

Game-Native Teachers' Attitude toward Digital Gaming in School

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My research on digital games

- Hidden value in game design (2000)
- Sharing game tips with strangers (2003)
- Overlapping: online & offline gaming communities (2003)
- Grief players (2005)
- Cross-boundary co-playing (2005)
- Gaming places and spaces (2006)
- Free games (2007)
- Comparison: TW/US WoW behavior (2007)
- Learn to play (2008)
- Onlookers (2008)
- Private MMOG servers (2009)

Giving game-related courses

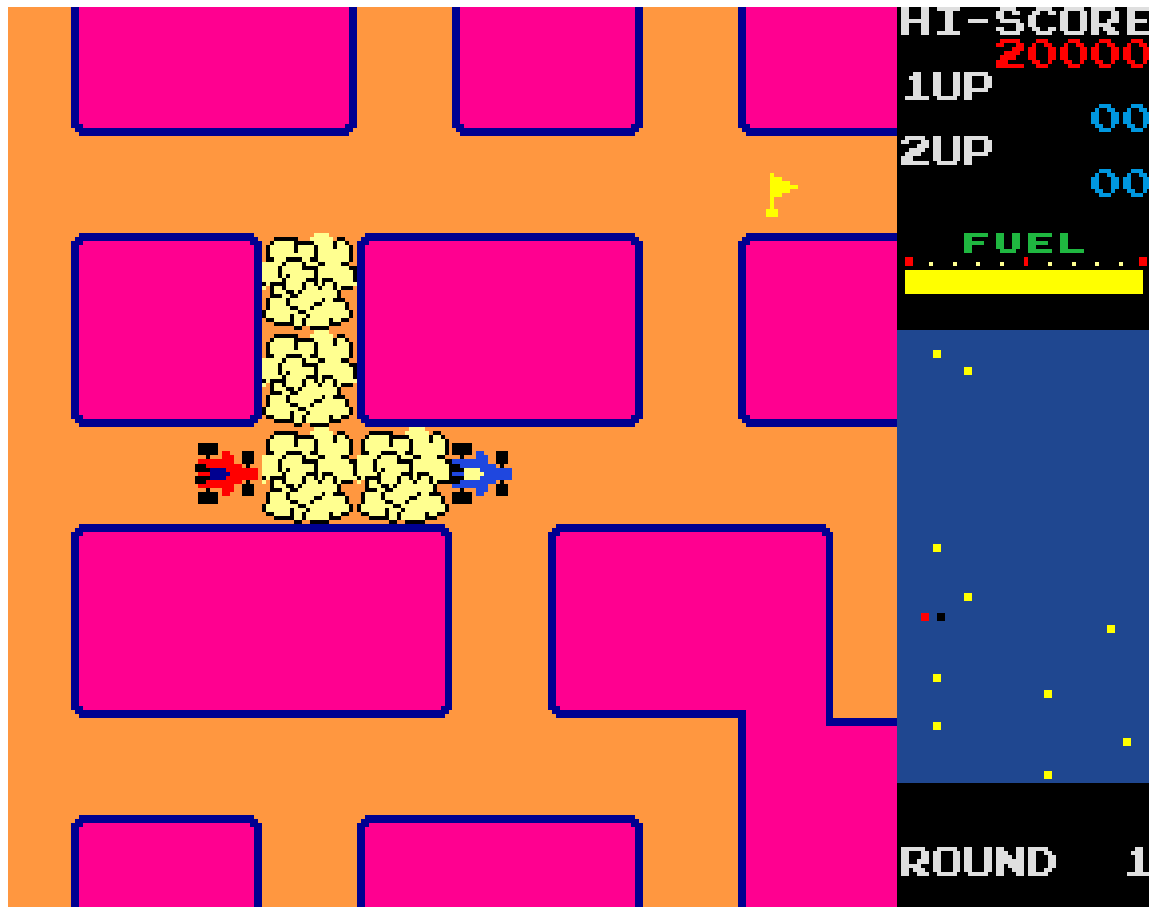
- Digital games and artificial intelligence (2006, 2008)
- Digital games: an introduction (2007)
- Graduate studies on digital games (2007)
- Digital games and learning (2009)

