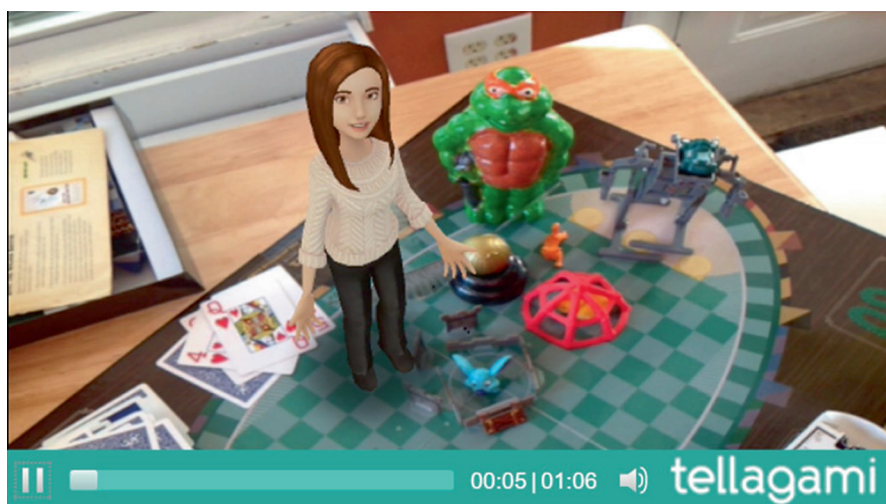


Preface

I'm not sure I would officially be considered a "gamer." At this point in my life, I'm more of a "gamer wannabe" or maybe a "gamer lurker" or perhaps "a dormant gamer waiting for time to free up for more gaming." The hardest part of writing this book has been resisting the temptation to play all the compelling games I have been reading about. I even created a list of the video games I want to play once this book is complete. I know others who have written in this area have been criticized for not being enough of a gamer to be considered part of the gaming community. I also know that if I took a break from writing to immerse myself in any one of those games on my list, this book would not get written. I hope that this confession gives people who do not consider themselves gamers permission to try designing curricular games. Teachers do not need to be serious gamers to apply the affordances of



There are lots of free tools teachers can use to help create their own curricular games like Tellagami, a free animation tool

video games to their classroom teaching. However, they do need to have at least some experience with games to understand how rules, players, and goals operate together as a system, but between sports and board games, I am willing to bet that almost all teachers have these kinds of experiences either as players or as spectators or both, even those who have never put their hands on a video game. This book is not for gamers; it is for teachers who seek to inspire students to engage deeply and critically with content in ways that promote problem solving, risk-taking, and fun.

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A Guide to Designing Curricular Games

How to "Game" the System

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