

Title of Session: Impact of Gaming for Libraries

Moderator: Lesley Farmer

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Room: Cybrarians Group

BJB2: Welcome to the Impact of Gaming for Librarians!

KeikoSc smiles and claps

LesleyF: Today we'll be talking about gaming and libraries.

BJB2: Lesley, the festival participants have been absolutely wonderful!

BJB2: Welcome to the Impact of Gaming for Librarians!

LesleyF: So let's do a quick intro all around -- I'm Lesley Farmer; I coordinate the librarianship program at California State University Long Beach.

SusanRic: Hello!

LesleyF: Let's everyone take their turn...

KeikoSc: Hi, I am Keiko, helpdesk volunteer. I teach Japanese in Dallas, TX

GaryG: Gary Grant, Instructional Designer at TIAA-CREF, grad student at SDSU

BJB2: I teach communication in Pennsylvania

SherryC1: I teach English and Social Studies in Rapid City, SD for 8th grade

SarahFa: My Name is Sarah Fales and I am a Grad Student at San Diego State University

MarleneK: I'm a teacher from Edmonton AB

JaniceSG: Hi I'm Jan. I'm an Ed Tech grad student at AZ State U.

SusanRic: I'm Susan. I'm a Special Ed. teacher in San Diego.

LesleyF: so SD can be San Diego or South Dakota; I'll try not to confuse the two.

SarahFa: I also teach at an Independent Study school

DeidraM: My name is Deidra McIntyre. I am a special education (Reading/ELA) HS teacher in Brooklyn, NY. Also have taught some MS Office classes.

HollyWe: My name is Holly Weimar, doctoral student at UH and adjunct at SHSU library science dept.

RitaSo: I'm Rita from Philadelphia -- computer teacher K-5

LesleyF: So let's start with what you hope to talk about during this session -- what you want to learn.

DeidraM: Any info I can take back to my school's librarians.

HollyWe: ditto

SusanRic: Some new educational game sites??

LesleyF: what's your attitude about gaming and libraries right now?

RitaSo: Getting kids and teachers excited about what's in the library -- or what should be there

MarleneK: I'd like to have a better understanding of the value of gaming.

GaryG: any new for me

SarahFa: Some educational ideas and resources to interest my students

HollyWe: students are interested and do use library resources for games--so, educational ideas would be great

SarahFa: I don't know much about gaming but I want to learn more. I think that if it is educational and user friendly - teach me more

DeidraM: Information on companies who produce educational gaming and how teachers can contribute/collaborate on ideas.

LesleyF: To get the brains going, here's a short article from one of my favorite magazines, Wired, about gaming and learning. Ready for the URL?

LesleyF: <http://www.wired.com/wired/archive/11.05/view.html?pg=1>

LesleyF: Take a couple of minutes to read it.

LesleyF: so do you agree with the author's point of view?

KeikoSc: I am definitely dealing with gaming generation. That is for sure

HollyWe: I think that our students do and that's important because they are engaged in what they are doing

KeikoSc . o O (in univ)

MarleneK: Well it reminds me that if games are selected properly, then they can become a teaching tool.. but it's that selection process I think that gets bypassed at times

GaryG: yes, it sounds similar to Karl M. Kapp's

SusanRic: sounds like something to investigate further!!

DorethiaM: if games are teaching kids the basics I am all for it. In my classroom games are for education not enjoyment. I tell my students they can play games at home for enjoyment but at school it is to learn.

LesleyF: so what do you think are the aspects of gaming that relate to good teaching?

SarahFa: Students are actively involved

KeikoSc . o O (role-playing?)

JaniceSG: If games have different skill levels, they can be individualized somewhat.

LesleyF: hmm, so if it's a game it can't be enjoyable? Can school be enjoyable?...

DeidraM: My masters thesis was on the effectiveness of game based teaching strategies...so I agree

JaniceSG: I think the words "game" and "school" are rarely thought of in the same breath, so to speak.

DorethiaM: I think that knowing how to play the games and analyze them are beneficial. I learned this from my son, who writes video game strategy guides. he is 33 years old and that is his passion

SarahFa: I would agree with the author's point of view - but what to do about it . .

DeidraM: then it's not a game, is it? without enjoyment.

