### Alternatives and passages: English teaching, learning, and Mingoville

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#### Serious Games on a Global Market Place

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| Serious games and game-based learning research (GBL) often establishes itself as a matter of creating educational revolutions through better and more engaging ways of teaching and learning (i.e. game-based teaching and learning). However, most often research activities are based on experimental activities, where researchers assume and take part in enacting these educational revolutions. Researchers take actively part in constituting the alternatives and passages that will form the basis of research. However, the alternatives and passages enacted by researchers, might not be the actual passages and alternatives that concern and involve the people engaging with things. | The project is praxiographic / ethnographic, and draws inspiration from Science and Technology Studies and Actor-Network-Theory researchers (e.g. Bruno Latour, Annemarie Mol, John Law, and Marilyn Strathern). Mingoville and its shifting agencies are being studied through an entanglement approach, which involves a relational, sociomaterial, and processual research strategy. Four principles (Hansbøl, 2009) form the basis of the research strategy applied in this project:  
- Follow Mingoville as it moves in and out of different contexts of knowledges and engagements  
- Investigate the practical framings of alternatives, that become associated with Mingoville  
- Research processes of translations and agentinizations of Mingoville as it be-comes an actor in-between different matters.  
- Study the ways in which Mingoville becomes partially (dis-) engaged / engaging in various situations. (Video-)Observations of off- and on-line activities involving Mingoville. Interviews and conversations with people (dis-) engaging with Mingoville (examples):  
- “Would-you-like-to-try-Mingoville-in-your-English-classes-approach”: Mingoville in two Portuguese (grade 3 and 4) classrooms  
- Following every day school activities and particularly English lessons with(out) Mingoville in a 7-9 grade special education class in Denmark  
- Following home education / teaching / training /entertainment with Mingoville in two homes in Denmark and one home in Norway  
- Following English with(out) Mingoville in grade 5 and 6 in a Finnish school  
- Following Mingoville into private homes of pupils in grade 5 and 6 in the Finnish School  
- Telephone conversations with a number of schools in Denmark that have in one way or another (dis-)engaged with Mingoville  
- Following Mingoville activities online  
- Following Mingoville in Mingoville A/S | Within educational, e-learning, and serious games research there exist strong traditions for taking learning strategic approaches to researching learning/educational potentials with (new) ICTs and media. This Study illustrates empirically that if we want to understand how movements in education are made with ICTs and media it is central to not start with a worldview and a theory about which relationships that matter. Mingoville matters in many different situations and ways around the world, and for various people. |

#### References

- Hansbøl (2009): Researching Relationships  