What do children and adolescents say they do during video game play

Fran C. Blumberg & John D. Randall

2013

the problem-solving behaviors of children and adolescents during gameplay

Investigacion Educativa Educativo Experimental

We relied on parental and child self-report to classify participants.

During the 5- to 8-min training, participants were actively encouraged to continually vocalize their thoughts about how to solve the problem through a series of prompts of the form

Overall, our study provides an initial impression of children and adolescents' self-reported construction of game play over time and developmental differences in that construction among an age range that is becoming renowned for its keen interest in recreational media.


online communication and their real-world social relationships. Computer in Human Behavior, 27(6), 2161–2168.


5 Using videogames facilitates the first visit to the operating theatre Angel del Blanco, Baltasar Fernández-Manjon, Pedro Ruiz & Manuel Giner 2013 The knowledge, skills and attitudes of the novice may be improved by implementing a theatre induction curriculum Medicina Experimental We developed a game-like simulation in which the real environment is reproduced using pictures and short videos. // Now the game is being validated with students. For this purpose, a prospective and randomised study is presently being conducted. Half of our novices play the game on the day prior to their first experience in the operating theatre; the other half (the control group) have no access to the application. On the day after their first theatre experience, all students fill in a questionnaire that includes a series of items about the different aspects contemplated in the game. What lessons were learned? Thirty-one experts (34.5%) returned questionnaires with comments. Experts included health professionals (with > 20 years of experience in operating theatres), less experienced professionals and finalyear students. All checked items scored > 6 points on average (of a maximum of 7) and most comments were highly favourable. Further, data on initial student perceptions of really good stuff the usefulness of the game have been obtained from 87 students who participated in our comparative study; these data will be further analysed when a minimum of 50 students have participated in each arm of the study. Positiva”Patel V, Aggarwal R, Osinibi E, Taylor D, Arora S,

Darzi A. Operating room introduction for the novice.


6 Design and analysis of collaborative interactions in social educational videogames Carina González-González, Pedro Toledo-Delgado, Cesar Collazos-Ordoñez, José L. González-Sánchez 2014 we present the design, development and evaluation of a collaborative educational videogame prototype for hospitalised children based on a Massively Multiplayer Online Role-Playing Game (MMORPG) engine. Moreover, we present a case study of students’ social and affective interactions using said videogame Motivacion Motivacion Experimental Se seleccionó una muestra de 10 estudiantes a los cuales se les dio a cada uno un portátil con conexión a internet. Se hicieron evaluaciones pretest, test y posttests. Se realizó un primer estudio
The results of the pilot study were highly satisfactory, encouraging us to use the prototype with students in hospital or home care settings. The first step was to connect the students confined by their illnesses with their classmates, thus reducing the isolation of the former and motivating them to learn while improving their overall health in the process. 

Positiva


González Sánchez JL, Padilla Zea N, Cabrera M, Gutiérrez FL. De la usabilidad a
la jugabilidad: diseño de videojuegos centrados en el jugador. In:


8 Role of Video Games in Improving Health-Related Outcomes "Brian A. Primack, MD, PhD, Mary V. Carroll, BA, Megan McNamara, MD, MSc,

Mary Lou Klem, PhD, MLS, Brandy King, MLIS, Michael Rich, MD, MPH,

Chun W. Chan, MD, MPH, Smita Nayak, MD" 2012 to determine whether video games may be useful in improving health outcomes. Medicina Experimental Revision sistemática de los hospitales participantes que cumplían los criterios de selección Puede que los videojuegos sirvan para mejorar la salud Positiva" Borusiak P, Bouikidis A, Liersch R, Russell JB. Cardiovascular effects in adolescents while they are playing video games: a potential health risk factor? Psychophysiology 2008;45:327–32. //


15. Stoffregen TA, Faugloire E, Yoshida K, Flanagan MB, Merhi O. Motion sickness and postural"
Sedentary behaviours and socio-economic status in Spanish adolescents: the AVENA study


This study aimed to describe the influence of socio-economic status (SES) on the prevalence sedentary behaviours among Spanish adolescents. Cross-sectional data from Spanish adolescents from the Alimentación y Valoración del Estado Nutricional de los Adolescentes (AVENA) Study (2002). A national representative sample of 1776 adolescents aged 13–18.5 years provided information about time spent watching television (TV), playing with computer or videogames and studying. Parental education and occupation were assessed as SES. Participants were categorized by gender, age, parental education and occupation. Logistic regression models were used. Spanish adolescents presented different sedentary patterns according to age, gender and SES. Boys reported more time engaged in electronic games, whereas girls reported more time studying. Parental occupation had more influence than parental education on the time spent in sedentary behaviours. Neutral 14 Gordon-Larsen P, McMurray RG, Popkin BM. Determinants of adolescent physical activity and inactivity patterns. Pediatrics 2000;105:E83. //

CREANDO VIDEOJUEGOS HOSPITALARIOS: TALLER “AVENTURA EN EL HOSPITAL”

Eva Perandones 2011

“estudia la conveniencia, los resultados y posibles aplicaciones de talleres sobre creación de videojuegos con niños y adolescentes hospitalizados, implementados en un Aula Hospitalaria” Nos serviremos de aplicaciones flash, del dibujo y la fotografía digital, según la edad de los participantes, para la creación de personajes y fondos con la pretensión de experimentar nuevas vías en la creación plástica. El simple hecho de que los talleres consistan en la creación de videojuegos anima y motiva a los participantes, actuando como motor del taller. También el hecho de jugar a los juegos que han hecho otros chicos termina de engancharlos a la actividad. Cuando los niños y adolescentes juegan a los videojuegos que ellos mismos han creado, se recupera el componente social de los primeros juegos en los recreativos o los “party games” de las nuevas consolas. Positiva Ávila N. 2005: Diseño y desarrollo de recursos on-line: aplicaciones virtuales de arte infantil en contextos hospitalarios. Tesis Doctoral. Universidad Complutense de Madrid.

Learning while Building Games for Teaching

Fernando Arnez, Jason Pace, and Kelvin Sung 2014

how to integrate videogame elements into introductory programming courses as a way to engage students in computer science (CS) as a discipline.
Exploratorio brainstorming guide peculiar to an elementary programming construct. For example, Figure 2 shows the whiteboard sketches from an early brainstorming session for our SpaceSmasher game. Student project managers, level designers, graphic artists, and audio producers work directly with developers on production code, and must adhere to the same resource, time, and quality constraints that studio professionals face. They must learn to tailor their creative ideas to match the defined parameters their developer peers can actually deliver.

