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Jane mcgonigal reality is broken summary

There's no doubt about that. Video games are here to stay. They have become a significant part of our lives, and as new generations spend more and more time playing, it becomes even more important to understand why we play games and how they affect us. McGonigal argues that games, if designed and used correctly, have the potential to make us happier and can, on a larger scale through mass collaboration, have the potential to truly change the world. Throughout the story, McGonigal describes various solutions to a reality that she believes is restrictive and lacking in relation to the gaming worlds, to prevent a mass exodus to virtual worlds. Instead of maintaining a strict boundary between real life and work, and games and games, McGonigal focuses on how what we learn through games can be used in real life and how aspects of real life can be used to design games that are more meaningful and have the potential to really improve the lives of their players. She describes a future in which games and mechanisms that make them so brilliant at motivating people, increasing productivity and provoking awe-inspiring collaboration are seamlessly integrated into our daily lives, with people embracing alternative reality games. The book is organized and well structured. From the idea of guaranteed productivity in games, to the concept of vicarious pride and naches, the exploration of why we play games and inevitably drawn to them is fascinating, and I particularly liked part of the book, where McGonigal aims to answer the question: Why games make us happy. I particularly liked the positive psychology that the author used to amplify her arguments and often found myself thinking of a tangent based on a slightly fascinating snippet. Even if you don't agree with McGonigal's visions for the future, much as she discusses about motivation, about togetherness and loneliness, about achievement, goals and challenges, is definitely worth reading about. You will be fascinated by how many of her statements about human happiness ring true. If you're a gamer like me, you'll also have the pleasure of those tingling moments where you suddenly realize that you've felt or experienced the very game phenomena that McGonigal describes, and she actually puts into words your own experiences with games. McGonigal very rarely dwells on negatives, and although this contributes to the book's overwhelming optimism, it leads to a rather one-sided presentation of games, and sometimes I don't feel like she gives reality quite enough credit. Deciding what is best for entire societies, let alone individuals, is an incredibly difficult task, one that must take into account an incredibly large number of factors, and at times McGonigal's enthusiasm for her reality fixes flow a little, and some of her ideas feel exaggerated. Although the author makes a genuine effort to keep the book engaging, with many interesting anecdotes and examples enhanced by a simple confident tone, it feels at times as if she is speaking with the reader rather than to the reader. Although there was a temptation to skim through passages, especially in the second half of the book, it was countered by the high density of ideas and different forms of play through which McGonigal works, without one subject being held on for too long so that it becomes boring. If you play many games you will be more able to relate to McGonigal's words and will enjoy the depth as they add to your gaming experiences. If you're not a gamer but are fascinated by how video games can possibly be beneficial, why not see if you're persuaded? Thank you to the publishers for sending a copy to The Bookbag. If you find yourself fascinated by the idea of video games as a tool for good, there is plenty of further reading material out there that takes the argument further. Those who liked musings on happiness in real life are Broken may want to try reading *The Happy Life: The Search for Contentment in the Modern World* by David Malouf. Please share on: Facebook, Twitter and Instagram You can read more book reviews or buy *Reality is Broken: Why Games Make Us Better and How They Can Change the World* by Jane McGonigal that Amazon.co.uk Amazon currently charges £2.99 for standard delivery for orders under £20, over which delivery is free. You can read more book reviews or buy *Reality is Broken: Why Games Make Us Better and How They Can Change the World* by Jane McGonigal Amazon.com. Do you like to comment on this review? Just send us an email and we'll put the best on the site. By: Amy Gonzalez Date: September 19, 2011 Summary: Game designer and director of game research at the Institute For The Future, Jane McGonigal, argues that games can change the world for the better. Using theories from positive psychology, cognitive science, sociology and philosophy, McGonigal connects how gaming can make us happier and more productive. What the world needs now are more epic gains: opportunities for ordinary people to do extraordinary things - like changing or saving someone's life every day, writes Jane McGonigal in her book, *Reality is Broken: Why Games Make Us Better and How They Can Change The World*. Contrary to the popular misconception that playing games is an alternative to working, McGonigal, a game designer and director of game research at the Institute for the Future, describes games like hard work where we voluntarily take on unnecessary obstacles. She uses a quote from Brian Sutton-Smith, a psychologist in the game, as the starting point for what games can do. The opposite of the game is not work. It's depression, she writes. When considering the clinical definition of feeling of inadequacy and a despairing lack of activity, we begin to understand how games can reverse it. According to McGonigal, gaming gives an optimistic sense of our own abilities and a refreshing rush of activity. When focused on games, neurological and physiological conditioning occurs simultaneously, so people can think positively more often. How often do you hear that you have to find joy in the work you do? This is difficult in reality when teaching comes under the pressure of standardized testing with high stakes, criticism from people who have never observed your classroom, and the reality of working harder for fewer benefits. In addition, it is often difficult to see the immediate impact of our teaching, which would otherwise allow us to build our trust. I've heard many student comments like: Miss, this is too much, reflecting that they feel the same about the tasks they have to do. In these working conditions, a particularly useful take away from McGonigal's book is the biological phenomenon called eustress (pronounced you-stress). Eustress is experienced when people are able to choose what kind of hard work for themselves that they want to implement, and it is different from the usual form of negative stress. Eustress affects adrenaline, reward circuits, and blood flow, which makes negative stress. But with eustress, our thinking is different. The stimulation and optimism we feel when faced with a challenge we choose energy instead of draining ourselves. The Right Hard Work In *Reality is Broken*, McGonigal classifies different types of hard work and describes how the right hard work takes different forms at different times for different people: High-Stakes Work: This provides both the possibility of both great success and failure. You have to think fast, and there's a lot of action. Busy: This is predictable and monotonous work that focuses our minds on a clear result. Mental work: This work asks us to figure things out either in a time-limited or non-time best way. Physical work: Anything that makes your heart pump faster and releases the endorphins. Teamwork: Work that asks you to collaborate, collaborate, and contribute to a larger group. All the gold star stickers in the world are not going to increase students' motivation to learn. McGonigal also notes the neurochemical high, fiero, caused by the positivity that the game can create. Fiero is an Italian word for pride. McGonigal explains that fiero has been adopted by game designers to describe an emotional high we don't have a good word for in English. You feel and see fiero when it happens. It's when you feel so triumphant that you throw your arms up and shout. I've had moments of joy in the classroom, but nothing like fiero. How games feed our hunger for more engagement with the world a useful starting point for understanding how games and how they can possibly be used in classroom teaching begins with McGonigal's four important features of games: 1. Goals: The purpose of the game. The outcome the players will achieve. 2. Rules: Restrictions are placed on how players can reach the goal; In this way, they are encouraged to use creativity and strategic thinking. 3. Feedback System: Given in real time, it tells players that the goal is achievable and provides points, levels or progress lines. 4. Voluntary participation: Everyone must willingly accept the goal, rules and feedback system. This optionality is what deliberately challenges the work of a safe and comfortable activity. Notice how there is nothing here about extrinsic rewards. The idea of winning isn't even important, as McGonigal points out that not all games are made to win, citing Tetris as a good example. As many of us in education think, all the gold star stickers in the world are not going to increase the student's motivation to learn (see Alfie Kohn). We know that in order to build lifelong students, we must create environments and lessons that make inherent

