Teaching language and literacy (or anything) with games (or anything): A good way (The pedagogy of multiliteracies) simplified here for teachers and students

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  - Simple enough yet?
  - Teaching in action
  - Worksheet

- **Peer reviewers:**
  - Bárbara Galván
  - DM Jones
  - James York

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**Key points**

- **What is this?** Definitely read this roadmap:
  - Page 16: a super simple one page overview of PedML
  - Page 18: Top 10 Reasons why PedML is a good method
  - Page 21-22: two examples of PedML in action (simple→complex)
  - Page 23: a simple worksheet to help your students do PedML
  - Pages 24-30: more teaching stuff, if you’re interested. If you are not interested right now, that’s cool. You’ll be back. ;)

- **Why did you make it?** To make PedML easy to understand + implement.

- **Who is it for?** For as many people as possible to try PedML

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**Tweet synopsis**

Looking for a good teaching method?
Interested in games and education?
This is your first stop.
#infographic #top10reasons #worksheet #examples #PedML #gameterakoya

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**View at the LLP Playground:**


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Ludic Language Pedagogy Playground

#04 (2022)

https://www.llpjournal.org/
A super quick introduction (to help you understand the rest of the paper)

I've been teaching and researching using games for more than 20 years. In 2016, I began a new teaching and research agenda called “The Game Terakoya.” The Game Terakoya was inspired by “the Pedagogy of Multiliteracies” (“PedML”) (among other educational theories, research and practices).

Here is a ~100-word summary of the Game Terakoya (GT) project:

GT students think about themselves. We play games (here are the ones I often introduce) that connect to their lives. We discuss the games. We connect the experiences and ideas to “big” things in society. Students use their experiences and ideas to participate via projects (massive archive of our work) that help them become the person they want to be. We use language in meaningful ways. I want students to be free, curious, critical and creative. The method (the 4 steps: experience, discuss, analyze, apply) is important. The materials (in the LLP compendium for your use) are simple worksheets and experiences and projects. We talk a lot about things that “matter,” I as the teacher do a lot of mediation.

Here are some photos from the Game Terakoya project:

We purposefully play carefully-chosen games. We use worksheets to discuss ideas/games.

We research language, society and our lives. We participate in society as we like/need to.

I wrote about my Pedagogy of Multiliteracies-driven “Game Terakoya” teaching and research agenda in this paper (deHaan, 2019); I think it’s a beautiful 57-page dump truck deep dive manifesto. This other paper (deHaan, 2020b) unpacks my journey of implementing “better teaching” for my students.

The paper you are reading now is meant to be simple.

On the next page is a simple 1-page overview of my understanding of the Pedagogy of Multiliteracies (PedML). Go ahead and print it. Hang it above your bed. Hand out flyers at the station. Tweet it. :)

dehaan, J. (2022). Teaching language and literacy (or anything) with games (or anything): A good way (The pedagogy of multiliteracies) simplified here for teachers and students. Ludic Language Pedagogy, 4, p.15 of 30
**The Pedagogy of Multiliteracies**

1. It’s about **literacy** (think “reading” → “writing”) but more like: 1) “experiencing” → “understanding” → “applying”
2. It’s about the **multi** (because **more** is **better**) of the 2) **What, Where, How, Why** and **Who**

<table>
<thead>
<tr>
<th>What</th>
<th>Deep literacy involves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Societies, technologies, &amp; language are always changing; there are many realities.</td>
<td></td>
</tr>
<tr>
<td>Meaning/communication is created &amp; received in many modes (ways, purposes, cultures, techs):</td>
<td></td>
</tr>
<tr>
<td>+ combinations of these (e.g., video games combine all: 🎮 text 📄 speech 🎤 sound 🤸 body 🎨 object 🌍 space)</td>
<td></td>
</tr>
<tr>
<td>Students should develop many languages (first, second, literacies, metalanguage)</td>
<td></td>
</tr>
<tr>
<td>Students should develop many literacies for different texts, technologies, contexts and purposes</td>
<td></td>
</tr>
<tr>
<td>Students should learn many genres: academic</td>
<td>professional</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td><strong>available designs</strong></td>
</tr>
<tr>
<td>“Learning in personal ways” Experience known and new things to get vivid tacit understandings</td>
<td>Reading, experiencing, examining “modes” (see 4)</td>
</tr>
<tr>
<td><strong>Situated Practice</strong></td>
<td><strong>Overt Instruction</strong></td>
</tr>
<tr>
<td>“Learning in school ways” Describe &amp; discuss experiences using names, theories and metalanguage</td>
<td>“Learning in school ways” Analyze &amp; connect experiences &amp; society critically &amp; functionally (See (1) on next page)</td>
</tr>
</tbody>
</table>