Will the Playstation generation become better endoscopic surgeons? Koen W. van Dongen, Egbert-Jan M. M. Verleisdonk, Marlies P. Schijven, Ivo A. M. J. Broeders 2011 The purpose of this study was to investigate whether the “Playstation generation” shows superior baseline psychomotor skills for endoscopic surgery on a virtual reality simulator. Participants were divided into four groups: 10 interns with videogame experience and 10 without, 13 schoolchildren with videogame experience and 13 without. They performed four tasks twice on a virtual reality simulator for basic endoscopic skills. The one-way analysis of variance (ANOVA) with post hoc test Tukey-Bonferroni and the independent Student’s t test were used to determine differences in mean scores. In the current study, we could not demonstrate significant superior baseline psychomotor skills for endoscopic surgery in schoolchildren with extensive videogame experience, although there was a trend toward better performance. Neutral "Aggarwal R, Ward J, Balasundaram I, Sains P, Athanasiou T, Darzi A (2007) Proving the effectiveness of virtual reality simulation for training in laparoscopic surgery. // Ahlberg G, Enochsson L, Gallagher AG, Hedman L, Hogman C, McClusky DA III, Ramel S, Smith CD, Arvidsson D (2007) Proficiency-based virtual reality training significantly reduces the error rate for residents during their first 10 laparoscopic cholecystectomies. Am J Surg 6:797–804 //


Videojugando se aprende: renovar la teoría del conocimiento y la educación Anita Gramigna y Juan C. González-Faraco 2009 reflexiona sobre la relación del juego con el desarrollo cognitivo y los procesos educativos en un tiempo de profundos cambios tecnológicos. En concreto, sobre el papel de los videojuegos en la construcción del conocimiento y la formación de los niños. Se concluye en la valorización cognitiva y pedagógica del pensamiento conectivo que pueden

14 Thrills in the Dark: Young People’s Moving Image Cultures and Media Education Andrew Burn 2010 El autor de este trabajo examina la atracción hacia el sentimiento de terror en los medios de comunicación, y especialmente en el cine, desde la perspectiva de la emoción contenida que genera el terror, lo angustioso y agradable... ¿Cuál es la naturaleza del miedo y el «placer» que se experimenta?, ¿por qué es importante que los educadores tengan en cuenta esta conexión que relaciona a los espectadores con la película? Investigacion Educativa Educativo Descriptivo “Partiendo de una ejemplificación con dos chicas, en las que analiza sus identidades sociales, más tarde pasa a bosquejar la situación general de la educación en el cine y en los medios de comunicación, presentando brevemente dos investigaciones desarrolladas con jóvenes británicos sobre «Psicosis» y sobre creación de videojuegos.” Concluye este autor que podemos introducirnos en el fascinante mundo de la imagen en movimiento a través de las películas y videojuegos, examinando las estructuras lúdicas y narrativas que existen, enseñando a los alumnos de qué forma se interrelacionan y explorando sus procesos creativos de producción Neutral”BURN, A. (2007). The Case of Rebellion: researching multimodal
texts, in LANKSHEAR, C.; KNOBEL, M.; LEU, D. & COIRO, J. (Eds.). The Handbook of Research in New Literacies. New York: Lau -
rence Erlbaum; 149-177

Hemos intentado analizar si algunos de los problemas encontrados a lo largo de la historia de la alfabetización cinematográfica han existido también en el proceso de la alfabetización en los videojuegos, intentando unificar ambas visiones para captar la atención de las personas que trabajan en el campo de los videojuegos de investigación educativa educativo correlacional. "we will discuss research models of the specificity of game literacy dividing the discussion into two parts: the cultural dimension, which will consist of the educational approach (Prensky, 2001; Gee, 2005; Squire, 2007) and the critical approach (Zagal, 2008; Lacasa, 2009); the creative dimension, which will be developed through design and programming experiences (Buckingham & Burn, 2007)" En conclusión, creemos que la alfabetización en los videojuegos necesita un nivel de motivación. Estimamos urgente la implantación de una perspectiva de alfabetización basada en el diseño creativo y la programación, poniendo especial énfasis en el desarrollo del enfoque comunicativo neutral. BUCKINGHAM, D. & BURN, A. (2007). Game literacy in theory and practice. Journal of Educational Multimedia and Hypermedia. 16 (3); 323-349.


that give citizens the opportunity to think about their relationship with the media, which allow them to think about the importance and meaning of the media in their everyday lives, particularly in their children’s lives. It is with this perspective that the team hopes to continue producing materials that contribute to the promotion of media education, in particular, enlarging the collection of booklets to take in other media and topics, including advertising, mobile phones and citizen’s participation in the media, among others. Neutral EUROPEAN PARLIAMENT (Ed.) (2008). Media Literacy in a Digital World. Resolution of 16 December (2008/2129-INI). //

17 Youth’s Usage of Leisure Time with Video Games and Social Networks B. Muros, Y. Aragón and A. Bustos 2013 “The aim of this article is to understand the behaviour of Secondary Education students during their leisure time when using some different virtual spaces” Ocio Educativo Exploratorio "Show the interpretations and reflections of youngsters in their personal relationships and models of cohabitation. Our study likewise approaches the relation that youngsters establish between real and virtual spaces, focusing our attention on the construction of interactions which stems from their personal experiences. For data collection we carried out observations, conversations, analysis of documents and interviews. We analyzed with special interest the meanings that youngsters assign to their experiences in relation with mediatic and civic processes during their leisure time." "The results of the study help to know the initiative, motivations and manner of acting that the youngsters of this study have on their ways of socialization in community. Concretely, the aspects allied with the search of pleasure, entertainment, the maintenance of social ties and continuous stimulation uses." Neutral "REID, A. (2011). Social Media, Public Pedagogy and the End of Private Learning. Handbook of Public Pedagogy, 22, 194-199. London: Routledge. SALEN, K. (Ed.) (2008). The Ecology of Games. Connecting Youth,
A meta-analysis of pathological gaming prevalence and comorbidity with mental health, academic and social problems Christopher J. Ferguson, Mark Coulson, Jane Barnett 2011 "The current meta-analysis considers existing scholarship to examine how differing measurement methods influence prevalence rates and associations with other mental health problems"

Medicina Experimental y correlacional Thirty three published studies and doctoral dissertations were analyzed in meta-analysis. Prevalence rates and comorbidity with other mental health problems were examined according to measurement method this review of the current studies, which varied widely in terms of methodology and conclusions, supports the APA’s cautious stance that more research needs to be done before diagnostic criteria for electronic media related phenomenon such as problematic gaming are rigorous enough to support the inclusion of these phenomena as a new set of disorders // Lastly it remains unknown whether problematic gaming is truly a unique phenomenon or rather simply the symptoms of underlying mental health problems Neutral "Van Rooij A, Meerkerk G, Schoenmakers T, Griffiths M, van de Mheen D. Video game addiction and social responsibility. Addiction Research & Theory 2010;18(5): 489e93. // Griffiths M. Videogame addiction: further thoughts and observations. International Journal of Mental Health and Addiction 2008;6(2):182e5. // Chan P, Rabinowitz T. A cross-sectional analysis of video games and attention deficit hyperactivity disorder symptoms in adolescents. Annals of General Psychiatry; October 2006:5."

