

Serious Games como método de enseñanza activo

Manuel Freire Morán

grupo e-UCM

<http://www.e-ucm.es>

Equipo

UCM
e-learning group

Homepage Quiénes somos Proyectos Publicaciones Blogs Intranet Q

tecnologías aplicaciones

UCM
e-learning group

Adventure
e-learning games

investigación

ELEARNING
Desarrollamos tecnologías para el ámbito educativo e investigamos su impacto en el proceso de aprendizaje.

SERIOUS GAMES
Creación de juegos educativos con tecnologías de escritorio, Web, y móvil, para educación primaria, secundaria, universitaria y profesional.

SIMULACION MEDICA
Entornos de simulación de bajo coste para la formación en procesos relacionados con la salud.

www.e-ucm.es

manuel.freire@fdi.ucm.es

Motivación personal



SimCity (1989, Maxis)

Where in the World is Carmen Sandiego?
(1985, Brøderbund Software)



Civilization (1991, Microprose)



entertainment[®]
software
association

According to In-Game Advertising Worldwide, corporate brands' budgets for in-game advertising increased from \$30,000-\$40,000 per campaign about two years ago to as much as \$600,000 per campaign today.

Did You KNOW?

- ▣ About the ESA
- ▣ Become a Member
- ▣ Industry Facts
 - Economic Data
 - Sales & Genre Data
 - Game Player Data
 - Games & Violence
 - Video Game Research
- ▣ Public Policy
- ▣ Games: Improving What Matters
- ▣ News Room
- ▣ ESA Foundation
- ▣ Parent Resources
- ▣ Career Opportunities

Game Player Data

Today's Gamers

31
The average age of today's gamer.

14
The average number of years gamers have been playing.

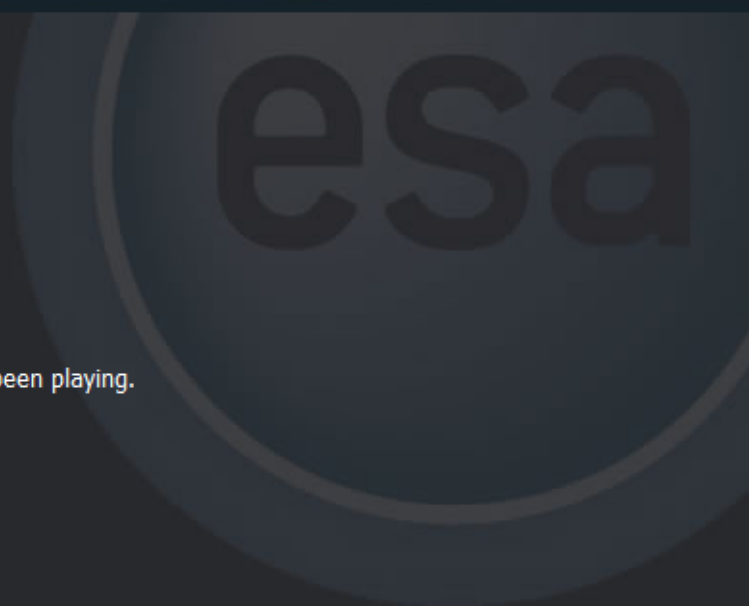
71%
of gamers are age 18 or older.

48%
of gamers are female.

62%
of gamers play games with others, either in-person or online.

53%
of gamers play games on their smartphones.

41%
of gamers play on their wireless device.



Gamification



I do a bunch of stuff around gamification. And today I wanted to talk with you guys about—it's

0:59 / 59:21

Fun is the Future: Mastering Gamification

GoogleTechTalks · 1.811 videos

143.308

Suscribirse 197.815

1.528 44

<http://www.youtube.com/watch?v=6O1gNVeaE4g>

manuel.freire@fdi.ucm.es

StackOverflow



stackoverflow.com

stackoverflow

Questions Tags Tour Users

Ask Question

Stack Overflow is a question and answer site for professional and enthusiast programmers. It's 100% free, no registration required.