rewards possible. McGonigal's research in positive psychology led her to categorize inherent rewards in this way: 1. Satisfactory work 2. The experience, or at least hoped, to be successful 3. Social connection 4. Meaning or the opportunity to be part of something greater than ourselves Furthermore, McGonigal directs attention to the fact that these intrinsic rewards all have to do with engaging others and our environment. As a teacher, I can see how I can vary the type of work I develop in the classroom. I can focus on how I can structure my work around these four categories of inherent rewards. But how is it possible to design an activity like Tetris, where there is no end in sight, no winning, that will motivate students to continue? Part of the answer lies in feedback. Games like Tetris are addictive because of the crowd and types of feedback. There are visual (pieces that fall into place), quantitative (score), and qualitative (levels become more challenging) feedback. Teachers understand the importance of feedback on students' work, but the challenge is to decide how and when to provide this feedback. McGonigal admits that the intensity and variety of feedback is greater in digital games than non-digital games. Nevertheless, even having the form of feedback described in her book gives me ideas on how to implement visual, quantitative and qualitative feedback on student work. Reinventing schools When we know what it means to play a good game, we can stop reminding each other: This is not a game. We can start actively encouraging people instead: This could be a game, says McGonigal at the end of chapter one. In chapter seven, how in the fall of 2009 changed a public charter school in New York school to a game called Quest Quest Learn. To illustrate how students learn on Quest To Learn, McGonigal includes the schedule of a sixth-grader and analyzes the inherent value of each assignment. The subjects are the same as those taught in traditional schools with maths, science, English, history, etc., during the day. The difference is that students choose assignments, often called missions. Many of these missions are uncovered through the deciphering of secret codes (for more, see the New York Times article on Quest to Learn, Learning by Playing: Video Games in the Classroom). McGonigal writes: Obviously, not all schoolwork can be special, secret missions. But when each book could contain a secret code, each room a clue, each handing out a puzzle, which would not show up to school more likely to attend, in the hope of being the first to find the secret challenges? Another difference between Quest to Learn and traditional schooling is the replacement of grades with a level up system, where students earn points when they tackle multiple assignments or assignments. The harder students work, the more points they get. Students are also connected to a social network where they can describe their skills and interests in the hope of being encouraged to collaborate on a team project. Questions of equity in education influence how schools can improve using innovative strategies, but in these times it is more important than ever for both administrators and teachers to be optimistic that they can bring about positive change. In the educational profession we work hard, but still feel that we are losing our way when the test results do not improve and criticism from those with little teaching experience abounds. The reality is that our students voluntarily take on hard work, whether it's in the form of sports, video/computer games, board games or card games, to name a few. McGonigal's book, Reality is Broken, gives hope that with collaboration and planning we can begin to structure meaningful and motivating hard work by applying games to our students and ourselves. Related Resource Topics Teaching Writing - Digital WritingPolicy and Reform - School Reform Reform

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