9. Good teaching is neither ‘sage on the stage’ (traditional & analytic) nor ‘guide on the side’ (progressive & experiential). Both have pros and cons. Combine the pros, and weave the stages back and forth to create a “reflexive pedagogy” of these 4 stages: ("complimentary" colors are used! 😊)

**Why**

11. Teaching & learning in PedML focuses on **transformation** of students, teachers, schools and society
- Giving students & teachers **agency** & choice; liberation **(freedom)** from systems of oppression
- Learning new ways of teaching and learning and being (“extending repertoires”)
- **Making a difference** in the lives of students in front of us, in schools, and in society around us
- Understanding meanings & contributing meaningfully (i.e., **participating**) in personal, academic, public & professional ways (And “weaving” between lifeworlds is additive, facilitating **transfer**) (see (2) on the next page for a comment on the “why” of multiliteracies)

**Who**

12. **Teachers** are important. They ask questions, design tasks, model work, push and motivate, draw attention, share knowledge, give feedback, guide and connect, require revision
13. **Students** are important. Their individual and collective interests, skills, and differences help them choose, think, learn, play, and become who they want to be
14. **Communities** are important. Classrooms, neighborhoods, organizations, families, civics, online groups, social media ... all have systems, practices and knowledge

**Proof**

**Does it work?**

15. **Yes** (my research articles) 16. **Yes** (my students’ awesome journeys)

I love focusing on the "how & why," my students always achieve and surprise in terms of "what" they do.

**Read**

(1) Discussion on "Critical Framing" from the previous page.

Comment from DM Jones:

"I am having some difficulty with this step/stage being primarily/only labeled blue and associated with 'sage on the stage' (traditional & analytic). While there clearly is an analytic aspect, it bothers me that the 'critical' element seems to be mixed in with the traditional and 'cold' ways. Critical framing, while involving analysis, seems to be rooted in the personal, the interpreted, and the investigation of reality in a meaningful way. Maybe I am misunderstanding something about the division, but I find it odd to see the third step/stage labeled this way. I see that in a later section you have Critical Framing labeled under intellectual reflection. That seems like it covers part of critical framing, but not all. To me, Critical Framing does not make sense without connections to a transformational process with intellectual, moral, and political motivations. If it is only/mainly analyzing, it is in danger of simply leading to the reproduction of inequity, injustice, or status quo thinking and products. I mean, PedML isn't exactly reproduction with extra steps. I guess I see some of the consciousness-raising occurring at this stage as being more than analysis. The analysis, the analysis tools, learners, and the dialogue with teachers and peers help to mediate the enhanced understanding. I dunno... I am not even sure what ruffles my feathers about this framing of Critical Framing, but something about it keeps resurfacing to nibble on my peace of mind." (March 08, 2022, 02:52)

Comment from DM Jones:

"Ok, I think it is sitting better with me after reading this in Cope & Kalantzis (2015) on P. 21: "Analyzing Critically is a Knowledge Process that interrogates human intentions and interests. For any piece of knowledge, action, object or represented meaning, we can ask the questions: Whose point of view or perspective does it represent? Who does it affect? Whose interests does it serve? What are its social and environmental consequences? Analyzing Critically involves critical evaluation of one's own and other people's formative experiences, perspectives, and motives. If the orientation of Analyzing Functionally is to examine the objective world, the orientation of Analyzing Critically is to interrogate the world of subjectivity—human agency, interest, and intent. And if the reasoning processes of Analyzing Functionally are primarily informational, the reasoning processes of Analyzing Critically are mainly argumentative. Weaving towards the experiential, a learner may ask, how do the claims made in an argument align with the evidence supplied? What possible counter-claims might be made (Cope et al. 2013)? What kinds of rebuttals are appropriate? These are the characteristic epistemic moves made by critical pedagogy." I think the 'CP weaving connection with the experiential' and 'interrogation of the world of subjectivity' helped to get me there."

