My New Book:

Don’t Bother Me Mom—I’m Learning!

Marc Prensky

with a foreword and contributions by
James Paul Gee, Ph.D.
Tasha Morgridge Professor of Reading
University of Wisconsin-Madison

© 2005 Marc Prensky
Serious training in a game environment
Current Projects

K-12:
• Chemistry Game (MeCHeM)
• FL, LA Virtual Schools Courses
• Algebra Game (The Algebots)
• Cell Phone Games
• Reading Teacher

Business:
• Insurance Game
• Pharmaceutical Game
• Cell Game

Gov’t:
• Stability Operations: Winning the Peace

Higher Ed:
• History Game (Hungary)
Sky Takemura-Sora Prensky
b. April 26, 2005
Three Games:

1. Spot the “ums”
2. Count the slides
3. Find what’s wrong
“ENGAGE ME or ENRAGE ME”
Or…
Giving Our Students What They Need To Succeed!
in a

21st century

world...
...BEFORE the end of the 21st century!
What if we don’t?
But that’s not a 21st century problem!
This is:

Exponential Growth
NOBODY

gets this
IT power is doubling every year
Question!

By the year 2040, how many times more powerful will IT be than it is today?
How many times more powerful?

A 10,000
B 100,000
C 1,000,000
D 1,000,000,000
By 2040, technology will be 1 billion times more powerful than today!
Our Lives

We are here

© 2005 Marc Prensky
Our Students’ Lives

CHANGE

TIME

© 2005 Marc Prensky
Tool switching is instantaneous

Yahoo ➔ Google
CD ➔ mp3
Walkman ➔ iPod
Gen2 ➔ Gen3
We’ll be dead...
But the students we are schooling today will be very much alive
So we’d better prepare them!
I’ll be going at TWITCH

(Slides will be available)
Engagement
Engagement
(= motivation, passion)
“Without motivation there is no learning”

– James Paul Gee
“If a learner is motivated, there’s no stopping him [or her]”

– Will Wright
“Learning comes from passion, not discipline”

– Nicholas Negroponte
Question 2

What percent of the world’s population is under 25?
Percentage Under Age 25?

A  20 percent
B  30 percent
C  40 percent
D  50 percent
% Under 25?

50%
Question 3

What percentage of our teachers are under 25?
Question 4

What percentage of people in this room are under 25?
Why educators are having problems:

1. The world is changing
2. Students are changing
3. Engagement is changing
Today’s younger learners are NOT the ones our systems (and teachers) were designed and trained to teach!
Today’s Students are different
Why?

- 5-10,000 hours Video Games
- 250,000 emails & IMs
- 10,000 hours on cell phones
- 20,000 hours TV
- 500,000 commercials

- < 5,000 hours book reading
Digital Natives

- 2 billion ring tones per year
- 2 billion songs per month
- 6 billion text messages per day

© 2005 Marc Prensky
“Brains like ours alter profoundly to fit the technologies and practices that surround them.”

-Andy Clark
Director, Cognitive Sciences Program. Indiana University
Digital Natives

Conventional Speed —> TWITCH SPEED
Step-by-Step —> RANDOM ACCESS
Linear Processing —> PARALLEL PROCESSING PARALLEL
Text First —> eRAPHICS First
Work-Oriented —> PLAY-ORIENTED
Stand-Alone —> CONNECTED

© 2005 Marc Prensky
“Students are not just using technology differently today, but are approaching their life and their daily activities differently because of the technology.”

