Abstract:

There are many similarities between playing a game and taking a math class. They both involve problem solving, resource management, learning curves, successes and failures. But often one is fun while the other isn't. In this talk we'll look at psychological research into the enjoyment of game-playing, and how it can be applied to the classroom to engage the students we're teaching. We'll look at the experiences of flow and fiero, what the requirements are for an activity to be intrinsically motivating, what makes something a 'game', as well as what challenges this line of pedagogy faces. And, yes, we'll play some games as part of the seminar!