My research on digital games

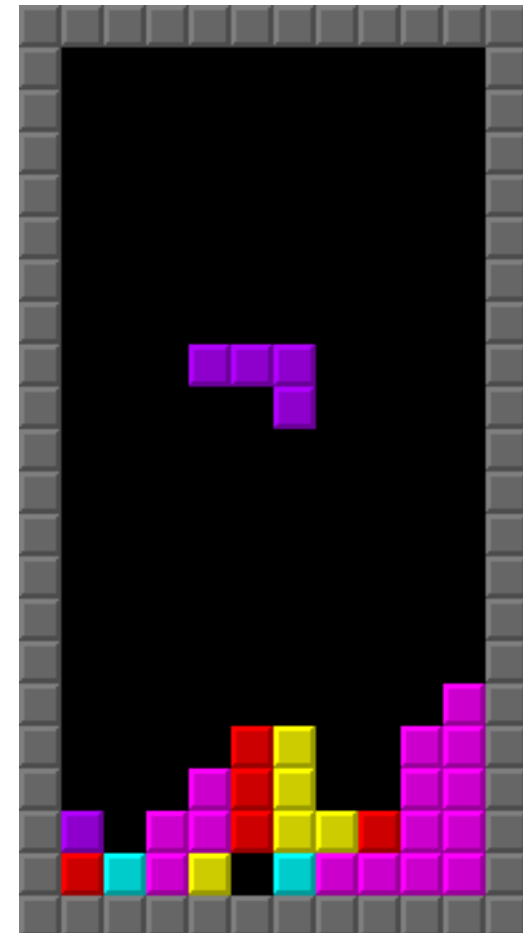
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My digital gaming experiences

- College



- PhD



My digital gaming experiences

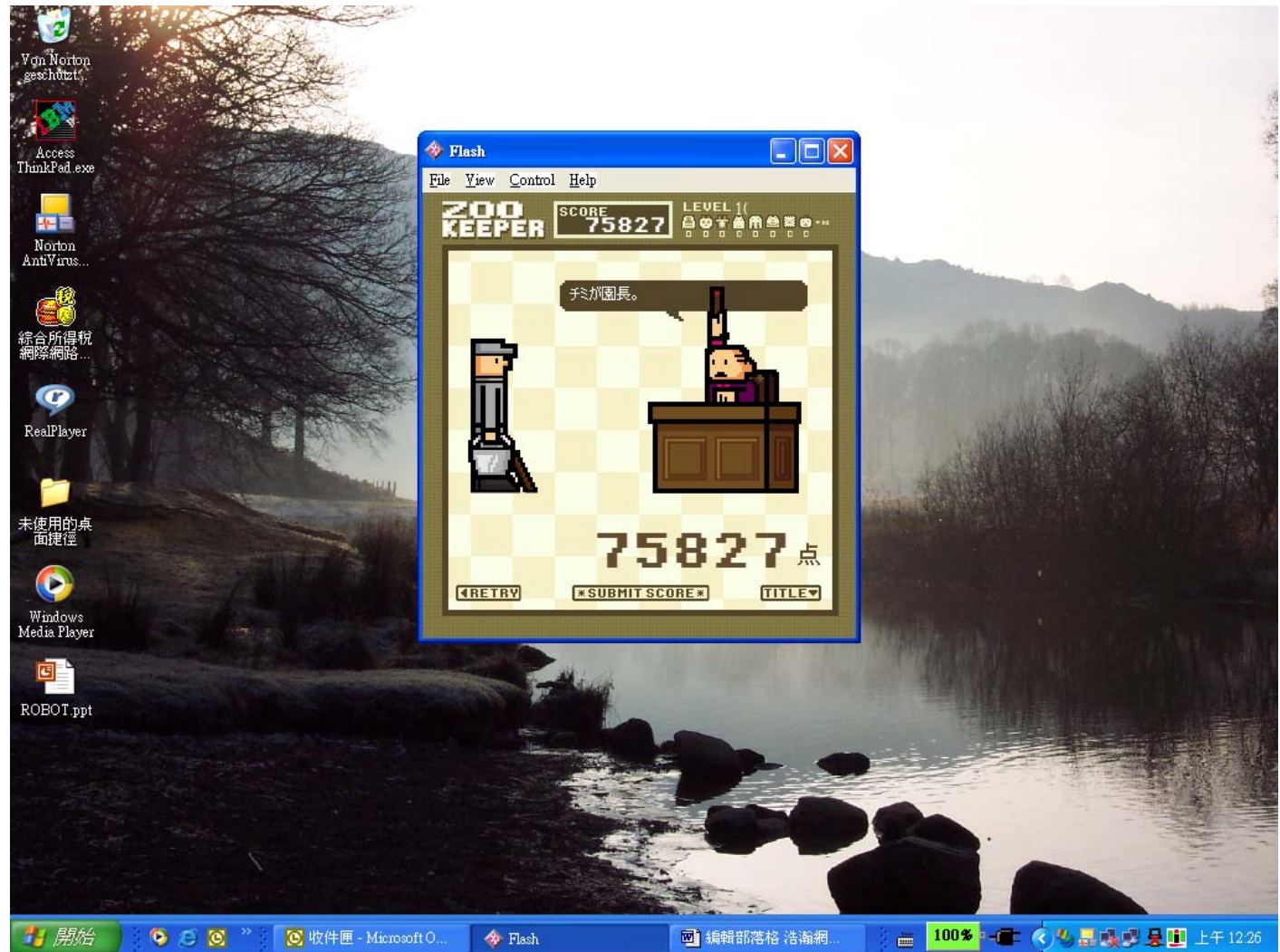
- Becoming a teacher ...
- MUD
 - ES2
 - Eternal Civilization