"(March 10, 2022, 03:08)

Comment from Jonathan deHaan:

"I love the way you dive right into all the complicated elements of the "how" and the "why" and the "what," especially in this stage of PedML. You're absolutely right. I've found with my students that it is nearly impossible to separate the individual student and their interests, motivations, personalities, strengths, weaknesses, and of course their relationship to society from the "cold/analytical work" that this step seems to suggest. But, in the various cycles of PedML that I have done with students, I think that the "more removed" students are from their subject of analysis, the stronger the analysis becomes. I really do try to have them look at things that they are familiar with with new eyes and to try to make careful observations and claims and deductions based on what they can carefully observe. But of course there's an important step in doing scientific work from gathering data to making judgments to applying that work in one's own life. I agree with you that "just doing the cold stuff" would be wrong, and wouldn't make sense, so there needs to be careful weaving between this stage and other stages, and between the student's work and the student. THANK YOU for thinking so deeply about the stage, and for getting your feathers rustled. You're totally right: without the weaving, and connecting and just doing the "cold stuff," PedML wouldn't do what it's supposed to do for and with students. It's not as "cut and dry" as the table shows it to be, so readers really should dive into that 2015 chapter. It makes so much sense and helped me as a teacher and researcher so much." (March 30, 2022, 09:20)

(2) Comment on the "why" of Multiliteracies from the pervious page.

DM Jones expands beautifully on the what and the why of PedML with his comments: "this might make learning more personally relevant, meaningful, autonomous, and motivating for students in all spheres of their lives and society. [...] Just leaving it at 'transfer' might be either misinterpreted as some statement about the abstract acquisition of skills and learning rather than as a statement about how deeply relevant and practical the application of learning in PedML can be. [...] The change in linguistic/literacy, modal, and social demands on students [in the what section] bridges to [the where and why sections] in relations to the the gaps (literacy needs of students in the 21C) and why the old ways of teaching fall short...and PedML fills this gap!" (March 29, 2022, 01:52)
Why is the Pedagogy of Multiliteracies a good method for teaching? Top 10 Reasons:

1. PedML combines the best aspects of traditional and progressive teaching and learning approaches. It doesn't pit methods against each other. It works to bridge divides between different theoretical frameworks, bodies of research and practices in various classrooms and contexts. It builds on dominant models of teaching and learning in order to meet changing goals in changing times (MLA Ad Hoc Committee on Foreign Languages, 2007; Johnson et al., 2015).

2. It purposefully includes and connects school and society, so that students see how their learning and lives are related. Students can see more meaning in school work. Schools become more accountable to students and society. The method helps students use their ideas outside of school; it has the transfer of ideas and experiences "baked in." The learning and actions that students engage in have a better chance of not being disposable empty babble.

3. It values and makes use of curiosity as a fundamental human trait & scholastic driver of learning.

4. It is built to change with changing society; it draws strength from variety (i.e., diversity and differences – we learn from people and ideas that are similar to and different from us) in order to continue to remake and improve school and society.

5. It values and respects students\(^2\), and prioritizes their holistic and humane development. PedML's focus on transformation opens students' eyes to (and gives them tools to escape) systems of oppression. It gives students power (as well as knowledge, skills and voices) to create their own (democratic) learning (school) and living (society) environments and communities. A focus on students' transformation is also a focus on society's transformation; we all can make things better for ourselves and others. Education is often oppression- and control-driven and PedML aligns with critical pedagogy (Freire, 2018) in helping the oppressed break free of these systems.

6. It values and respects teachers\(^2\), and prioritizes their holistic and humane development. PedML gives teachers the freedom and tools to determine their own direction in order to remain motivated and to advance professionally.

7. It addresses the participation gap (Jenkins et al., 2009). With PedML, school becomes not just about understanding & being tested on ideas & content, but about students creating ideas & doing things in society; it addresses all of the levels of Bloom's taxonomy, from remembering to creating.

8. It recognizes and addresses ideas of power, technology, identity; students deal with language and ideas on a very broad and advanced level (discourse, political levels, etc).

9. It is flexible enough for broad and varied applications. Materials, mediation, projects and language use can be as conservative or progressive as students and teachers want. Students could geek out on test preparation, or geek out on building communities. It's the students' and teachers' choice.

10. It does not rely on motivational tricks. Asking and valuing who students are and who they want to be and helping them wrestle and articulate and take steps to doing that is... just meaningful.

