

<b>TITLE OF THE SCENARIO</b>	Buying a computer	
<b>Keywords</b>	Computer, PC components, PC assembly, learning by doing	
<b>Information about students?</b>		
<b>Age Range and grade</b> of the learners	Persons between 15 – 60 years old, enrolled in the ECDL certification program	
Special characteristics of learners	Persons included in digital literacy programs in order to increase the level of integration on labour market	
<b>The learning emphasis?</b>		
<b>Learning subject / field / skills or dimensions</b>	<b>Learning subject:</b> PC components <b>Field:</b> ICT, Basic concepts of IT <b>Skills:</b> computer use – basic level	
<b>Specific Goals</b>	<b>At the end of this course students will:</b> *acquire specific knowledge for information technology *be able to recognize computer components *be able to assemble a computer correctly and completely	
<b>The teaching emphasis?</b>		<b>Rate 0-5</b>
<b>Learning metaphor</b> that can support the learning objectives	Acquisition (I will transmit / present / explain content to the learners)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	Imitation (I will show to the learners how to do things related to this subject / content, i.e. I will be a model for them)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	Discovery (I will provide the necessary artifacts for the learners to find out / discover a specific concept / knowledge on their own. I will organize guiding activities and provide tips)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	Participation (I will organize sessions in which learners will discuss, share and / or collaborate for learning a specific subject / content and I will facilitate the interaction between them)	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Experimentation (I will organize activities in which learners will understand, learn how-to, practice, and / or exercise)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>Description of the game</b>	<b>Narrative description of the</b> In this scenario the player has to assemble a computer with all the components so that it becomes functional. In the game environment, interaction with different objects is mostly point and click. He has to choose only those PC	

	<p><b>game plot</b></p>	<p>components that are part of the hardware system. This game is structured in two main levels, navigation between the two levels being unrestricted but in order to successful finalizes the game, player should make correct choices.</p> <ol style="list-style-type: none"> <li>1. The player is in front of a computer store. He can benefit of an information resource being its decision to use it or not. When he enters into the store, the shop assistant tells him that he cannot get any help from store’s specialist, and he has to fend for oneself, and the store closes in ten minutes. He has to choose only vital components.</li> <li>2. Each chosen component goes into the inventory. If it chooses something wrong a message with that object’s functionalities is displayed.</li> <li>3. After he buys all the necessary objects, he goes into another room to assemble the computer. He has to pick each component in a specific order, but he can go back into the store to choose other components if he has time.</li> <li>4. The computer is assembled and ready to be turned on (in player’s assumption). Depending on the components the computer can function normally and the game is successful finished. If not, the computer may not function properly or can burn. The shop assistant will tell the player what was missing in order to finalize the game.</li> </ol>
	<p><b>Goals</b></p>	<p>To successful complete the tasks during the game, with minimum mistakes.</p>
	<p><b>Characters</b></p>	<p>Emma – shop assistant</p>
	<p><b>Scenes</b></p>	<p><b>First scene</b> is the store entrance, where the player can access important information about the game and tasks. This game should be finished in 10 minutes and counter starts when he received all the necessary information.</p> <p>In the <b>second scene</b>, the player can discuss with Emma, and then he has to start by choosing the computer’s components (<b>third scene</b>). If he has doubts about a component he can examine it, to be sure about what he buys. I he will choose a wrong object he will receive information about that object, and sometimes, Emma tries to help him. But these are mistakes and he will lose points.</p> <p>When the shopping session is finished, he will go into another room to assemble the computer (<b>scene four</b>). He can go back in the store to buy more components if he has time (losing points).</p> <p>He finishes the process and he turns on the computer</p>

		(scene five)	Learning settings	Estimated Time
<b>Narrative Description of learning activities</b> - step by step organization and structuring		Before the game: The session is conducted by the trainer which gives the necessary information about hardware components. Also, trainer can assemble a real computer.	In the classroom	
		During the game: The game is played by each player and the trainer supervises the class.	In the classroom / Online / At home	
		After the game: All the reports are consulted by the trainer, and the results are discussed. Team work: assembling a real computer	In the classroom	
				Total:
<b>How will I evaluate students?</b>				
<b>Evaluation approach</b>	<ul style="list-style-type: none"> <li>➤ Assessment reports produced by the platform</li> <li>➤ Monitoring during the game</li> <li>➤ Results obtained in assembling a real computer</li> </ul>			
<b>What will learners need in order to achieve learning objectives?</b>				
<b>Prerequisite</b>	<ul style="list-style-type: none"> <li>➤ Mid level knowledge in using computer</li> <li>➤ Practical skills</li> </ul>			
<b>Settings and materials</b>	<ul style="list-style-type: none"> <li>➤ A lab with blackboard and computers for each student</li> <li>➤ “Buying a computer” game</li> <li>➤ Disassembled computers</li> </ul>			
<b>What is needed to implement the scenario?</b>				
<b>Applications involved</b>	Mandatory	<ul style="list-style-type: none"> <li>➤ &lt;e-Adventure&gt; platform</li> <li>➤ Email account (for evaluation)</li> <li>➤ Moodle account for online access to the game</li> <li>➤ Java</li> </ul>		
	Optional			
<b>Infrastructure / equipment</b>	Mandatory	<ul style="list-style-type: none"> <li>➤ Internet connection</li> <li>➤ A computer per learner</li> <li>➤ A disassembled computer – minimum</li> </ul>		
	Optional	<ul style="list-style-type: none"> <li>➤ A LCD projector</li> <li>➤ More disassembled computers and separate computer components.</li> </ul>		
<b>Learning Resource Type</b>	<ul style="list-style-type: none"> <li>➤ Online course: “Basic of computers”</li> <li>➤ Pictures with computer components</li> </ul>			
<b>Time / Space resources</b>	<ul style="list-style-type: none"> <li>➤ A computer lab</li> </ul>			

➤ Estimated time: 2 hours

### Other things to consider

**This game is useful and fun regardless of players' age. The graphic is appropriate for 15 years old also for 60 years old student. Can be used successful for replacing the same process in real settings, saving important resources used in assembling real computers. Offers the opportunity to practice even those students without specific resources (hardware components, disassembled computers).**

**It can be used to practice and learn but also to evaluate.**