--Net Day “Speak-up Day” Summary
The Digital Natives

**Communicating**
- IM, chat

**Sharing**
- Blogs, webcams

**Buying & Selling**
- eBay, papers

**Exchanging**
- Music, movies, humor

**Creating**
- Sites, avatars, mods

**Meeting**
- 3D chat rooms, dating

**Collecting**
- MP3, video, sensor data

**Coordinating**
- Projects, workgroups, MMORPGs

**Evaluating**
- Reputation systems, Epinions, Amazon, Slashdot

**Analyzing**
- SETI, drug molecules

**Reporting**
- Moblogs, photos

**Gaming**
- Solo, 1-on-1, small & large groups

**Learning**
- About stuff that interests them

**Evolving**
- Peripheral, emergent behaviors

**Searching**
- Info, connections, people

**Programming**
- Open systems, mods search

**Socializing**
- Learning social behavior, influence

**Growing Up**
- Exploring, transgressing

© 2005 Marc Prensky
The Digital Natives

Communicating
IM, chat

Sharing
Blogs, webcams

Buying & Selling
ever, papers

Exchanging
music, movies, humor

Creating
sites, avatars, mods

Meeting
3D chat rooms, dating

Collecting
mp3, video, sensor data

Coordinating
Projects, workgroups, MMORPGs

Evaluating
Reputation systems–Epinions, Amazon, Slashdot

Gaming
Solo, 1-on-1, small & large groups

Learning
About stuff that interests them

Evolving
Peripheral, emergent behaviors

Searching
Info, connections, people

Analyzing
SETI, drug molecules

Reporting
Moblogs, photos

Programming
Open systems, mods search

Socializing
Learning social behavior, influence

Growing Up
Exploring, transgressing

© 2005 Marc Prensky
Digital Natives

Digital Immigrants

© 2005 Marc Prensky
We have a
“Digital Immigrant Accent”

- Printing out our e-mails
- E-mailing at all!
- No instant messaging
- Not Going to the Internet First
- Thinking “Real Life” happens only off-line
- Learning as Work
“Learning Takes Work”
Yes? / No?
Yes, Learning takes Effort, but
Effort for learning can feel like work or feel like play.

© 2005 Marc Prensky
Learning feels like play when you have ENGAGEMENT = Motivation, passion
Today’s students

UNDERSTAND
ENGAGEMENT

© 2005 Marc Prensky
When I was a student

IT WAS BORING
Where did you go?

“OUT”

What did you do?

“NOTHING”
Today’s kids

GO ONLINE
“I could have nothing to do and I can always find something on the Internet.”

– A High School Student
“On the Internet you can play games, you can check your mail, you can talk to your friends, you can buy things, and you can look up things that you really like.”

– A High School Student
The Digital Natives

Communicating
- email, IM, chat

Sharing
- Blogs, webcams

Buying & Selling
- ebay, papers

Exchanging
- music, movies, humor

Creating
- sites, avatars, mods

Meeting
- 3D chat rooms, dating

Collecting
- mp3, video, sensor data

Coordinating
- Projects, workgroups, MMORPGs

Evaluating
- Reputation systems, Epinions, Amazon, Slashdot

Analyzing
- SETI, drug molecules

Reporting
- Moblogs, photos

Gaming
- Solo, 1-on-1, small & large groups

Learning
- About stuff that interests them

Evolving
- Peripheral, emergent behaviors

Growing Up
- Exploring, transgressing

Searching
- Info, connections, people

E-Life

© 2005 Marc Prensky
Today’s kids

KNOW WHAT ENGAGEMENT FEELS LIKE
They want to feel engaged all the time.
Especially
In School!
But for too many of our students today, school is BORING
It feels like we’re putting depressants in their lunches!
“Whenever I go to school I have to ‘power down’”

– a high school kid

© 2005 Marc Prensky
“When you talk to teachers you definitely have to slow down a bit.”

– a high school student
“30 percent of college students admitted playing games during class.”
– Pew study
For today’s students to learn,

ENGAGEMENT

Is

MORE IMPORTANT

than Content

© 2005 Marc Prensky
Why?
Content won’t help students continue to learn, but ENGAGEMENT WILL!
Outside of school...
Today’s Young Learners are Empowered
“What people put into the Internet is much more important to them than what they take out of it.”