Difference static behaviour between MyClass.class and Class.forName("MyClass")

I'm not sure what's the difference of loading static variables/blocks between `MyClass.class` and `Class.forName("MyClass")`, for example, I have below class:

```
public class SampleClass {
    public static SampleClass instance = new SampleClass();
    private SampleClass() {
        System.out.println("SampleClass instance created");
    }
}
```

Then, in another class, I accessed the class object of above SampleClass by using:

```
System.out.println(SampleClass.class);
```

Then, the output will be:

```
class test.SampleClass
```

If I changed to use `Class.forName()`, as below:

```
System.out.println(Class.forName("test.SampleClass"));
```

Then, the output will be:

```
SampleClass instance created
class test.SampleClass
```

Does anybody can give me an explanation? Thanks a lot.

4 Answers

Lavekush Agrawal
913 | 3 | 16

The call to the `Class.forName` initializes that class after it is loaded.

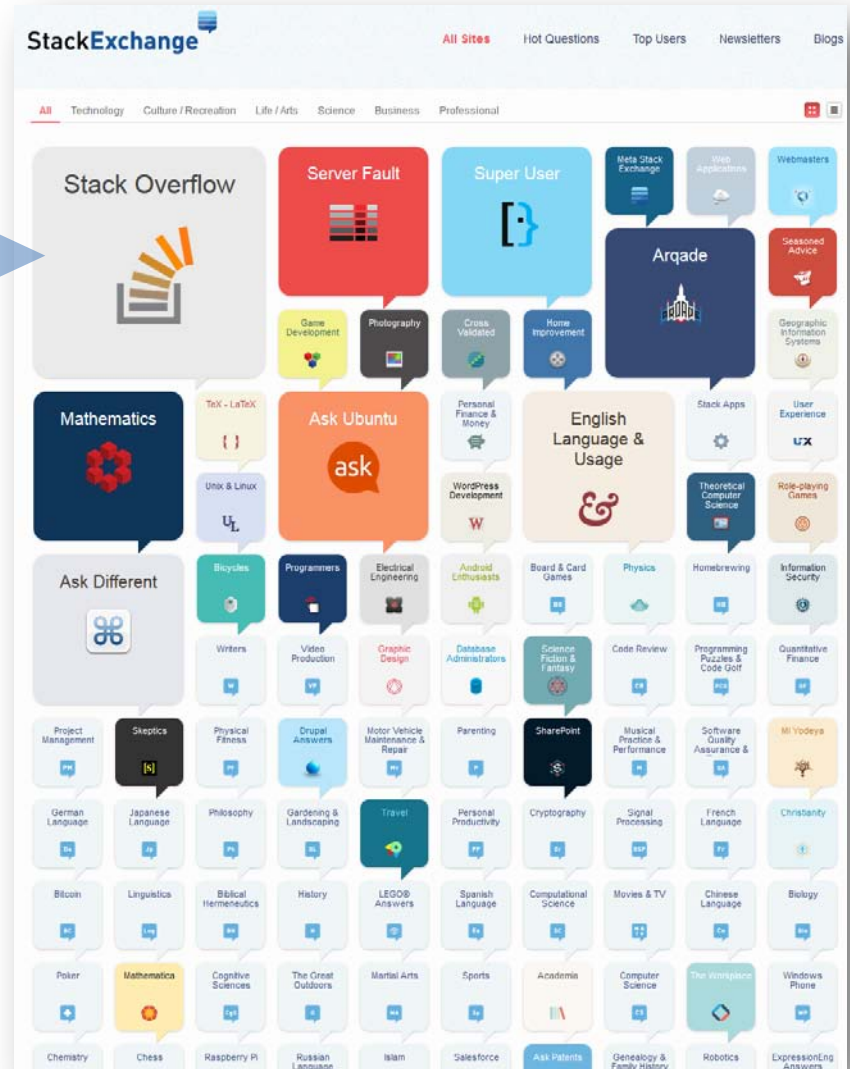
In your case you have a static field which is the instance of your class, as this static block got executed your object is being initialized. That's why you are seeing the `System.out.println`.

The `Class` syntax is used to get the `Class` of the called class. It doesn't not load the class actually.