\(^1\) Comment from DM Jones: “I think performative PedML or PedML which is not properly grounded in teacher and student investment can result in disposable empty babble. Perhaps the disposable and empty-looking things look different and are made in different ways, but they can be just as empty and disposable. […] this danger lurks even in PedML. People doing PedML or interested in doing PedML should be very alert to this potential pitfall so that they can avoid it where possible.” (March 08, 2022, 03:20)

\(^2\) Comment from James York: “Whether its empty babble or not is not an objective call that the teacher can make, maybe. If the student goes through everything and just does it “for a grade” their subjective experience might differ from how the teacher sees it. Who cares? Right? Hopefully the student cares, but we have no way of knowing for sure unless we ask?? I mean, you must have had a student that just seemed to go through the motions and not engage as well as others?” (March 13, 2022, 08:49)

Comment from Jonathan deHaan: “As much as I would like to use examples from my research to argue for students not engaging in empty babble in PedML - because of the method, materials and mediation - and my determination to catch things along the way, you are both right: there IS the good chance that students may - not engage - not complete - not take what they've done into their future lives. It's such an interesting PROBLEM: - PedML focuses on some huge "whys" of what and how teachers/students do things - but of course there are many factors that could make the dice roll of instruction or the dice roll of engagement land wrong.” (March 23, 2022, 10:51)

\(^2\) https://www.humanrestorationproject.org/ is an amazing resource and community for making a difference for students, teachers, schools and society.
But what about ... !?

**But** is it more effective than just a direct approach (lectures, drills, flash cards) for learning "X"?

1. No. Honestly. No. If you’re teaching or making money in a context that only needs students to learn vocabulary or grammar or discrete items of content (e.g., a test-focused curriculum), then a didactic, behaviorist approach is going to be more effective for those vocabulary or grammar or information-driven goals. In that case, a spaced repetition app is probably going to be more effective than a class as well.

But ... Please think about if students’ vocab or grammar retention really is “better” than students understanding various aspects of language and literacy, students being critical of the connections and underpinnings of society, and students applying knowledge and skills in actions that change themselves and society. Maybe it “is” for your context (outdated curriculum, capitalist (vampiric) tech/software development). Maybe that’s all your school or your company needs you to do.

And ... Is memorization really a “method?” Are you unable to see the forest for the trees -- so focused on efficient teaching of the micro that you’ve lost sight of anything that actually matters?

And ... Do you really want to continue to trap your students in a Matrix-like system of control and slavery\(^3\) with educational methods that merely transmit and reproduce a deeply problematic social structure rather than giving students tools to redesign and transform themselves and society? ... Really!?

**But** what about younger children, or beginner learners, or older adults? Can they really handle all the work that PedML asks them to do?

2. Yes, they can. Check out the other examples later in the paper. PedML (Learning By Design) has been used in many contexts with very young learners.

Are these questions really that hard?

<table>
<thead>
<tr>
<th>Experience</th>
<th>“What do you want to do?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand</td>
<td>“How was it?”</td>
</tr>
<tr>
<td>Analyze</td>
<td>“Can you think of other things that connect to it?”</td>
</tr>
<tr>
<td>Apply</td>
<td>“How could you use this stuff somehow, like, now?”</td>
</tr>
</tbody>
</table>

No, and those questions jumpstart really meaningful learning.

Some readers might be concerned with the linguistic or cognitive difficulties of doing PedML. It’s important to recognize that PedML (again, the Pedagogy of Multi-literacies) is not dogmatic about teaching and learning needing to be only the L2. Multiple languages and skills (the L1 and the L2 and other modes of communication) are woven together to understand and create meaning in the classroom and outside the classroom. With young, beginner, older, or other (again, diversity in students is drawn upon in PedML, not weeded out) learners, teachers will need to scaffold things in various ways. For example, I used PedML with some Japanese children to focus on the rules of Jenga. It was a 60 minute lesson, and I used Japanese for most of the lesson, except when we focused on English texts (deHaan, 2020b).

But what about “this one thing” that “this other pedagogy” does? What is “good education?”