GaryG: I think they enjoy the challenge

LesleyF: there are two issues going on -- how gaming features overlap pedagogy -- and what makes a game a game.

SarahFa: The challenge and competition with others and themselves

DeidraM: games reduce apprehension. They learn without being cognitive of it.

DorethiaM: I play games such as powerpoint jeopardy and I have found that it actually helps students master the concepts of math. they enjoy the competition.

JaniceSG: Personally, I think school should be fun and games are one way to make it so. The problem is convincing administrators and parents that games are part of learning.

LesleyF: Right, Gary, so the challenge (Vygotsky) that is doable is one aspect.

HollyWe: we have release of emotions as well

LesleyF: The competition and collaboration -- social aspect -- is part of it.

GaryG: it gives a sense of accomplishment

DorethiaM: If you use games make sure they are tied to a standard and Bloom's taxonomy and higher order thinking skills. That way the administrator can't question you.

SherylM: Yea, even at the beginning of the Industrial Revolution when I went to school, my favorite teacher had us play the game, "Around the World".

LesleyF: it's also active, constructivist (possibly), and may have an interesting context.

LesleyF: I liked Where in the world is Carmen Santiago...

DeidraM: the content should be tied to the standard, not the strategy (which would be the game) right?

JaniceSG: Agreed on the standards. It's difficult sometimes, though, to apply the standards directly. I found this out in a Games/Simulation/VE class I took a few weeks ago.

DorethiaM: At my school we have the problem with gangs.-nortenos and surenos. Games eliminate that because the students don't think about who is in a gang..

LesleyF: Depending on the game, the strategizing can be part of the educational process, such as Lemonade Stand.

GaryG: instead of using a paper-based multiple choice quiz, I've used the Game Show Pro software, adults not only enjoy a Jeopardy style game, they learn and become very competitive

DorethiaM: I also give participation points and use games as a way of making them use their resources such as textbook to find information.

GaryG: I've also used it on 12 and 13 year olds middle school kids who also became very competitive while they learn

LesleyF: Exactly, we can use games, especially the short-term/one-shot ones, to introduce (diagnostic tool) or assess student learning. And when students themselves create the games, they are synthesizing their own knowledge.

DeidraM: Like having students play an online educational game and then instructing them to write a tutorial for a younger grade level student... a teacher in my building had her math class do that.

DorethiaM: game show pro is expensive. I attended NECC and the use of clickers is now becoming a part of technology. Kinda expensive, but maybe there is a cheaper alternative.

LesleyF: since you brought up that software, here's FREE stuff that you can use to make games -- and have your students do too. Ready?

DeidraM: yep

LesleyF: <http://it.coe.uga.edu/wwild/pptgames/index.html>

SarahFa: yeah!

LesleyF: These are based on PPT.

BJB2 . o O (free is good ;-))

GaryG: since the boomers are retiring, the US may not have any other alternative but to adopt to a game-based style of learning

DorethiaM: the gaming market is a billion dollar market. Every kid has at least one game console, cell phone,

LesleyF: The gaming industry has now outpaced (in \$\$) the film industry.

LesleyF: Even before Britney and Lindsay's silliness...

LesleyF: So before we get any farther, let me share that THE Journal listed as game components -- what makes a game a game.

DorethiaM: <http://www.pppst.com/>

DorethiaM: this is Pete's powerpoints excellent site

RitaSo: player - task - goal

LesleyF: rules, Goals, Outcomes and feedback, conflict/competition/challenge/opposition, interaction, representation (story, event, modeling).

DorethiaM: I recently saw Steve Wozniak, he lives in my area, the founder of Apple and he basically figured this out many years ago. there was a kid on tv locally who made a game called elemento, he is going to be a millionaire by 8th grade according to him. His 6th grade sister is his marketing manager. After all I am in silicon valley

MarleneK: Interestingly enough, some of my science lab experiment tasks fit the definition of a game

DeidraM: are they fun?

MarleneK: "yeah

DavidWek . o O (many aspects of life are "games")

DorethiaM: <http://members.aol.com/dickwlewis/ElementO.html>

LesleyF: exactly, Marlene. So there can be many options for gaming...