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My digital gaming experiences

- In office ...



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My digital gaming experiences

- At home
- GameCube
- Xbox
- Wii



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My digital gaming experiences

- And now ...
- WoW
 - 80lvWar (T, dd)
 - And so on



Why should I feel doubted and challenged?

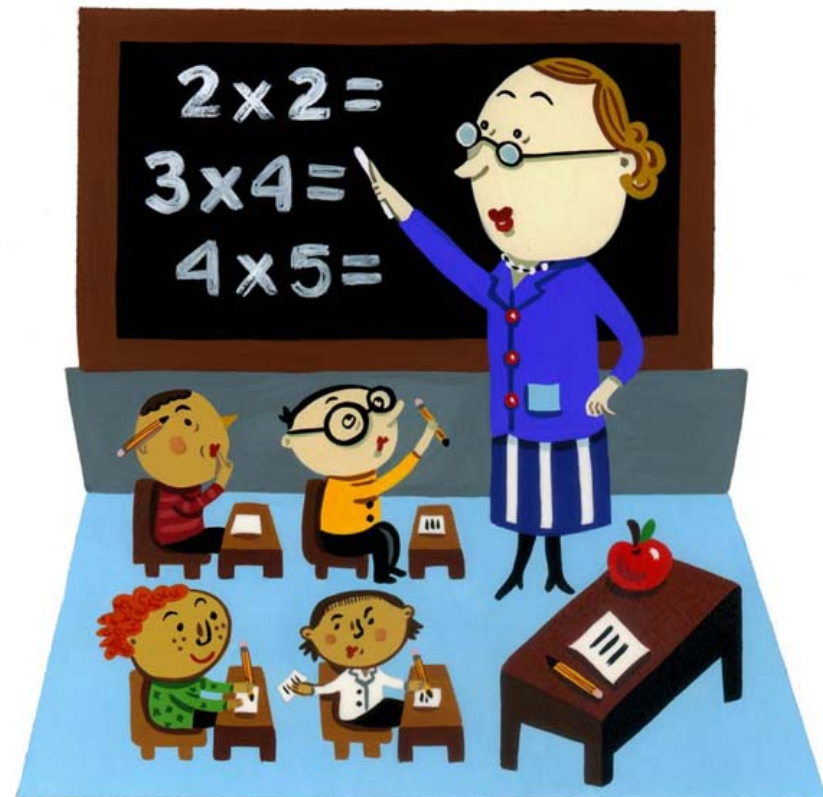
Why should I feel doubted and challenged?

