Notice of the Final Oral Examination
for the Degree of Master of Arts

of

JAMIE BURREN

BA (University of Victoria, 2011)

“Video Games and The Classroom”

Department of Curriculum and Instruction

Friday August 23, 2019
11:00 A.M.
MacLaurin Building
Room A341

Supervisory Committee:
Dr. Kathy Sanford, Department of Curriculum and Instruction, University of Victoria (Supervisor)
Dr. Tim Hopper, Department of Exercise Science & Physical Health Education, UVic (Outside Member)

External Examiner:
Dr. David Leach, Department of Writing, University of Victoria

Chair of Oral Examination:
Dr. Kim Speers, School of Public Administration, University of Victoria

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

This study explores the effects on student learning of the inclusion of video games within a Language Arts secondary school classroom. Video Games are often disparaged by both parents and educators as having a significantly negative impact on students’ learning and productive use of time. However, previous studies surrounding youth and video games have revealed that youth engagement with games is often highly complex, involving deep critical thinking and encouraging of social engagement. New research has shown that, for some youth, video games can serve as a catalyst for further intrinsically motivated learning. In spite of this research, video games remain on the fringes of formal education. This study focuses on a month long unit where video games were used as a primary text within a grade 10 language arts class. The study makes use of an action research processes and is reported using case study approach. Using class observations, notes, and a series of group interviews with participants, four major themes emerged, namely: community, relevance, student engagement, and student success.