3. Other methods that you might suggest as being effective or progressive or efficient can be found in one or more areas of PedML. Hit me up on Discord⁴ with counter-examples! :)

<table>
<thead>
<tr>
<th>Situated Practice</th>
<th>Overt Instruction</th>
<th>Critical Framing</th>
<th>Transformed Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience known and new things</td>
<td>Describe &amp; discuss experiences</td>
<td>Analyze society critically &amp; functionally</td>
<td>Apply and create and participate</td>
</tr>
<tr>
<td>Experiencing simulations</td>
<td>Genre-approaches to literacy</td>
<td>Critical pedagogy</td>
<td>Project based learning</td>
</tr>
<tr>
<td>Connected learning</td>
<td>Debriefing games</td>
<td></td>
<td>Connected learning</td>
</tr>
<tr>
<td>Drills/SRS software: ;)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions to ask yourself and about your students:

△ Are students experiencing amazing things in their personal, school, public and professional lives?
△ Do students really understand those things?⁵
△ Can students connect those things to other (important, deeper, powerful) things in the world?
△ Can students apply those things and ideas in meaningful ways in their personal, school, public and professional lives?

△△△△ Am I, as the teacher, doing things to support students doing all of those things?

I think that “sums up” good education. Those stages and ideas can be found in so many different ways of teaching and learning. So why not combine them? PedML lets you do all of them, and more.

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⁴ https://discord.gg/je9QZsnntf
⁵ Lovely Open Peer Review rephrasings by DM Jones “How do different students understand those things? Are students deepening their understandings? (March 08, 2022, 07:32) and by Barbara Galvan “What about “How do students live and transit these situations?” (March 16, 2022, 08:49). I love the breadth of these. I love how PedML can be remixed. :)
## Want a simple example? OK:

<table>
<thead>
<tr>
<th>Date: January 19, 2022</th>
<th>Title: Metal Gear Theses Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step</td>
<td>Show your work</td>
</tr>
<tr>
<td>1</td>
<td>I went to the Metal Gear Konami Twitter feed and found this.</td>
</tr>
<tr>
<td>Situated Practice (Experience)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I did not know this grammar: で発売されました。</td>
</tr>
<tr>
<td>2</td>
<td>I googled the grammar and talked with my student about it.</td>
</tr>
<tr>
<td>Overt Instruction (Discuss)</td>
<td>Oh! Cool! It’s the passive voice!</td>
</tr>
<tr>
<td>3</td>
<td>What does this grammar connect to?</td>
</tr>
<tr>
<td>Critical Framing (Analyze)</td>
<td>I use the passive voice in my academic writing. I used it to talk about something being done. I use it all the time, to focus on the THING and not the PERSON doing it. It’s used to stress a thing being done.</td>
</tr>
<tr>
<td>4</td>
<td>How could I use it? Like, right now?</td>
</tr>
<tr>
<td>Transformed Practice (Apply)</td>
<td>I Tweeted the fact that the students’ theses have been uploaded. I stressed the thesis uploading, not that I did it.</td>
</tr>
<tr>
<td></td>
<td>I used the passive voice in Japanese:</td>
</tr>
</tbody>
</table>
Want a longer example? OK:

This sequence was conducted twice over five full days (about 30 contact hours) each. My students and I recruited learners from local high schools. The project was funded by the [Foundation for the Fusion Of Science and Technology](https://www.fost.org) ($4,000 USD). We published our research and teaching materials in [theses](https://example.com) (search for “Out-of-School Language and Game Literacy Program”) and a [book](https://example.com) (deHaan, 2013).

<table>
<thead>
<tr>
<th>Step</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Situated Practice</td>
<td>Students played new and familiar English board games, classroom games, and video games.</td>
</tr>
<tr>
<td>2 Overt Instruction</td>
<td>They analyzed and discussed games, game advertisements and game industry interviews. They learned about game rules, game genres, game players and the game industry. We used Storyteller (<a href="#">Flash version</a></td>
</tr>
</tbody>
</table>
| 3 Critical Framing | The students learned about the CERO and ESRB content ratings systems and selected ratings for their own games. They designed their company logo and created English “catch copy” for their advertisements. They analyzed [interviews from industry events](#). They worked in terms of:  
  - Game: theme, challenge, story, prototype, genre, the industry, creator-audience relationship  
  - Advertisement: audience, catch copy, attention-grabbing strategies  
  - Interview: topics, genre-specific vocabulary, grammar, fluency |
| 4 Transformed Practice | They then created their own online game, a print advertisement for their game, and gave a presentation and interview at a public mock game release industry event. |
Want to do PedML with your students? Rad! Here’s a worksheet (feel free to remix/tweak it!):  

Your students can add additional notes and information in the column on the right (which might help you give feedback, or help them present their work). There are further instructions [later in the paper](#). 

