My favorite quotes from "Good Video Games, Good Learning"

Good video games are good for your soul.

Reading reflectively, asking yourself questions, and engaging in a dialogue with others is good for your head. