



Now With More Edu-Gaming Goodness!

Tuesday, August 7, 12

LUCAS GILLISPIE



On Twitter:
@PCSTech

Tuesday, August 7, 12

Are you connected to other educators on Twitter? Why not? There is a huge community of professionals out there sharing crazy-cool resources you can use in your classroom. Twitter is a huge resource. There are some great game-based learning communities to follow, too! Follow #levelupbc, #gbl, and #gamemooc.

www.edurealms.com

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All of my resources are here. Steal liberally. Share liberally.



WHAT GAME DESIGNERS KNOW ABOUT LEARNING...

<http://www.flickr.com/photos/mazakar/2217726325/>

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So, game designers know a great deal about learning. We as educators should take note. Here are a few...

She looks like a pretty successful gamer. Perhaps I should start wearing a feather boa when I play, too.

I PLAY IS POWERFUL



Tuesday, August 7, 12

Remember the sandbox? What are the rules? How did you learn them? What are the limitations on what you create? Is this child learning? You bet! Where are his notes, worksheets, homework... teacher?



“The opposite of **play** is not **work**, it’s **depression**.”

Dr. Brian Sutton-Smith
Author: The Ambiguity of Play

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If you haven't seen Stuart Brown's TED talk on the power of play, you should watch it. (It's linked in the resources for this session.) We need to re-examine play as a learning tool.

“It is paradoxical that many educators and parents still differentiate between a time for **learning** and a time for **play** without seeing the vital connection between them.”

Leo F. Buscaglia, USC



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Do we give our learners spaces to play with concepts? Is there room for structured play? Unstructured? How can we take our standardized curricula and incorporate elements of play into them?

Flow

An optimal state of intrinsic motivation, where a person is fully immersed in what he or she is doing.



Mihály Csikszentmihályi

Tuesday, August 7, 12

If you'd like to learn more about Flow psychology, check out the Wikipedia article on Csikszentmihalyi's work at: [http://en.wikipedia.org/wiki/Flow_\(psychology\)](http://en.wikipedia.org/wiki/Flow_(psychology))

#2 IT'S ALL ABOUT MASTERY



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Video games are all about mastery. You don't start out fighting the "boss." You build to that. This image is a typical screen of a World of Warcraft player experiencing a large raid (encounter involving 25 - 40 players). As you can tell, there's a great deal going on. However, players don't start with this many buttons and things to track. They actually start with three to four. As the build competence through experience, new abilities are added for them to master. At the same time, their challenges become tougher and require more interaction. Why doesn't the typical classroom work this way?



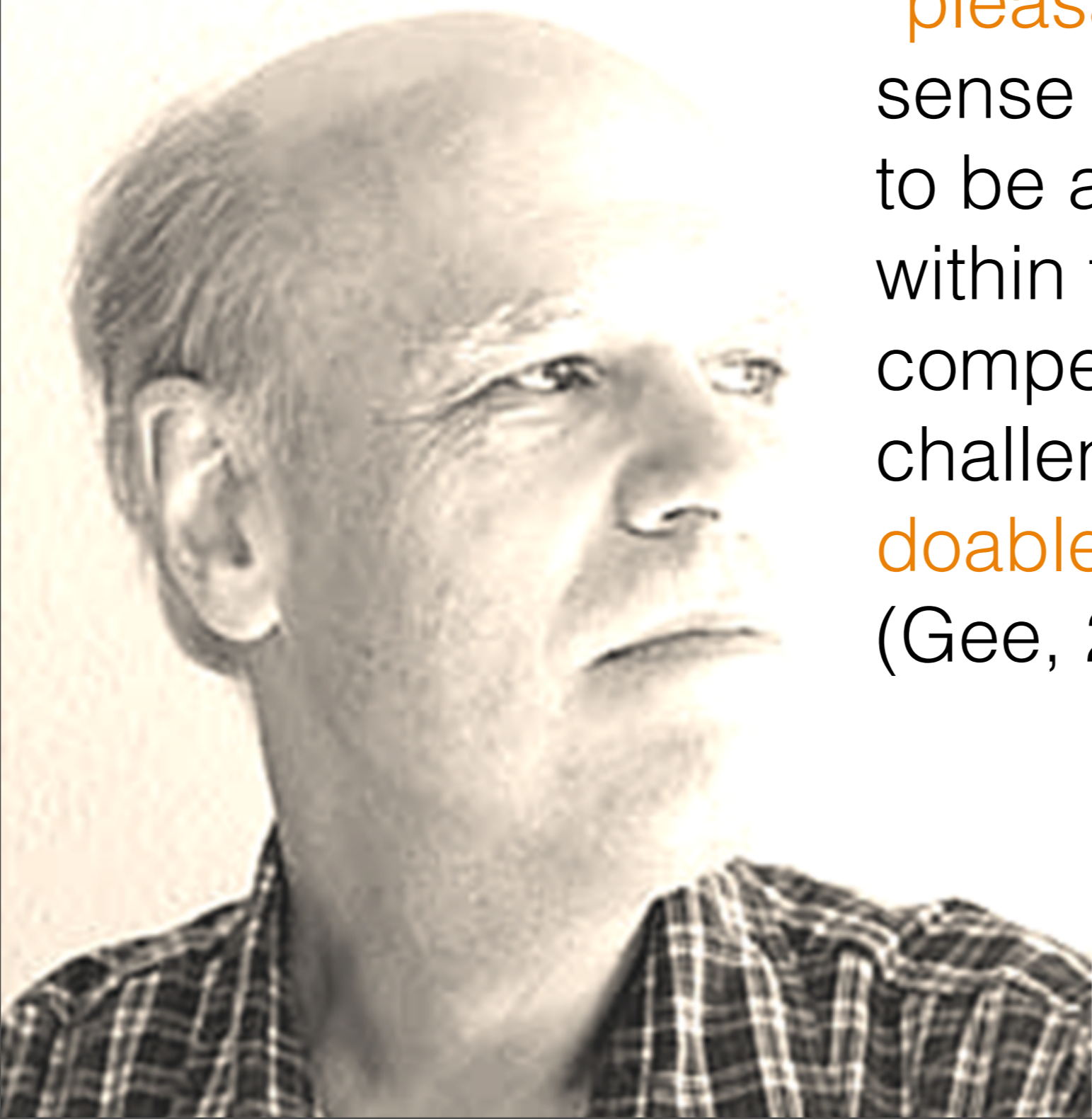
Level 1



Level 50

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Motivation, both intrinsic and extrinsic play a significant role in successful games as well. Here you can see the difference in how the same character at levels 1 and 50 appear to others in the online game, Star Wars: The Old Republic. The tools to tackle greater challenges are not just evident in the player's user interface. They have an outward affect as well. And that's visible to other players. It provides newcomers a visual "goal" to strive for as they progress through game content. Take a Biology class, for example. How might it look if, rather than talking to learners about a syllabus, that we introduced them to a classmate, student-biologist, who's already been through the course who knows how to "do" Biology? I wonder if it would have a similar impact?



Learning works best when new challenges are “pleasantly frustrating” in the sense of being felt by learners to be at the outer edge of, but within their “regime of competence”. That is, these challenges feel hard, but doable.
(Gee, 2007, p. 36).

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James Gee, from the University of Arizona, is a must read for educators wishing to explore game-based learning. In his book, *What Video Games Have To Teach Us About Learning And Literacy*, he lays the pedagogical groundwork that supports a game-based approach to learning. This quote sounds somewhat similar to the idea of zone of proximal development doesn't it? Successful game designers must find this “sweet spot.” Here, the game is not too easy and not impossible. The best games keep us right at the edge of our capabilities, thus keeping us challenged at the same time we're entertained. Our classrooms can do this!



Tuesday, August 7, 12

James Gee, in a freely available paper called "Good Games and Good Learning," provides a number of learning strategies that are addressed in "good games." You can read the paper here: http://www.academiccolab.org/resources/documents/Good_Learning.pdf



HIGHSCORE: 118800

SCORE: 0

#3 GAMERS CRAVE ASSESSMENT



Tuesday, August 7, 12

If you think about it, video games are persistent assessment. Players are constantly challenged/tested as they play. It's an expectation. Typically, assessment in school is a periodic thing and students fear and hate it. How can we bridge these two methods? In a video, Gee comments that we'd never ask a student who'd completed the single player campaign in Halo to take a test to prove his competence in the game. That's preposterous. We know that by "beating" the game, they've have already demonstrated competence. As a colleague, Sean Dikkers adds, if you were to ask a team of carpentry students to build a shed, you wouldn't assess their success with a pencil and paper exam. Instead, you'd examine the quality of their work. Does the roof leak? If so, re-do it! With that in mind, perhaps we need to reconsider what we call assessment.

#4 IT'S OK TO FAIL



Text

Tuesday, August 7, 12

Games embrace failure. I fail in games all the time. I expect it. I learn from it. Is the same true in the classroom?

“One of the counter intuitive things I needed to learn as a designer was that **players enjoy failures more than success.** As long as it’s diverse, they like to explore the failure space of a game.”

-Will Wright, Game Designer



Tuesday, August 7, 12

Will Wright, designer of popular games like SimCity, Spore, and The Sims, made this comment. Do we provide our learners to opportunities to fail safely? Can they learn from their failures? This pattern of play/testing, failing, and re-trying is very similar to what we teach when teaching the scientific method. Do you fail in front of your students?



Failure is different in the classroom...

