









### **LEARNING PERSONAS**

Sonty is combination of 4 different personas that we have researched for this project. She is a fourth-grade student who attends school in a rural South African school in the Limpopo province. She speaks Sepedi and is in the process of learning English (written and spoken).

### GENERATION

During our team visit to Selowe primary school, we were able to interact with all 21 students. The students comprise 4 types of personas:

- the shy introvert with average language ability
- the outgoing extrovert with higher-thannormal written language ability
- the playful learner with lower-thanaverage language ability
- the hesitant learner who struggles and has varying language difficulties both in English and Sepedi.

## GAMESTORMING WITH PURPOSE

### **SHARE IDEAS**

My team really leaned toward the "Cultural Chronicles" idea. But also think that it could be fascinating to incorporate aspects of "Drumbeat Discoveries" within the game.

# INDIVIDUAL GAMESTORMING

Game

Title: Drumbeat Discoveries
Core dynamic: Exploration

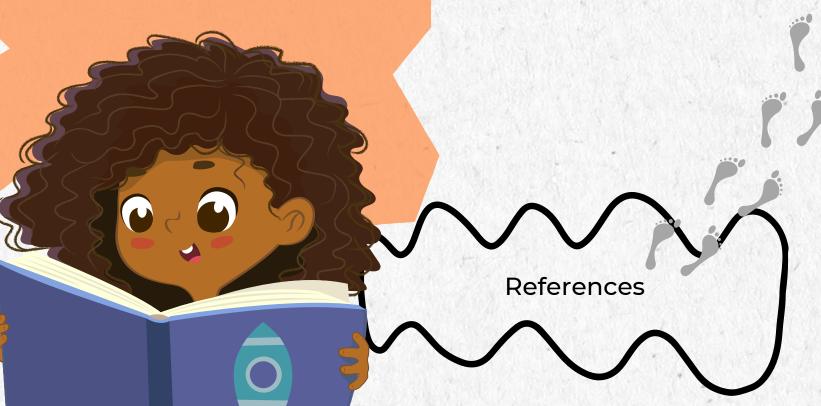
The game has African drumming, singing, and other musical tasks, as the title indicates. Mastering diverse rhythms and beats or exploring different African music forms might be the main dynamic. The game might educate players about music history and theory.

### Game

Title: Cultural Chronicles
Core dynamic: Exploration

This term reflects a greater emphasis on discovering and learning about diverse civilizations throughout Africa. Players might learn about diverse cultures, languages, and traditions by completing missions or challenges. Players may learn about traditional food preparation, attempt African dance or crafts, or visit historical locations and relics. The game might educate players about African nations, civilizations, and historical periods via geography and history.

This teaches the player about useful stories and also exposes them to English vocabulary, synatax, language immersion, and contextual learning while simultaneously paying attention to the background of the learner and their mother tongue.



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