



SERIOUS GAMES NETWORK

Hello,

The SEGAN (Serious Games Network) proposal is promoting a Community of Practice under this subject. The main objective is thus to create a stable consortium to exchange ideas and experiences related to Serious Games. This network will be supported by virtual tools and face to face events, in order to increase the visibility and awareness of the benefits and impacts of Serious Games for learning, and contribute to its uptake and efficient use. The planned objectives will be implemented the creation of a social portal that establishes and supports the Community of Practice on Serious Games, annual publications on the design, development, delivery and evaluation of serious games and an annual conference and summer school. Finally, a European association will be created.

The teacher

Perhaps a key idea that needs attention when we start thinking about using games in the classroom is the figure of the teacher. As with any technology we use in education there are teachers who are users in their own lives, who are used to the way the technology works and who feel comfortable and confident about using it in the classroom. These are however the minority. For large numbers of teachers, video games are not so familiar. Though they may have watched their own children use them, they do not "speak the language" of games. When they enter a game for the first time for example they lack the intuitive understanding, based on previous experience of gameplay, that gamers use to explore and familiarise themselves with a new game. They are lost. Other issues include possible negative understanding of the potential educational value of games, insitutional

The teacher (Nick Kearney)

The panorama is changing, but it is a slow change, and I think it is important to remember that profiles are agglomerations of data for the purposes of illustration, and that profiles constructed from statistics may not coincide with teacher's perceptions (however mistaken this may be). The heterogeneity of games "gamers" may engage in, of socio economic profiles and national contexts may further complicate the issue. It may also be that a teacher who for example plays Farmville may not necessarily perceive it as something she could use in the classroom. Though there are enthusiastic early adopters out there doing great things we can learn from, and capture and share here, I see the lack of impact in education as related to the understandings of other teachers who are as yet "less convinced", and we need to look at ways of addressing that.

difficulties of different kinds, and the "authority" issue; teachers are frequently also acutely aware that they are likely to be the person in the classroom who is least familiar with games, and this can be seen by some as weakening their position within the group. Even when teachers are willing to try using games in the classroom, these issues pose considerable challenges. What strategies have you used to try to overcome them?

The teacher (Roisin Garvey)

I think this is a large issue in most countries. In Ireland, our experience with this highlights the same issues as are mentioned here - time constraints, budget constraints and administrative or management pressures. Many teachers find that more traditional teaching tools are more justifiable in terms of expenditure than games or digital equipment, regardless of its educational potential. I know some teachers who frequently use games in remedial classes for specific learning problems, to motivate children and remove the stigma associated with attending remedial classes (they tell their classmates they go to computer class). Despite the increased use of interactive whiteboards, etc, however, the computer use in most mainstream classes is still similar to that twenty years ago with one PC per room and limited use. I think the suggestions above would certainly be worthwhile if possible in SEGAN, to provide a questionnaire to gauge the interest levels of teachers and their experience with games. Perhaps what they see, personally, as the barriers to implementing GBL in their class?

It would be interesting to find out to what extent the teaching collective does play games in their spare time, and what kinds of games. Perhaps we could devise a brief questionnaire and put a link to it on the website, to get a basic idea. This would also serve as a driver of interest in SEGAN, attractor etc.



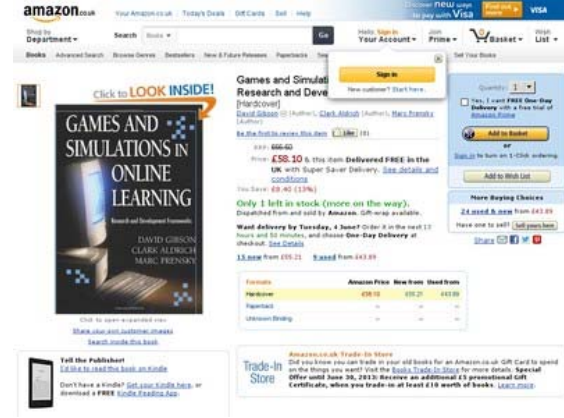
World Conference on Computers in Education - WCCE 2013

10th IFIP World Conference on Computers in Education The conference theme is: learning while we are connected



INTETAIN 2013 - 5th International Conference on Intelligent Technologies for Interactive Entertainment

The NumediArt Institute of the University of Mons invites the academic, industrial and government community to submit work in all categories of participation for publication and presentation at the conference. INTETAIN follows the usual international academic standards to evaluate and disseminate full papers, posters and demos. The conference intends to stimulate interaction among academic researchers and commercial developers of interactive entertainment systems. In addition to paper presentati...



Games and Simulations in Online Learning: Research and Development Frameworks: Amazon.co.uk: David Gibson, Clark Aldrich, Marc Prensky: Books

The book offers, amongst other insights, some examination of the application of instructional design theories and models in educational or serious games. It outlines the necessity to redesign current design models or develop new models based on emerging technology, particularly internet based advancements; and makes considerations for designing for digital natives.

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