Because I'm assumed
either a **non-gamer** or a
game-immigrant teacher

Game natives vs. game immigrants

- Digital natives/immigrants by Marc Prensky
- Game natives
 - Born with digital games
 - Start to play them before school
 - Feel easy and comfortable before any new games
- Game immigrants
 - Find digital games in a later stage in life
 - Learn and do it in a hard way
 - May never feel comfortable about it

Immigrants as teachers?



Teaching a game-design course

- Challenges from students
 - Do you play?
 - Do you play this game?
 - Do you play it better than me?
- Challenges for helping students to
 - Understand a good player is not necessarily a good designer
 - Study a familiar game with a critical eye
 - Pursue cross-genre playing experiences



What are they doing there?



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Shut off your notebook!?



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Have some fun in class ...

..... and between classes



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Classes in a computer classroom



Classes in a computer classroom



- Install my own games from USB
- Or select a flash game from browser
- Play during lecture and practice
- Under constant alert to teacher's gaze



How do teachers respond?

- No USB in class!?
- No Internet in class!?



- You can play after finishing the assignment
- Everybody can play for 10 minutes before class ends
- You can stay and play after this class
- You are welcome to play after school

Kids are welcomed to play here
after school



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... or they may be playing
at one netcafe



... or another

How about playing at home?



Well, it looks OK ...

Unless ...



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A typical joint office for k-12 teachers in Taiwan



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What are they doing there?

During lunch break or after school, they lock the door and play games, usually online games, together

During weekends, they come to school and play together

Game-natives? Their attitude toward gaming in school would be different from non-gamer or game-immigrant teachers?

We invite you to join this game of us ...



