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**Annotated Bibliography**

**Source #1**

Beavis, C. (2014). Games as Text, Games as Action: VIDEO GAMES IN THE ENGLISH CLASSROOM. *Journal of Adolescent & Adult Literacy,* *57*(6), 433-439. Retrieved June 28, 2020, from www.jstor.org/stable/24034340

Video games in the classroom connect pop culture and literacy for student enagement. In part of the research study, teenage students share their opinions on video games that they had used in the classroom. Video games in the classroom present multimodal learning for all students different learning styles. Action and text gaming are different types of components of video games that need to be understood.

This specific source can be utilized to tie along with everything learned in the course as a different perspective from students on how they react with digital literacy through video games in the classroom. It ties with my research topic because it delves into multiliteracies and multimodal forms of text that have students critically think. This source is especially useful within my own research and argument to see if student enjoyment of the digital media plays a factor in overall understanding and or retention of information.

**Source #2**

Boom, K., Ariese, C., Van den Hout, B., Mol, A., & Politopoulos, A. (2020). Teaching through Play: Using Video Games as a Platform to Teach about the Past. In Hageneuer S. (Ed.), *Communicating the Past in the Digital Age: Proceedings of the International Conference on Digital Methods in Teaching and Learning in Archaeology (12th-13th October 2018)* (pp. 27-44). London: Ubiquity Press. doi: 10.2307/j.ctv11cvx4t.8

This book chapter discusses and introduces how video games can be utilized as a medium in the classroom to teach students about historical events. Video games are able to provide a substantial amount of information on what life was like in the past through narratives that follow the storyline of the game, setting, dialogue, etc. The research article argues that by using video games, students place themselves in an entirely immersive perspective of a character within that setting to understand the historical context of a specific time period. A video game company that allows users to search for games through genre identified “historical” games were very “narrative-driven games” (Boom, Ariese, Van den Hout, Mol, & Politopulos). This shows benefits to student learning as students can place themselves in a character’s shoes visually just as how a person who reads a book finds themselves understanding the protagonist.

This source is particularly incredible in regard to the correlation of course conversations, readings and discussions because of it’s easiness to follow through the immersive experience that historical video games provide. It falls in nicely with my research topic because visual video games that provide historical context can be interactive if played with different students in the classroom. Students could also utilize a historical video game like this with classmates to discuss plot, setting, historical accuracy, narratives, dialogue, etc. The information of this source seems reliable as it informs readers how media influences video games and video games are sometimes adjusted to feed into the gaming market, video games can also be an excellent tool for education. I do not think this source is biased as the authors talk about the pros and cons of video games and using them within the classroom. This source can help advance my argument due to it’s theories in application to the classroom to promote learning.

**Source #3**

Greenhalgh, S. P., Koehler, M. J., & Boltz, L. O. (2019). The fun of its Parts: Design and player Reception of Educational Board Games. *Contemporary Issues in Technology and Teacher Education, 19*(3). Retrieved from https://citejournal.org/volume-19/issue-3-19/general/the-fun-of-its-parts-design-and-player-reception-of-educational-board-games

Incorporating different styles of games in the classroom proves to show beneficial results to student engagement. By researchers using different models of gameplay, researchers were able to see the connections between games and the value they hold when used properly in a classroom. This journal discusses the importance of educational technologies and how they can help students understand topics better. Overall, using educational technologies and resources helps students learn better by challenging themselves in a competitive environment. Educational technologies cater to many different styles of learning, which helps teachers be able to accommodate using interactive games in their classroom and squeezing it into the curriculum to make fun and engaging learning.

This specific source has a direct connection to the course conversations, readings, and discussions because it conveys the success of incorporating video games into the curriculum to promote digital literacy and overall learning. To advance by research topic, utilizing this source would be an excellent choice to use actual gaming in the classroom study statistics within my research topic. By using statistics, I can further prove my point on how successful gaming is for learning. This source is reliable as it is an academic research study on how analog games are the most effective to use within the classroom, backed up with statistics. It is helpful to use this source to change my topic because it made me realize that when I think of utilizing games in the classroom, it can be much more than just “digital” gaming, it can be simple as games played amongst students at a table.

**Source #4**

José-Manuel Sáez-López, John Miller, Esteban Vázquez-Cano, & María-Concepción Domínguez-Garrido. (2015). Exploring Application, Attitudes and Integration of Video Games: MinecraftEdu in Middle School. *Journal of Educational Technology & Society,* *18*(3), 114-128. Retrieved June 28, 2020, from www.jstor.org/stable/jeductechsoci.18.3.114

Different types of video games used in the classroom can be academically challenging and exciting. Popular video games like Minecraft, which students would not expect to use in the classroom, can be a fun and engaging way to get students interested in playing video games within the classroom. Minecraft Edu is an educational adaptation of Minecraft that is appropriate to use within the classroom and shows beneficiary qualities for student learning.

This source relates to the class content of this course because it perfectly allows students to think outside the box and be creative within the classroom. When students are engaged and are having fun while still challenging themselves academically, students are more likely to actually get something out of a lesson and retain that information. Different types of literacies such as digital are catered to students of the younger generation as they have familiarity with using such technologies in their everyday lives. Bridging the gap between literacies students are used to such as texting, playing video games, going on social media applications with literacies they are used to in school, I believe students will appreciate the value of literacy within the digital world. I think this journal article is unbiased as it has many authors and editors and provides statistical information with an active approach on video games.

**Source #5**

Ostensen, J. (n.d.). Exploring the Boundaries of Narrative: Video Games in the English Classroom. *The English Journal,* *102*(6), 71-78. doi: https://www.jstor.org/stable/24484129

The main arguments of this academic journal are that incorporating video games in the classroom can further advance the engagement of literacy within the English subject. Ostensen argues that video games provide an equally stimulating source of literacy as reading a book does. Playing a video game may be just as throught-provoking as being immersed in a novel. Using strategic video games with heavy dialogue in an English classroom can help students be engaged in literature.

I think that this academic journal about video games in the English classroom is absolutely phenomenal to connect with the materials of this course. Within the readings and discussions of the classroom, different literacies are celebrated and emphasized. Digital literacies provides an entirely different avenue for students to explore and engage in literacy, whether it be shortform, midform, or longform text. Personally, I think if students are engaged in a video game because of the story, I would be very happy especially if that student showed a dislike towards reading traditional books. I think this source will be excellent to use to shape my argument as it provides a perspective on how useful it can be for students to engage with video games in an English classroom.