IETC
2016
PREPARING FUTURE
READY STUDENTS

Minecraft: Learning Reimagined

Presented by: Zack Gilbert

EVERYONE IN YOUR SCHOOL WINS WHEN YOU START A GAME CLUB

ZACK GILBERT
5TH/6TH GRADE
THOMAS METCALF SCHOOL
ILLINOIS STATE UNIVERSITY

WHY START A CLUB?

Teachercraft: How Teachers Learn to Use Minecraft in their Classrooms

WHY START A CLUB?

- "As games explode and become the cool thing that a lot of teachers want to try out they all just think that they can... not all, but many, and they DON'T HAVE ANY BACKGROUND... you need to know the LANGUAGE of it. I think teachers can bring so much as long as they are approaching it from a GAMER POINT OF VIEW OR LENS."

WHY START A CLUB?

- "I think teachers have to learn to GET OUT OF THE WAY and LET THE KIDS PLAY THE GAMES and see where they can fit the learning in. Once teachers start trying to cram the learning into the game, you will kill the game and the game won't be fun."

WHY START A CLUB?

- "I have curriculum to deliver and assessment to do and recording to get done. I can not just let them play. I don't know if that is short sightedness on me or whether that is just a fact."

- "That argument can't hold up against when it is extracurricular, when it's enrichment, and supplemental, and we're still doing exactly what we've done before in the classroom."

WHY START A CLUB?

- "Having the teachers NOT BE AFRAID TO FAIL in a club is good. FAILURE IS OKAY for teachers and students. When teachers feel PRESSURE TO TEACH THE PRESCRIBED CURRICULUM, failure seems to be a time waster, when in many cases it leads to deeper understanding."

WHY START A CLUB?

7 Principles of Learning

1 Learners at the center

The social nature of learning 2

3 Emotions are integral to learning

Recognize individual differences 4

5 Stretching all students

Assessment *for* learning 6

7 Building horizontal connections

WHY START A CLUB?

- MANY REASONS
  - BUILDING RELATIONSHIPS
 - A SAFE PLACE TO PLAY

STEPPING BACK

- Stepping back is actually a strategy for professional learning. Teachers explain how relevant and important it is to simply watch students. To these teachers, this process is a starting point, not an evaluation of new ideas. Instead of generating a great lesson idea and testing it, they start by stepping back.

STEPPING BACK

- "Working in these virtual spaces over the past few years, I have discovered the BEST WAY TO DEVELOP robust programs is… simply PLAYING with the kids BEFORE creating curriculum."
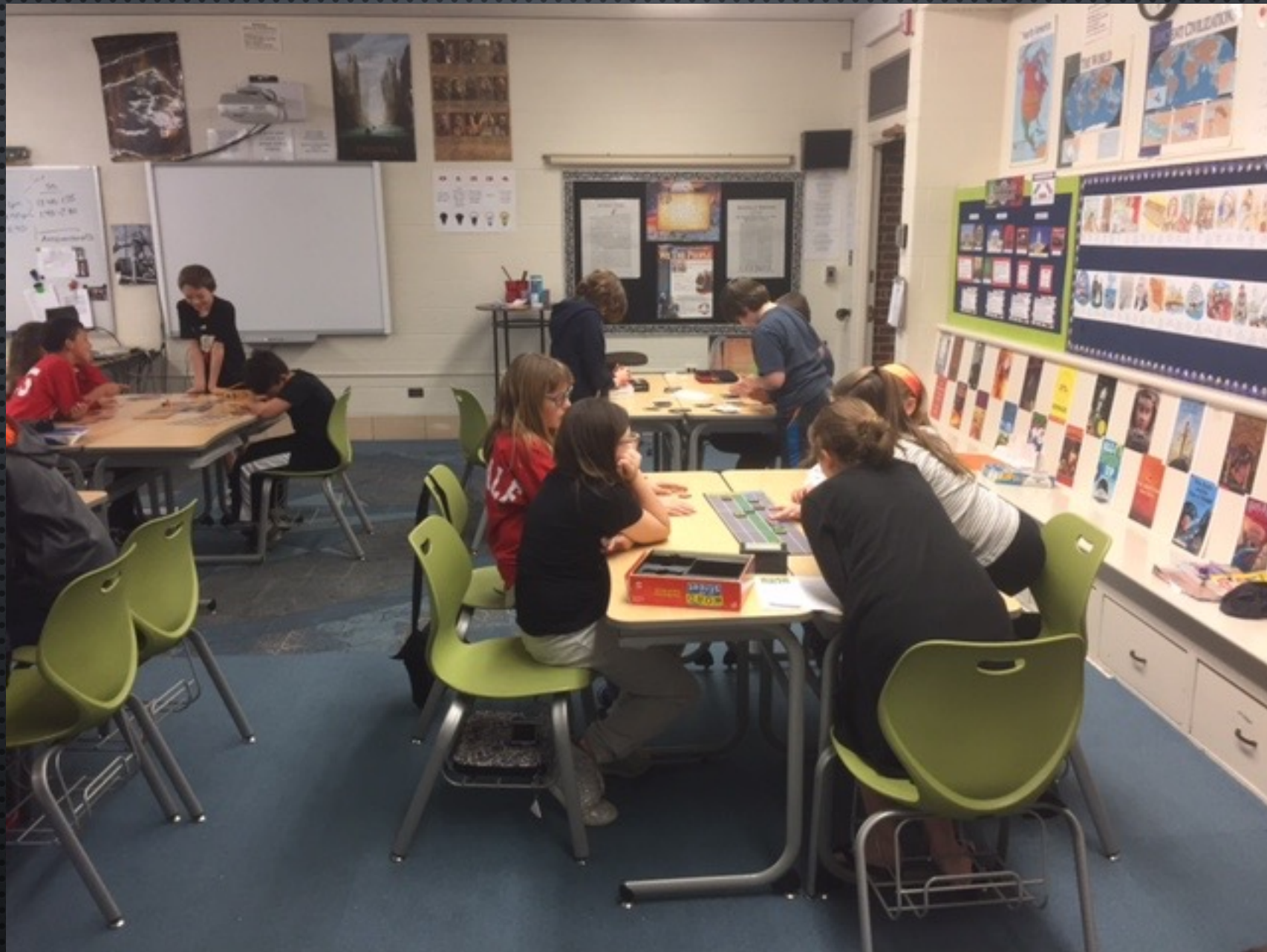
EXPECTATIONS AND WAIT LISTS