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Too often, failure has punitive consequences in the classroom. Consider this... A 68% in my classroom SHOULD mean that the learner has mastered 68% of the course concepts. They only have 32% to go! Well over half-way there! However, that's not how we do it. What do we tell them? "You've failed the course." This is usually followed by the learner repeating the same course, with the same material, and often with the same teacher. Is threatening students with this sort of system the best way to do it? Which do we value more, learning or grades?



**#5 TOGETHER, WE CAN
OVERCOME THE TOUGHEST
BOSSES**

Tuesday, August 7, 12

In recent surveys corporate America has told education what they're looking for in new employees. Guess what... the three "R's" though important, are low on the priority list. Get ready to be offended, but seriously, how often have you used Algebra II or your extensive knowledge of the capitals of Europe, or endoplasmic reticulum since you left high school? We can Google the stuff that resides in Bloom's basement. What businesses say they want are employees who can work in diverse teams, who can deal with novel situations, who can innovate and create! Yeah, there's a disconnect here! However, social video games, especially multiplayer, online games force us to do these things to be successful. And, it's fun.

#6 EPIC WINS ARE POSSIBLE



EPIC WIN

Tuesday, August 7, 12

Video games often put players in a position in which they feel they can do incredible things. Games encourage players to have the audacity to believe they can achieve the impossible. Do your learners feel like the concepts you're teaching them can change the world? Do you think what you're teaching can change the world? If not, then consider challenging your kids with real-world problems. Give your kids options. Australia hosts the Imagine Cup (<http://www.imaginecup.com/default.aspx>) to challenge students to do this very thing. If you challenged your kids to have an epic win, could they? Do you believe they could?

“In a good game we feel blissfully productive. We have clear goals and **a heroic sense of purpose.**”

Jane McGonigal, Institute for the Future



Tuesday, August 7, 12

In her TED talk, Jane McGonigal, from the Institute for the Future, challenges people to do something that seems, at first, counterintuitive. What if we played more games? Lots more. What if we took that game-fun spirit and applied it to solving the world's problems? What's really cool, is that this is already happening! In the free game, FoldIt, players from around the world team up to manipulate protein models to find different configurations that might be useful to medicine. In 2011, they successfully accomplished something, collectively, that would have taken scientists many years to do. They unlocked a protein that could have a huge impact in the fight against AIDS. (Read more, here: <http://latimesblogs.latimes.com/technology/2011/09/foldit-gamers-help-unlock-aids-fighting-proteins.html>)

THREE GAME- BASED PROJECTS WE'RE DOING WITH OUR LEARNERS

Tuesday, August 7, 12

I work with amazing people. The leadership in Pender County Schools has been very open to exploring the potential of video-game-based learning. We've launched a few projects and you'll learn more about them in the following slides.



Tuesday, August 7, 12

Classroom Cataclysm (...or, what happens to “school” when learners become heroes.).

By: Lucas Gillispie, Instructional Technology Coordinator, Pender County Schools
Founder, WoWinSchool Project (<http://wowinschool.pbworks.com>)

Original background image by Blizzard Entertainment.

Rock Background – <http://wall.alphacoders.com/big.php?i=85052>

AN ELECTIVE/ENRICHMENT CLASS FOR MIDDLE SCHOOL STUDENTS



Tuesday, August 7, 12

We initially began as an after school program. Observations of our club during the first year prompted the principal at Cape Fear Middle to request that we offer the program as an elective language arts/enrichment class.

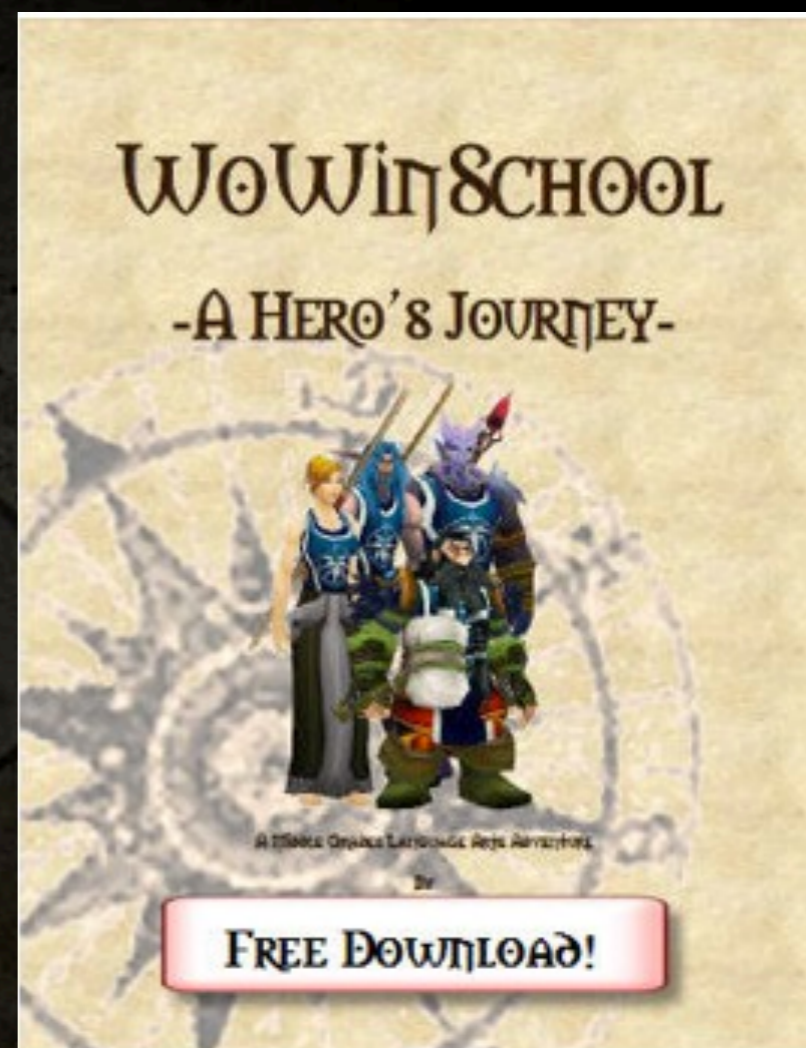
BLENDED/HYBRID COURSE

PAPERLESS
GRANULAR
PORTABLE
FREELY AVAILABLE

Originally built
in **moodle**

Migrated to:

3D GAME
LAB



FREE DOWNLOAD!

Tuesday, August 7, 12

First off, we wanted to use this class as an opportunity to test lots of the things we believe about learning and how we can “change the classroom.” The first thing we decided is that the class should be a blended environment, with both face-to-face and online components. We want to be paperless. The course will be portable and freely available to any other school who might want to start their own program. The granular nature of the Moodle environment allows us to pick and choose (and the learners, too) what components we want to focus on and the order of instruction.

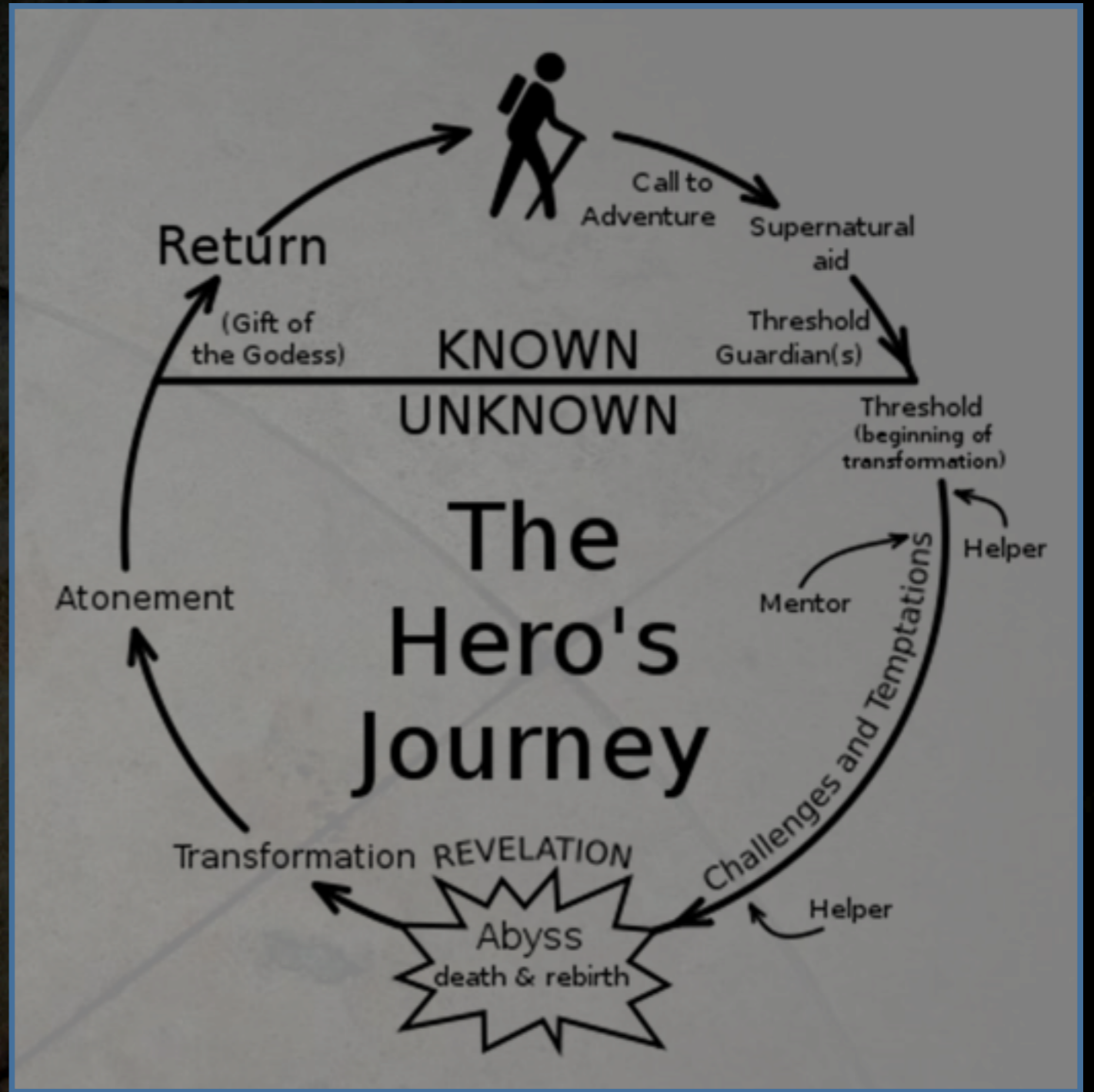


ALIGNED TO COMMON CORE STANDARDS

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All activities and assignments will be aligned to the National Common Core standards.

