

Ellis, M. (1986). Making and shaping games. In Rethinking games teaching (pp. 61-65).
Loughborough: University of Technology, Loughborough.

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Issue/focus

Ellis stresses that elementary school children should be given the notion to create and modify games. The article demonstrates different approaches to working with students in creating games and how they can benefit from it. It also explains how the teacher should deal with different problems which may result after the students have created and tested their games.

Reasoning

The article explains how to approach game inventing with different aged students because with age comes a greater reading ability, attention span, skill level, and ability to perform. Ellis also addresses how to spot problems within groups of students, when to intervene, and the strategies a teacher should use in assisting them such as asking questions and making suggestions rather than taking control.

Assumptions

Ellis assumes that all students have the ability to create games. It is also assumed that teachers have the ability to recognize a successful game and use constructive criticism, suggestions, and questions to better the games.

Conclusion

- Age is an important factor when working with students to invent or modify games.
- Creating games is important to allow students to be more creative, and build leadership skills.
- How the teacher intervenes with the students while they invent and modify their games has significant effects on learning processes.
- By encouraging the students to demonstrate their games to their peers builds confidence and presentation skills.

Significant Information

- It is important to be careful about how you intervene while the students are creating games.
- Allowing the students to create and modify games gives them a sense of importance and satisfaction.
- It is often better to let the students work problems out and wait for the final outcome before providing input.

Personal Comments

This article provides many useful strategies to help teachers work with students in creating and modifying games. Not only does it illustrate ways to work with the students, but also explains the importance the role of the teacher plays on the students during the invention process.