


*Education for Global Understanding:
Using Games To Build World Communities in
the Classroom*

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Research Says...

- ✚ Games are one of the most powerful learning methods.
- ✚ The advantages to gaming and simulations are that they reach and engage the learners.
- ✚ Games that require 100 hours to complete are important to learning theorists, and time on task.
- ✚ Engaging learners 100 hours on task will improve learning outcomes.




Research says...

- ✚ Gaming speaks to different learning styles: visual, auditory and kinesthetic.
- ✚ Gaming engages learners on different cognitive levels – from memorization on to complex analysis.
- ✚ Gamers must make many decisions, solve problems and puzzles, develop strategies and get help from other players when they need it.
- ✚ Most importantly, games allow learners to do all of the above in a safe environment.




Research says...

- ✚ Learners have the freedom to explore human concepts through role plays and to assume different persona within the games.
- ✚ Games are also now powerful as e-learning tools with many advantages. In online settings, the game can emulate interactions that should occur in face to face classes.



Research says...

- ✚ They allow learners to work collaboratively, demonstrate leadership, ask questions and provide feedback within the learning environment.
- ✚ Games enhance or bring out skills often overlooked in traditional learning.
- ✚ Players may learn simultaneous and multi-level skills.



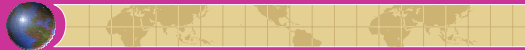
Research says...

- ✚ Players learn:
 - contextual information embedded in the dynamics of the game;
 - the organic process generated by the game; and --
 - the risks, benefits, costs, outcomes and rewards of alternative strategies that result from decision making.



Research says . . .

- Games are primers on turn-taking, the basis of all relationships (Tittel, 1998). If people don't take turns, then games will not work and neither will relationships or democracy.
- Games should trigger creativity and much more.



Types of Games

- Board Games
- Card Games
- Video Games
- Field Games
- Simulations
- War Games
- Online Games



Educational Possibilities of Games

- Thinking & other skills.
- Strategic interactions.
- Learning is simultaneous and on multiple levels.
- Learn from contextual information embedded in game.
- Decision making skills.
- Multicultural and multinational contexts.
- Engaged learning environment.
- Challenges players but adjusted to ability.
- Taps players' fantasies & curiosities.
- Allows role play.



Educational Possibilities of Games

- Team collaboration.
- Learn strategy.
- Creative problem-solving.
- Teach interpersonal skills.
- Intercultural communication principles and skills.
- Learn rules and structures.
- Learn educational content.
- Solve authentic problems.
- Stress reduced settings for socializing.
- Learn how to take turns.



The Challenge

- The greatest challenge for designers of educational games is to find ways to fuse educational content with game play.
- This will allow students to solve authentic problems, engage in meaningful and academic practices, think creatively within learning and knowledge domains, and communicate their ideas expressively.



Designing Challenges

- Provides the designer with the opportunity to practice new behaviors, experiment with skills, attitudes, behavioral models and theoretical perspectives.
- It involves imagination, logic, thinking about process, playability and to ask questions about completeness and consistency.



Designing Challenges

- ☛ Designing the game can be a game in and of itself-providing the opportunity to become engaged in creative, imaginative and highly focused play.
- ☛ You attempt to imagine what players will experience as they work their way through the game and you try to create exciting experiences for the player.



Critical Questions Posed by Game Designers

- ☛ What are the players of games learning within the game setting that can be transferred outside the game setting?
- ☛ How can you create games that provide learning opportunities for lasting skills development that extend into the real world?
- ☛ How do you design games that get students to understand the issues?



The Game: New WorldQuest

- ☛ "New WorldQuest" is a problem-solving simulation and action game.
- ☛ Designed to promote communication and understanding between diverse student populations-to get students talking and ultimately to promote global understanding.
- ☛ Shape thinking, behaviors, build cooperative structures, move across differences, resolve conflicts.



The Game: New WorldQuest

- ☛ This is easier said than done. But extremely important to creating and modeling a new paradigm for building cooperative structures and learning how to communicate and resolve conflicts rather than fighting.
- ☛ It is intended that this game can be used in several venues: brief game, over several classes, over the semester, online, on CD or DVD, as a board game.



MEET THE NEW WORLDQUEST FEDERATION.....

The NWQF has been given the authority by the United Nations to develop all rules and guidelines governing new codes of conduct and international relations. They are calling for proposals to build a "new world order."

They are calling for the formation of international coalitions representing diverse groups to come together as coalitions to plan and develop proposals for the creation of the new world order. They are asking for the creation of working coalitions that will promote peace and productivity worldwide.



MEET THE NEW WORLDQUEST FEDERATION.....

- ☛ Coalitions will plan and then be part of a pilot simulation that will last 10 years, if their proposal wins.
- ☛ They will live in a utopian society piloting the model and receive a handsome stipend of \$100,000 per year.
- ☛ If their model works they will be set for the remainder of their lives (receiving \$500,000 per year) and will oversee the implementation of the new world order. They will be designated as the new "Points of Light" for the world.





NEW WORLDQUEST FEDERATION'S MANDATE & GUIDELINES FOR THE COALITIONS.....

- ✦ Critique existing infrastructures and create new ones in: education, social system, health-food-nutrition, technology-communications, economic structure, political-governance, transportation, energy-power plants, military, and others deemed necessary by the coalitions.
- ✦ Must create cooperative structures that must be win-win for all.
- ✦ There can be no competition built into the structure.
- ✦ Coalitions must be diverse. Must be culturally pluralistic. Must learn and discover cultural backgrounds, perspectives, unique skills, abilities that each member brings to the team.
- ✦ Perspectives and proposals must be innovative and futuristic in perspective and structure.
- ✦ All proposals must include these elements.



Semester Long Pilot

- ✦ Student option as Final Project from 3 courses: Psychology, Islamic Studies, Writing for English Language Learners.
- ✦ Each student must serve as leader of an infrastructure.
- ✦ Meet on regular basis. Post summary and progress reports on the web discussion board.
- ✦ Present final proposals in May online and in person to the New WorldQuest Federation, along with guest dignitaries and world leaders.
- ✦ To watch students play the game visit King's Psychology Network at www.psyking.net



References

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Meet Students Who Are Participating in the Game

Critique and Discussion

Evaluation