- IF YOU CHOOSE TO START A MINECRAFT CLUB (OR GAME CLUB), YOU MAY BE IN FOR A SURPRISE. ANOTHER COMMON STORY THREAD ACROSS TEACHERS WAS THAT THEY DID NOT QUITE EXPECT THE ENTHUSIASTIC RESPONSE THAT THEY GOT. QUICKLY, STUDENTS WOULD PROMOTE, RECRUIT, AND FILL CAPACITY IN MINECRAFT CLUBS.

SETTING CONSTRAINTS AND GOALS

- THE OVERWHELMING APPROACH TO AFTER SCHOOL CLUBS WAS TO ALLOW STUDENTS TO PLAY AS THEY SAW FIT.

SETTING CONSTRAINTS AND GOALS

- STEPPING BACK, IS THEREFORE THE MOST COMMON APPROACH AMONG OUR PARTICIPANTS, HOWEVER WE DID HAVE TEACHERS THAT EXPLAINED A MORE ORGANIZED EXPERIENCE OUTSIDE OF CLASS. SOMETIMES THIS WAS A FOLLOW UP TO OPEN PLAY, AND OTHER TIMES THEY STARTED OUT WITH MORE STRUCTURE TO GUIDE STUDENTS TOWARD THE KINDS OF THINGS THEY WANTED TO DO IN THE CLASSROOM LATER.

MOVING TOWARDS CLASSROOM USE

- "Then from there, the word sort of SPREAD LIKE WILDFIRE THROUGHOUT THE WHOLE SCHOOL AND EVERYONE WAS ASKING ABOUT IT SO I BEGAN TO INCORPORATE IT INTO SOME OF THE OTHER CLASSES."

- (Minecraft…but can transfer to other games)

MOVING TOWARDS CLASSROOM USE

- This AFTERSCHOOL club is able to INFLUENCE a formal classroom because the students themselves approach the teacher and ask them if they COULD HAVE PERMISSION TO BUILD THE ZIGGURATS DIGITALLY instead of physically. STUDENT CHOICE in learning, within subject parameters, creates a POWERFUL INTRINSIC tie to the work and outcomes of the class.

