**Z. Vit Šisler**

**“Përdorimi i Multimedias dhe teknologjisë në mësimdhënien e Historisë së policies sekrete”**

**Përvoja e realitetit virtual. Historitë digjitale dhe dosjet e policisë sekrete**

Good afternoon and will thank for inviting to this interesting event. My name is Vit Šisler. I’m actually associate professor at Charles University and my research focuses primarily on education game so we go like a laboratory where for more than a decade. We actually study the learning effects of educational games and we produce them. At the same time, I’m cofounder of Charles games which is public private company cofounded by Charles University and we focus on developing serious and critical games which are not necessarily educational but these are typically games which have some different aim than just entertainment but many of the are actually education and in the context of this conference I was the lead game designer of attentat 1942 which is an education game. Primarily aimed at high school students on contemporary history which deals with occupation of Czechoslovakia perceived through the perspective of civilians. So the game doesn’t deal communism but I would say it deals with totalitarian regime and how it impacted ordinary people. I will try to show a trailer again hopefully. So maybe I can’t do it so maybe if you can play the trailer for attentat 1942 fro, the conference maybe it better.

So actually it’s a narrative game. It’s a game about assassination of the right protector of the occupied Czechoslovakia but the game is actually not about the assassination itself. It’s about the time of reprisals what happened after because after the assassination of which was assassinated by the Czech and Slovak paratroopers. The Nazis started a wave of brutal reprises and you actually in the game play a grandson or granddaughter that. This is randomly assigned of a postal clerk in who was arrested by gestapo immediately after the assassination and was sent to Auschwitz and he actually survived he returned home and in the family kind of everybody knows he had something to do with the assassination but he never talked. About it and you try to figure out what happened by talking to his colleagues people from resistance and other inmates from the camps etc. and depending on whom you ask and how you frame the question you get to different layers of the story and also you will get different evaluation of the past. So our aim was to develop historical thinking and historical empathy and to show history from multi-perspective point of view like from different points of view. Multi-perspective is a key element here we go like more than eight characters and we decided to have like civilians who lived under occupation we have resistance fighters. We have been in the camps for example survives but at the same time for example your ca talks to people who collaborated with the Nazis and who are trying to defend why they did what. They did the game is heavily equipped with encyclopedia so every time there is some point in the game you will have like historical entry written by professional historian which you can read additionally we strive to historical accuracy and authenticity so we are using archive materials. We have like six historians from the institute of contemporary of sciences. We collaborated with the national Amite and NGS collecting the memories of survivors the characters in the game are fictious but they based on real testimonies and we did it for ethical reasons so like for ethical and pedagogical reasons we create our construct but they are like. They are based on real stories and the key principle is based on pedagogical constructivism that like where essentially you as a student explore the stories you explore history and you try to critically make sense of what’s happening there.

The game is played in schools. Is actually free the high school it’s paid. It’s a global version is being paid. It’s currently used in thousands of high schools in Czech Republic, USA, Germany, Poland but mainly in Czech Republic and importantly the game itself is only one part of the lesson lie we prepared model lessons with guidelines for teachers how to meaningfully integrate the experience from the game into educations. So you essentially play the game and then you have like 15 or 20 minutes for pen and paper activities for group activities discussion and critical reflection and that’s from our research that’s a key point of integrating game education. You need to have scaffolding you need to have some other activities which accompany the experience from the games was also quite expensive. It won numerous awards. It was very successful. It’s even actually the commercial version is actually quite successful. We have been to indicate etc. but the game was quite expensive to make and took us five years.

So we actually created another game which is train to sax and its again dealing with the student revolt or student revolt against an occupation in 1939 and this game follow the same principle but it’s free, it’s much shorter. It can be played in 15 minutes and it’s on mobile phones meaning like the students can download the game for free and can come to classroom and they can use their own devices and so the teacher doesn’t need to you know do any the teacher. Don’t have problem with technology because it runs on most mobile phones and it’s free because it was paid generously by the German EET Foundation. Actually the link is somewhere in the chat I can send it to you one. Maybe if I like I think still sometime I will try to show you trailer for this new game.

So just conclude because I know my time is going up. This game is slightly different or it’s different. It’s much shorter. It’s easier to operate and also we had a real in this game we are using real essays and actually the game has several seven different endings. You play on like you play an fictious student of medicine in Prague during the events and depending on that you do depending on your decision you will end up different ending and actually after the ending when the game ends you will see a video testimony of a person who made exactly the same choices as you did in the game in real life because this like very well documented event that like thousands of student and we have their memory. So can kind of reconstruct the events essentially day by day. Sometimes like hour and by hour. So we can make it into game which is still accurate and authentic.

Thank you for your attention.