

## **Curriculum and Instruction 675: Games+Learning+Society Educator Symposium**

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### **Introduction**

This one credit graduate course is offered in conjunction with the Games+Learning+Society Educator Symposium, which will be held on Saturday June 12, 2010, at the Memorial Union in Madison, Wisconsin. In order to receive course credit, individuals must register in advance as special students if they are not currently a graduate student at the university. (For details, see separate directions. Note: Students must pay both \$10 registration fee for the Educator Symposium and \$100 fee for course credit). The Educator Symposium features panel presentations and roundtables from noted scholars in videogames and digital media as well as hands-on workshops in game design, mobile media learning, digital storytelling, and educational videogames. For this course, students will engage in online discussions and critical reflections about these topics before and after the Educator Symposium.

### **Course Requirements**

#### **1. Read and Respond to Three Roundtable Papers**

At the Educator Symposium, a number of noted scholars will share their recent work and participants have the opportunity to interact directly with them. Between May 15 and June 12, students are expected to read at least three of the roundtable papers, which will be posted on the GLS Conference website at <http://www.glsconference.org/2010/program-glse.html> and on the GLS Educators Network at <http://glseducatorsnetwork.ning.com>. After you have joined the Ning, you will post your thoughts, reflections, and questions on a minimum of three articles – and respond to others’ posts - in the appropriate forum thread. Each paper response should be a minimum of 250-350 words.

#### **2. Attendance at the Games+Learning+Society Educator Symposium**

Registration for the Educator Symposium is on a first-come, first-served basis. Register as soon as possible on the GLS conference website in order to assure your choice of workshop. The Educator Symposium is held on June 12, 2010, from 9 am to 4:30 pm at the Memorial Union.

#### **3. Reflection Paper**

After the Educator Symposium, you will write a 400 to 600 word reflection paper and post it to the Ning by June 19. Here, you will critically consider your experience at the Educator Symposium, and you may address questions such as: What did you learn? How could you integrate digital tools and instructional strategies into your teaching? What implications does this have for students’ learning and engagement? What are the barriers in your school for implementing technology? What are your goals moving forward? You are encouraged to respond to others’ reflections and use the GLS Educators Network as a valuable resource.

## **Wisconsin Educator Standards Met in this Course**

### **1. Teachers know the subjects they are teaching.**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

### **2. Teachers know how children grow.**

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

### **3. Teachers understand that children learn differently.**

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

### **4. Teachers know how to teach.**

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

### **6. Teachers communicate well.**

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **7. Teachers are able to plan different kinds of lessons.**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

### **9. Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

### **10. Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.