



Thank you for downloading
the **Action Principles** from

Games in Learning, Design, and Motivation

Catherine C. Schifter

The full chapter is available from the Center on Innovations
in Learning website
<http://www.centeril.org/handbook/>

This report is in the public domain. While permission to
reprint this publication is not necessary, it should be cited as:

Schifter, C. C. (2013). Games in learning, design, and
motivation. In M. Murphy, S. Redding, & J. Twyman (Eds.),
Handbook on Innovations in Learning (pp. 151–165).
Philadelphia, PA: Center on Innovations in Learning, Temple
University; Charlotte, NC: Information Age Publishing.
Retrieved from <http://www.centeril.org/>

Action Principles

- a. Align games with curriculum content objectives, including the Common Core Standards.
- b. Decide what learning skills need improvement or development and choose games which address those skills, rather than the other way around.
- c. Provide opportunities for teachers to be part of manufacturers' demonstrations to ensure a thorough understanding of how the game is intended to work and how to maximize student outcomes.
- d. Encourage partnerships between educators and game manufacturers, particularly in a game's development stage.
- e. Contact manufacturers and volunteer to be part of teacher focus groups as games are developed.
- f. Choose games that consider engagement factors, such as action, imagery, role playing, and so forth.
- g. Be knowledgeable about hardware–software compatibility, upgrades, licensing fees, shelf-life, and so on when choosing games. Keep in mind the total cost of purchases.