Video-Games Do Not Negatively Impact Adolescent Academic Performance in Science, Mathematics or Reading Aaron Drummond1*, James D. Sauer 2014 Impacto academico del uso de videojuegos en los adolescentes Investigacion Educativa Educativo Experimental y correlacional "We reanalyzed data from over 192,000 students in 22 countries involved in the 2009 Programme for International Student Assessment (PISA) to estimate the true effect size of frequency of videogame use on adolescent academic achievement in science, mathematics and reading." Contrary to claims that increased video-gaming can impair academic performance, differences in academic performance were negligible across the relative frequencies of videogame use. Videogame use had little impact on adolescent academic achievement. Positiva"Barlett CP, Anderson CA, Swing EL (2009) Video game effects – Confirmed, suspected, and speculative. A review of the evidence. Simulat. Gaming 40: 377– 403.


"
Should surgical novices trade their retractors for joysticks? Videogame experience decreases the time needed to acquire surgical skills Matthew D. Shane, Barbara J. Pettitt, Craig B. Morgenthal, C. Daniel Smith 2007 We hypothesized that surgical novices with previous VGE would acquire new surgical skills faster than those without. Medicina Experimental Fourth-year medical students (M4) and first-year surgical residents (PG-1) completed a survey asking about standard demographic data and previous VGE. Gamers had high VGE, defined as more than 3 h per week of videogame playing. Nongamers had little or no VGE. Both groups trained to proficiency on two tasks (Acquire-Place and Traversal) of the MIST-VR simulator, with proficiency defined as meeting previously validated criteria on two consecutive trials. The number of trials required to achieve proficiency for each task was recorded. Previous VGE shortens time to achieve proficiency on two tasks on a validated surgical simulator. The possibility that VGE may ameliorate gender differences in length of time required to acquire surgical skills should be explored further.

Engaging By Design: How Engagement Strategies in Popular Computer and Video Games Can Inform Instructional Design Michele D. Dickey 2005 The purpose of this research was to investigate how the design of games might inform instructional design by looking at methods, strategies, and devices that engage game players, and comparing them to a model of engaged learning. The findings reveal that aspects of player positioning, narrative, and interaction in game design, in addition to providing more detailed methods for creating engaging learning environments, may also serve as a type of guiding architecture for the design of interactive learning environments.

Investigating factors that influence conventional distraction and tech-related distraction in math homework Jianzhong Xu 2014 This study examined high school students' distractions in math homework. A confirmatory factor analysis was conducted on the scores of six items regarding conventional and tech-related distractions. "Data revealed that conventional and tech-related distractions were empirically distinguishable. Two multilevel models were performed, with each type of distractions as the dependent variable. Both types of distraction were negatively related to four student-level variables (homework effort, homework environment, learning-oriented reasons, and value belief). In addition, both were positively related to three student-level variables (time on videogame, peer-oriented reasons, and time on homework) and one class-level variable (time on homework). Meanwhile, tech-related distraction was positively associated with parent education, whereas conventional distraction was negatively associated with expectancy belief, affective attitude, and grade level. The findings that both conventional and tech-related distractions were negatively associated with homework effort and homework...


23 “Computer games can get your brain working”: student experience and perceptions of digital games in the classroom. Catherine Beavis, Sandy Muspratt & Roberta Thompson 2015

A 3-month intervention of Dance Dance Revolution improves interference control in elderly females: a preliminary investigation

Lan-Ya Chuang · Hsiao-Yun Hung · Chung-Ju Huang · Yu-Kai Chang · Tsung-Min Hung 2015

This study examined the effects of Dance Dance Revolution (DDR) on cognitive control in elderly females. Participants in the DDR and brisk walking groups engaged in moderate physical exercise three times per week for 3 months, whereas the control group maintained a sedentary lifestyle. Each participant performed a flanker task before and after the intervention. "The results revealed that both DDR and brisk walking shortened reaction time, N2 latency, and P3 latency relative to those of the control group. These findings suggest that DDR intervention is as effective as that of brisk walking in improving inhibitory control for elderly people." Positiva Bailey BW, McInnis K (2011) Energy cost of exergaming: a comparison of the energy cost of 6 forms of exergaming. Arch Pediatr Adolesc Med 165:597–602 // Studenski S, Perera S, Hile E, Keller V, Spadola-Bogard J, Garcia J (2010) Interactive video dance games for healthy older adults. J Nutr Health Aging 14:850–852

Technology and adolescents: Perspectives on the things to come

Raul L. Katz & Max Felix & Madlen Gubernick 2013

The current study sought to extend previous literature about violence in videogames by using well-validated clinical outcome measures for relevant constructs, which have generally been lacking in past research. Agresividad Experimental Cross-section data on aggression, visuospatial cognition, and math achievement were available for a sample of 333 (51.7% female) mostly Hispanic youth (mean age = 12.76). Prospective 1-year data on aggression and school GPA were available for 143 (46.2% female) of those youth. "In conclusion, the current study found no evidence that video game violence is predictive of either positive or negative outcomes in youth. Exposure to video game violence did not predict either aggressive behaviors or cognitive outcomes in correlational data, or aggressive outcomes or civic behaviors in prospective analyses. Developmental analyses suggested that patterns in exposure to video game and their influence are stable across the developmental stages considered in the current article. Although past literature has been mixed, these findings fit with past literature suggesting that video game influences on youth are minimal." Adachi, P. C., & Willoughby, T. (2011). The effect of video game competition and violence on aggressive behavior: Which characteristic has the greatest influence? // Ferguson, C. J. (2007). The good, the bad and the ugly: A metaanalytic review of positive and negative effects of violent video games. Psychiatric Quarterly, 78, 309–316. // Ferguson, C. J. (2010). Blazing Angels or Resident Evil? Can violent video games be a force for good? Review of General Psychology, 14(2), 68–81. // Gentile, D. A., & Gentile, J. (2008). Violent video games as exemplary teachers: A conceptual analysis. Journal of Youth and Adolescence, 37(2), 127–141. doi:10.1007/s10964-007-9206-2."
Adaptation in serious games for upper-limb rehabilitation: an approach to improve training outcomes

Nadia Hocine · Abdelkader Gouaich · Stefano A. Cerri · Denis Mottet · Jérome Froger · Isabelle Laffont

2014

"Our goal was to evaluate the effect of this adaptation strategy on the training outcomes of post-stroke patients during a therapeutic session."