DeidraM: sounds like a game to me!

DorethiaM: this is his website

SarahFa: Our school nurse did a health presentation using a powerpoint made jeopardy game. We were so engaged. What a better way to engage students

LesleyF: And I know some games that I think are NOT fun -- and are boring.

DorethiaM: My friends who teach in Tanzania use games with their students. Yes, they are the same as our American kids.

DeidraM: this reminds me that that rich dad poor dad author made a financial game...I'll see if I can find it...

SarahFa: This presentation our nurse gave would have been very boring if not for the interactive game and prizes

LesleyF: Marc Prensky is probably the main guru in this area. He has a good list of types of learning and possible game styles. Ready?

DeidraM: yep

GaryG: prizes are always a good incentive

GaryG: yeah

BJB2 wonders if Gary has read Punished by Rewards?

BJB2: <http://www.alfiekohn.org/books/pbr.htm>

BJB2 . o O (sorry for the interruption, Lesley)

LesleyF: <http://www.marcprensky.com/writing/Prensky%20-%20Types%20of%20Learning%20and%20Possible%20Game%20Styles.pdf>

GaryG no, I'll have to research it

DeidraM: Cashflow is the game by Robert K. (rich dad poor dad):

<http://cashcanflow.com/cashflow-games.php?gclid=CPrRhKXuW40CFsgRGgod8kQsMQ>

LesleyF: I agree with BJ. External motivations aren't as compelling as internal motivations, which game play can provide.

DeidraM: who works for free? (rewardless...)

BJB2: Prensky has been mentioned in other sessions today, Lesley

SarahFa: Love Rich Dad Poor Dad

LesleyF: I didn't say "No rewards," I assert that too many MATERIAL prizes are given. They're often not needed.

MarleneK: I like that list

DeidraM: when do we not work for rewards?

MarleneK: Personal satisfaction is a good prize when the challenge has been difficult.

LesleyF: I like that list too. Marc's overall page, which has many good ideas, is at <http://www.marcprensky.com>

DeidraM: personal satisfaction is a reward

MarleneK: I don't classify it as a material reward, like candy and such

LesleyF: And there are grades, status, popularity, ...

DeidraM: for me that might mean an enjoyable book. for my students, more often than not, it is a handball game and not a book

LesleyF: another good set of links about the impact of gaming in education is <http://www.seaford.k12.de.us/it/gaming.htm>

SherylM: The book BJ mentioned, Punished By Rewards, describes this dilemma very well. It is a very powerful book, that describes these issues very well.

LesleyF: You'll find this seaford page has many useful links.

HollyWe : The gaming studies are interesting....

LesleyF: Interestingly enough, the issue of fun, prizes, gameness, DOES impact attitudes about schooling (which might be different from education).

DorethiaM: soon we will have video game anonymous groups for kids, because they get hung up on the games and forget about all welse

BJB2: that will happen when teachers become obsolete in the classroom, Dorethia

DeidraM: I studied Alfie Kohn in my behavioral supports class... I just never agreed. it is a matter of perspective as to whether or not we all suffer from punishment by means of rewards (last comment on this because it is off topic).

LesleyF: At the very beginning, Dorethia mentioned about school is for learning, I think the idea that students shouldn't be goofing off.

MarleneK: And if they are having too much fun, making too much noise, then they must not be learning ;)

LesleyF: And another comment was made about GenN/Millennials basically "needing" gaming for training. When I interviewed a number of college-age serious gamers, they were AGAINST gaming in education.

JaniceSG: That's interesting. Why?

LesleyF: They knew how long it takes to do a "good" game, and they didn't want to spend that kind of time on schoolwork.

JaniceSG: Ahh...

LesleyF: They also thought that games such as Ages of Empire and other history-based games were too simplistic. They thought that an accurate game would be hard to develop, and would take too much time to experience.

LesleyF: The students basically just wanted the teacher to tell them what they needed to know.

LesleyF: So their own ideas about schooling were pretty rigid and traditional.

HollyWe : I see that too from a teacher's perspective--taking too much time to develop--a serious game

JaniceSG: Spoonfeeding, eh? ;-)

HollyWe : Is there a happy medium?

SherylM: So they could get on to more fun things.