– Tim Berners-Lee
“Kids want to put their own mark on the site.”

– Deborah Schwartz, MOMA
Today’s Young Learners have Tools
What’s different about the new technology is that it is programmable.

– Alan Kay
Today’s Young Learners
Embrace Complexity
“[They are] living in dataspace, begging to handle more simultaneous data streams than their parents ever imagined.”

-- Beck and Wade: Got Game
Today’s Young Learners are Hands-On
“I don’t want to study Rome in high school. Hell, I build Rome every day in my online game (Caesar III).”

– Colin, Age 16
“Players are producing as much as they are consuming – perhaps more.”

– JC Herz
Today’s Young Learners want things to be Fun
“Fun is the act of mastering a problem mentally.”

-- Rafe Kotter: A Theory of Fun
Today’s students are NOT “ADD” but rather “EOE”
“ENGAGE ME or ENRAGE ME”
True for
All Our Students
They ALL lack ENGAGEMENT
The "Want to Learn" Students
“[Today’s learners] are no longer limited by their teachers’ ability and knowledge.”

– Mark Anderson
Need:

engaging, powerful tools
The

“Play School”

Students
“We have learned to "play school." We study the right facts the night before the test so we achieve a passing grade and thus become a successful student.”

– A high school student
Need:

engaging, powerful tools
+ engaging challenges
The

“Tune Us Out”

Students
It’s not attention deficit –
I’m just not listening!
Need:

engaging, powerful tools
+ engaging challenges
+ engaging methods
Students Are Looking for 21st Century Skills...

Programming
Knowledge filtering
Using their connectivity
Maximizing their hardware
...and 21st century Knowledge...

Nanotechnology
Bioethics
Genetic Medicine
Neuroscience
...delivered in a 21st century way!

Powerful
Portable
Customizable
1 : 1
And their schools don’t have them!
They don’t even THINK about them!
“The cookies on my daughter’s computer know more about her interests than her teachers do.”

– Henry Kelly, President, FAS
Still...
...21st century learning...
...has already started.
Our students are already learning in new ways...
...and the so-called “Learning Revolution”...
...where highly motivated kids learn on their own...
...is already happening...
...outside of school...
...without us!
What do people interested in providing 21st century education do?
“Avoid the schools!”

– Butch Rosser MD
“We decided to bypass the schools.”

– Deborah Schwartz, MOMA
Today’s Education: A Bifurcated System

“School” (Credentials)  “After School” (21st century learning)
GAMES

The ENGAGING educational system
If you only listened to the Press...
...you might think Computer and Video games...
... were the worst things in the world for kids.
But the TRUTH
Is that
Games produce
LEARNING
WITH
ENGAGEMENT
“I love getting level-ups – knowing I’m getting better. I started at level one and now I’m on 40. Now I can do more things. I can keep going and it’s really fun.”

– Tyler, Age 10
Students want games NOT because they are games, but because they’re the most engaging intellectual thing they have...
...Learning is the big secret reason they play! (Shhh!)
and the

Game System

is a big part of the learning process
My New Book:

Don’t Bother Me Mom—I’m Learning!

Marc Prensky

with a foreword and contributions by
James Paul Gee, Ph.D.
Tashia Morgridge Professor of Reading
University of Wisconsin-Madison

© 2005 Marc Prensky
Today’s Games: Complexity Matters

“Mini”
5 min-2 hours
TRIVIAL
Or, at best, One-Noted

“Complex”
8-100 hours
NOT TRIVIAL
Complex Games take the same amount of time as a course (30-100 hours)
Dark Age of Camelot

Caer Sidi Raid - Nimue
Part 1
by Jhana
“I just can’t compete with what’s out there.”