To test these strategies, we developed three versions of PRehab, a serious game for upper-limb rehabilitation. Seven stroke patients and three therapists participated in the experiment, and played all three versions of the game on a graphics tablet."

"The results of the experiment show that our dynamic adaptation technique increases movement amplitude during a therapeutic session."


28 Presentation and validation of The Learning Game James Byron Nelson & Anton Navarro & Maria del Carmen Sanjuan 2014 "This article presents a 3-D science-fiction-based videogame method to study learning, and two experiments that we used to validate it." Investigacion Educativa Educativo Experimental "In this method, participants are first trained to respond to enemy spaceships (Stimulus 2, or S2) with particular keypresses, followed by transport to a new context (galaxy), where other manipulations can occur.

During conditioning, colored flashing lights (Stimulus 1, or S1) can predict S2, and the response attached to S2 from the prior phase comes to be evoked by S1" "In Experiment 1 we demonstrated that, in accord with previous findings from animals, conditioning in this procedure was positively related to the ratio of the time between trials to the time within a trial.

Experiment 2 demonstrated the phenomena of extinction, timing, and renewal. Responding to S1 was slightly lost with a context change, and diminished over trials in the absence of S2. On early extinction trials, responding during S1 declined after the time that S2 normally occurred. Extinguished responding to S1 recovered robustly with a context change // In summary, the game appears to be a conceptually simple, powerful, nonintrospective tool capable of studying a variety of complex questions about learning. The experiments presented here demonstrate a sample of the diverse types of phenomena that can be addressed by the single method." Positiva" Molet, M., Callejas-Aguilera, J. E., & Rosas, J. M. (2007). Latent timing in human conditioned avoidance. Journal of Experimental
ARG (juegos de realidad alternativa). Contribuciones, limitaciones y potencialidades para la docencia universitaria


En este sentido, el presente trabajo pretende condensar las potencialidades, limitaciones y retos de los ARG al servicio de la educación universitaria.

"Basándose, a nivel metodológico, en la elaboración de un corpus teórico relevante y adecuado, analiza el potencial educativo de esta herramienta que, en ámbitos como el marketing o la comunicación corporativa ya ha despegado con éxito, pero que en el área educativa todavía no había sido abordada en profundidad. Recopila, además, ejemplos satisfactorios que se han desarrollado en diversas disciplinas académicas en otros países y que no resultan fácilmente localizables."

Se concluye que, dados los antecedentes, potencialidades y análisis expuesto, debe valorarse la posibilidad de incorporar los juegos de realidad alternativa a la práctica de la docencia universitaria en el marco de una estrategia educativa que determine sus objetivos y sistema de evaluación más adecuado.

‘The Truth about Marika’, ‘Conspiracy for Good’ y ‘Altminds’.


30 Relaciones entre hábitos de uso de videojuegos, control parental y rendimiento escolar Daniel Lloret Irles, Víctor Cabrera Perona y Yolanda Sanz Baños 2013 Analizar los patrones de juego e identificar relaciones significativas entre el control parental y el rendimiento académico. Investigacion Educativa Educativo Experimental 610 estudiantes de ESO, con una media de edad de 13.84 años (DT=1.27) y rango 12-16 años. Para analizar frecuencia, intensidad de juego, rendimiento académico y control parental se elaboraron escalas ad hoc. Menores cuyos padres controlan el tiempo de juego y se interesan por los contenidos de forma continua, juegan significativamente menos días, menos horas y con contenidos ajustados a su edad. Aquellos con control parental discontinuo (“a veces”), aumentan la frecuencia e intensidad de juego, así como la proporción de contenidos no ajustados, y no se diferencian de los sin control parental. Además, un mayor número de horas de juego se relaciona con un menor rendimiento académico Negativa


31 Interactive Kinect Designed for Mobile Phone into Education Mahdieh Molaei Tehrani, Yan Peng Lim, and Ahmadreza Samavatian 2015 The aim of this research was to understand the possibility to introduce the interactive Kinect as a concrete tool for mobile phone to support teaching activities in classroom. Investigacion Educativa Educativo Experimental "The main experiment was comprised of sessions with 10
students of both genders, aged range from 8-12 and mainly 18-30 years old, recruited from students of Faculty of Creative Multimedia University. After the orientation and pre-questionnaire sessions, students were asking to test the application. "This project is the first step in the complex process to create Kinect-based application, using mobile phone in education." Neutral "[2] L. Wei, H. Zhou, A. K. Soe, and S. Nahavandi, “Integrating Kinect and haptics for interactive STEM education in local and distributed environments,” in Proc. 2013 IEEE/ASME International Conference on Advanced Intelligent Mechatronics (AIM), 2013, pp. 1058-1065. // "

32 A meta-analysis of pathological gaming prevalence and comorbidity with mental health, academic and social problems Christopher J. Ferguson, Mark Coulson, Jane Barnett 2011 "The current meta-analysis considers existing scholarship to examine how differing measurement methods influence prevalence rates and associations with other mental health problems" Medicina Correlacional "Thirty three published studies and doctoral dissertations were analyzed in meta-analysis. Prevalence rates and comorbidity with other mental health problems were examined according to measurement method." "Taken together this suggests that the problematic gambling approach may be overidentifying nonpathological individuals, concurrently inflating prevalence estimates and decreasing the specificity of the measurement approach. As such, in the future, it may be of greater value to focus on the issue of interference when considering diagnostic
Pathological Video Game Use Among Youths: A Two-Year Longitudinal Study

Douglas A. Gentile, PhD, Hyekyung Choo, PhD, Albert Liau, PhD, Timothy Sim, PhD, Dongdong Li, MA, Daniel Fung, MD, and Angeline Khoo, PhD

We aimed to measure the prevalence and length of the problem of pathological video gaming or Internet use, to identify risk and protective factors, to determine whether pathological gaming is a primary or secondary problem, and to identify outcomes for individuals who become or stop being pathological gamers. A 2-year, longitudinal, panel study was performed with a general elementary and secondary school population in Singapore, including 3034 children in grades 3 (N 743), 4 (N 711), 7 (N 916), and 8 (N 664). Several hypothesized risk and protective factors for developing or overcoming pathological gaming were measured, including weekly amount of game play, impulsivity, social competence, depression, social phobia, anxiety, and school performance. This study adds important information to the discussion.