Reference:

- What does `Class.forName` method do?
- Java Doc
- Resolving Class Object

4



StackExchange

All Sites Hot Questions Top Users Newsletters Blogs

All Technology Culture / Recreation Life / Arts Science Business Professional

Stack Overflow Server Fault Super User Meta Stack Exchange Webmasters

Game Development Photography Cross Validated Home Improvement

Mathematics Ask Ubuntu English Language & Usage

Ask Different

Project Management Skeptics Physical Fitness Drupal Answers Motor Vehicle Maintenance & Repair Parenting SharePoint Musical Practice & Performance Software Quality Assurance & Testing

German Language Japanese Language Philosophy Gardening & Landscaping Travel Personal Productivity Cryptography Signal Processing French Language Christianity

Biochemisrtr Linguistics Biblical Hermeneutics History LEGOs/LEGOs Spanish Language Computational Science Movies & TV Chess Language Biology

Polar Mathematics Cognitive Sciences The Great Outdoors Martial Arts Sports Academia Computer Science The Workplace Windows Phone

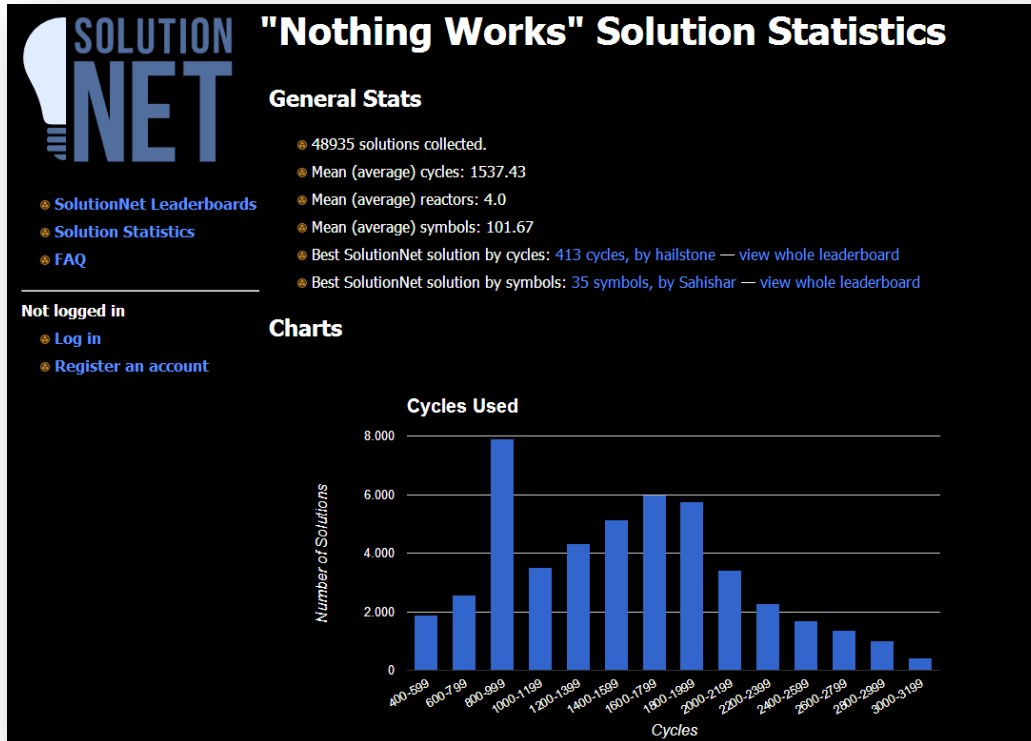
Chemistry Chess Raspberry Pi Russian Language Islam Salesforce Ask Patents Genealogy & Family History Robotics ExpressionEng Answers

