



COMPUTERSPILE OG LITERACY I SKOLEN

NATIONALT
VIDENCENTER
FOR LÆSNING

Computerspil er en kilde til underholdning, spænding – og tidsfordriv – i mange børn og unges fritid. Men kan de også spille en rolle i skolen? Ja, mener den australske professor Catherine Beavis, der til sommer gæster Danmark. Hun er med i et stort forskningsprojekt, der undersøger, hvordan computerspil kan understøtte eleveres literacy og læring

Den 13. juni besøger den australske professor Catherine Beavis Nationalt Videncenter for Læsning for at holde et oplæg om spil og literacy.

Catherine Beavis' forskning er centreret om computerspil og eleveres måder at navigere og orientere sig gennem spil. Hun har undersøgt, hvordan spil fungerer som nye tekst-verdener og kobler i sin seneste forskning literacy og læring til spilkompetencer.

På dagen fortæller hun om sit seneste forskningsprojekt, der handler om, hvordan man bruger computerspil i skolen: *Serious Play: Using digital games in school to promote literacy and learning in the twenty first century.*

DATO

13. juni 2017
kl. 10.30 – 12.00

STED

Auditoriet W2.04
Campus Carlsberg
Humletorvet 3
1799 København

ARRANGØR

Nationalt Videncenter for Læsning

TILMELDING

Tilmeldingsfrist den 6. juni
Tilmelding er bindende fra den
30. maj.
Tilmelding på videnomlaesning.dk

PRIS

Deltagergebyr 300 kr. ekskl. moms
Studerende 50 kr. ekskl. moms





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PROGRAM

Kl.10.00: Registrering, kaffe og croissant

Kl. 10.30 – 12.00:

**Literacy, Learning and Digital Games:
games as text and action and Serious Play**

v. Catherine Beavis, Professor of Education at Deakin University

In an expanded view of literacy, where multiliteracies and multimodal texts are seen as a central part of young people's textual worlds, the incorporation and study of digital texts within English and Language arts areas has become an important priority. Amongst multimodal texts, and in teaching and employing multimodal literacy forms, digital games in many ways lead the way. However, conceiving of games in purely textual terms is not straight forward, with the construction of games primarily as narrative or text, or text, raising major questions. Games come into existence only when played, and are centrally driven by action. With respect to Literacy, and multimodal forms of meaning making, a key challenge is how to think about and understand games as both, and to recognise and respond to the specificities of the form, which encompass both. Drawing on the Serious Play project, a three-year Australian Research Council Funded project across ten Australian schools focused on literacy, learning and digital games, this presentation looks at how teachers planned the use of digital games to promote literacy learning of various kinds, and the ways in which both traditional and digital forms of meaning-making were called into play. It maps the work done by teachers and students against a model for thinking about games as both text and action, and explores the kinds of 'reading' and 'writing' students in project classrooms undertook as they played and made games.



Om Catherine Beavis

Catherine Beavis is Professor of Education at Deakin University, and Head of the Curriculum Assessment, Pedagogy and Digital Learning program within REDI, Deakin's Strategic Centre for Research and Educational Impact. She teaches and researches in the areas of English and literacy curriculum, digital culture, young people and new media. Her research looks particularly at computer games and young people's engagement with them, exploring the ways in which games work as new textual worlds for players, embodying and extending 'new' literate and multimodal literacies, and stretching and changing expectations about reading, narrative and participation. Current work explores literacy, learning and teaching in the digital age in the games-based classroom, connections between digital games and historical imagination in 'not-school' learning settings such as the Museum, and the role of digital games and other media in creating and maintaining a sense of connectedness for international secondary school young people studying away from home. Publications include *Serious Play: Literacy, Learning and Digital Games* (Routledge, 2017) co-edited with Michael Dezuanni and Joanne O'Mara, *Digital Games: Literacy in Action* (Wakefield Press 2012) co-edited with Joanne O'Mara and Lisa McNeice, and *Literacy in 3D: A Multi-dimensional Framework for Rethinking Literacy Education* (ACER, 2012) co-edited with Bill Green.