34 Transformational Play as a Curricular Scaffold: Using Videogames to Support Science Education Sasha A. Barab, Brianna Scott, Sinem Siyahhan, Robert Goldstone, Adam Ingram-Goble, Steven J. Zuiker, Scott Warren 2009 we developed and researched a 3D game-based curriculum designed to teach water quality concepts. Investigacion Educativa Educativo Experimental y Correlacional “We compared undergraduate student dyads assigned randomly to four different instructional design conditions where the content had increasingly
level of contextualization: (a) expository textbook condition,
(b) simplistic framing condition, (c) immersive world condition,
and (d) a single-user immersive world condition.
"Results indicated that the immersive-world dyad and immersive-world single user conditions performed significantly
better than the electronic textbook group on standardized items. The immersive-world dyad condition also performed significantly better than either the expository textbook or the descriptive framing condition on a performance-based transfer task, and performed significantly better than the expository textbook condition on standardized test items." Squire K (2006) From content to context: videogames as designed experiences. Educ Res 35(8):19–29. doi:10.3102/0013189X035008019 //


35 Video Game Effects—Confirmed, Suspected, and Speculative Christopher P. Barlett, Craig A. Anderson, Edward L. Swing 2009 This literature review focuses on the confirmed, suspected, and speculative effects of violent and non-violent video game exposure on negative and positive outcomes. Negative outcomes include aggressive feelings, aggressive thoughts, aggressive behavior, physiological arousal, and desensitization, whereas positive outcomes include various types of learning. Se usa el GAM (General Aggression Model) y el GLM (General Learning Model). Se correlacionan los resultados de otros estudios. “Video games can be useful in aiding children and adults in learning educational content and visuospatial or visuotemporal
skills, but the current literature suggests that these benefits do not depend on violent content. Thus, if schools or companies are going to use video games to aid in instruction, we suggest that those games do not contain violence. This should not distract from the fun or potential to learn classroom material from these games, because nonviolent video games can be as fun and educational as violent video games. We also suggest caution in the amount of time spent using video games instructionally, because of the association between video game playing and attention deficit and school performance problems. 


Are badges useful in education?: it depends upon the type of badge and expertise of learner

Samuel Abramovich, Christian Schunn, Ross Mitsuo Higashi 2013

Educational Badges are touted as an alternative assessment that can increase learner motivation. We considered two distinct models for educational badges; merit badges and videogame achievements. We considered two distinct models for educational badges; merit badges and videogame achievements. We considered two distinct models for educational badges; merit badges and videogame achievements. Motivacion Experimental To begin unpacking the relationship between badges and motivation, we conducted a study using badges within an intelligent-tutor system for teaching applied mathematics to middle-school students. Our findings indicate that badge earning could be driven by learner motivations and that systems with badges could have a positive effect on critical learner motivations. However, badge acquisition patterns were different across learners with different levels of prior knowledge. Different badge types also affected different learners motivation


38 Impasse-driven learning in the context of video games  Fran C. Blumberg, Sheryl F. Rosenthal, John D. Randall  2008  "This study was designed to elucidate the problem-solving skills used by frequent and infrequent video game players to negotiate impasses encountered while playing a novel video game."  Investigacion Educativa Educativo  Experimental  "All participants..."
were instructed to think aloud while playing a video game for 20 consecutive minutes. Comments made were then used to make inferences about the problem-solving skills that participants used to resolve impasses encountered during the game." Findings showed that frequent players made significantly greater reference to insight and game strategies than infrequent players. After reaching an impasse, all players also were most likely to comment on their game progress and potential game strategies to use. Over the course of game play, all participants showed increasing emphasis on their problem-solving skills as evidenced through their greater mention of insight, game strategies, and goal comments.


39 The Effects of Children’s Goals for Learning on Video Game Performance Fran C. Blumberg 1999 Children’s goals for learning on their video game performance and patterns of attention were examined. Investigacion Educativa Educativo Descriptivo Before playing a game, second- and fifth-graders were instructed to adopt an evaluative, process, outcome, or no specific goal focus while playing. Children were then interviewed about their game strategies and the game features they paid attention to while playing. Older children and more frequent players showed better performance. Among frequent players, process goal instructions facilitated performance. Younger children’s interview references to process goals also were predictive of better performance. Their references to attention strategies, however, were predictive of poorer performance while older children’s references to attention strategies were predictive of better performance. These findings highlight the efficacy of process goals for learning among younger and older children. Positive

40 The more you play, the more aggressive you become Youssef Hasan, Laurent Bègue, Michael Scharkow, Brad J. Bushman 2013 The present experiment tests the cumulative long-term effects of violent video games on hostile expectations and aggressive behavior over three consecutive days.
Agresividad Experimental

"Participants (N=70) played violent or nonviolent video games 20 min a day for three consecutive days.

After gameplay, participants could blast a confederate with loud unpleasant noise through headphones (the aggression measure). As a potential causal mechanism, we measured hostile expectations. Participants read ambiguous story stems about potential interpersonal conflicts, and listed what they thought the main characters would do or say, think, and feel as the story continued. "As expected, aggressive behavior and hostile expectations increased over days for violent game players, but not for nonviolent video game players, and the increase in aggressive behavior was partially due to hostile expectations." Negativa


Toward a consensus definition of pathological video-gaming: A systematic review of psychometric assessment tools Daniel L. King, Maria C. Haagsma b, Paul H. Delfabbro a, Michael Gradisar c, Mark D. Griffiths d 2013

Revision de los textos sobre la enfermedad de internet y el vicio a los videojuegos Medicina Correlacional

"A total of 63 quantitative studies, including eighteen instruments and representing 58,415 participants, were evaluated. "Results indicated that reviewed instrumentation may be broadly characterized as inconsistent. Strengths of available measures include: (i) short length and ease of scoring, (ii) excellent internal consistency and convergent validity, and (iii) potentially adequate data for development of standardized norms for adolescent populations. However, key limitations included: (a)
inconsistent coverage of core addiction indicators, (b) varying cut-off scores to indicate clinical status, (c) a lack of a temporal dimension, (d) untested or inconsistent dimensionality, and (e) inadequate data on predictive validity and inter-rater reliability. An emerging consensus suggests that pathological video-gaming is commonly defined by (1) withdrawal, (2) loss of control, and (3) conflict. It is concluded that a unified approach to assessment of pathological video-gaming is needed."


Children With Developmental Coordination Disorder Play Active Virtual Reality Games Differently Leandra Gonsalves, Amity Campbell, Lynn Jensen, Leon Straker 2014 This study aimed to examine: (1) the quality of motor patterns of children with DCD participating in AVG by comparing them with children with typical development (TD) and (2) whether differences existed in the motor patterns utilized with 2 AVG types: Sony PlayStation 3 Move and Microsoft Xbox 360 Kinect. Medicina Medicina Experimental "Twenty-one children with DCD, aged 10 to 12 years, and 19 age- and sex-matched children with TD played a match of table tennis on each AVG type. Hand path, wrist angle, and elbow angle were recorded using a motion analysis system.


