Pedagogical Innovation via Instructional Technology: Palestinian Teachers' Mod Video Games for Instruction

Bilal Younis, Ph.D. Candidate,
Virtual Environment Lab (V-LAB),
Southern Illinois University Carbondale, Illinois, U.S.A

Innovation Via Instructional Technology: Video Games as Learning Activities

- Back-story and story line (plot)
- Game mechanics
- Fantasy
- Rules/goals
- Challenge
- Mystery
- Control

How Educators Could Integrate Video Games

- Collaborating
- Adopting
- Writing
- Creating
- Adapting

The Game Maker Workshop

- 3 days long workshop
- Open to Technology Education Program students
- A grant from the Palestinian Faculty Development PFDP program was received
- 20 students participated
- Create serious video games using *Neverwinter Nights 2* toolset

The workshop

- Group discussion *(60 minutes)*

- Initial trial of *Neverwinter Nights* 2 game *(60 minutes)*

- Initial trial of the *Neverwinter Nights 2 toolset (10 hours)*

- Plot planning *(4 hours)*

- Game authoring using *Neverwinter Nights 2 toolset (4-6 hours)*

Workshop Results: Quantitative Data

Two rubrics were used to collect the quantitative data

- The students average score on the Educational Games Rubric (70/100).

- The students average score on the GMNP model rubric= (65/100)

Workshop Results: Quantitative Data

- The correlation between the time the participants usually expend playing video games per week and their performance on the educational games rubric was significant and high with Pearson correlation = .93 at α=.05

Workshop Results: Qualitative Data

At the end of the workshop the participants answered open ended questions

- 90% of the participants believe that Palestinian teachers are able to integrate this technology in their classroom activities.

- They see receiving adequate technical support and training is critical in serious games adoption at the classroom level.

Workshop Results Qualitative Data

- Most of the participants (70%) believe that teachers must be video games players to adopt this technology effectively.

- Feelings about the toolset were positive overall. All of the participants found the toolset easy to use once they became familiar with it.

Workshop Results Qualitative Data

- (80%) of the participants see video games suitable to teach their educational subject

- Feelings about the toolset were positive overall. All of the participants found the toolset easy to use once they became familiar with it.

Discussion

- The strong motivational effect this workshop had on the students who took part.

- The Game Maker study answered some open questions about the feasibility of computer game authoring for teachers

- More research is required to identify how the game-making process could be integrated within the Palestinian curriculum in a classroom context

Neverwinter Nights Toolset

Serious Game Demo

The End