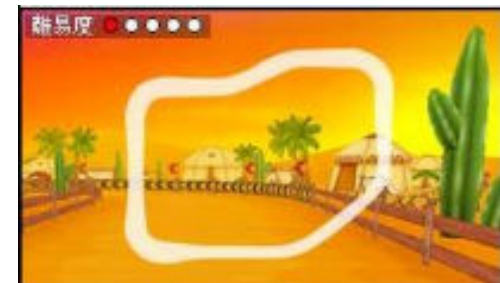
You can select your cute character



And we will teach you how to play



And don't worry, because we have designed this pretty easy racetrack for you



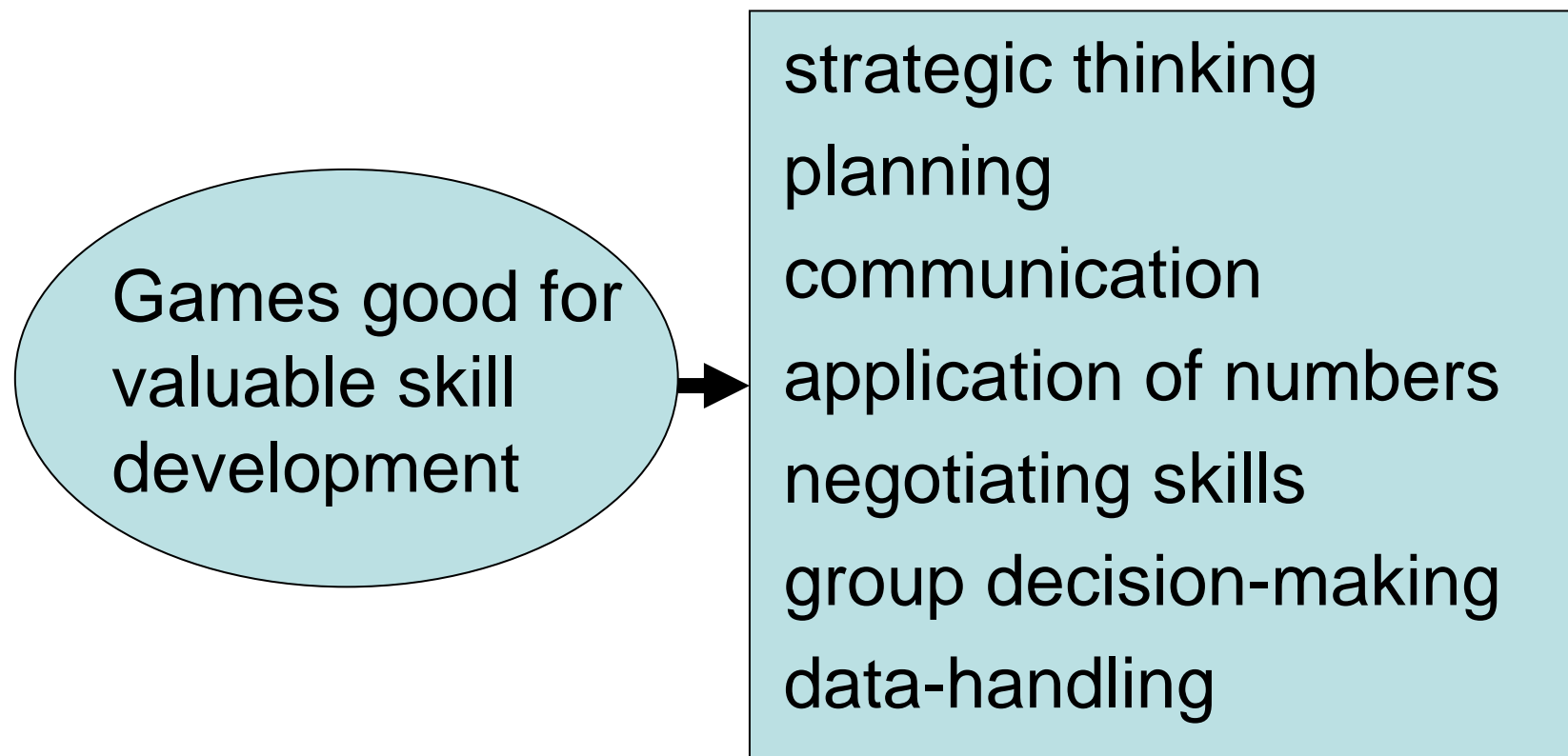
Using Wii in classroom



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Teachers and parents started to recognize



Futurelab 2004

How about introducing some 'learning games' on campus?

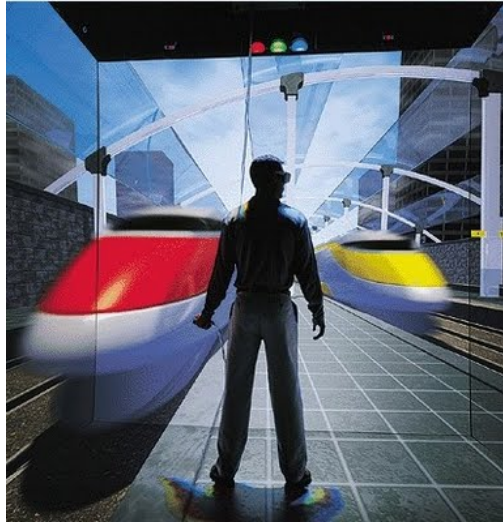
Educational games?
Edutainment software?



Or they are just sugar shells around bitter learning material?



How about Serious Games in school?



Then how about using
mainstream games in school?

Real-Time Strategy: StarCraft



Train: Microsoft Train Simulator



Construction and Management: SimCity



MMOFPS: World War II



Music Game: Guitar Hero



Sports: Madden NFL



Mainstream games in schools remain rare

It is difficult for teachers to identify quickly how a particular game is relevant to some component of the statutory curriculum, as well as the accuracy and appropriateness of the content within the game

The difficulty in persuading other school stakeholders as to the potential/actual educational benefits of computer games

The lack of time available to teachers to familiarize themselves with the game, and methods of producing the best results from its use

The amount of irrelevant content or functionality in a game which could not be removed or ignored, thus wasting valuable lesson time.

Futurelab 2004

Preliminary findings

Gaming experience is a primary factor, in terms of accumulated gaming years and current gamer status

More experienced gamers think more positively about games in school

- Playing game is not a loser's choice
- Playing game would not turn one into a loser
- Teachers need to participate more in gaming so as to better understand and help students

All teachers show a strong support for monitoring and regulating students' playing games in school, including time, place, genre, and peer



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