THE THEME



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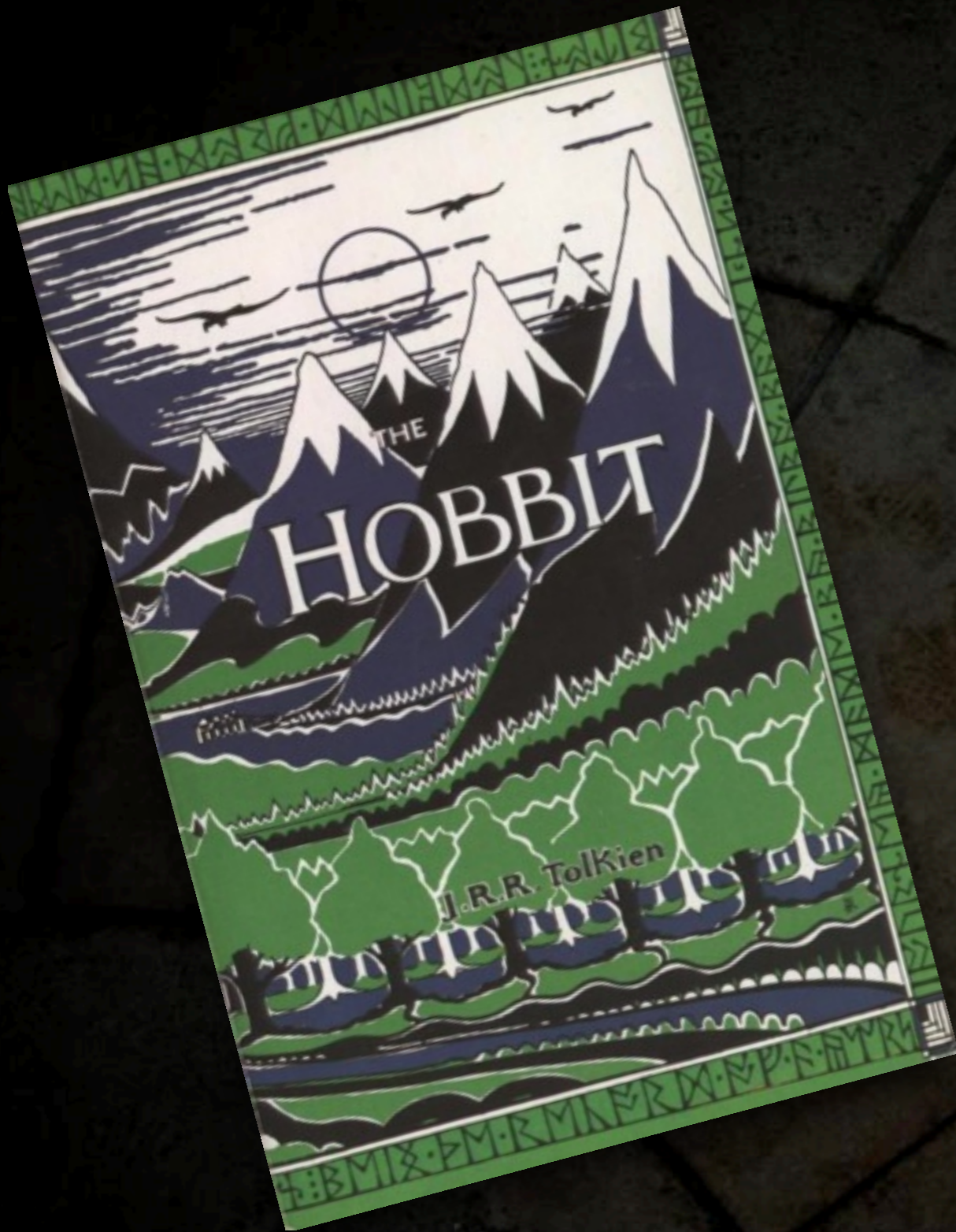
Our theme is loosely based on the Hero's Journey story arc.



EXPERIENCES AS A HERO IN WOW

Tuesday, August 7, 12

Here the learner explores their own experiences as a hero in World of Warcraft as they progress through the game world.



PARALLEL READING ASSIGNMENT

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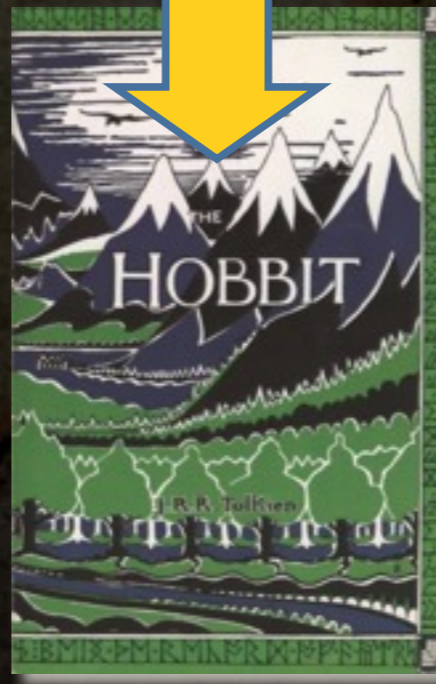
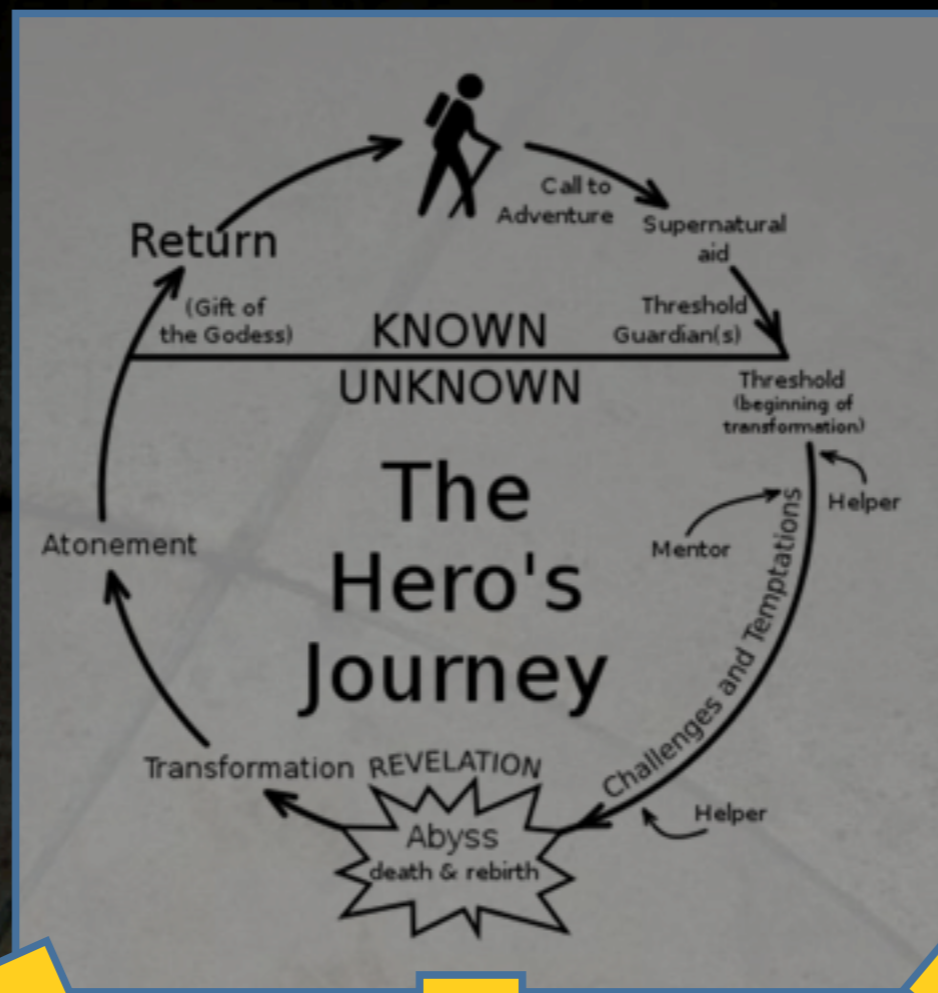
Alongside their game experiences, we're reading "The Hobbit" and watching Bilbo's progression as a hero in that world. It's fantastic "writing-fuel" to draw parallels between Bilbo's journey and their own.

REFLECTION ON LIFE EXPERIENCES



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We also tie in class experiences to the real-life experiences of our learners. Journaling is a heavy component.



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These elements define the overall design.

