# Assassins and Ninjas and Bats…Oh My!

Games in the Classroom

# Disclaimer:

Any "nerdiness" perceived in this presentation is purely a figment of the audience's imagination and does not exist in reality.

# But First, Let's Play a Game!

**Scattered Literary Devices on Quizlet:**

Drag the corresponding term onto the definition and make them disappear. (But, wait, this is a time challenge so think fast!)

# What Video Games Have to Teach Us About Learning and Literacy

"If you think about it, you see a Darwinian sort of thing going on here. If a game, for whatever reason, has good principles of learning built into its design – that is, if it facilitates learning in good ways – then it gets played and can sell a lot of copies, if it is otherwise good as well. Other games can build on these principles and, perhaps, do them one step better. If a game has poor learning principles built into its design, then it won't get earning or played and won't sell well. Its designers will seek work elsewhere. In the end, then, video games represent a process, thanks to what Marx called the 'creativity of capitalism,' that leads to better and better designs for good learning and, indeed, good earning of hard and challenging things" (Gee 6).

Likewise, Gee emphasizes the role of *role-playing fantasy games* in his article.

# Good Video Games and Good Learning

**Learning principles in gaming:**

1. Identity
2. Interaction
3. Production
4. Risk Taking
5. Customization
6. Agency
7. Well-ordered Problems
8. Challenge and Consolidation
9. "Just-in-Time" and "On Demand"
10. Situated Meanings
11. Pleasantly Frustrating
12. System Thinking
13. Explore, Think Laterally, Rethink Goals
14. Smart Tools and Distributed Knowledge
15. Cross-Functional Teams
16. Performance before Competence

# What Schools Can Learn from Video Games

- ☠ Roles should be interesting and appealing
- ☠ School texts should be interactive where the world and other people talk back
- ☠ Students should help develop curriculum
  Schools should allow students to take more risks, exploration, and learn from failure
- ☠ Real intersections between curriculum and students interests, desires, learning styles
- ☠ Students should have more agency in their learning
- ☠ Give students who need challenge the opportunity, poor students make more connections
- ☠ Information should be on demand when students need it and want it and can
  make good use of it
- ☠ Situate ideas in different contexts
- ☠ Feel challenged and highly motivated
- ☠ Think about how their actions affect others
- ☠ Re-conceive goals
- ☠ Bring own skills and use them
- ☠ Working and collaborating with others

# What video games do you or your students play?

# Watch It Before You Play It!

View the game trailers for the sample video (console) games that have been handed out. (If you can't find the game trailer for your assigned game, view the trailer of a video game you are familiar with.)

Why do you think that these games would appeal to the students? Is there any learning content?

Is what Gee talks about in his article applicable in this case? Or is it contradictory?

# Grade 8 English Language Arts PLOs

**A3** listen to comprehend, interpret, and evaluate ideas and information from a variety of texts , considering
– purpose
– messages
– tone
– structure
– effects and impact
– bias

**A4** select and use a range of strategies to interact and collaborate with others in pairs and groups, including
– selecting methods for working together effectively
– listening actively
– contributing ideas and recognizing the ideas of others
– demonstrating awareness of diverse points of view
– reaching consensus

**A5** select and use a range of strategies to prepare oral communications, including
– interpreting a task and setting a purpose
– considering audience
– generating ideas
– making connections among relevant knowledge and experiences
– planning and rehearsing presentations

**B7** after reading and viewing, select and use a range of strategies to extend and confirm meaning, including
– responding to text
– asking questions
– reviewing text and purpose for reading
– making inferences and drawing conclusions
– summarizing, synthesizing , and applying ideas

**B12** recognize and explain how structures and features of text shape readers' and viewers' construction of meaning, including
– form and genre
– functions of text
– literary elements
– literary devices
– use of language
– non-fiction elements
– visual/artistic devices

How can gaming be incorporated into the classroom so that it is an effective teaching tool?

# Works Cited

Gee, J. (2005). Good Video Games and Good Learning. Phi Kappa Phi Forum, 85(2), 33-37.

Gee, J.P. (2007). What video games have to teach us about learning and literacy. New York: Palgrave/Macmillan. Chapter 1.

de Castell, S., Jenson, J., & Taylor, N. (2007). Digital games for education: When meanings play. Situated Play, DiGRA Conference, Tokyo, Japan. 590-599.

Game Over