What Do Secondary Students Know About Video Games?
Previous Ideas and Predisposition to Learning Social Sciences With Video Games

Rocío Jiménez-Palacios

iD https://orcid.org/0000-0003-0746-9170
COIDESO, University of Huelva, Spain

José María Cuenca-López
COIDESO, University of Huelva, Spain

Inmaculada López-Cruz
University of Huelva, Spain

EXECUTIVE SUMMARY

This chapter presents the results of a questionnaire given to secondary school students (12-13 years) about the use of video games for the teaching and learning of Social Sciences, and more specifically for History, as well as their opinions on the introduction of this resource in the classroom. This highlights the possibility of including new methods and methodological approaches in the formal context, taking into account the curriculum of the subject of Social Sciences in secondary education. The outcomes endorse the role of emotions and motivation through gamification in teaching and learning processes.

INTRODUCTION

Provide background on the history of the organization, type of business, products/services provided, management structure, financial status (including annual sales), strategic planning, organizational culture, economic climate and any other issues that you feel are necessary to provide the reader with a comprehensive understanding of the background of the case.

Currently there is a real concern in the field of research, innovation and teaching motivated by the use of new resources in the Social Science teaching and learning process. The application of teaching methods, methodologies and techniques is developing very slowly in this area, causing stagnation in the students' education, which continues along traditional lines typical of subjects framed within Social Sciences (Gómez & Miralles, 2015; Ibagón-Martín & Miralles-Martínez, 2021; Martín-Cáceres, Estepa-Giménez & Cuenca-López, 2021; Moreno-Vera, 2018). This statement stems from observation of the work of teachers in schools and research conducted on the use of technological resources in the classroom where, despite having the necessary tools, their use falls into minimal experiences or simply as a tool facilitating more immediate access to information (Martínez, Souto & Beltrán, 2005; Prats, 2002; Sancho & Alonso, 2011). It is logical to think that the use of different, more up-to-date resources involves a change in the methodology, assessment and practice of teaching per se, as well as a change in the roles of teachers and pupils (Muñoz, 2008). Increasing numbers of teachers are training and becoming involved in educational innovation, achieving very positive results in their students.

Although technological instruments are commonly used outside the classroom among young people in the education stage, their inclusion has not reached desirable levels in practice in the formal context, as they have often merely been used as consultation tools or, as a further step, to search for information. This does not mean that more innovative experiences have not been carried out, such as working with blogs, webquests and wikis, etc., as proposed by Barba (2005), Sobrino (2013) or Rivero & Mur (2015).

In this case, it goes one step further and the research examines a medium with which young people are well familiarised in their leisure time, namely video games. The aim pursued in this work is the proposal to introduce video gaming in the classroom as a teaching and learning tool, based on the knowledge that learners have about them, as well as their predisposition to use them to learn Social Sciences. To this end, it is intended to distance itself from games designed purely for learning, which are generally not very motivating, and instead use others designed for entertainment and fun, while always carefully monitoring the content provided. Specifically, the intention is to work on Social Sciences through an appropriate methodology, always keeping in mind that the video game acts as a medium of the teaching-learning process and not as the only source with which to work (González-González & Blanco-Izquierdo, 2012).

In this work, an initial approach was made to the students with whom we intended to implement a sequence of activities using a video game as a resource complemented with other activities, in order to improve the students' attitudes towards the learning process (Seixas, Gomes & Filho, 2016). This resource provides the development of skills similar to what the cinema did before, only that, in this case, you can also interact with it and make the player participate in their own learning (Vicent & Platas, 2018). The objectives set for this end are: to find out their personal experience with video games in general; to examine the use they make of them; to assess their predisposition to using video games to learn; and to analyse their position on the teaching-learning of Social Sciences through video games.

SOCIAL SCIENCE TEACHING THROUGH VIDEO GAMES

One of the first ideas that must be clear is that the study of Social Sciences allows us to analyse, interpret and know the context (both near and far) and participate in it in a coherent, committed and critical way. If we add to this that video games (mostly those in historical genres, graphic adventures, role-playing and similar) increasingly aim to resemble reality, one can even think that the historical and cultural aspects of society are virtually present in the design of many of the video games young people use today. The

Related Content

Data-Driven Revision of Decision Models

Martin Žnidaršic, Marko Bohanecand Blaž Zupan (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 617-623).*

www.irma-international.org/chapter/data-driven-revision-decision-models/10885

Data Mining with Incomplete Data

Hai Wangand Shouhong Wang (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 526-530).*

www.irma-international.org/chapter/data-mining-incomplete-data/10870

Comparing Four-Selected Data Mining Software

Richard S. Segall (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 269-277).*

www.irma-international.org/chapter/comparing-four-selected-data-mining/10832

Exploiting Simulation Games to Teach Business Program

Minh Tung Tran, Thu Trinh Thiand Lan Duong Hoai (2024). *Embracing Cutting-Edge Technology in Modern Educational Settings (pp. 140-162).*

www.irma-international.org/chapter/exploiting-simulation-games-to-teach-business-program/336194

Applications of Kernel Methods

Gustavo Camps-Valls, Manel Martínez-Ramónand José Luis Rojo-Álvarez (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 51-57).*

www.irma-international.org/chapter/applications-kernel-methods/10797