James Paul Gee Quotes

1. Game design involves modeling human interactions with and within complex virtual worlds, including learning processes as part and parcel of these interactions. **Page 46**
2. You can't expect newcomers to learn if they feel too much pressure, understand too little, and feel like failures. **Page 39-40**
3. Good games are never really "too hard."   They fail, for some players, either because their designers did not use good learning principles or because players have, for one reason or another, failed to engage the good learning principles that are built into the games. **Page 48**
4. Computer and video games have a built in advantage in the creation of motivation for an extended engagement. Human beings feel that their bodies and minds extend, in a rather intimate way, to the area around them over which they have direct control, usually a fairly small are. **Page 49**
5. In the real world we humans receive our deepest pleasure-our most profound feelings of mastery and control-when we can successfully take a projective stance to and in the real world. **Page 71**
6. I believe that good commercial video games are by no means trivial phenomena. They are technologies for recruiting learning as a form of profound pleasure**. Page 68**
7. Since fruitful thinking involves building simulations in our heads that prepare us for action, thinking is itself somewhat like a video game, given that video games are external simulations. **Page 80**
8. Deep learning requires an extended commitment and such a commitment is powerfully recruited when people take on a new identity they value and in which they become heavily invested-whether this a be a child "being a scientist doing science" in a classroom or an adult taking on a new role at work. **Page 32**
9. Good video games can offer people new experiences which can be interrogated inside good learning systems. **Page 172**
10. When students are learning a content area in school-such as some area of science-this domain could be seen as a special world of its own, the world of doing science in a certain way and acting with certain values. Students could be encouraged to take on identities as scientist of a certain sort, to see and think about themselves and their taken-for-granted everyday world in new ways. In this case, school would be functioning more like a good game than traditional schooling, which stresses knowledge apart from action and identity. **Page 50**