Regression From Game-Oriented to Traditional School

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* Learning
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"Pupils" (not specified).

## Implications For Educators About

* School innovation
* Professional development
* Other

# Abstract

Pupils in Sweden are socialized in commercial off-the-shelf games, and, therefore, game-oriented formal education can constitute a foundation for further socialization of pupils excluded in school. However, digital illiteracy and traditional views among school staff forced a regression from the game-oriented formal trial education in this study back to the traditional education form. Research questions were as follows: How did the pupils act upon the consequences of the regression? How can these acts inform the design of education in digital culture? These questions were addressed using ethnography over 3 years. The pupils' acts differed depending on their socialization in school and in games. While the game-oriented formal education included all in the socialization process, the regression caused half of the pupils to drop out. The pupils' acts are discussed with a conceptual framework. Conclusions show the need for digital literacy and understanding pupils' perspectives on education among school staff.

# Outcome

"[W]hile all pupils appreciated the dialogue-based approach of DR off campus, there was a breakdown caused by the anonymous notifier, media, schools inspectorate, and the new school administration; it can be explained by incompatibility among the involved parties' definitions of what constitutes school. The erroneous anonymous notice initiated the regression to traditional school..... The regression caused half of the pupils to drop out, and most others to truant and deprecate school again; thus the regression was counterproductive for the pupils who were excluded gamers.... [E]ducation design should be grounded in the perspectives of pupils who are not socialized in school, as these are at greater risk of exclusion. The design should build on—not oppress or silence—the interests of the pupils. This requires change of the traditional school format: removing schedules and schoolbooks to have a real dialogue. This requires teachers who are confident in their subjects, willing to play games with the pupils and gain digital literacy." (Authors, 366-367)