

Game-Native Teachers' Attitude toward Digital Gaming in School

Chuen-Tsai SUN

National Chiao Tung University, Taiwan

ctsun@cs.nctu.edu.tw

Game-based learning has been tried on K-12 campuses across the world and questioned by teachers for varied reasons. Researchers have reported that some teachers felt difficult to quickly identify a particular game's relevance to curriculum. Some were lack of time to get themselves familiar with the game, and some had trouble in persuading other school stakeholders as to the potential/actual educational benefits of games. One might suspect that such resistance/reluctance has something to do with the teachers' lack of digital literacy, and in particular, game literacy.

Teachers, even with certain game experiences, are generally game-immigrants, a specific form of digital-immigrants coined by Mark Prensky. In contrast, their students are game-natives, who employ gaming as their native language and mentality for cognition and learning. However, as games getting popular and players growing up, there are, and will be, more and more teachers who are game-native. Does their game literacy make a difference in shaping their attitude, and thus, change how game-based learning is perceived and accepted in classroom? Furthermore, does it change campus dynamics around digital gaming as a whole?

My research group has conducted surveys and in-depth interviews to both game-native and game-immigrant teachers in elementary and junior-high schools in Taiwan. In this talk I will introduce their game-related efficacy, anxiety, and attitudes toward the general concept of 'gaming in school.' We will then discuss different patterns in attitudes between game natives and immigrants, and look into primary factors that might have resulted in such differences.