

ENLACES (MINEDUC CHILE) -OECD EXPERT MEETING ON VIDEOGAMES AND EDUCATION (SANTIAGO DE CHILE, CHILE – OCTOBER 29-31, 2007)

AGENDA

Background

OECD's Centre for Educational Research and Innovation (CERI) started a new activity last January on the New Millennium Learners, which will be running for two years. The main objective of this activity is to conceptualise and analyse from a comparative perspective the effects of digital technologies on cognitive development, values and lifestyles, and educational expectations, and to examine the educational responses to the emergence of this new phenomenon, both in terms of policies and practices.

This expert meeting, sponsored by the Chilean Ministry of Education and Enlaces will be devoted entirely to videogames and education. Videogames play an increasingly important role in young people's lives and there is some evidence showing that they are becoming the preferred entertainment activity for youth in many OECD countries. What do we know about their effects? Can education systems learn something of practical value from videogame designers?

Objectives

In this context, this expert meeting is intended to summarise the existing evidence regarding the effects of videogames on people's behaviours and attitudes and explore their potential as educational tools. In particular, the meeting should result in:

- An updated synthesis on the effects of playing videogames, paying particular attention to what players actually learn by playing, as well as controversial aspects such as addiction and violence.
- An analysis of potential uses of commercial videogames in formal educational settings and the emergence of serious videogames and epistemic games.
- A discussion of the future of videogames and its implications for education.

Venue

Hotel Crowne Plaza (Av. Libertador Bernardo O'Higgins #136, Santiago. Telephone: (56-2) 685 5000. www.crowneplaza.cl).

Agenda

Day 1. Analysing the effects of playing videogames.

09:30 Welcoming session:

- Welcome speech by Didier de Sant-Pierre (Executive director of ENLACES -MINEDUC) and Francesc Pedró (OECD-CERI).
- Presentation of the participants.
- Introduction to the New Millennium Learners Project and to the objectives of this meeting, by Francesc Pedró (OECD-CERI)

10:00 **1st session: The effects of playing videogames: what do designers want?** Fernando Castillo (Electronic Arts, US), Olli Sotamaa (University of Tampere, FI) and Carlo Fabricatore (Initium Studios, IT).

A first question is what do game designers have in mind when creating a new game and how they plan for attracting, motivating and retaining players, how rewards are brought into play and what are, in the end, the factors that explain why a particular videogame becomes successful.

11:30 Coffee break

12:00 **2nd session: The effects of playing videogames: interdisciplinary perspectives.** Karen Dill (Lenoir-Rhyne College, US) and Sang Min Whang (Yonsei University, Korea).

A number of controversial questions regarding the effects of playing videogames seem to raise competing responses. Among these, whether videogames are addictive by nature and, if so, what are the implications for young people, whether they instil violent attitudes, why girls are not attracted by videogames and what are the effects of videogames in the enlargement of the digital divide, if any.

13:30 Lunch

15:00 **3rd session: The effects of playing videogames: do we learn anything by playing?** John Dowell (University College London, UK) and Takashi Sakamoto (JAPET, JP).

A number of thinkers and analysts have suggested that playing videogames is not only an opportunity to spend time entertaining oneself, but to learn a lot, both in terms of skills and of positive social values. Whether this is a plea for a new kind of edutainment or a real and positive implication of videogames will be discussed in this session.

16:30 Coffee break

17:00 **4th session: The uses of videogames in formal education settings.** Young Baek (Korea National University, KO), Miguel Nussbaum (Universidad Católica de Chile, CL), Jaime Sánchez (CL), and Ana Paola Teixeira (Andinatech, CL).

A number of attempts have been conducted to use commercial videogames for educational purposes in the context of formal educational programmes and institutions. What are the lessons from these experiences? Similarly, new educational applications for subject-related learning have been developed in the form of videogames, but are they successful?

18:30 End of sessions

20:30 Dinner

Day 2 Exploring the implications of videogames for education

09:30 **5th session: Serious games and epistemic games.** Pablo Dartnell (Universidad de Chile, CL), and David Williamson Shaffer (University of Wisconsin-Madison, US).

New categories of videogames have emerged in order to apply the successful technologies and frameworks developed by commercial developers to the design of digital games with all these benefits but without their flaws. They can be intended to help people learn skills and values but also to improve their professional careers. Are they worth the cost?

11:00 Coffee break

11:30 **6th session: The industry and the future of videogames: exploring the potential for cooperation in education.** Alejandro Woywood Wijnant (Asociación Chilena de Desarrolladores de Videojuegos, CL), Patrice Chazerand (Interactive Software Federation of Europe, BE) and Ernest W. Adams (independent consultant, US).

This session will be devoted, on one hand, to the exploration of what comes next in terms of future developments, both technological and industrial, on the other hand to the range of policy options that policy makers and educators have to generate, particularly in cooperation with the industry of the videogames.

13.00 **Final session: conclusions and next steps**

13.30 Lunch