<table>
<thead>
<tr>
<th>Step</th>
<th>Show your work</th>
<th>Reflect and take notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Situated Practice</td>
<td></td>
<td>Who</td>
</tr>
<tr>
<td>(Experience)</td>
<td></td>
<td>What</td>
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<td></td>
<td>When</td>
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<td></td>
<td>Why</td>
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<tr>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>2 Overt Instruction</td>
<td></td>
<td>Who</td>
</tr>
<tr>
<td>(Discuss)</td>
<td></td>
<td>What</td>
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<tr>
<td></td>
<td></td>
<td>Where</td>
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<td></td>
<td>Why</td>
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<tr>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>3 Critical Framing</td>
<td></td>
<td>Who</td>
</tr>
<tr>
<td>(Analyze)</td>
<td></td>
<td>What</td>
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<td></td>
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<td>Why</td>
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<tr>
<td></td>
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<td>Other</td>
</tr>
<tr>
<td>4 Transformed Practice</td>
<td></td>
<td>Who</td>
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<tr>
<td>(Apply)</td>
<td></td>
<td>What</td>
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<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

And here’s what you say as the teacher:

- Experience: “What do you want to play/do/read?”
- Understand: “How was it? What did you notice? What are you thinking about?”
- Analyze: “Can you think of other things that connect to it?”
- Apply: “How could you use what you’ve done to do something for others or yourself?”

I think that’s about it. You can stop reading now. Seriously. Go try it.

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6 DM Jones pointed out (March 08, 2022 07:44) there are many types of overt instruction (teacher, self, peer, student). Jonathan Absolutely! This stage could be a teacher explaining a phenomenon (via lecture). Or students slowly unpacking experiences. Or a teacher Socratically helping students articulate their experience. Or a multiplicity of these (as in my classroom). The form depends on teacher/student repertoires; the more the better. :)

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deHaan, J. (2022). Teaching language and literacy (or anything) with games (or anything): A good way (The pedagogy of multiliteracies) simplified here for teachers and students. *Ludic Language Pedagogy, 4*, p.23 of 30
If you decide to keep reading, you will see:

- Examples of PedML-aligned and also PedML-adjacent work in Ludic Language Pedagogy
- Examples of PedML in language education
- Examples of PedML in other subjects (“Taco Literacy!”)
- How I introduced the simple worksheet to my students (the instructions I gave to them)
- Some other advice for teachers who want to try PedML

Who else is doing PedML work with games in language teaching?

- James York:
  - [https://lipjournal.org/2021/05/14/i-york-creating-playgrounds-hero-journeys.html](https://lipjournal.org/2021/05/14/i-york-creating-playgrounds-hero-journeys.html)
- Mark Rasmussen:
- Niall McFadyen:

Who else is doing PedML work in language teaching?

- The German Program at Georgetown University:
  - [https://german.georgetown.edu/curriculum/project/](https://german.georgetown.edu/curriculum/project/)
- Heather Lotherington
  - PedML "Rewriting Goldilocks"

Who else is doing PedML work?

PedML (aka "learning by design") has also been used in so many other fields, with other “whats.” If you’re a language teacher who would like to see more examples of PedML, or a teacher of a different subject, take a look at the courses below to see how PedML has been used.

Write attention to the experiences, understanding and analysis, and application/creation in the course descriptions! I really think that if a teacher, or a school, takes a look at the courses below to see how PedML has been used.

Pay attention to the experiences, understanding and analysis, and application/creation in the course descriptions! I really think that if a teacher, or a school, takes students through great stages of
- experiencing things
- discussing things
- analyzing and contextualizing things
- creating and applying things

... it's PedML. It's using great methods and mediation for great teaching and learning.

CGScholar was created by Cope and Kalantzis (original authors of PedML who remixed it as "learning by design") and the “bookstore” on that site contains many free PedML lesson plans, such as these lovely examples of the fields of:
- Fashion
- Culture
- History
- Science
- Reading and Literacy
- Food, environment, health literacy
- Transportation and community spaces
- Happiness

And here is one of my personal favorite examples of cultural, historical, social, economic, gastronomical PedML: [Taco Literacy!](https://lipjournal.org/2020/10/25/n-mcfadyen-game-and-literacy-remixes.html)
How am I using the PedML worksheet with my students? How does a teacher introduce something like that to students? How does a teacher deal with PedML-induced CHAOS? And what about students who love making concept maps?