GAMIFYING THE CLASSROOM

The logo for 3D Game Lab, featuring the text "3D GAME LAB" in a light blue, blocky, sans-serif font. The "3D" is significantly larger than the words "GAME" and "LAB", which are stacked vertically to its right. The entire logo is set against a dark blue rectangular background.

3D GAME
LAB

Tuesday, August 7, 12

We wanted to use World of Warcraft (and other similar games) as a model for how we operate the classroom. Could we apply the very things that make World of Warcraft a compelling gaming experience to the classroom? With Moodle, this was incredibly challenging. As forward-thinking as the platform is, it's still very traditional. Then comes Boise State's 3DGameLab that accomplished everything we were straining to do with Moodle! (<http://www.3dgamelab.org>)

“HEROES” NOT STUDENTS



Tuesday, August 7, 12

First off, we want to change the conversation. To students, we really don't want this to look like "school" at least in the sense they typically think of it. Students are referred to as "Heroes."

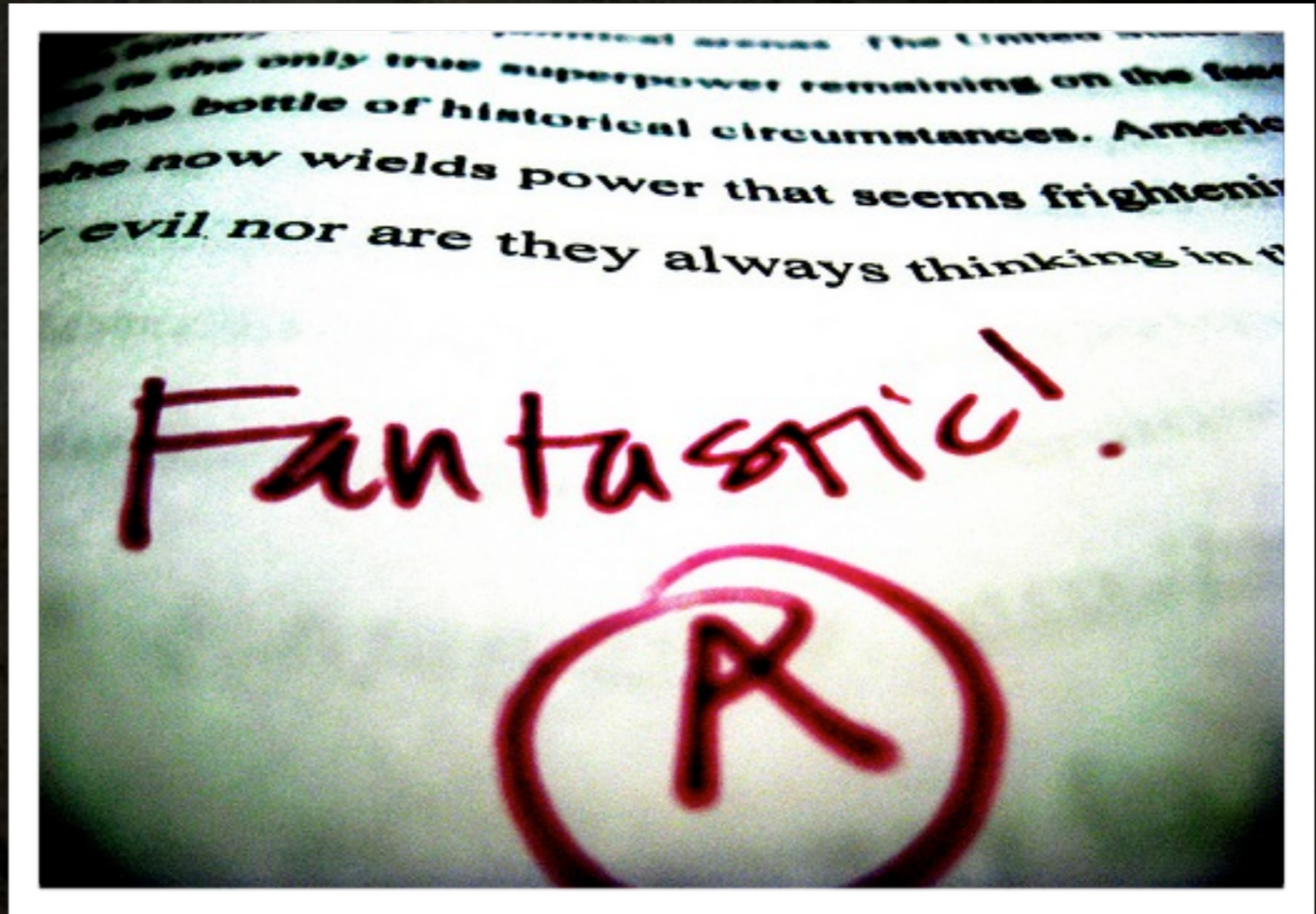


“LORE KEEPERS” NOT TEACHERS

Tuesday, August 7, 12

Teachers are taking on the role of Lorekeeper. Rather than “telling” students, we come alongside them, guiding their learning as they progress. It’s really important too for us to play with them in the game!

INSTEAD OF GRADES...






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We hate grades. At least, the common concept of grades. So we knew early on, we wanted to break from the traditional grading model.

...EXPERIENCE POINTS



The screenshot displays a player's profile for 'pantego' with the title 'Conquerer!'. The player has 1410 System XP. Below the profile, there are two progress bars: 'Group' at 1310/1250 and 'Rank' at 60/—.

	pantego	Conquerer!	System XP 1410
Group			1310 1250
Rank			60 —

I “WIN” THE CLASS

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Here again, the game provides a model for measuring progression. So, we adopted an experience point and levels system. Students may complete course activities as often as they like to earn as many XP as they can. Each assignment has a guiding rubric that explains how to attain maximum XP. We intentionally used large numbers to break away from the ingrained 100-point, percentage based scale.

Description



For this quest, you will be drafting a mission statement for our guild. A mission statement is a short piece of writing that describes the main purpose of a business or organization. In this case, you are trying describe the main purpose of our guild.

Before you begin, think about why guilds have developed for games. What purpose do they provide to individuals within games? How is our guild different from most guilds?

Your mission statement should include:

1. The purpose of the guild.
2. The guilds primary members.
3. Responsibilities of the guild to its members.
4. The services provided by the guild to its members.

Your mission statement should be no longer than a paragraph in length. After you have completed your mission statement, you'll be able to complete a quest in which you provide feedback to your guildmates on their mission statements.

Report



Edit Quest



Delete Quest



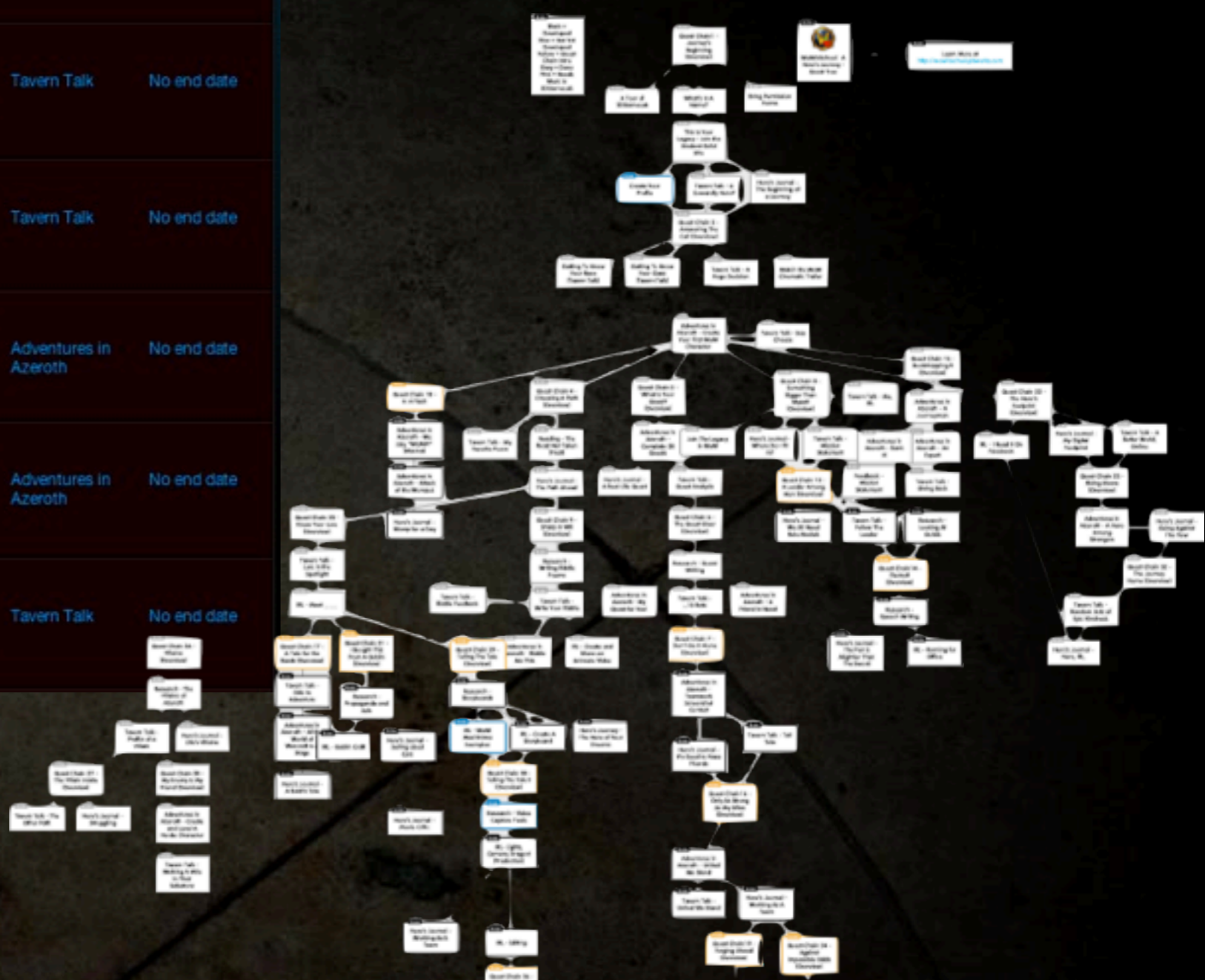
“QUESTS”

NOT ASSIGNMENTS

Tuesday, August 7, 12

We write assignments as though they are quests. These assignments to varying degrees tie directly to student game play in World of Warcraft.

