

Chapter 60

Death in Rome: Using an Online Game for Inquiry- Based Learning in a Pre-Service Teacher Training Course

Shannon Kennedy-Clark

Australian Catholic University, Australia

Vilma Galstaun

University of Sydney, Australia

Kate Anderson

University of Sydney, Australia

ABSTRACT

This chapter presents a case study that used an online game in a pre-service science teacher training course in the context of computer-supported inquiry learning. Numerous studies have shown that pre-service teachers complete their education with an inadequate range of skills and knowledge in the use of technology in the classroom. In this study, the authors focus on developing pre-service teachers' skills in using a game to teach students through inquiry-based learning. The game used in this study was Death in Rome, a free to access point-and-click game. In the workshop, the participants were required to complete an inquiry-based learning activity using an online game. Overall, this study shows a positive change in attitudes towards game-based learning in science education.

INTRODUCTION

This chapter discusses how an online game can be used to develop pre-service teachers' skills and competency in the use of computer games to teach inquiry skills. There is a growing body of research on the integration of information and communication technologies (ICTs) into pre-

service teacher training programs and the varying degrees of success of these initiatives (Hu & Fyfe, 2010). Numerous studies, such as Phelps et al. (Phelps, Graham, & Watts, 2011) and Webb and Cox's (2004) literature review, have confirmed that a teacher's attitude towards technology and sustained exposure to ICTs both have a significant impact upon a teacher's decision to use ICT.

DOI: 10.4018/978-1-4666-7363-2.ch060

In this chapter we will focus specifically on the embedding of game-based learning technologies into the science curriculum for secondary school education through a case study. The case study used an online point and click game called *Death in Rome*. This chapter will focus on how to improve practice-based learning using online games, and will focus on developing new curriculum, embedding ICT within a content area, and developing skills necessary to source appropriate games.

PRE-SERVICE TEACHERS AND GAME-BASED LEARNING

Before moving further forward in this chapter, it is necessary to explore how pre-service teacher curricula need to change to embed ICT into content specific areas in order to be effective. After providing the background, we will describe our starting point for the studies using game-based learning.

The role of teachers in facilitating the use of ICT is pivotal in the successful implementation of selected technologies in a classroom. Advocates of the use of ICT in education foreground several benefits for the use of ICT in classroom situations. These benefits include that using ICT makes the lesson more interesting, and the novelty factor is linked with a divergence from daily teacher fronted classrooms that can invigorate students (de Winter, Winterbottom, & Wilson, 2010; Dede, Clarke, Ketelhut, Nelson, & Bowman, 2005; Goldsworthy, Barab, & Goldsworthy, 2000; Squire, Barnett, Grant, & Higginbottom, 2004). Using ICT, such as simulations and modeling, can result in better teaching outcomes as students can visualize a situation or concept that may be difficult without additional support (Brack, Elliott, & Stapleton, 2004; la Velle, Wishart, McFarlane, Brawn, & John, 2007; Lowe, 2004; M. E. Webb, 2005; Zacharia, 2003).

Student-centeredness or the development of students as individual learners is seen as a

benefit in using ICT in classrooms. Pedagogical factors, such as joint task development, promoting self-management, supporting meta-cognition, fostering multiple perspectives, increased student-student and student-teacher time are seen as the benefits of technology-supported learning in science (Hennessy, Ruthven, & Brindley, 2005; M. E. Webb, 2005). However, there are also numerous barriers and problems for novice teachers and these barriers include the additional time pressure to learn new skills, teacher self-efficacy, lack of technological support within the school, and concern over the pedagogical value of the technology (Barab, Hay, & Duffy, 1998; Davis, Preston, & Sahin, 2009; Dede, 1997).

In terms of teacher training programs, there are numerous recommendations aimed at developing lifelong skills and positive attitudes towards technology enhanced learning. Firstly, teachers need well-designed, hands on tutorials and discussion in order to develop their skills (Lee, 1997). These sessions need to be developed with teachers and to focus on discipline (subject area) specific skills and technologies rather than generic computer skills workshops. Lawless and Pellegrino (2007) indicate that discipline-based training is more effective, so having professional development sessions for science teachers that are separate from English teachers may result in a customized and, consequently, more usable skills set. Webb and Cox (2004) support this premise stating that by blending ICT with discipline area expertise, teachers can plan to maximize and explain the affordances of technology to students. This enables students to be more motivated and engaged in the learning activities whilst making the most of the use of a technology. While these studies have all focused on classroom teachers, pre-service teachers also need the same exposure to ICT during their degrees.

The limited and inadequate amount of training that pre-service teachers often receive before entering a classroom means that pre-service teachers, in many cases, do not feel that they have the

13 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/death-in-rome/121892

Related Content

Engaging Students in Conducting Data Analysis: The Whole-Class Data Advantage

Virginia Oberholzer Vandergon, John Reveles, Norman Herr, Dorothy Nguyen-Graf, Mike Rivas, Matthew d'Alessio and Brian Foley (2016). *Handbook of Research on Cloud-Based STEM Education for Improved Learning Outcomes* (pp. 172-197).

www.irma-international.org/chapter/engaging-students-in-conducting-data-analysis/144091

A Paradigm Shift for Teachers' Professional Development Structure in Turkey: Moving from Instruction to Learning

Murat Günel, Melike Özer-Keskin and Nilay Keskin-Samanc (2016). *Innovative Professional Development Methods and Strategies for STEM Education* (pp. 52-72).

www.irma-international.org/chapter/a-paradigm-shift-for-teachers-professional-development-structure-in-turkey/139651

The Role of Teacher Leadership for Promoting Professional Development Practices

Patricia Dickenson and Judith L. Montgomery (2016). *Innovative Professional Development Methods and Strategies for STEM Education* (pp. 91-114).

www.irma-international.org/chapter/the-role-of-teacher-leadership-for-promoting-professional-development-practices/139653

TechCheck: Creation of an Unplugged Computational Thinking Assessment for Young Children

Emily Relkin (2021). *Teaching Computational Thinking and Coding to Young Children* (pp. 250-264).

www.irma-international.org/chapter/techcheck/286055

The Use of Complementary Virtual and Real Scientific Models to Engage Students in Inquiry: Teaching and Learning Climate Change Science

Allan Feldman, Molly Nation, Glenn Gordon Smith and Metin Besalti (2017). *Optimizing STEM Education With Advanced ICTs and Simulations* (pp. 30-57).

www.irma-international.org/chapter/the-use-of-complementary-virtual-and-real-scientific-models-to-engage-students-in-inquiry/182597