Introduction

- Two case studies focusing on
  Social-relational interactions
  Integration of SCL and traditional learning

- Topics we like to discuss on the workshop
  Why? what does SCL add compared to traditional learning
  Who? stakeholder, user, it-specialist etc.
  How? infrastructure, technical requirements, etc.
  When? Field trip, leisure time, homework, etc.
  Where? at the desk, in situ, at home, etc.
Case study: Social relational interactions (Monsters)

- Treasure hunt with relational companion agent

- Features:
  - Simplicity of the concept
  - Exploration
  - Competition
  - Fun
  - Narrative interaction
  - Scalability (institutional level (e.g. Museum) <-> city level)
Results (Kunsten)

• Interactions move from purely task-oriented (getting it done) to explorative interactions, increasing the time spent with the artworks

• Significant increase in retention of details from the artworks
Case study: Integrating SCL and Traditional learning (Geometry City)

- Location aware geometry game (try a demo in the break)

- Features:
  Individual distributed learning experiences – Collaborative exploration – Learning happens inside and outside of traditional institutions, i.e. integration into class room teaching – Bad scalability
Results (Skipper Clement Skole)

- Integration in the teacher’s math classes
- Significant increase in correct answers in standardized test
- Average (voluntary) playing time: 150 minutes
- Teacher reports
  - Increased interest in the geometric objects, with children telling about geometric shapes they have discovered outside the classroom
  - Increased confidence in answering geometry related questions during class
Conclusion?

- Topics we like to discuss on the workshop

  Why? what does SCL add compared to traditional learning

  Who? stakeholder, user, it-specialist etc.

  How? infrastructure, technical requirements, etc.

  When? Field trip, leisure time, homework, etc.

  Where? at the desk, in situ, at home, etc.
Thank you for your attention!

Do you want to know more?
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