Available 67		In Progress 0		Completed 0		Search	
Name	XP	Aug Time	Rating	Category	Due Date		
...10 Rats.	25	-- mins	No Rating	Tavern Talk	No end date		
A Better World, Online	25	10 mins	★★★★★	Tavern Talk	No end date		
A Cowardly Hero?	25	6 mins	★★★★★	Tavern Talk	No end date		
A Friend In Need	25	-- mins	No Rating	Adventures in Azeroth	No end date		
A Hero Among Strangers	50	-- mins	No Rating	Adventures in Azeroth	No end date		
A Huge Decision	25	3 mins	★★★★★	Tavern Talk	No end date		




LEARNER CHOICE

Tuesday, August 7, 12

Likewise, students can choose a variety of paths through the curriculum. It's very non-linear (very challenging for me as a traditional Biology teacher). Students choose their path and progress through "quest chains" until they complete them. These might be quests on poetry, digital citizenship, argumentative writing, and business writing to name just a few. If you'd like to see our "map" of the quest chains, you can find it here: <http://popplet.com/app/#/59371>. The flexibility of the system allows us to respond to student's needs and changes easily.

Master Poet



Impressive, Hero! You have completed the entire Poetry Quest Chain!

Awarded Points: 25

Requirements:

- Quest : Riddle Me This...
- Quest : Create And Share Your Animoto Video
- Quest : Riddle Feedback!
- Quest : My Favorite Poem

GameLab Player Card (edit profile)

pantego Conquerer! XP 1410

Group: 1310 | 1250
Rank: 60 | --

Progress	Categories	Rewards
Completed: 24 Active: 2	<ul style="list-style-type: none"> Player: 170 Quest Builder: 335 Group Manager: 175 Reward Builder: 50 ISTE 1: Facilitate and Inspire Student Learning and Creativity: 75 ISTE 4: Promote and Model Digital Citizenship and Responsibility: 180 ISTE 5: Engage in Professional Growth and Leadership: 50 ISTE 3: Model Digital-Age Work and Learning: 45 ISTE 2: Design and Develop Digital-Age Learning Experiences and Assessments: 425 	<p>Badges</p> <ul style="list-style-type: none"> GameLab Player Group Builder Quest Approver Quest Builder Reward Builder GameLab Designer <p>Achievements</p> <ul style="list-style-type: none"> Wanderer Traveler Voyager Voyager 1st Class Pioneer Pioneer 1st Class Explorer Adventurer
Recent Activity		
pantego started the quest, Are Games Better Than Life? 22 days ago		

STATS AND ACHIEVEMENTS

Tuesday, August 7, 12

3DGameLab also gives us an easy way to handle badging and recognition of student achievement (both intrinsically and extrinsically). Likewise students can track and compare their progress through their quests.



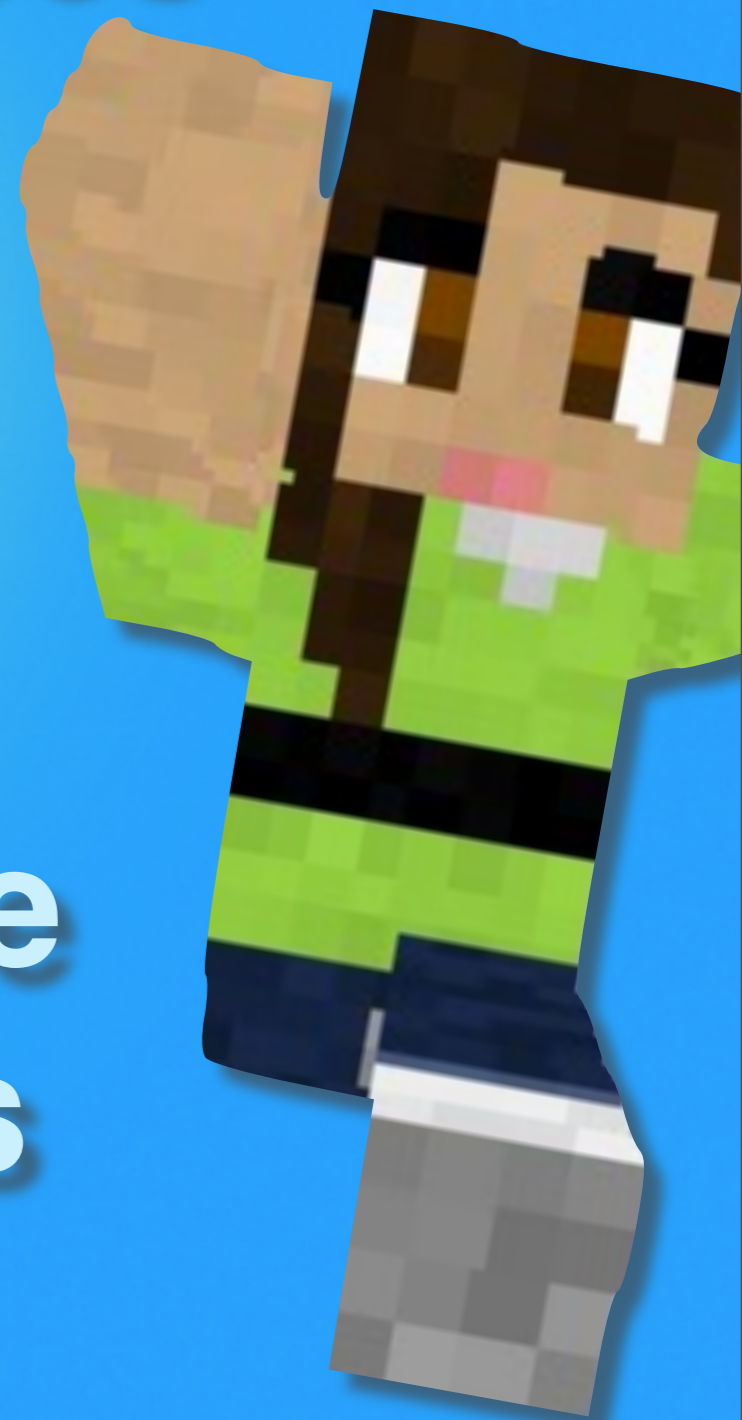
Tuesday, August 7, 12

Our second major game-based project in PCS was the integration of the popular building game, Minecraft (<http://www.minecraft.com>). Here, students can work together to build, model, and play in a persistent virtual world. The possibilities for connecting to curriculum are only limited by your imagination. (You can learn more about this project at <http://minecraftinschool.pbworks.com>)

Sandbox Game

No Subscription Fees

Locally Hosted Servers



Flexible!

Appropriate for all ages K-12

Tuesday, August 7, 12

There are lots of advantages to Minecraft, too. It's incredibly cost-effective. You can purchase individual accounts for around \$18 and sets of 25 for around \$325 from <http://www.minecraftedu.com>. There are no recurring fees either. Once you own it, you own it. The game scales beautifully, too. We've successfully used it with early elementary all the way up to high school and the kids at all levels love it. (The teachers do, too!) You can also host your own, persistent world, on your own network, too, making it as open or closed as you wish.

Buildings and Structures



Tuesday, August 7, 12

Students are incredibly imaginative in their builds, too. Here's a castle built by a first grader complete with moat, bridge, and decorative roof.

Contraptions



Tuesday, August 7, 12

Minecraft also allows you to build functional contraptions, too. Rollercoasters, traps, vending machines, and even fully functional calculators are possible.



8-bit Art

Tuesday, August 7, 12

One art teacher in our district is having her learners build architecture and 8-bit art in the virtual space.

Story And Game Academy



Tuesday, August 7, 12

This year (2012–2013), we're launching a new a game-based project that will take us into nearly every imaginable game space. It's called SAGA (<http://storyandgameacademy.pbworks.com>).

