Section 1
Chapter 3 - How Players Learn To Learn While Playing?

Case Scenario 3

Title: **Methods for learning to learn with video games in the classroom**

Description:

Gros (Coord) (2008) presented the following three formative sequence proposals. They can be developed indistinctly depending on each the teacher's aims and way of organizing classes, on the curriculum plan or on different situations of professional practice:

- Regarding the first proposal, the authors point out that it is the easiest to apply, since the video game directs the learning of the students who play, while the teacher observes the process, collects data to evaluate if and how learning occurs, and takes notes. At the end of the game, students have to express their opinions about what they think they have learned.

- In the second training sequence, the video game is introduced as a didactic tool to deal with part of the curriculum. The teaching staff plans part of the curricular subject to be worked on with the video game.

- In the third, the video game is an instrument to establish a learning community or to follow up on research problems. The video game is used to visualize the knowledge that is being generated, the subject is delved into through discussion, helping to structure the ideas based on scientific research.

Lacasa (2011) explains the models that can be adopted when using video games as educational tools. The following are mentioned:

- Model focused on the adult. In this model, the adult is supposed to organize and manage all the contents to be learned. Not only what games are used for but also how they are used is considered. Educational video games and serious games designed for curricular learning purposes fit into this model.

- Model focused on learners. This model takes into account that students are an active party, that they are the ones who discover the strategy of the game, design it, apply it and modify it according to the goal.

- The community of learners. The third model considers video games within the framework of a community. Students and teachers are placed in much more symmetrical positions than in traditional education. Adults have a supporting role and facilitate the process of meta-reflection based on the game.

References:

Gros, B. (Coord.)(2008). *Videojuegos y aprendizaje*. Barcelona: Editorial Graó.

Lacasa, P. (2011). *Los videojuegos. Aprender en mundos reales y virtuales*. Madrid: Morata.