STARTING YOUR FIRST CLUB

- GETTING STARTED MEANS ORGANIZING WHO, WHAT, WHERE, WHEN, ESTABLISHING A 'WHY', AND AGREEING WITH STUDENTS ON HOW YOUR CLUB WILL BE RUN.
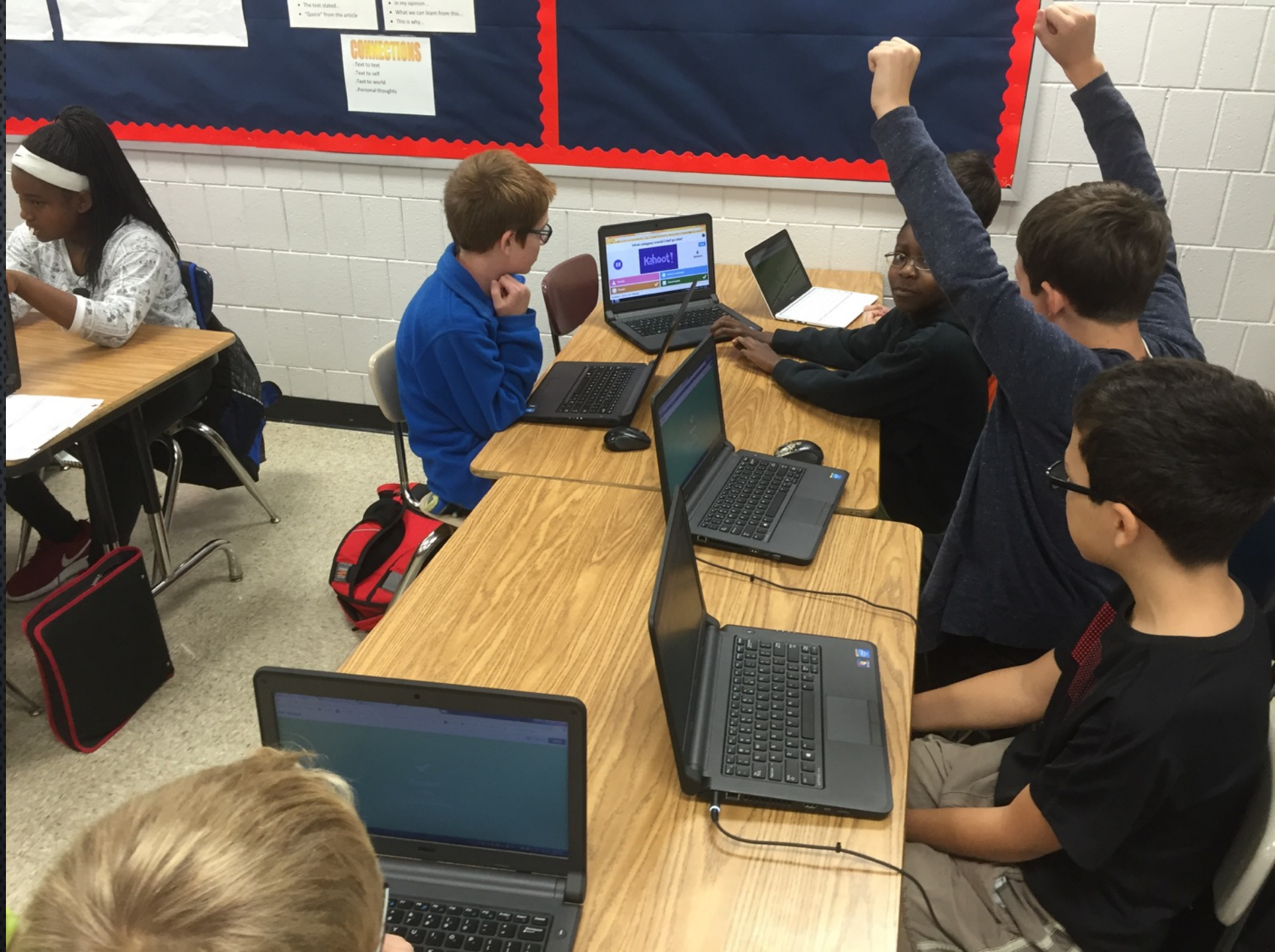
WHO TO INVOLVE?

- Family and friends
- Administration and IT Support
- Students
- Fellow Teachers
- Parents

WHAT SHOULD CLUB BE ABOUT?

- Board and Tabletop Gaming
- Digital Games
- Digital Production
- Physical Production

WHERE SHOULD YOU MEET?

- TABLE SPACES – WITH ROOM TO GROW

- CHAIRS – A VARIETY FOR DIFFERENT KINDS OF ACTIVITIES

- POWER – OUTLETS, EXTENSION CORDS, AND/OR SURGE PROTECTORS

WHERE SHOULD YOU MEET?

- DISPLAY PROJECTOR/S - FOR GROUP CONVERSATIONS AND DISPLAY OF ACCOMPLISHMENTS

- ONLINE CONNECTION - WIFI SAVES YOU A LOT OF CONNECTIVITY SETUP, BUT IS A BIT SLOWER THAN CABLE/ CORDED CONNECTIONS

WHERE SHOULD YOU MEET?

