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International Learning:
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Presentation Abstract

Strand 5: Technology and International Learning	
Presenter	Transformation or Confirmation of Timeless Notions? Abstract
<p>Mohd Dzarif, Mohd Noor Mustaqim, Noor Isham Madrasah Al-Irsyad Al-Islamiah, Singapore 579711 dzarif@irsyad.sg, mustaqim@irsyad.sg, isham@irsyad.sg</p>	<p>The Transformational Video Game Arcade: A Curriculum Design Perspective</p> <p>This contribution proposes an arcade-based pedagogical design, to raise teachers' awareness of the effectiveness of digital game-playing in education, encourage software developers to come up with new educational games and build markets for their products. This research suggests a framework on how game-based curriculum designer could improve and diversify a video game to</p>



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engage a much wider range of interests and abilities. It assists teachers, parents and policymakers understand the role of video games in education. From a random sampling observation, a typical ten-year old boy spends more time playing video games, generally, than watching TV. On the other-hand, the kinds of people who become teachers are not game-players. They are 'teacher-pleasers'. Game players tend to be more counter-culture. This paper hopes to get teachers to open their minds by demonstrating how video games incorporate learning principles that reflect what researchers know about human learning into game-based curriculum design. It also impresses how well-designed educational games, far from being simple diversions, can be challenging and thought-provoking for students.

Keywords: game-arcade, curriculum design