43 DSM-5 internet gaming disorder needs a unified approach to assessment Mark D Griiths, Daniel L King, Zsolt Demetrovics 2014

Razones para añadir o no un nivel nuevo de "Adicción al Juego en Internet" en el DMS V según los modelos experimentales examinados

The good news is that research in the gaming addiction field does appear to be reaching an emerging consensus. King and colleagues noted that across many different studies, IGD is commonly defined by withdrawal, loss of control and conflict. However, it is critical that a unified approach to the assessment of IGD is developed as this is the only way that there will be a strong empirical basis for IGD to be included in the next DSM [7]. Neutral "King DL, Haagsma MC, Delfabbro PH, Gradisar MS, Griffiths MD. Toward a consensus definition of pathological video-gaming: a systematic review of psychometric assessment tools. Clin. Psychol. Rev. 33, 331–342 (2013). // Kuss DJ, Griffiths MD, Karila L, Billieux J. Internet addiction: a systematic review of epidemiological research for the last decade. Curr. Pharm. Des. doi:10.2174/138161281139990617 (2013) (Epub ahead of print). // Kuss DJ, Griffiths MD. Internet and gaming addiction: a systematic literature review of neuroimaging studies. Brain Sci. 2, 347–374 (2012)."

44 A Motivation Behavior Classification based on Multi Objective Optimization using Learning Aries Syufag, Mochammad Hariadi, Mauridhi Hery Purnomo 2012

To assess the motivation level of player interest, this paper proposes a Motivation Behavior Game (MBG). MBG improves this motivation concept to monitor how players interact with the game. Motivacion Experimental This game employs Learning Vector Quantization (LVQ) for optimizing the motivation behavior input classification of the player. MBG is using teacher’s data to obtain the neuron vector of motivation behavior pattern supervise. Three clusters multi objective target will be classified as: active choice, persistence, and mental effort motivation behavior. In the game play experiments employ 33 respondent players demonstrates that 12.12% of players have high and 6.06% have semi mental effort, 3.03% have high and 3.03% semi persistence, and 66.67% have high and 9.09% low active choice motivation behavior. MBG may provide information to game engine when a player needs help or when wanting a formidable challenge. The game engine will provide the appropriate tasks according to players’ ability. Neutral Abramovich S., Schunn C., Higashi R., Hunkele T., and Shoop R. 2011. Achievement Systems to Boost Achievement Motivation. In
A Short-Term Longitudinal Study of Internet and Computer Game Use by Adolescent Boys and Girls

Teena Willoughby

Prevalence, frequency, and psychosocial predictors of Internet and computer game use were assessed among 803 male and 788 female adolescents across 2 time periods, 21 months apart. At Time 1, participants were in the 9th or 10th grade; at Time 2, they were in the 11th or 12th grade. Most girls (93.7%) and boys (94.7%) reported using the Internet at both time periods, whereas more boys (80.3%) than girls (28.8%) reported gaming at both time periods. "Being male significantly predicted both computer gaming and Internet use. There also were trends in favor of higher friendship quality and less positive parental relationships predicting higher frequency of Internet use. Importantly, moderate use of the Internet was associated with a more positive academic orientation than nonuse or high levels of use."
we propose that, while many students enrolled in games education programs are adept at playing games, they are usually neither games literate nor do they have a deep understanding of games. In particular, we have presented a four-part framework for understanding games that involves having the ability to explain, discuss, describe, frame, situate, interpret, and/or position games (1) in the context of human culture (games as a cultural artifact), (2) in the context of other games, (3) in the context of the technological platform on which they are executed, (4) and by deconstructing them and understanding their components, how they interact, and how they facilitate certain experiences in players.


"The present research investigates whether violent video games influence expectations about how others will respond in situations of potential conflict, and whether these hostile expectations, in turn, will influence subsequent aggression." Youssef Hasan a,* Laurent Bègue a, Brad J. Bushman 2012

"French college students (N=136) played either a violent or nonviolent game for 20 minutes. Afterwards, they read ambiguous story stems about potential interpersonal conflicts, and listed what they thought the main characters would do or say, think, and feel as the story continued. Aggression was measured using a competitive computer game in which the winner could blast the loser with loud noise through headphones"
Violent Video Games as Exemplary Teachers: A Conceptual Analysis

Douglas A. Gentile, J. Ronald Gentile

2008

This article presents conceptual and empirical analyses of several of the “best practices” of learning and instruction, and demonstrates how violent video games use them effectively to motivate learners to persevere in acquiring and mastering a number of skills, to navigate through complex problems and changing environments, and to experiment with different identities until success is achieved.

Participants were surveyed about their video game habits and their aggressive cognitions and behaviors.

The first hypothesis is based on the principle that curricula that teach the same underlying concepts across contexts should have the highest transfer. Therefore, students who play multiple violent video games should be more likely to learn aggressive cognitions and behaviors than those who play fewer. The second hypothesis is based on the principle that long-term learning is improved the more practice is distributed across time. Therefore, students who play violent video games more frequently across time should be
more likely to learn aggressive cognitions and behaviors than those who play the same types of games for equivalent amounts of time but less frequently." Both hypotheses were supported. We conclude by describing what educators can learn from the successful instructional and curriculum design features of video games. 


49 Wii-based Balance Therapy to Improve Balance Function of Children with Cerebral Palsy: A Pilot Study Devrim Tarakci, MSc, Arzu Razak Ozdinciler, PhD, Ela Tarakci, PhD, Fatih Tutuncuoglu, Meral Ozmen, MD 2013 The aim of this study was to investigate the efficacy of Wii-based balance therapy for children with ambulatory cerebral palsy. Balance functions before and after treatment were evaluated using one leg standing, the functional reach test, the timed up and go test, and the 6-minute walking test. The physiotherapist prescribed the Wii Fit activities, and supervised and supported the patients during the therapy sessions. Exercises were performed in a standardized program 2 times a week for 12 weeks. [Results] Balance ability of every patient improved. Statistically significant improvements were found in all outcome measures after 12 weeks. ["The results suggest that the Nintendo® Wii Fit provides a safe, enjoyable, suitable and effective method that can be added to conventional treatments to improve the static balance of patients with cerebral palsy; however, further work is required." Positiva] Numthavaj P, Kliim-Due M, Rasmussen B, et al.: Individualized, homebased interactive training of cerebral palsy children delivered through the Internet. BMC Neurol, 2011, 11: 1 // González-Fernández M, Gil-Gómez JA, Alcañiz M, et al.: eBaViR, easy


53

Games, gaming and education OLIVEIRA, Janaina Minelli; ECHENIQUE, Eliana E. G; CRUZ, OSCAR D. C.; GELIZ, Ferley R. 2010 Los videojuegos como recursos semióticos Investigacion Educativa Educativo Correlacional Analisis y referencias cruzadas Dada la permeabilidad de los videojuegos, ni los profesores ni las instituciones pueden permitirse ignorarlos como recursos semióticos. Además, se necesita una investigación exhaustiva sobre los videojuegos educativos Neutral Anderson, C. A., // Chuang, T.-Y., // Gee // Steinkuehler // Yee
Virtual games in social science education  Cuenca López & Martín Cáceres  2010