XBOX, PS3, IPAD,
HANDHELDS, PC, CARD
AND BOARD GAMES

STORY ANALYSIS

DIGITAL STORYTELLING

GAME REVIEWS

PROFESSIONAL
DEVELOPMENT



Tuesday, August 7, 12

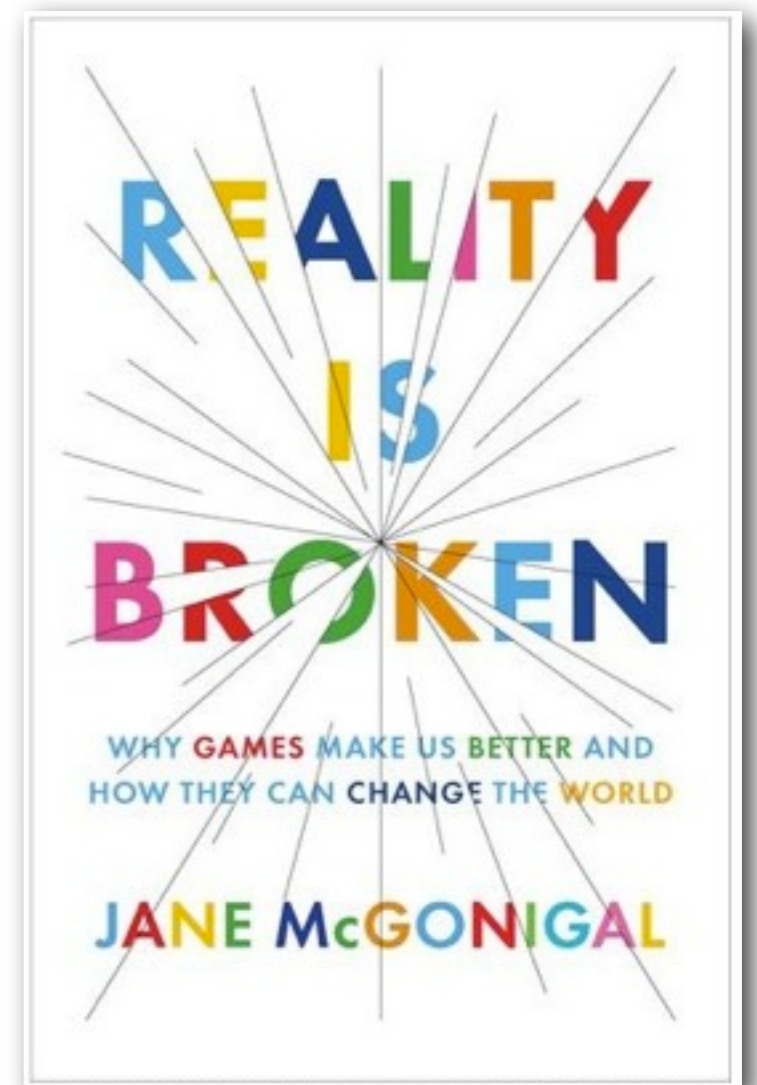
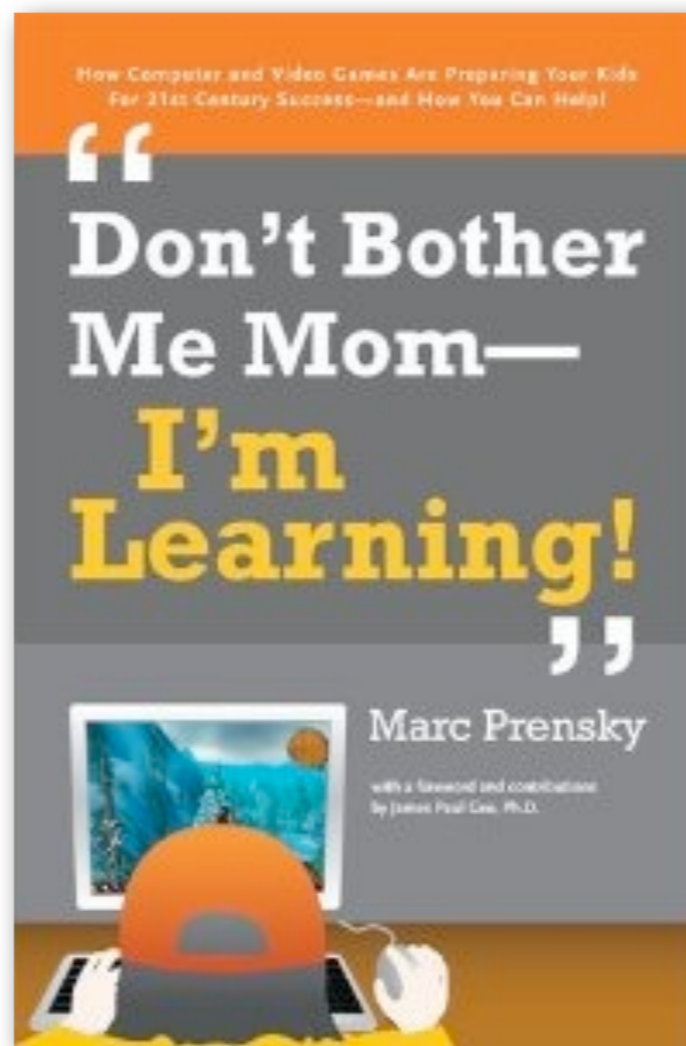
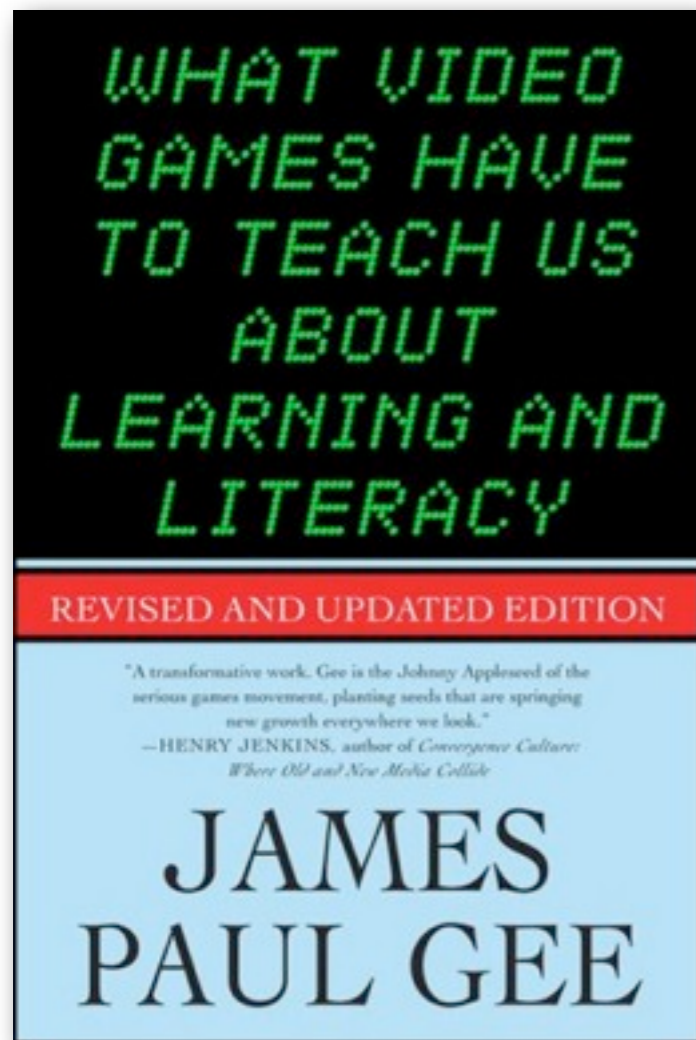
Still the early stages of development, this program aims to leverage gaming on just about every platform possible to demonstrate... it's possible! We're transforming spaces into gaming and learning spaces with Xbox, PlayStation, Nintendo, iPad, PC's, handhelds, and more. Learners in this program will be writing and publishing game reviews, analyzing the story elements of popular games, and even using those games to create and tell their own stories. We're really excited about it.

16 TIPS FOR BRINGING VIDEO GAMES INTO YOUR CLASSROOM

Tuesday, August 7, 12

So, I always want to leave educators with practical advice for starting their own game-based learning initiatives.

#1 READ WHAT THE EXPERTS ARE SAYING



Tuesday, August 7, 12

There are some really great books out there. I've already mentioned Gee's book. It's great for curious/skeptical educators. For a less academic, but still well-written option, great for parents, try Prensky's *Don't Bother Me Mom -- I'm Learning*. There are many others out there to explore as well. You'll find a list in the presentation resources page on edurealms.com.

#2 **TALK** TO YOUR LEARNERS ABOUT THE GAMES THEY PLAY.



Tuesday, August 7, 12

Want to see your learners light up? Ask them about the games they are currently playing. Be amazed at how detailed they can go, too. Can you name these characters?

#3 LET YOUR OWN CHILDREN **TEACH YOU** ABOUT THE GAMES THEY PLAY.



Tuesday, August 7, 12

Do you have kids? No? Go find some. ...and play games with them. Watch them play. Ask them about what/when/why/how they're doing things. Notice how they can articulate!!

#4 PICK UP A NEW GAME AND **PLAY IT.**



Tuesday, August 7, 12

Next, you need to play some games yourself. Download a new game on your iPad. Buy an Xbox! Get Minecraft or World of Warcraft. You really have to experience these things first-hand. Yes, you do have time. It's way better than American Idol (in my opinion).