stackoverflow.com

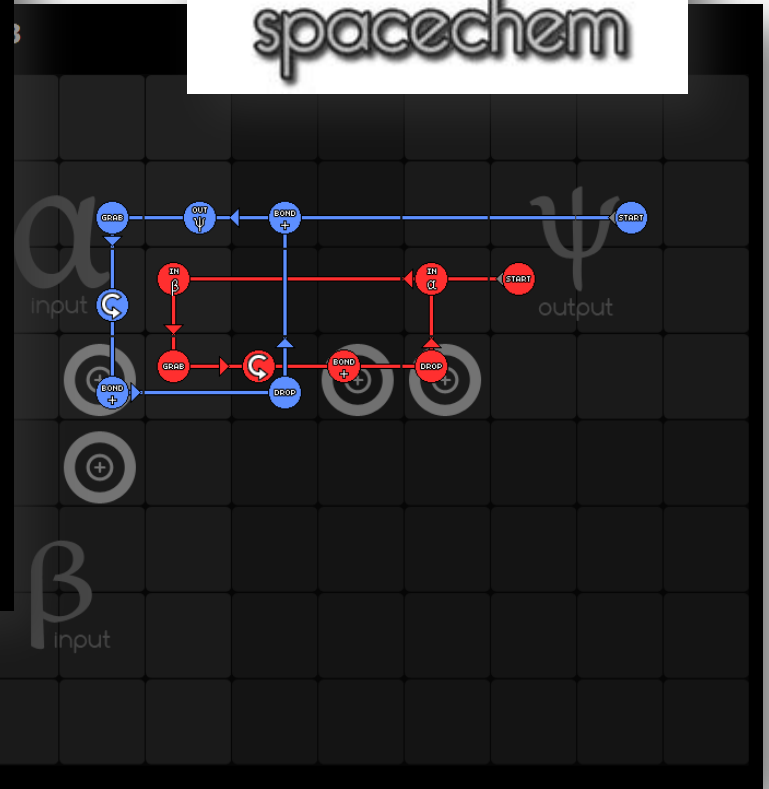
stackexchange.com

manuel.freire@fdi.ucm.es

Juegos e interacción



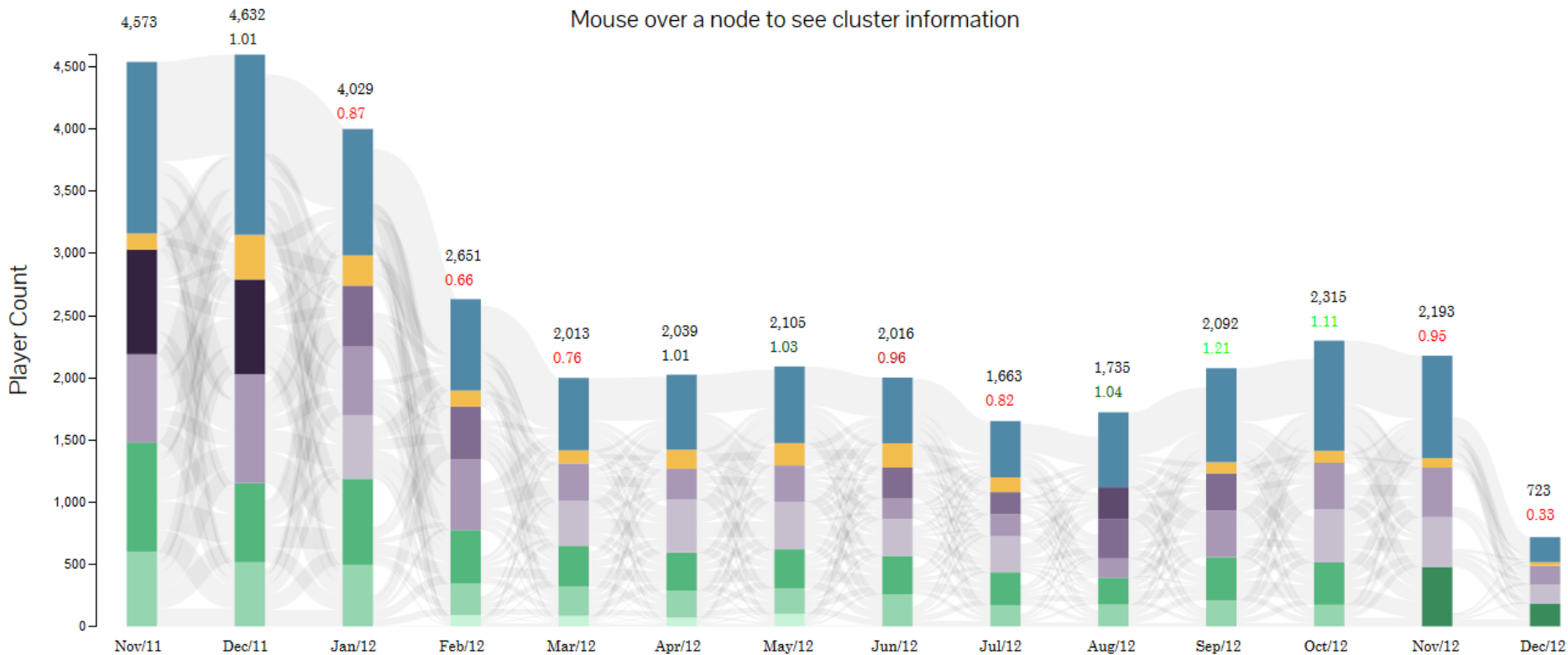
spachem.net/solution-stats



There are four overall hierarchies (with some sub-types) of player types that emerged: Casual, Moderate, Forum and Hardcore.



Mouse over a node to see cluster information



<http://powerful-meadow-8588.herokuapp.com/>

Serious games



6 instituciones UE
531 354 €



12 instituciones UE
588 079 €



30 instituciones UE
5 649 944 €

Juegos serios y eAdventure



ed. secundaria /
digital humanities



sanidad



integración laboral



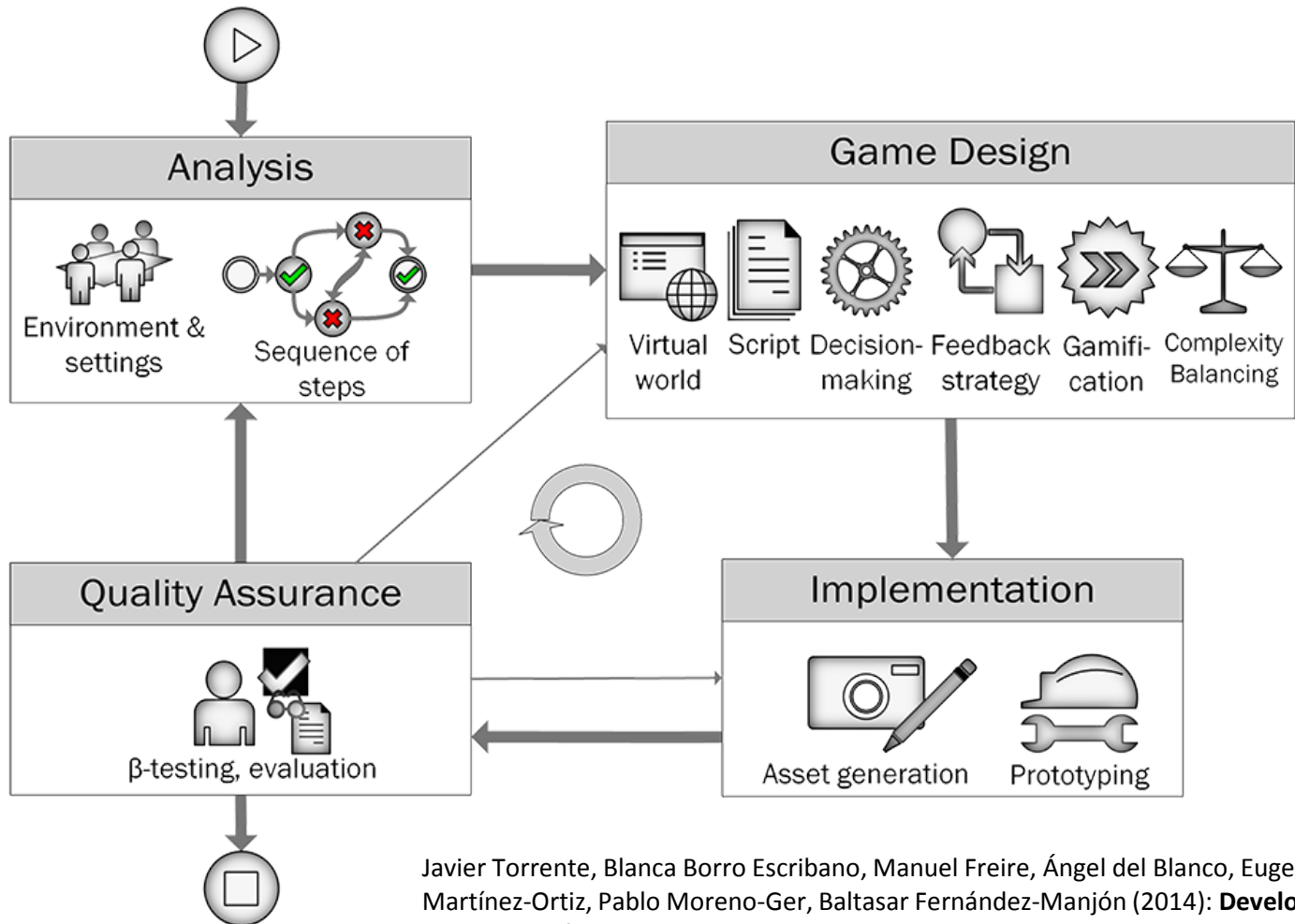
idiomas



En el campo médico

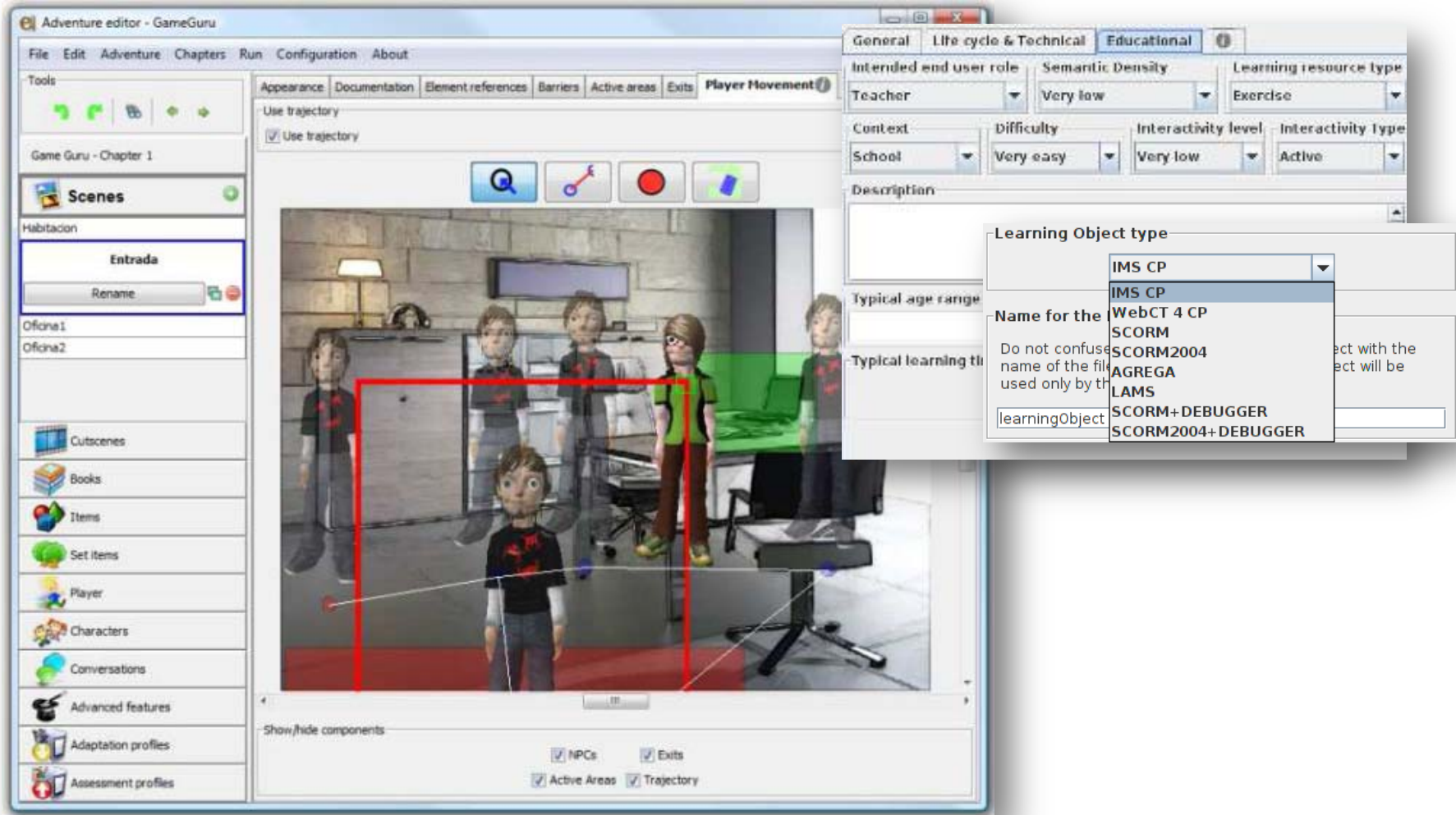


Creación de SGs

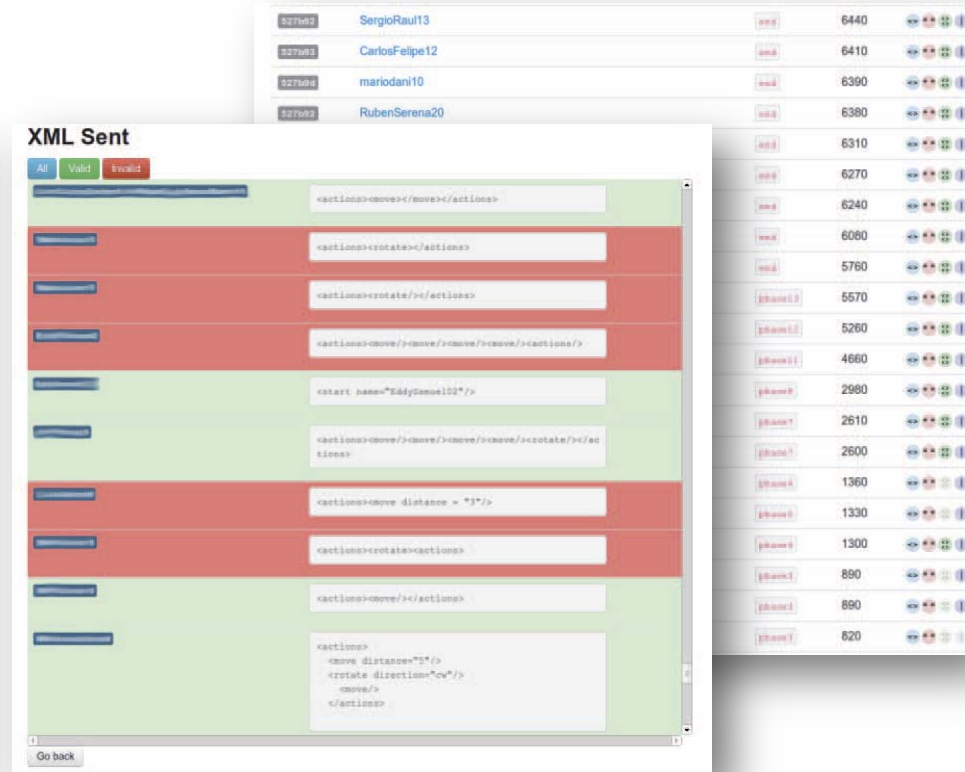
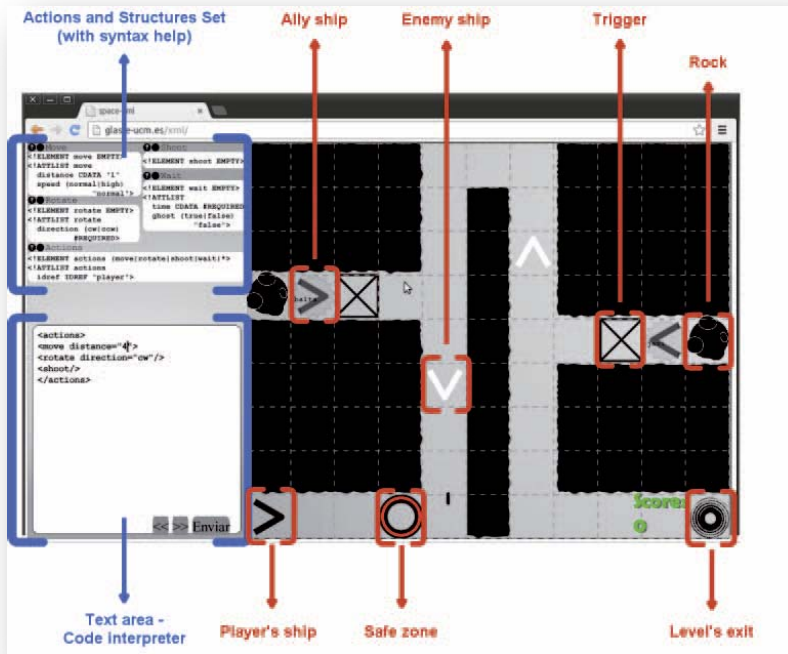