- LIGHTING
- SNACKS
- GARBAGE
- SUPPLIES
- EXTRA WORKSPACE
- GAME STORAGE

WHEN SHOULD YOU MEET?

- YOUR TIME AS A TEACHER IS IMPORTANT AND YOU NEED TO EVALUATE WHAT YOU CAN HANDLE. THIS WILL BE TIME AWAY FROM OTHER RESPONSIBILITIES YOU HAVE WITH SCHOOL AND YOUR FAMILY. I BELIEVE THE TIME I GIVE IS VERY IMPORTANT AND IT ALSO HELPS THAT I THOROUGHLY ENJOY THE TIME I SPEND AT GAME CLUB.

COMMUNICATING A 'WHY' AND ESTABLISHING A 'HOW'?

- "Meeting with the group for the first time was very exciting. These kids want to be here and they are coming after school to work."

COMMUNICATING A 'WHY' AND ESTABLISHING A 'HOW'?

- "I DON'T THINK THEY REALIZED HOW HARD IT WOULD BE TO CREATE A CLUB, BUT THAT DID NOT STOP THEM. I TRIED TO STAY OUT OF THE DISCUSSION AS MUCH AS POSSIBLE. I WANTED THE STUDENTS TO WORK THROUGH THE PROCESS. I DID GIVE THEM THE OUTLINE BELOW (NEXT SLIDE) AND TOLD THEM THAT THEY CAN'T WORK ON ANY OTHER STEPS UNTIL THEY FIGURED OUT THEIR GOALS FOR THE GAME CLUB."

COMMUNICATING A 'WHY' AND ESTABLISHING A 'HOW'?

- MISSION STATEMENT (FOCUS AND GOALS)
- STUDENT EXPECTATIONS
- WHAT GAMES AND PLATFORMS
- TIME
- ADVERTISE AND ANNOUNCEMENTS
- SPONSORSHIP AND ASSISTANCE

BEHAVIOR EXPECTATIONS AND PERMISSION FORM

- Respect, Responsible, Safe
- Attendance
  - Communicate to inform the teacher you are attending
  - Parents pick up on time

BEHAVIOR EXPECTATIONS AND PERMISSION FORM

- Clean up
  - Put away games appropriately with all pieces
- Account for all pieces and inform the teacher if there is a problem
- Create a [PERMISSION FORM](#)

BREAKDOWN OF TIME OF A MEETING

- Start up and attendance (5 min)
  - Google Classroom
- Large group discussion (5 min)
- Choose which game we will play and move to a spot (5 min)
- Gaming time (90 min)
- Wrap up and announcements (10 min)

THOUGHTS AND BENEFITS AND WHY START A CLUB

- "FINALLY, NOTE THAT THESE CLUBS WERE OFTEN A FORM OF VALIDATION, BUT THEY WERE ALSO SERVING AS APPROPRIATION FOR CLASSES. OUTSIDE THE CLASS, YOU CAN WATCH STUDENTS FOR NEW IDEAS, FOR NATURAL WAYS TO ENJOY THE SOFTWARE, AND SEEK OUT STUDENT IDEAS AS THEY PLAY. AFTER WATCHING, LISTENING, AND BUILDING WITH STUDENTS, TEACHERS EVENTUALLY SAW AN OPENING FOR THEIR CLASSROOM IDEAS."

RESOURCES/LINKS

- [Minecraft Symbaloo Links](#)
- [Teachercraft: How Teachers Learn to Use Minecraft in their Classrooms](#)
- [All my Symbaloo Links](#)
- [EdGamer Site](#)
- EdGamer Twitter – [@EdGamer](#)

Professional Development Hours

If you are interested in receiving Professional Development Hours (PDHs) for time spent at the conference, you must physically sign in on a **paper sign-in sheet** each day you attend the conference. You will be emailed the online evaluation form.

Details are in your tote bag folder, on the IETC website, and on the app.

Win at IETC!
iGame and Tweet to Win

Want to win great prizes? There are two ways to win BIG at IETC 2016! Details are in the IETC app and in your tote bag folder.

Conference Evaluation

Please help make IETC even better for next year! Complete the conference evaluation found on the IETC app, IETC website, and at http://bit.ly/ietceval2016.

Download the IETC app for current IETC information

https://guidebook.com/g/ietc2016 (case sensitive)

Minecraft: Learning Reimagined   Zack Gilbert