Tutor Legal] 

[Nombre del Padre/Madre/Tutor Legal] Sandra Ivette Pinaón

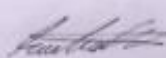
[Fecha] 01/04/2024

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Lesson Plan Format – Lesson Plan # 2

Corporación Universitaria Minuto de Dios

Licenciatura en Lenguas Extranjeras con énfasis en inglés

Learning History through Strategy and Conquest: The Educational Potential of Age of Empires 2

Lesson Plan 1: Exploring the video game “Age of empires 2” and its context

Date: April 8nd, 2024

Course: Seventh ____

Objective: Students will demonstrate proficiency in navigating the menu of Age of Empires 2, enabling them to access and engage with the various campaigns available within the game.

Topic: world history

Materials: Video game, Age of empires 2

PPT presentation

Class procedures



Stage	Time	Activity	Teacher procedures
Warm up activity	15 minutes	Playing a Game	As a warm-up activity the learners will play a small game on the wordwall platform which will be developed by dividing the group in two which will have to see a series of images which are related to the type of architecture that belongs to each civilization in the video game, the learners will have to choose which civilization it belongs to.
Setting up the context	5 minutes	Discussion	teachers will contextualize the trainees by giving them a brief explanation of where the different civilizations are located today and how this affected the architecture, technology development and culture of the civilizations.
Pre-teach vocabulary	10 minutes		The teachers will be in charge of giving basic vocabulary that will be necessary for the learners to understand in the game and how to say each of the basic buildings of the game such as, house, mill, farm, villager, wall and so on. The

			teachers will show some images which will be related to the vocabulary and the trainees will have to match the corresponding image.
Presentation	5 minutes	Menu presentation	The teachers will show you the game menu and give you a brief explanation of how to move around the menu and what you have to do to understand how to play and thus be able to move around the game to play.
Video game activity 1	15 minutes	Exploring scenario 1	The learners will have to enter the first scenario of William Wallace's campaign in which they will be taught in a very basic way how to play, and they will be told the history of the Scots against the English.
Video game activity 2	20 minutes	Exploring scenario 2	students will have to enter the second scenario in which the game will teach them how to construct buildings as well as collect resources to build a society.
Consolidation	5 minutes	Answering some questions	The teachers will ask the students what they learned by playing the first two scenarios in which the questions will be focused on whether they understood the game mechanics.

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