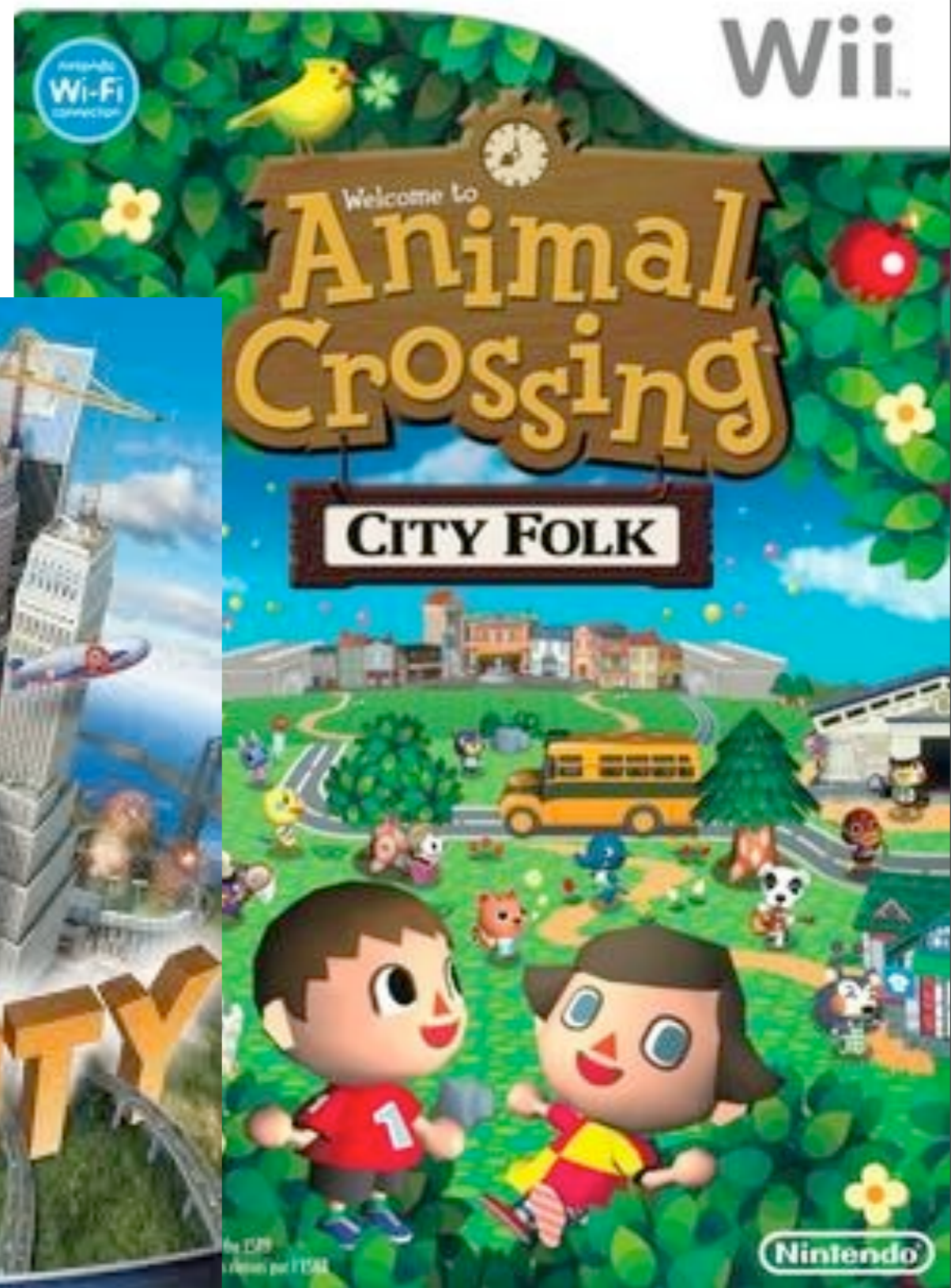
#5 PUT ON YOUR **TEACHER LENSES**.



Tuesday, August 7, 12

When you play games and watch kids play, look at what's happening through the lens of pedagogy. Can you see the learning taking place? Can you find ways to connect what's happening to your classroom?

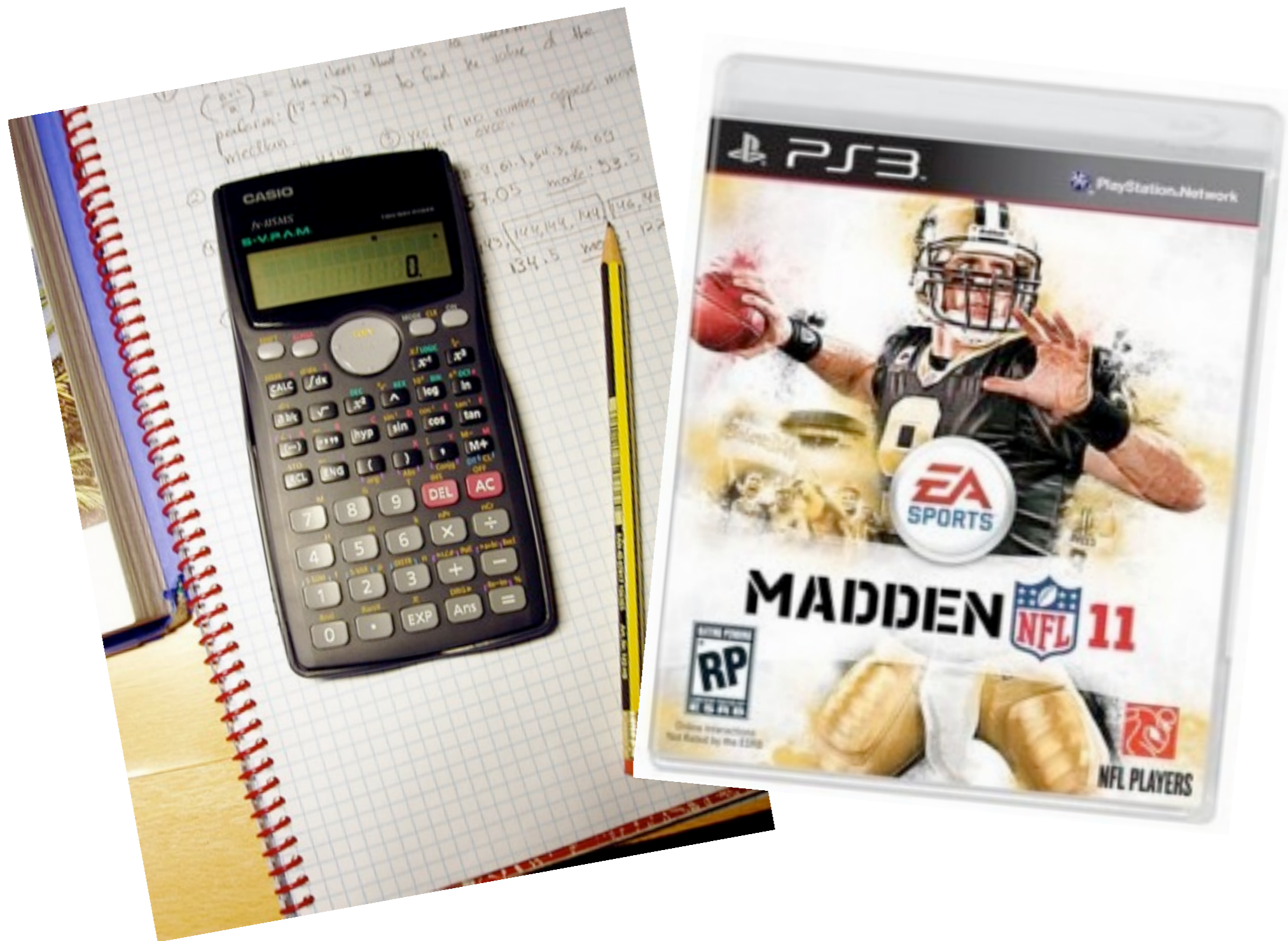
#6 DON'T OVERLOOK OFF-THE-SHELF GAMES.



Tuesday, August 7, 12

Frankly, I'd advise avoiding games marketed as "educational games." They're glorified worksheets with bells and whistles. Instead, take a look at commercial-off-the-shelf games. Many of these are well-designed!

#7 ALWAYS START WITH YOUR **INSTRUCTIONAL GOALS** IN MIND.



Tuesday, August 7, 12

As you learn about games, starting finding ones that address the concepts you're teaching. Teaching math/stats? Try sports games. Teaching history? Try Civilization.

#8 DON'T IGNORE MOBILE GAMES!



Tuesday, August 7, 12

Don't have consoles or computers to play games with your kids? Have iPads or iPod Touches? Then you have a fantastic platform for gaming. Here are some examples of how to do it: <http://ipodgamesforlearning.obworks.com>.)

#9 DON'T INCENTIVIZE THE GAME PLAY.



Tuesday, August 7, 12

Please don't incentivize game play. Rather, make it a part of the way you do business in the classroom. If you make game-play a reward, then you further divide play and learning in the mind of your learners. You make "school" something they have to get through before they get to what they really want.

#10 COLLABORATE AND SHARE WITH OTHER PROFESSIONALS.



Tuesday, August 7, 12

As you explore these spaces, you are not alone! There are many other pioneering educators out there doing game-based learning. On Twitter, take a look at #gamemooc and #levelupbc. Other resources can be found on <http://www.edurealms.com>.