LesleyF: They also didn't want teachers to "co-opt" their gaming arena. They considered gaming their escape so they don't want school to take away that escape feature.

JaniceSG: I thought that might be part of it.

HollyWe : yup

LesleyF: But there can be game or game-like activities that can be fun and educational -- like the gameshow ideas, role-playing games, simulations, and puzzles (for problem-solving). Those word problems in math could be developed into a gaming framework, I think.

LesleyF: Facts can use the game-show idea, as Prensky stated. It's a little more engaging. Recall spelling bees? They are basically games....

MarleneK: At the U of A some math researchers have developed a SNAP Math Fair...and it involves students taking traditional math puzzles and making them into games for others to enjoy at a fair

JaniceSG: I think simulations could be quite good in a classroom situation. They can be used in an ongoing manner rather than a one-time shot and can be expanded in terms of content.

GaryG: I'd like to share an article

MarleneK: This would be at the grade 4- 6 level

LesleyF: sure, Gary.

GaryG: <http://www.learningcircuits.org/2006/February/kapp.htm>

JaniceSG: MUVes are also promising.

GaryG: This article discusses a few examples

SusanRic: looks like a very informative article!

LesleyF: for the commercial game industry to go into this big time, they have to have enough buyers to make it worthwhile. There also have to be strong educators, strong programmers, strong graphic designers, and content experts all working together.

JaniceSG: I'm getting into that industry (Educ Tech) with the hope of being able to develop games/sims/VEs. I think it will be a fascinating area.

LesleyF: Super, Janice!

BJB2: We have 10 minutes left...

BJB2: before I forget, a reminder that Lesley leads a monthly discussion in Tapped In!

DeidraM: My son is 3. Everything he learns he learns by games... all those tv shows, Dora, Diego, even the Mickey Mouse Club are tv games... then he goes to noggin, pbskids, etc. to play more online ed. games. I think the generation to come... those in preschool now ... will demand the game based learning.

LesleyF: Here's another hotlist on eGames.

GaryG: my 9 year old is addicted to the Dragonballz, Pokeman, Naruto type games, the good thing is he has to read the directions in order to succeed, as a result he is reading 2 grade levels above

BJB2: the next Cybrarians discussion is on August 15

LesleyF: and my son writes better and is a better collaborator because of role-play multi-player games (he's a graphic design major in college).

LesleyF: Good point, BJ. Is our session 60 or 90 minutes?

BJB2 . o O (Lesley always has great information to share with us.)

BJB2: this session is 60 minutes

DeidraM: My son speaks Spanish... dora-diego spanish. LOL

BJB2: but the normal cybrarians discussion is 90 minutes

LesleyF: So here are two sites: emales --
<http://www.kn.att.com/wired/fil/pages/listegamesj.html>

LesleyF: AND a slightly dated bibliography of mine at
http://schoollibrary.org/pub/newsletterpdf/cslanews_2_06.pdf
(page 5 Web pathway).

LesleyF: Lastly in the Cybrarian site, I uploaded a professional development workshop that I created for Middle School teachers and librarians. Check it out

LesleyF: since I have a captive audience here, is there a topic you want to discuss in August? I have some new info on e-museums.

BJB2: many museums are doing outreach programs...is this related, Lesley?

LesleyF: the workshop is on using games in middle school, BTW

DavidWek . o O (good target audience - middle school students)

LesleyF: that museum outreach is certainly why there are more related websites...

LesleyF: yes, David, the students are old enough to understand rules and cognizant enough to generalize from their experiences.

MarleneK: I really enjoyed this Lesley, made me think differently about gaming

BJB2: Thank you so much, Lesley...you are an amazing treasure for the Tapped In community!

JaniceSG: Thanks for the great info and links!

LesleyF: oh, good, Marlene. I did a presentation at Rutgers on gaming in the library -- back in 1982!

LesleyF: same issues...

SusanRic: can't wait to go back and look through those links!

LesleyF: Thanks for joining in the conversation, folks!

BJB2 sighs happily...what a wonderful festival this year!

MarleneK: thank you :)

HollyWe : thank you!

BJB2 hopes everyone will return for Lesley's August discussion

SherylM waves goodbye and nods in agreement