



The student is the player.

The game is our classroom.

Paul Waelchli, St. Norbert College: paul.waelchli@snc.edu
Anne Marie Gruber, University of Dubuque: amgruber@dbq.edu
Jonathan Helmke, University of Dubuque: jhelmke@dbq.edu

Clear goals:

- *Well-ordered Problems:* Games build on previous skills and demand that players string these together to solve the current problem and to advance. Games use ordered problems to scaffold the player's learning, introducing new skills and building on previous ones.
- *System Thinking:* Games help players learn how items and situations fit together and what their relationship is. Facts are not isolated, but connected to a larger objective.

Practice of skills:

- *Interaction:* The experience is not passive; players are continuously interacting with the interface and content. Game players are hands-on learners.
- *Production:* Players do not simply create an end product, but add to and modify the game as they experience it.
- *Situated Meaning:* Skills are not learned in a vacuum. Players understand the meaning of the skills and facts they learn through the context of the game. A skill is useful and relevant when it is connected to a context the player understands.

Monitored practice:

- *Performance before Competence:* Players begin using their skills before they have finished instruction on them. Mastery comes through experience not through tutorials.

Continuous feedback:

- *Cross-functional Teams:* Feedback can come from peers working together. Often this collaboration is important to the players' overall success.

Individual adjustment:

- *Explore, Think, Rethink:* Players define their information needs, seek them out in the game, and evaluate the success of their progress. Players continually make adjustments based on the feedback they receive and their own reflection.
- *Multiple Routes:* There is not one right path or correct answer, but a variety of ways that an objective can be met.
- *Just-in-Time:* The introduction and instruction of new skills comes at the point of need. Skills are provided when the situation is meaningful rather than up front.

Motivation:

- *Pleasantly Frustrating:* Objectives and challenges are just on the edge of a player's abilities. The player knows it is achievable and enjoys the process of reaching the solution.
- *Agency:* A game creates a sense of ownership in the player. The player is invested in the game and feels a sense of responsibility for the outcome.

Personalization:

- *Identity:* Games that allow players to create a unique self lead to a personal investment from the player. The player can relate to the game characters and can learn through their actions.

Infinite patience:

- *Risk-taking:* Games encourage players to take risk. Even if the action is incorrect, the results of failure are not punishing, but encouraging.

***Many of these strategies are not new concepts,
but are sound pedagogy.***

Which of these are you currently using?

**What are some specific classes /
services in which you are using them?**

**Based on our discussion in this workshop, name 4 to 5 strategies
you will incorporate back in your library.**

Which strategies discussed will be the hardest? Why?

Suggested Resources:

ALA games & gaming resources wiki. Available from
<http://gaming.ala.org/resources/> (choose *Model Programs*)

Federation of American Scientists. (2006). *Summit on educational games: Findings and recommendations.* Retrieved October 30, 2008, from
<http://www.fas.org/gamesummit>

Gee, J. P. (2005). *Good video games and good learning.* Retrieved October 30, 2008, from
http://www.academiccolab.org/resources/documents/Good_Learning.pdf

Gee, J. P. (2003). *What video games have to teach us about learning and literacy.* New York: Palgrave Macmillan.