Manual for the use of Videogames and Apps in education
Videogames for teachers: From research to action

Chapter 3 - How players learn to learn while playing

Abstract:

The main objective of the chapter is to show the benefits and shortcomings that videogames have in the acquisition by the students of the "learning to learn" competence regarding:

- The skills such as self-reflection and self-awareness of the learning processes those are associated with this competence.

- The knowledge acquired about what is known and unknown, about the relevance of the contents or about the ability to learn of oneself.

- Attitudes and values such as motivation or self confidence that are key to the acquisition of "learning to learn" competence and in which a good use of video games, as playful tools, can play an important role.

To do this, we will begin by carrying out a reflexive analysis of the definition of "learning to learn" and of the bibliography related to the use of video games in classrooms.

Later, the positive and negative aspects of video games will be studied, especially when they are used for students to acquire the skills, knowledge, attitudes and values that go hand in hand with the "learning to learn" competence.

Finally, some methodological tips will be provided with the aim of helping the educator to make an effective use of the videogames with respect to the acquisition of such competence, established at three levels:

- For the selection of those video games whose characteristics make them more suitable for the acquisition of the "learning to learn" competence.

- Regarding the execution of the most effective educational strategies to achieve the objective that students learn to learn.

- Related to the use of video games as effective tools for the acquisition of this competence.