Los videojuegos son laboratorios de experimentación social donde los escenarios, condiciones y situaciones que afectan los fenómenos humanos son reproducidos.  Motivación Motivacion  Experimental y Correlacional  "35 videogames are analysed to find out which contents can be approached through them for the teaching of Social Sciences using problem-solving strategies. To this end, instruments for information gathering (data collection grid) and analysis (category system) were designed. The different contents of a social nature are analysed according to the study categories and in turn from the areas of social issues detected in them." Consideran que los videojuegos son una forma interesante de acercarse y trabajar a conocimientos de naturaleza histórico social y que permiten que las referencias culturales y sociales estén contextualizadas de manera dinámica y atractiva.


Can videogames be used to develop the infant stage educational curriculum?  Marín Díaz, V., & Martín-Párraga, J  2014

Mostrar los resultados de un experimento academico conducido con los estudiantes universitarios del grado de educacion primaria sobre el uso de un videojuego Evaluar efectividad educativa  Educativo  Experimental  Cuestionario de 10 preguntas en escala de 1 a 5  El 82% de los estudiantes registrados concluyeron que el juego servía para distinguir y asimilar la sincronía entre la parte superior e inferior del cuerpo humano. El 10% no estaba acuerro en parte y el 6% estaba totalmente en desacuerdo.  Positiva


teoría de la educación. Educación y cultura en la sociedad de la información, 9, 69-92


59 Videogames and education design Squire, K 2008 Los usos no experimentados de los videojuegos y sus afinidades educativas Investigacion Educativa Educativo Descriptivo Revision de Textos Although digital games have largely been ignored by educators, they are a powerful new medium with potential implications for schooling. In videogames, knowing is at its essence a kind of performance, as learners learn by doing, but within powerful constraints instantiated through software and social systems. Primacy is on experience, which allows students to Positiva "Games-to-Teach Team. (2003). Design principles of next generation digital gaming for education. Educational Technology, 43(5), 17-33.


Videojuegos como dispositivos culturales: las competencias espaciales en educación  
Sedeño, A.M.  
2010  
Proporcionar ejemplos actuales de diferentes tipos de videojuegos y sus posibilidades para desarrollar ciertas habilidades y destrezas relacionadas con la representación dinámica del espacio, dentro del modelo de aprendizaje de Jerome Bruner. Investigacion Educativa Educativo Descriptivo "El presente trabajo proporciona ejemplos actuales de diferentes tipos de videojuegos y sus posibilidades para desarrollar ciertas habilidades y destrezas relacionadas con la representación dinámica del espacio, dentro del modelo de aprendizaje de Jerome Bruner. Se reflexiona acerca de cómo los videojuegos de estrategia, aventura, simulación o rol desarrollan capacidades como la reflexión, el razonamiento estratégico y táctico o la agilidad mental. Además, se proporcionan datos sobre los sistemas vigentes de clasificación de contenidos como el ESRB del Comité para la Evaluación del Software de Entretenimiento de EEUU y el PEGI de la Federación Europea de Software Interactivo"  
1. Los juegos de rol desarrollan el cálculo mental, el vocabulario y estimulan la creatividad, además de ciertas actitudes o valores de socialización como la empatía, la tolerancia, la conciencia y la responsabilidad, unidos al trabajo en equipo.  

Videojugando se aprende  
González Faraco, Juan Carlos  
Gramiña, Anita  
2009  
El papel de los videojuegos en la construcción del conocimiento y la formación de los niños  
Investigacion Educativo Educativo Descriptivo "El texto analiza primeramente el papel de los videojuegos en el mundo lúdico, para internarse posteriormente en sus modelos narrativos propios. Finalmente se valoran sus virtualidades para el aprendizaje y en general para la educación, sin olvidar sus riesgos."  
Lo que verdaderamente cuenta en cualquier aventura lúdica, cognitiva y relacional, es saber captar, en cada proceso, un movimiento de la mente y de las emociones que la alientan. Y ello para aprender a analizar de modo siempre más abierto nuestra experiencia, para codificar sus informaciones y organizarla en un sistema de datos y procedimientos, para construir nuevos conocimientos y para emprender nuevas aventuras  
aprendizaje y el alfabetismo. Archidona: Aljibe.

GROS, B. (Coord.) (2007). Videojuegos y aprendizaje. Barcelona:


62 Not so doomed: computer game play and positive adolescent development Durkin, K. and Barber, B. 2002 La posibilidad que el videojugar este asociado con características positivas del desarrollo cognitivo pues contribuyen a la participacion en un ambiente de ocio tanto estimulante como retador. Ocio Educativo Experimental MSALT Wave5 y una investigación longitudinal. MSALT son encuestas Poca evidencia de que jugar videojuegos tenga resultados negativos. Entre el grupo de jugadores asiduos hubo altas calificaciones en varios niveles y alcanzaron las mejores puntuaciones, mientras que el grupo de jovenes que jugaba menos tuvo la mayoria de puntuciones altas en a mayoria de mediciones Positiva"Anderson, C. A., & Bushman, B. J. (2001). Effects of violent video games on aggressive behavior, aggressive cognition, aggressive affect, physiological arousal, and prosocial behavior: a meta-analytic review of the scientific literature. Psychological Science, 12, 353–359.//


63 More Than Just Fun and GamesAdachi PJC and Willoughby T 2013 Examinar si los videojuegos de estrategia mejoraban las habilidades de solucion de problemas en una muestra determinada de adolescentes. Investigacion Educativa Educativo Experimental Encuestas a 1492 estudiantes en Ontario entre 9 y 12 grados durante el 2004 Hay una relacion indirecta positiva entre los videojuegos estrategicos y las buenas notas académicas. / Una mayor cantidad de vedojuegos estratégicos en grado 11 predicen mejores capacidades de resolucion de problemas en grado 12. / Jugar videojuegos


64 Designing Learning Systems for an Interactive Age Squire, Kurt D 2008 Investigacion Educativa Educativo Descriptivo

65 Analysing e-Learning and Modern Learning Environments Seppo J. Sirkemaa 2014 Mobility, changes in education Investigacion Educativa Educativo Descriptivo Analisis y referencias cruzadas El rol de las TIC es crítico en los ambientes de enseñanza modernos, pero falta que tanto los profesores como los estudiantes entiendan los cambios que conllevan. Desde la parte de los estudiantes, necesita que acepten un rol más activo que en el pasado, cuando solo se sentaban en clase y respondían preguntas, mientras que los profesores deben entender las técnicas y entender las limitaciones de la infraestructura. Positiva”B. Gros, “Knowledge construction and technology,” Journal of Educational Multimedia and Hypermedia, vol. 11, no. 4, pp. 323-343,

2002.”