– A teacher

© 2005 Marc Prensky
It is NOT a war of Graphics

We’re fighting a war of Ideas!
City of Heroes
There’s a Place We Can All Be Heroes

Harry Potter and the Prisoner of Askaban
The Dementors™ are coming
and this time Harry needs his friends

Rise of Nations
The Entire Span of Human History is in Your Hands

© 2005 Marc Prensky
City of Heroes
There’s a Place We Can All Be Heroes

Create your own hero!
- Choose from hundreds of powers to define your hero's incredible abilities
- Create a unique look using nearly limitless combinations of costume choices

Thrilling battles!
- Combat evil while developing your hero’s power
- Protect the innocent in a stunning 3D world
- Battle hundreds of different villains, minions and monsters.

Heroes don’t work alone!
- Join a supergroup and build your ragtag band of heroes into a force for good
- Learn from experienced heroes with our unique sidekick system
- Team up with other heroes to guard the city against its many foes

Action-packed online fun!
- Fly, leap or super-sprint across the city to meet the latest crisis
- Non-stop battles on skyscrapers, in dark alleys and throughout the sky.
- Simple and easy-to-use controls get you into the game in minutes.
Harry Potter and the Prisoner of Askaban

The Dementors™ are coming and this time Harry needs his friends.

**Encounter** new characters and creatures,

**Engage** in a variety of sub-quests,

**Fly** on a Hippogriff,

**Explore** previously unseen areas of Hogwarts

**Take on your friends** in multiple two-player challenges, as you take part in the most **exciting** and **challenging** Harry Potter videogame adventure yet.

© 2005 Marc Prensky
Rise of Nations
The Entire Span of Human History is in Your Hands

• **Master** 6,000 years of history, from the Ancient Age to the Information Age. What forces will you wield to lead your nation to global prominence? Trade, espionage, diplomacy...war?

• **Amass** powerful armies, build prosperous economies and **perform** acts of diplomacy.

• **Research** more than 50 different technologies over 8 historical epochs.

• **Lead** one of 18 historical nations, each with its own distinctive attributes and special units.

• View your nations with 3 levels of zooming scale to gain a detailed tactical or strategic overview.
UPDATE, JUNE 2005

Battlefield 2
Rise through the ranks to General

The Sims 2
Create, Customize and Control Your World. Tell Your own stories. Romance that special someone. Become the Big Sim on Campus Mix genes from one generation to the next.

Guild Wars
Meet your friends and tackle a quest together. Your accomplishments have a unique influence on your future
Reasons Games Engage

- Fun
- Play
- Rules
- Goals
- Interactive
- Outcomes & Feedback
- Adaptation
- Win-Lose
- Conflict, competition
- Problem solving
- Interaction with people
- Representation & Story

- Enjoyment and Pleasure
- Intense involvement
- Structure
- Motivation
- Doing
- Learning
- Flow
- Ego Gratification
- Adrenaline
- Creativity
- Social Groups
- Emotion

© 2005 Marc Prensky
Reasons people learn from games

(James Paul Gee: What Video Games Have to Teach Us About Learning and Literacy)

1. Doing and reflecting
2. Appreciating good design
3. Seeing interrelationships
4. Mastering game language
5. Relating the game world to other worlds
6. Taking risks with reduced consequences
7. Putting out effort because they care
8. Combining multiple identities
9. Watching their own behavior
10. Getting more out than what they put in
11. Being rewarded for achievement
12. Being encouraged to practice
13. Having to master new things at each level
14. Tasks being neither too easy nor too hard.
15. Doing, thinking, and strategizing
16. Getting to do things their own way
17. Discovering meaning
18. Reading in context
19. Relating information
20. Meshing information from multiple media
21. Understanding how knowledge is stored
22. Thinking intuitively
23. Practicing in a simplified setting
24. Moving from easy problems to harder ones
25. Mastering upfront things needed later
26. Repeating basic skills in many games
27. Receiving information just when it is needed
28. Trying rather than following instructions
29. Applying learning from problems to later ones
30. Thinking about the game and the real world
31. Thinking about the game and how they learn
32. Thinking about the games and their culture
33. Finding meaning in all parts of the game
34. Sharing with other players
35. Being part of the gaming world
36. Helping others and modifying games, in addition to just playing.
What Do They Learn?

