

## **Literary Learning with Ludonarratives. Characters of Narrative Digital Games as Subject of Learning regarding Literary Competencies**

Although narration is a transmedial phenomenon, teaching literature in German primary education is focused on print media. Especially digital games receive little consideration regarding literary learning. This ignores the media reality as well as the children's lifeworld (*Lebenswelt*), in which digital games are already integrated. In order to use the potential of digital games as a narrative medium for educational purposes, concepts and theoretically founded instructional designs for the use and reflection of this medium in literature teaching are required. These are so far hardly existent – especially for the instruction in primary education. Within the framework of this dissertation project it will be discussed how narrative digital games (Ludonarratives) can be used to teach literature in primary education. The focus of interest is the understanding of literary characters in the aforementioned games.

The three important aspects of this design based research project can be described as follows: Ludonarrative characters must be modelled from the perspective of media and literary studies before they can be reconstructed for educational purposes. The resulting model forms the narratological basis of the teaching unit.

On the development level emerges a theoretically founded and practically tested teaching unit. This includes the concept of using Ludonarratives for a competence-oriented literature lesson as well as teaching materials.

Based on practical testing and empirical research in real life scenarios, a local theory will be developed. It will focus on the typical processes, conditions and obstacles throughout the teaching and learning situations. In addition, it will be described in what way children reconstruct literary characters in Ludonarratives and to what extent they understand their perspectives.