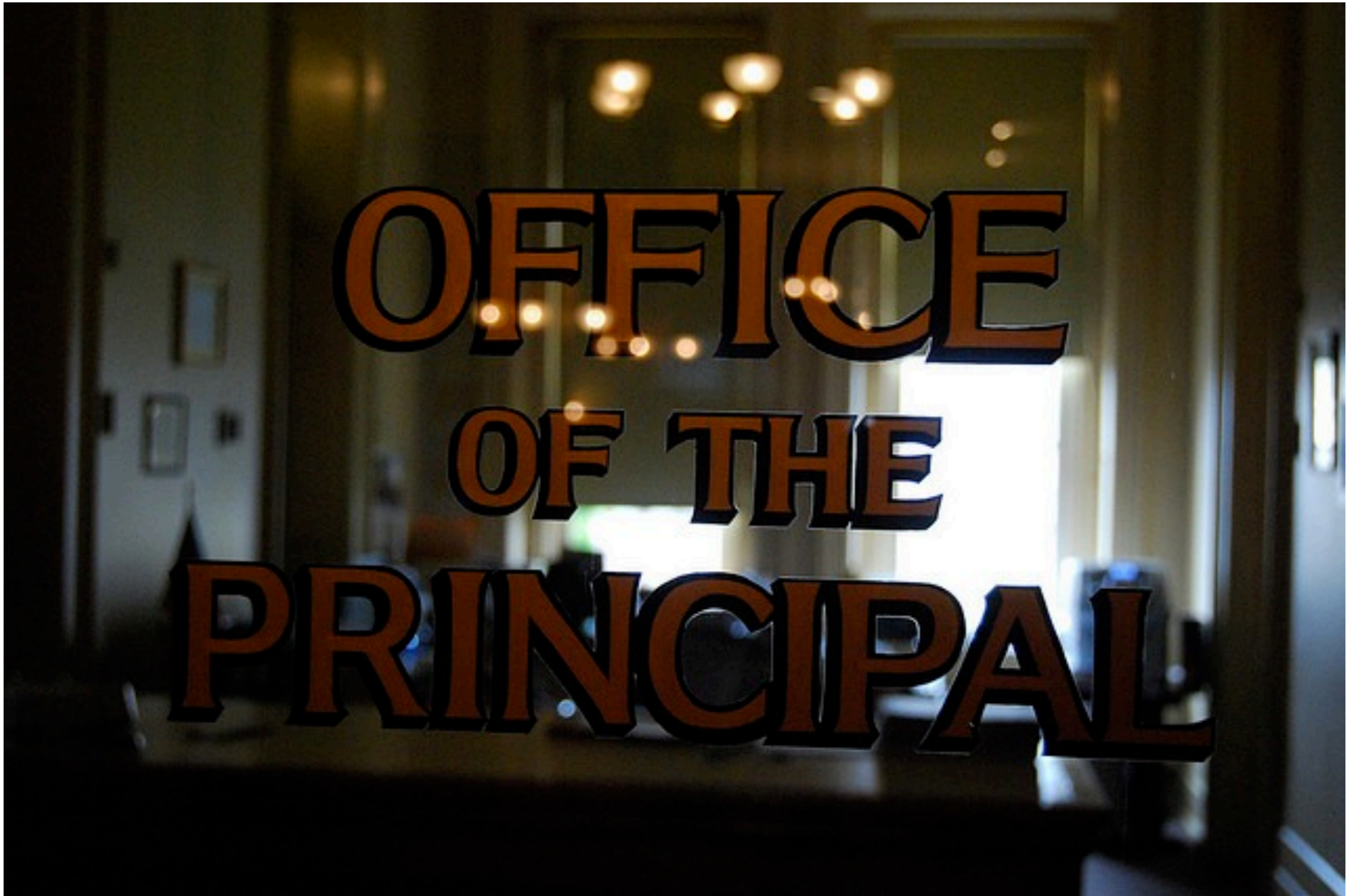
#11 MAKE COOKIES FOR YOUR IT STAFF; THEY CAN BE POWERFUL ALLIES.



Tuesday, August 7, 12

Your network is not going to crash! I promise. Work alongside your network folks to find solutions to barriers. Make them cookies!

#12 GET YOUR **PRINCIPAL** ON BOARD.



Tuesday, August 7, 12

Administrators set the tone for their schools. You want them on board. Connect them to the resources and give them the foundational books to read.

#13 FIND FUNDING.

Warrior Gaming Lair: Motivation and Achievement Via Gaming

by [Sara Toothman](#) · You're a backer 

Home Updates **8** Backers **26** Comments **11**

 Burgaw, NC  Video Games

Funded! This project successfully raised its funding goal on June 28.



Kickstarter.com

26
backers
\$4,011
pledged of \$4,000 goal
0
seconds to go



Project by
Sara Toothman
Wilmington, NC
Contact me

Tuesday, August 7, 12

There's funding out there! Here are some examples of options:



Why The Ludus Project?

Ready Player One is a rollicking adventure story set in 2045. It's the story of Wade Watts, a young man who goes on a treasure hunt in the Oasis, a virtual world people escape to when real life gets too violent and dirty. In Cline's dystopian future, many kids go to virtual school in Oasis's virtual universe on a virtual planet called...

[Read More](#)

Why The Ludus Projec...

Ready Player One is a rollicking adventure...

Welcome

Looking for small, innovative games-based learning projects.

Apply for a grant

Currently accepting applications.

Our favorite books and blogs

TheLudusProject.org

#14 START IN A SAFE PLACE TO FAIL.



Tuesday, August 7, 12

Want to convince school leaders to take on your crazy game-based project? Start in safe place to fail. After-school clubs and elective periods are ideal. Here, you can experiment and build acceptance.

#15 MARKET THE AWESOME THAT'S HAPPENING IN YOUR CLASSROOM..



Tuesday, August 7, 12

Teachers don't do this enough. We're too humble. But, you have to market the successes of your program. Tell others about what's happening. Have an open-door policy. Invite the newspapers, TV reports, and even your local representatives in to see the awesome things your learners are doing. Make posters, flyers, T-shirts, and brochures. Present at conferences. And by all means, brag on your kids!!

#16 REMEMBER HOW TO PLAY.



Tuesday, August 7, 12

Lastly, take some time to play. Play a game, a sport, play with Legos, play a board game, and please play with kids. They can teach us a great deal.

A STORY ABOUT A GIRL...



Tuesday, August 7, 12

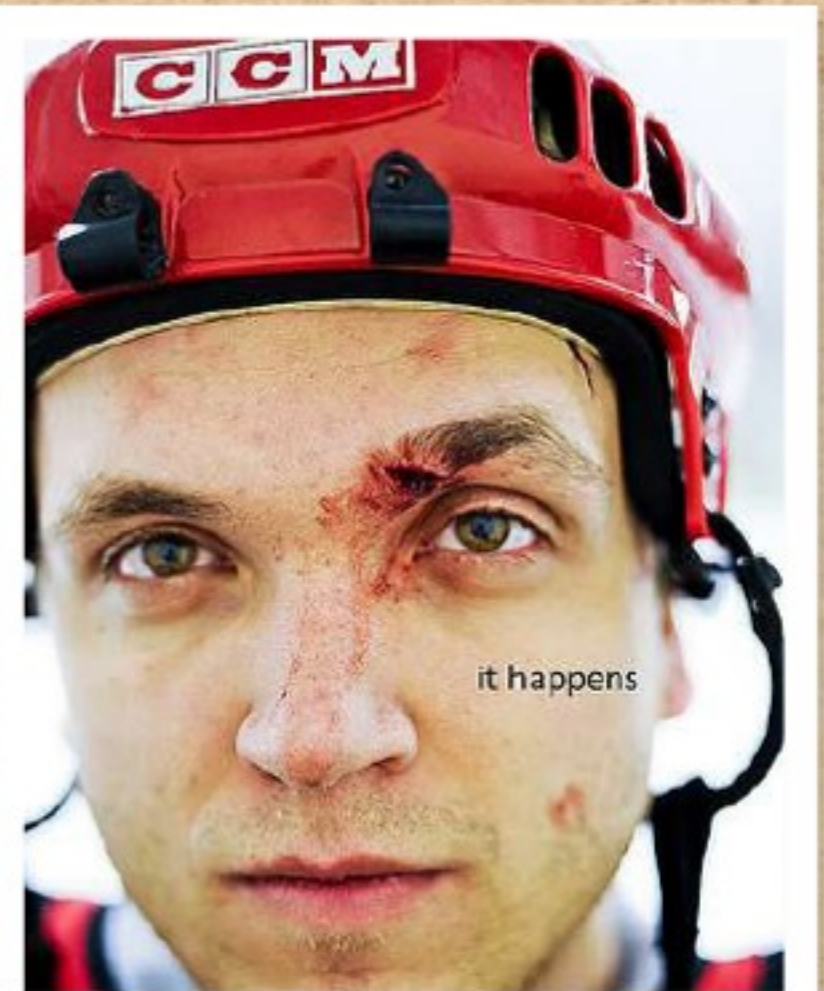
This is a picture of my oldest daughter, Elorah. In this picture she's four. She's playing an Xbox Live game called, "A Kingdom for Keflings" in which you, a giant, help a group of tiny people build their village/civilization. The game mechanics involve instructing the Keflings to gather resources, to build various municipal structures from blueprints you unlock, etc. She loves it. What's great is that it supports multiplayer. So, this particular evening, she and a friend who was a 2nd grader at the time were playing together. This was her friend's first experience so my daughter was teaching her how the game works... in the game. (Notice how age difference wasn't an issue?). They worked cooperatively and communicated via VoIP as though it were natural. After awhile, they decided to re-invent the game for their own purposes (something our young people expect to be able to do - remixing!). So, they decided to play hide-and-go-seek and had a blast... in a virtual space. Most of the teachers in our classrooms have never had these sorts of experiences. My daughter takes them for granted. How can we bridge this disconnect and continue to make classroom learning relevant?

QUESTIONS?



Tuesday, August 7, 12

Violence?



<http://www.fish.com/photos/annual/4301554913/>

<http://www.fish.com/photos/college/257265924>

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A typical question or concern about World of Warcraft and video games in general is the issue of violence. This is interesting in the light that we celebrate literature such as Romeo and Juliet which has significant violence. And what about football? We celebrate that. Violence is (unfortunately) a part of our human condition. Not dealing with it or discussing it serves no one. How many of us watched Looney Toons, played war, or even read Grimm's Fairy Tales? Typical children understand this fantasy play and easily separate it from real life. Ask them. "Would it be appropriate to attack someone with a sword or gun in the real world?" They'll quickly tell you no.



Eight Myths About Video Games Debunked
Henry Jenkins

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Dr. Henry Jenkins has a great article at: <http://www.pbs.org/kcts/videogamerevolution/impact/myths.html>