66 DEL DISEÑO INSTRUCCIONAL AL DISEÑO DE APRENDIZAJE CON APLICACIÓN DE LAS TECNOLOGÍAS Góngora Parra, Y. y Martínez Leyet, O. L. 2012 Ante el auge de las Tecnologías de la Información y las Comunicaciones se hace necesario modificar los esquemas tradicionales de diseño y planificación de cursos y materiales para la enseñanza y utilizar las herramientas tecnológicas bajo una óptica reflexiva y de adaptación a los nuevos
modelos de aprendizaje. Investigacion Educativa Educativo Descriptivo Para ello se aborda su origen y evolución y cómo las tendencias pedagógicas, sicológicas e históricas han modificado el curso del diseño de aprendizaje, educativo, o de aprendizaje que conocemos hoy. También se hace referencia a varios de los modelos que han existido, sus características fundamentales y las teorías de aprendizaje que los sustentan. "Los modelos de diseño de aprendizaje pueden ser una guía valiosa para el proceso, pero hay que tener en cuenta las características de la audiencia y de cada entorno de aprendizaje, que lo hacen único. - Los modelos de diseño de aprendizaje pueden ser una guía valiosa para el proceso, pero hay que tener en cuenta las características de la audiencia y de cada entorno de aprendizaje, que lo hacen único. - El desarrollo actual del diseño de aprendizaje supone una ruptura de posturas rígidas y una búsqueda de nuevas alternativas para optimizar el proceso frente a los cambios y las necesidades de la educación.


Designing videogames to improve students’ motivation. P. Molins-Ruano, C. Sevilla, S. Santini, P.A. Haya, P. Rodríguez, G.M. Sacha. 2014. Suggest that the design of videogames can be a very effective activity used game design as a test-bed for an experience involving Computer Science and History students: interdisciplinary teams have cooperated in the design of a videogame on an historical theme. These experiments demonstrate that the use of serious games in the learning process increases the motivation when it is compared to the motivation induced by traditional learning techniques. Positiva. Przybylski, A. K., Ryan, R. M., & Rigby, C. S. (2009). The motivating role of violence in video games. PSPB, 35, 243–259.


Los videojuegos como herramienta docente para la historia del cine: el proyecto Gameplaygag. Manuel GARÍN BORONAT. 2012. El proyecto pedagógico de comparativa audiovisual Gameplaygag para determinar si se puede utilizar el cine mudo para comprender y diseñar videojuegos

71 Replaying History: Engaging Urban Underserved Students in Learning World History Through Computer Simulation Games Kurt Squire & Sasha Barab This case study examines what happens when Civilization III was brought into an urban school for underserved students. Evaluating the effectiveness of educational technology Descriptivo Captura de prácticas de jugadores y de interacciones sociales This study suggests that games can be powerful tools for engaging learners, but that engagement is a complex process of appropriation, interacting as a relation among individuals’ goals, identities, the affordances of the game, encompassing community cultures, and emergent social practices. Positivo Gee, J. P. (2003). What video games have to teach us about learning. New York: Palgrave. // Prensky, M. (2001). Digital Game-Based Learning. New York: McGraw Hill. //

72 Does Game-Based Learning Work? Results from Three Recent Studies Richard Blunt, Ph.D Investigating the results of three recent studies Three causal-comparative (ex-post facto) studies were conducted at an East Coast University. A video game was added to half the classes teaching 1st year business students, 3rd year economics students, and 3rd year management students. Identical testing situations were used in each respective course while data collected included game use, test scores, gender, ethnicity, and age. ANOVA, chi-squared, and t tests were used to test game use effectiveness. Historical test scores from classes of students from a nationally known university in Arlington, VA who did and did not participate in game play were examined. A management video game was added to approximately half the students’ curriculum of 3rd year (junior) business students. Identical testing situations and test materials were provided to all students. Data collected included student test scores, class number, test score, gender, ethnicity, and age. Because of the type of data produced, and to test the effectiveness of the game supplement, means tests, ANOVA, chi-squared tests, and t tests were performed. The data analysis found classes using the game had significantly higher means than those classes that did not use the game. There were no significant differences between male or female scores, regardless of game play, while both genders scored significantly higher with game play than without. There were no significant differences between ethnic groups, while all ethnic groups scored significantly higher with game play. Lastly, students age 40 year and under scored significantly higher with game play, those students 41 and older did not. Positivo Barab, S. A., Barnett, M., & Squire, K. (2002). Developing an empirical account of a community of practice: Characterizing the essential tensions. The Journal of the Learning Sciences, 11(4), 489-542. //
Parental acceptance of digital game-based learning    Jeroen Bourgonjon, Martin Valcke, Ronald Soetaert, Bram de Wever, Tammy Schellens 2011
Las percepciones de los padres sobre la inclusión de videojuegos en las aulas    Percepcion sobre videojuegos    Educativo    Experimental
Encuesta a 858 padres con al menos un hijo en educación secundaria

"While the descriptive results depict a very pessimistic picture about parental support for digital game-based learning, the model also points out that parents could benefit from receiving specific information. // the results show that 59% of the variance in parents’ preference for video games can be explained by the model comprising hypotheses about learning opportunities, subjective norm, perceived negative effects of gaming, experience with video games, personal innovativeness, and gender."


Students’ perceptions about the use of video games in the classroom    Jeroen Bourgonjon, Martin Valcke, Ronald Soetaert, Tammy Schellens 2009
Students Perceptions    Percepcion sobre videojuegos    Educativo    Correlacional
Encuesta a estudiantes y estadisticas descriptivas

"The results showed that students cannot be regarded as one homogeneous group of video game consumers, as there were large differences between groups of students in their video game consumption patterns. A substantial group even reported not playing video games at all. Gender differences were found. As expected, male students hold more positive beliefs toward the use of video games in education than female students. However, based on the model test results, it is important to make necessary differentiations.
The proposed model appeared to be reliable and valid for understanding students' acceptance of video games for classroom learning, as SEM proved the model fits the gathered data well. Moreover, 63% of the variance in students' preference for video games could be explained.


75 Videogames in the Library? What Is the World Coming To? Kathy Sanford 2008 libraries are rapidly and increasingly restructuring in ways that support learning through new/altemative technologies and texts cruzadas we must reaffirm the importance of school libraries as the hub of the school community, recognizing that they are best able to provide tools, facilities, and learning supports that utilize and build upon the knowledge and skills that students are bringing to their learning experiences. Positiva