

Games, simulations and K-12 science education

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Learning vs. Learners

Schools adapt
technologies to
guarantee *learning*

High-yield strategies

Reliable

Fidelity model of implementation

Learning as *tested* consequence of means

Democratic

Gaming
technologies focus
on *learners*

Customization strategies

Eclectic

Adaptive models of implementation

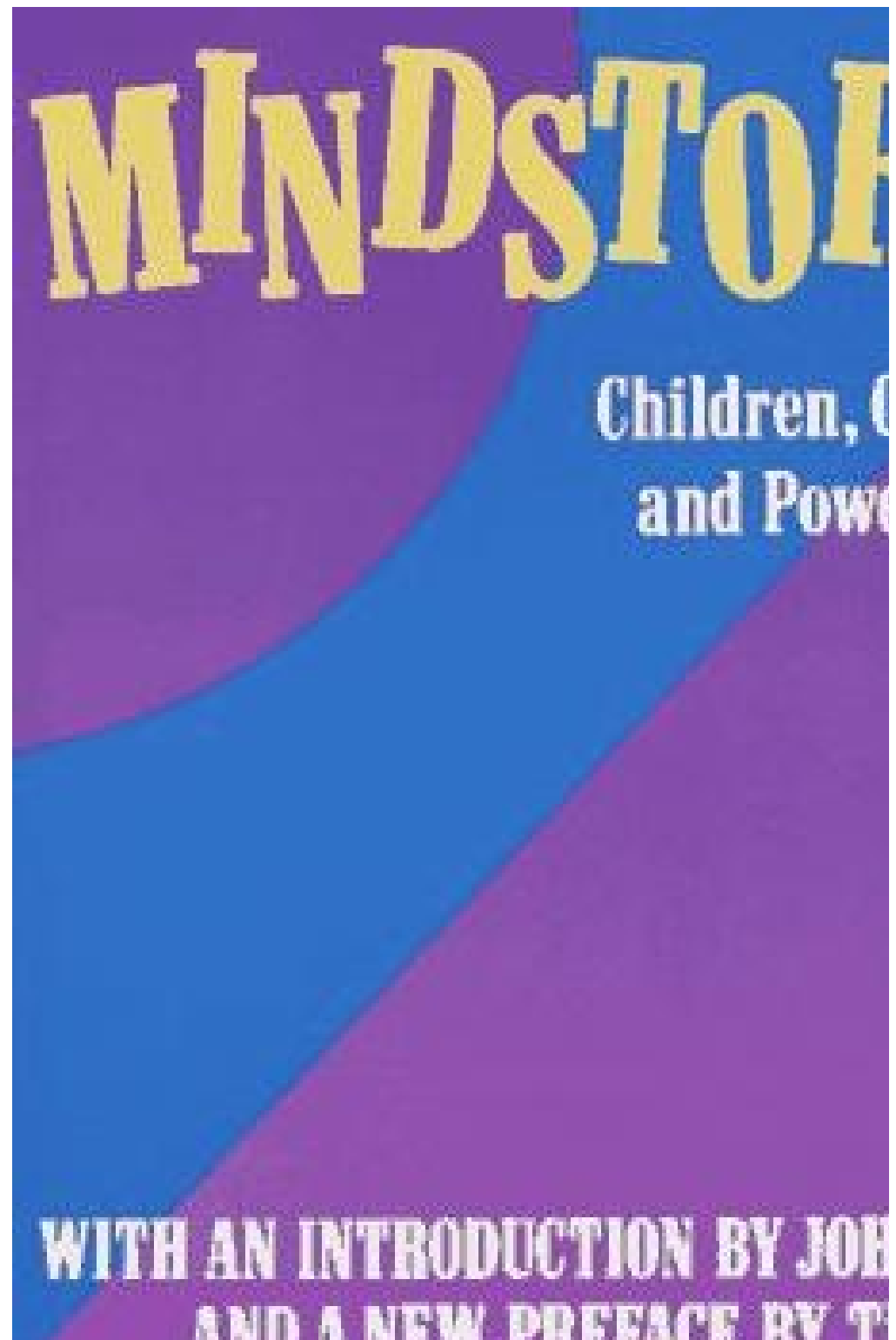
Learning as a *happy* consequence of means

Meritocratic

rs can radically change the
rip between students, teachers
ing

rs allow for building,
ting and critiquing dynamic
tations of knowledge

ossible forms of knowing can
ew cultures and practices of
|



ive investment of public resources attempted
e universal access to technology in schools

ederal Government invested over \$8 billion in educational
logy from 1995-2000

alone 2.7% (\$7.3 billion) of all educational expenditure s
hology

ificant investments in high-profile examples
echnologies could be used in classrooms

Public responsibility for *access* to schooling

mid 60s Civil rights movement

Brown Decision (1954)

War on Poverty (1960s)

Education of All Handicapped Children Act (1973)

Public responsibility for *outcomes* of schooling



VoCchild

onal high-stakes accountability policies
aggregated data-reporting
lic access to student achievement data

nsformed administrative practices

lent information systems

ementation of “what works”

servative approaches to instruction

ving no child behind emphasizes low-risk
tions

mentary school press for literacy and math
r school press for college prep
vation on the margins; marginal innovation:

Destroy the Thebans (Green). ❌

ed.
ACK by Phoenix!

★ Thebes

Archon of
Kin
Der

00

Catapult





as RTS

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