In my 2019 paper, I explored the idea that if a teacher wants to give students freedom and wants to liberate students, then a teacher has to be prepared for the various directions that students may head in a PedML-driven curriculum. PedML is exploratory. It’s not always prescribed and clear about every single step and thought that may happen.

I really do talk about a variety of experiences with my students:
- Something that they want to do, or care about
- Language learning
- Making things (arts and crafts)
- A movie, song, piece of art, anything
- A test preparation textbook
- A walk in the park
- A chat with a friend
- A nice clump of moss
- A piece of garbage in the street

And I really do talk about a variety of participatory projects with my students:
- Something that they want to do, or care about
- Newspaper articles
- Book clubs
- Game design
- Teaching a lesson
- Being a better person in the world. Making the world a better place (whatever that means)
- A community event
- An election
- SDG goal-related projects
- Random Acts of Kindness

I see the “front” and “back” ends of PedML being very broad and open to the wide range of possibilities that students are interested in.

This really hit home in 2021, when all of my students became interested in wildly different goals and projects. I had to re-think the “curriculum” (method and materials) of my PedML course and explored the short example and the worksheet included earlier in this paper.

After I created the worksheet in 2022, I sent the following message to my students. It might help you see how I’m “dealing with” (read: loving) the freedom and lovely chaos and transformative mediation and actions in my PedML curriculum.

deHaan, J. (2022). Teaching language and literacy (or anything) with games (or anything): A good way (The pedagogy of multiliteracies) simplified here for teachers and students. Ludic Language Pedagogy, 4, p.25 of 30
Hi everyone -

Ok, I've been thinking about you.
AAAAA wants to do some research
BBBBBB wants to design something
CCCCCC wants to develop language skills
DDDDDD wants to learn and use language
EEEEEE wants to develop good habits
FFFFFF wants to think about being a renaissance woman and doing things in society
GGGGG wants to make a game and help children

many of you are thinking about a "diary" and "studying"
that's ... good! i can see you wanting to learn something and develop yourself.
I think tests are good. studying is good. diaries are good.
but i worry that you will "just get knowledge" and not "use it"

Pedagogy of Multiliteracies (GT seminar) is about
experiencing games
discussing games
thinking about ideas, gathering information
using the ideas and experiences to participate

and i am SO happy that you are thinking about your happiness and lives!

i think that "diaries" can be "more."
i think you can "collect ideas" and "use ideas"
i think "test study" can be "more"
i think you can "study information" and "use information, not just for the test"

EVERYONE could keep a "PedML diary" for their participation project
do something
understand something
connect something
use something
again and again and again and again.

BBBBBB can find some design, and try some design.
DDDDDD and CCCCC can study some language and use some language.
FFFFFF can see examples of being a renaissance woman, and try to BE a renaissance woman.
AAAAAA can find examples of psychology research, and DO psych research.
EEEEEE can find good study habits, and DO good study habits.
GGGGG can find examples of good ed games, and make good ed games.

I want you to read this worksheet and example, and think about how you could use this diary,
every day in your project, to actually learn and do/participate, in addition to: studying or
learning or other habits.

you can:
Study, Participate, collect data for your thesis, and develop/transform along the way.
you can keep notes, and share your diaries with other students as they also collect/
understand/ apply.

i REALLY want to help you. I want to push and support you. I think this is a good way.
And this is what I illustrated for them

I wanted to stress that each of their steps should be shared with others to get feedback. I encourage my students to form groups and regularly share their work (over coffee, or before a board game) to keep them reflecting, articulating, getting and giving feedback, and hopefully finding connections and new potential through their communication.

