

SERIOUS
GAMES SUMMIT
GDC

GameDevelopers
Conference

MARCH 20-24
SAN JOSE, CALIFORNIA

WHAT'S NEXT
.....GDC:06

www.gdconf.com

GAME DEVELOPERS CHOICE AWARDS

INDEPENDENT GAMES FESTIVAL

GDC MOBILE

SERIOUS GAMES SUMMIT

GAME CONNECTION

The Oak Hill Experience

- ④ My Experience:
- ④ 12 years teaching survey of World History
- ④ 2004-2005: 134 students (sophomore)
Some classes 60% female
- ④ Traditional schedule-50 minute classes
- ④ Class size from 17-27 students

Why games in my classroom?

1. It is a GAME not a textbook.
2. More importantly-today's teen expects both "entertainment" and technology.
3. Students with increasing personal technology.
4. Most importantly -games help me reach today's students with the required curriculum.

Games I Play

- ④ Warcraft
- ④ Age of Empires
- ④ Age of Mythology
- ④ John Deere American Farmer
- ④ Madden Football
- ④ Making History (Currently use in class)

Why I use Making History

It is simple to use in a traditional classroom setting.

Turn timer, completion in reasonable time.

Assessment tools and historical accuracy in the game.

It is coordinated with State Teaching Standards.

It is an easy sell to administration and parents.

Screen Shots Domestic Policy Screen

- Students can
 - Raise/lower taxes
 - Increase infrastructure
 - Spend on education, subsidies etc.



Screen Shot 2 Foreign Policy

- Students can
 - Make and break treaties.
 - Declare war.
 - Make friends or foes.



Screen Shot 3 Military Action

- Students can
 - Manage troop movement.
 - Build military units.
 - Reinforce or draft units.



How I used “Making History”

- ④ The game play consisted of 4 class periods. Less than 200 minutes.
- ④ I felt it was just about right.
- ④ Gamers-more. Non-gamers less.
- ④ Most left the game playing with a good feeling about what they had experienced.

Tips from Game Play

- ④ Mouse Control = Power
- ④ I knew the game well before play began
- ④ I constantly pushed the goals
 - Each country has 4-6 historically accurate goals

Tips from Game Play

- ④ Role of the teacher is vital for the educational value of the game.

Brief—prepare for education/game play

Staying on Task (during game play)

De-Brief—discussions and conclusions

Games in my class:

- ⊕ I desire critical thinking.
- ⊕ I desire flexibility in game play.
- ⊕ I desire assistance with assessment.
- ⊕ I desire state standards consideration.

Games in my class:

- ③ I desire a game that can be completed.
- ③ I desire “extras” to keep all team members involved.
- ③ I need a game that is fun but sellable to the Principal/Department Chair/Parent

Was it worth my time?

ABSOLUTELY! I want more!!

1. Teamwork
2. Critical Thinking
3. Understanding of geography (surprise)
4. Expanding use of technology
5. Better understanding of 1930's Europe

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