Javier Torrente, Blanca Borro Escribano, Manuel Freire, Ángel del Blanco, Eugenio J. Marchiori, Iván Martínez-Ortiz, Pablo Moreno-Ger, Baltasar Fernández-Manjón (2014): **Development of Game-Like Simulations for Procedural Knowledge in Healthcare Education**. IEEE Transactions on Learning Technologies, 7(1), 69-82

eAdventure Editor

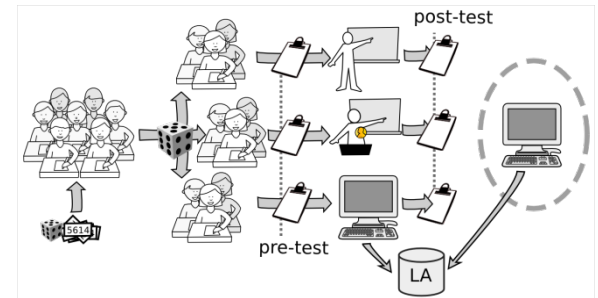
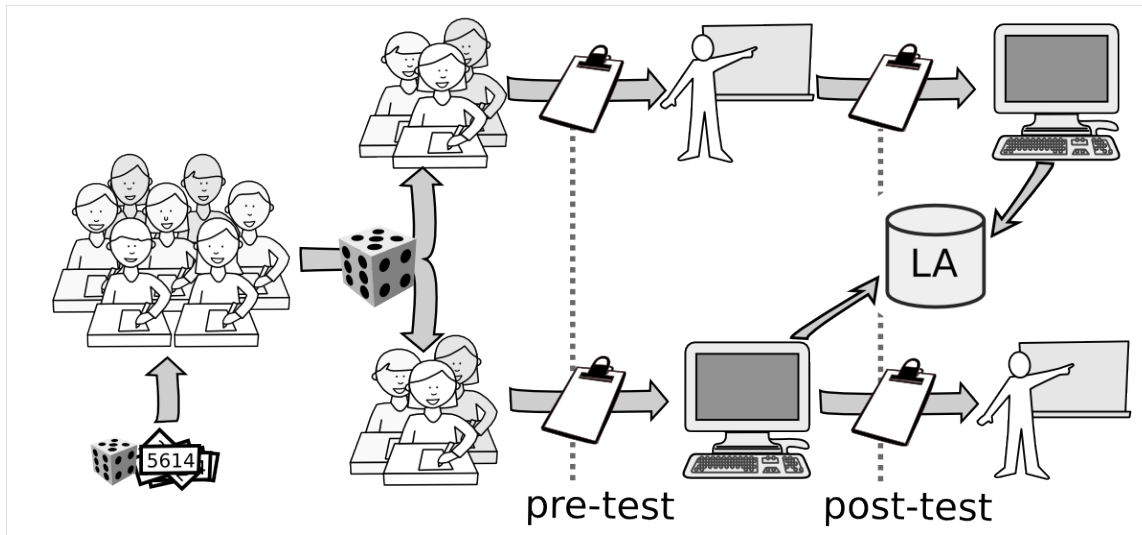


Learning Analytics



Ángel Serrano-Laguna, Baltasar Fernández-Manjón (2014): **Applying learning analytics to simplify serious games deployment in the classroom.** Proceedings of the 2014 IEEE Global Engineering Education Conference (EDUCON) Page 872-877 ISBN: 978-1-4799-3190-3.

Evaluación y LA



Ángel Serrano-Laguna, Javier Torrente, Borja Manero, Ángel del Blanco, Blanca Borro Escribano, Iván Martínez-Ortiz, Manuel Freire, Baltasar Fernández-Manjón (2013): **Learning Analytics and Educational Games: Lessons Learned from Practical Experience**. GaLA Conference, Paris, 23-25 October

eAdventure 2