• **How** (to do things)
• **What** (Rules)
• **Why** (Strategy)
• **Where** (Environment)
• **When / Whether** (Ethics)

© 2005 Marc Prensky
What Do They Learn?
Areas various researchers claim are improved by Playing Video Games

visual selective attention  stress relief
multiple task processing  scientific thinking
rule understanding  intellectual development
strategy  affective development
morality  social development
ethics  transfer
identity  comprehension skills
flow  academic skills
traditional literacy  strategies & procedures
digital literacy  use of symbols
new media literacy  problem solving
concentration  sequence learning
social skills  deductive reasoning

copyright © 2005 Marc Prensky
Kids know
What they learn from games is VALUABLE
“I’ve learned to think really fast, and to take risks.”

– 4th grader, Age 10
Kids know
What they learn from games
WILL HELP THEM IN LIFE

© 2005 Marc Prensky
“Things like strategy, multi-task processing, problem-solving, symbols & map-reading, and media literacy are skills that I will use no matter what profession I elect.”

- a high school student
“Gamers have amassed thousands of hours of rapidly
1 analyzing new situations,
2 interacting with characters they don’t really know, &
3 solving problems quickly and independently.”

-- Beck and Wade, Got Game
Gamer Attitudes
Beck and Wade: Got Game

- Don’t be Afraid to Fail – Take risks to get rewards
- Winning Matters
- Work in Teams
- Take Responsibility
- Add Value

- Be a Hero
- Immerse Yourself in Data
- Make the Tough Calls
- Take different perspectives
- Make Things Better
“The only real limiting factor, always, is your own willingness to keep trying. The only real driver is your desire to reach some better state.”

-- Beck and Wade, Got Game
Game Training
For Laparoscopic Surgery

Dr. James Rosser, Beth Israel Hospital NYC
Games
and
Instruction
Using Games in Instruction

1. Use Commercial Games
2. Use Custom Games
3. Talk About Games in Class
4. Use Complex Game Design Principles to create Engaging instruction
1. Use Commercial Games for instruction
Planning

“Sim City 4”
History

Learning history? Or just playing…

“Civilization III”
History
Learning history... or just playing...

“Europa Universalis”
Business

“Tycoon” Games

Airline, Airport, Casino, Circus, Cruise Ship, Big Biz, Lemonade Stand, Health Fitness Club, Mall, Restaurant, Roller Coaster, Sea World, School, Space Colony, Tabloid, Theme Park, Trailer Park, Zoo
Keyboarding

“The Typing of the Dead”

In Stores
Custom Educational Games for instruction
Science

“MeCHeM”

Online at www.games2train.com/mechem
Science

“Environmental Detectives”

Available From MIT
http://cms.mit.edu/games/education/Handheld/Intro.htm

© 2005 Marc Prensky
Algebra

“The Algebots”

"Beat the Game...
...Pass the Course"

Coming Soon to a Desktop Near You!!!

Coming, from Games2train.com and DigitalMultiplier.org
http://www.games2train.com/games/algebots/thealgebots.html

© 2005 Marc Prensky
Algebra

“DimenXion”
# Social Studies

"Real Lives"