<table>
<thead>
<tr>
<th>Step</th>
<th>Title</th>
<th>Show your work</th>
<th>Reflect and take notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experience</td>
<td>Take notes in a private google doc (and get feedback from Prof. deHaan and other students)</td>
<td>Who, What, Where, How, Why, Other</td>
</tr>
<tr>
<td>2</td>
<td>Understand</td>
<td>Take notes in a private google doc (and get feedback from Prof. deHaan and other students)</td>
<td>Who, What, Where, How, Why, Other</td>
</tr>
<tr>
<td>3</td>
<td>Analyse and connect</td>
<td>Think about how to use your experiences and ideas</td>
<td>Who, What, Where, How, Why, Other</td>
</tr>
<tr>
<td>4</td>
<td>Apply</td>
<td>Take notes in a private google doc (and get feedback from Prof. deHaan and other students)</td>
<td>Who, What, Where, How, Why, Other</td>
</tr>
</tbody>
</table>

(1) Get lots of experiences:
- read
- travel
- exercise
- study for tests
- meditate
- learn how to change habits

(2) Share your ideas on SNS or a blog, if you want to help other people, or get feedback from other groups of people.

(3)
And this is a more “visual mode” that I created for my more concept map-oriented student thinkers

This drawing is a visual plaything that students can remix and use to organize their experiences, discussions, connections and analyses of social ideas, and also participatory possibility and also actions they take.

It’s important to see that not every experience results in participatory actions. Some experiences are just that, which is fine. Some experiences connect to a discussion that doesn’t really go anywhere, which is fine. But some experiences are amazing springboards that go all the way to students doing something participatory that applies their experience, discussion, analysis and leads to them becoming who they want to be.

And if teachers ask students to map out their knowledge and social circles via concept maps before instruction, having them do their work as a concept map is a great way to see development during and after the class, course or curriculum. :)

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dehaan, J. (2022). Teaching language and literacy (or anything) with games (or anything): A good way (The pedagogy of multiliteracies) simplified here for teachers and students. *Ludic Language Pedagogy, 4*, p. 28 of 30
How long does PedML teaching take?

Well, anywhere from 15 minutes to 15 years. PedML can be done in:

<table>
<thead>
<tr>
<th>Informal contexts</th>
<th>Formal contexts</th>
<th>One semester of a class (most of the examples above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student doing this regularly for the rest of their lives</td>
<td>An entire school curriculum</td>
<td>A sequence of a few classes</td>
</tr>
<tr>
<td>A student trying this for a week, or a month, outside of class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 minutes: A student trying this once, outside of class (Metal Gear passive voice example)</td>
<td>A week of a class (Game Camp example)</td>
<td>One class, or one activity in one class</td>
</tr>
</tbody>
</table>

Got any other advice for teachers about the “how” of MedML? About how to mediate students’ learning?

- Show examples of the activities in the sequence of your lesson or curriculum. Show examples of the products (both good and bad examples). Doing all these things can be new and confusing for some students.

- Make sure that you, or other students, check the understanding and application work. Students will say and do a lot, and your feedback at those stages will really help the ideas and language be clear to the students.

- Applying ideas can take so many forms, so share ideas, and keep a shared idea bank that students can take from, and contribute to. (This is the massive archive of my students’ work that you can use or show.) Some ways to apply ideas and experiences might be to:
  - Use social media
  - Make a piece of media (a game, a video)
  - Talk with someone else

- Talk to students about regularly sharing their work with each other (using Discord, LINE, face to face, Zoom, shared google documents, etc)

- When you meet students to discuss work, here are some core things to accomplish in the meeting
  - Discuss ideas
  - Check work
  - Motivate and guide
  - Share further examples
  - Answer questions
  - Ask how the current work connects to PedML steps before and after the current one

  - It’s really useful to have students think about themselves at the start of the curriculum or sequence. They can brainstorm and share
    - Who they are
    - Who they want to be
  Which will help you guide them along the PedML sequence towards who they want to be.

- It’s good to show students a variety of roles in life they can play, and also connected participatory projects.

- To help students think about what their goals are, you can help them
  - Think forwards (explore ideas as they appear, and see what goal they end up at)
  - OR Think backwards (choose a goal and think about what things they will need to accomplish along the PedML way)
Acknowledgements

I am incredibly grateful to DM Jones, Bárbara Galván and James York. The submitted version of this paper was messy, unclear and full of half-finished thoughts & weird off-ramps. DM, Bárbara and James asked wonderful questions that made me think much deeper about PedML and how it connects to other teachers’ contexts. Their questions broadened the scope of the paper. Their support was invaluable as I continued to try to revise & keep the word count down & the points as clear & as simple as possible. DM, Bárbara and James, thank you so much! DM, Bárbara and James are also PedML and pedagogy experts. I hope more people read more of their work, and reach out to work with them. :)

This paper was written while listening repeatedly to My Bloody Valentine’s “Loveless” album.

References


