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EDTECH501 - 4173

**Subject Area/Grade Level:** All

**Instructional Objective:** Increasing motivation and students' willingness and desire to learn.

**Description:** How can video games capture a child's attention for hours on end when they can't sit and listen to a teacher for more than a few minutes? What is it about video games that engages gamers and makes one willing to put hours upon hours of time into something with such little in return (Becker, 2006)? After listening to Dr. Seann Dikkers at eTechOhio ask and discuss some of these questions I began to wonder how I could use the strategies of video game designers to transform my teaching and re-engage students.

Annetta, L. A. (2008). Video games in education: Why they should be used and how they are being used. *Theory into Practice*, 47(3), 229-239. doi: 10.1080/00405840802153940

Annetta begins her article discussing the necessity for preparing students for the 21st century skills they will need for success in the workforce. Annetta goes on to relate how games integrate many of the skills and literacies needed to stay competitive in the 21st century. She states how games help to motivate learners and provide opportunities that traditional classrooms do not. Finally, Annetta highlights how learning with video games can be applied through distance learning and traditional teaching and instruction.

Becker, K. (2006). Pedagogy in commercial video games. *Games and Simulations in Online Learning: Research and Development Frameworks: dea Group Inc.* Retrieved from <http://ocw.metu.edu.tr>

Becker's research focuses on current learning theories and their applications in video game design. She first points out that video games are largely consumer driven while most educational content is not. She claims that it may be student centered but it is driven by educators. There is a growing body of research on games and learning. Through this article Becker attempts to show how video games are a relevant instructional tool by showing how video games are all about learning. Becker details the instructional principles and strategies of four current learning theories and how they already exist in the "good games."

Gee, J. P. (2005). Good video games and good learning. In *Phi Kappa Phi Forum* (Vol. 85, No. 2, p. 33). The Honor Society of Phi Kappa Phi. Retrieved from <http://academiccolab.org>

In this article Gee describes how playing his first video game with his son led to his researching the educational implications "good video games" may have for learning. Gee

highlights 16 principles of learning incorporated into video games to keep players engaged and coming back to play more. He suggests that use what video game designers have used for years to transform our schools into engaging learning environments.

Halverson, R. (2005). What can K-12 school leaders learn from video games and gaming. *Innovate: Journal of Online Education*, 1(6). Retrieved from <http://www.innovateonline.info/>

Halverson's research takes a slightly different approach to games and learning. He begins by briefly pointing out the advantages to games based learning. He then focuses on school leadership. Halverson describes that there is a huge gap between today's gaming generation and school leadership, but "the responsibility for realizing the power of game-based learning environments across schools lies mainly with school leaders." Finally, although it may be a difficult task with the specific content covered in standardized tests, game learning requires changes in "learning environments." Game learning has the potential to drastically change education but changes must start with the leadership.

Oblinger, D. (2006). Games and learning. *Educause Quarterly Magazine*, 29(3), 5-7. Retrieved from <http://www.educause.edu/ero>

In Games and Learning, Diana Oblinger describes the role play has in learning from an early age, however as students age and progress through school the amount of play in learning decreases. Oblinger states that "games catalyze learning" and are a powerful learning tool because of their ability to draw students in and engage them. Oblinger describes the various elements of games that make them effective, however, games themselves aren't effective just because they are a game. They must be properly integrated into the curriculum to be an effective educational tool.