## Alma’s Family

<table>
<thead>
<tr>
<th>The Bernal household</th>
<th>Age</th>
<th>Health</th>
<th>Resistance</th>
<th>Health Problems</th>
<th>Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignacio (father)</td>
<td>46</td>
<td>66</td>
<td>1</td>
<td>alcoholism, diabetes mellitus</td>
<td>scientist</td>
</tr>
<tr>
<td>Esperanza (mother)</td>
<td>43</td>
<td>83</td>
<td>62</td>
<td></td>
<td>domestic chores</td>
</tr>
<tr>
<td>Francisco (brother)</td>
<td>17</td>
<td>100</td>
<td>100</td>
<td></td>
<td>temporary odd jobs</td>
</tr>
<tr>
<td>Juanita (sister)</td>
<td>15</td>
<td>100</td>
<td>94</td>
<td></td>
<td>student</td>
</tr>
<tr>
<td>Abel (brother)</td>
<td>13</td>
<td>91</td>
<td>100</td>
<td></td>
<td>student</td>
</tr>
<tr>
<td>Alfredo (brother)</td>
<td>11</td>
<td>100</td>
<td>100</td>
<td></td>
<td>student</td>
</tr>
<tr>
<td>Dolores (sister)</td>
<td>10</td>
<td>95</td>
<td>77</td>
<td></td>
<td>student</td>
</tr>
<tr>
<td>Alma (self - female)</td>
<td>0</td>
<td>53</td>
<td>37</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Household**

Online at [http://educationalsimulations.com/](http://educationalsimulations.com/)
Social Studies

“Food Force”

free download
http://www.food-force.com

© 2005 Marc Prensky
European History

“Making History”

Discern information about your country at a glance.

www.muzzylane.com

© 2005 Marc Prensky
Asian History

“Eyewitness” (Nanking Massacre)

free download
http://www.mic.polyu.edu.hk/nanjing/index.asp
Latin American History

“Tropical America”

Available Online
http://www.tropicalamerica.com/
U.S. History

“Revolution”

From The Education Arcade at MIT

http://www.educationarcade.org/modules.php?op=modload&name=Sections&file=index&req=viewarticle&artid=9&page=1

© 2005 Marc Prensky
Business Ethics

“Better Business Game”

Dear Marc,

I'm so glad you are interested in a relationship between our companies. We are involved in a number of areas complementarily to yours. Our tax return software would make you much more efficient and our gaming and gaming products could be dual branded on your internet portal. Shall we begin drawing up a memorandum of understanding between our companies?

Sue Ann Ding
CEO
Bank Pic

What should we do? — don't want to be involved with a gaming company
1. Begin a relationship - but not with their gaming products
2. Grow up the memorandum and deal with brand issues later

Daily Planet

South America Human Rights Concerns

There are reports of growing concerns about working conditions in parts of South America.
Current Affairs

“September 12”
“The ESP Game”

From Carnegie-Mellon
http://www.espgame.org/cgi-bin/login
Problem:

Classrooms Not Designed For Electronic Games
Possible Solution:

STUDENTS
Play Outside Class

TEACHERS
talk about & reinforce learning in class
3. Talk About Games in the classroom
“All I have to do is mention the name of a game in class and I get great credibility.”

-- A Teacher

© 2005 Marc Prensky
You
don’t even need to know
the names of the games
– only to ask questions!
Questions!

• Who plays a game that relates to what we are discussing?

• Can you think of an example of this in your games?

• Who wants to write a game report (or review)?
  Including “ethical issues and how I dealt with them”

value this stuff!
4. Use Complex Games’ Design Principles to create engaging instruction
Complex Game Design IS CRUCIAL To Engagement
Game designers use effective, pragmatic, engaging pedagogy, instinctively.
Six Key Things To Take From Complex Game Design:

1. Focus on the user’s engagement
2. Have frequent, important decisions
3. “Level up” toward clear, important goals
4. Adapt to each player individually
5. Work by iteration & playing, not theory
6. Emphasize Gameplay, not Eye Candy!
includes

• Continuous decision making
• Level Ups
• Good pacing
• Complexity
• Important choices
• Immediate feedback
• Adapting to the player’s skills
Teachers (Digital Immigrants) are used to

- Presentation
- Linear Stories
- One Thing at a Time
- In Person

Students (Digital Natives) prefer

- Gameplay
- Random Access & Branching Options
- Multiple Data Streams
- Online
Curriculum Design

