

Title: **Learning and Teaching and the Games Generation:
does it change how we think and do in
educational development**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Identify and analyse the Gaming Generation learning styles.
2. Develop and promote strategies to create learning environments for the Gaming Generation

Session Outline

Albert Einstein stated that he never tried to teach his students anything, he only tried to create an environment in which his students could learn. Educational Developers are involved in processes, projects and research to facilitate the change to create these environments.

Marc Prensky (2007) argues that students today are influenced by Digital Games-based learning and that a generation of young people that has been influenced by this form of activity learn differently. He has observed ten, main cognitive style changes in, what he calls, the Games Generation.

The questions we need to ask are, how do we create an environment in which the Games Generation can learn, and what the role and focus of educational development should be? Sorcinelli et al (2006), suggest that the most important goal of Educational Development activity today is considered to be 'the common cause of improving the education that students' receive'. Gosling (2008) states in the HEDG report, 'Improving student learning' is often cited as a goal of Educational Development Units (EDUs) and is perhaps the overriding goal of Educational Development, and yet the influence of EDUs on student learning can only be indirect.

Educational development units originated and were formed during the 1960's and 1970's, not only in the UK but in other developed and developing countries as well. These units often focused on the use of educational technologies. The trend in the UK today is towards "two major strands: (1) professional development of staff relating to learning and teaching and other academic duties, and (2) a shared strategic responsibility for implementation of the learning, teaching and assessment strategy, encouragement of innovation and enhancing teaching quality" (Gosling, 2008), which strengthen the view that the influence on student learning can only be indirect.

The focus of the workshop will be to explore these ideas, focus on Prensky's ten observed learning changes for the Games Generation and the impact it could have on educational development in the future.

Session Activities and Approximate Timings

The key issues to be addressed are:

1. Present the ten main observed changed cognitive learning styles.
2. Discuss and explore the learning styles and possible impact on Educational Development
3. Explore different approaches to learning and teaching
4. Develop models for improved learning environments

Timings:

1. Introduction – 10 min
2. Presentation of observed gaming generation learning styles - 10 min
3. Small group discussion: Discuss and explore gaming generation learning styles and possible impact on Educational Development-20 min
4. Small group discussion: Explore different approaches to enhance learning and teaching for a new generation – 20 min
5. Development and presentation of possible models for improved learning environments –20 min
6. Conclusion and questions - 10 min

References

- Gosling, D. (2008). *Educational Development in the United Kingdom*. Report for the Heads of Educational Development Group (HEDG). London
- Sorcinelli, M.D., et al. (2006). *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present*. Bolton, Massachusetts: Anker.
- Prensky, Marc. (2007). *Digital Game-Based Learning*. St Paul, Minneapolis: Paragon House Publishers.