Focus
- Content

Mode
- Presentation

Decisions
- Relatively Rare

Game Design

- Engagement
- Gameplay
- Frequent and important

ENGAGEMENT
Engaging today’s learners involves UNLEARNING “Instructional Design”
Engagement
Comes not from simplifying
But from Complexity
-- Done Right

• Focus
• Decisions
• Goals
• Leveling Up
• Adaptivity
• Iteration

+ • Multi-player
• Creative
• Collaborative
• Challenging
• Competitive
“Whenever you add an instructional designer, they suck the fun out”

– A Game Designer

© 2005 Marc Prensky
Final Example
Almost EVERY student already has a powerful computer... ... in their pocket!
We should be USING them!
Mobile Phones Are

Powerful Computers
Inexpensive
Always in their pocket
Optimized for Communication
Full of Useful Add-ons
e.g. Cameras, GPS, internet
Easy to download to
Attachable to External input/output

Missing? Imagination!
We Can Use Cell Phones for Learning Almost Anything:

- Languages
- Poetry
- Literature
- Public Speaking
- Writing
- Storytelling
- History

Skills:
- Surveys
- Polls
- Match-ups
- Testing
- Communication
- Memory aids
- Blogging

Not cheating -- ASSESSMENT
Bottom Line:
What Can I Do?
1. Help Teachers Adopt New Attitudes and Behaviors

**ATTITUDES**

- Put Engagement First—ABOVE content!
- Laugh at our Accents
- Study your students’ Differences
- Value what they do & Honor what they know
- Think 21st century!

**BEHAVIORS**

- Create frequent decisions!
- Involve your students in lesson creation!!
- Ask your students about THEIR way
- Do what TEACHERS do well e.g. lead discussions, but include the students’ lives!

© 2005 Marc Prensky
2. Make Sure All Teachers Can And Do Share Their Successes!
Teachers are doing

Great Things!
SO MUCH is going to waste from being used by only One Teacher, In One Classroom
If we could just capture, access and re-use work already done, we would be halfway there.
How?
What is the most powerful tool in the world?
Google!
Put it on the Web!

• Listserves
• Forums, BBs
• Group Blogs
• Wikis

• Give Teachers a way to just put up an HTML page!
  (with metatags if possible)
Do all teachers have an easy way to put up an HTML page, a Wiki and a Blog?

If not, do it now!
3. Use New Tools

How can you use:

- Email / IM
- Cell Phones/Cameras/GPS
- Wikis
- P2P
- MySpace
- Games

In YOUR courses?

© 2005 Marc Prensky
4. Make sure everybody asks themselves daily and continually “The Hard Questions”: 
Does everything I do have great engagement and gameplay?

Metric: Would learners spend their own money for it?

Does everything I do empower my students?

Metric: Would learners do it in their leisure time?

Does everything I do change my students’ behavior, beliefs & attitudes for the better?

Metric: Would they make their friends do it?
Would my students be here if they didn’t have to?
WE CAN ENGAGE OUR STUDENTS...
Or, even better,

Allow our students to

Engage Themselves!
What might Student-designed Engagement look like?

Large-scale gaming events
No one says it’s EASY,
But that’s why they’ll **Thank Us**
When we succeed
and

We’ll Be Happier too!
They’re our students
We owe them the best!
SO...
Let's Go Do It!
Thank You!
Number of Slides (not counting this or next): 223

Written Mistake: 2003
email: marc@games2train.com

web sites:

www.marcprensky.com

www.socialimpactgames.com

www.gamesparentsteachers.com

www.games2train.com
Resources

Tools
http://www.marcprensky.com/writing/TOOLS_FOR_GAMES.html

Games
http://www.socialimpactgames.com

Teachers
www.timrylands.com

Sites
www.bris.ac.uk/education/research/networks/gern/gdc05.ppt
www.teem.org.uk
www.educationarcade.org
www.gamesparentsteachers.com

© 2005 Marc Prensky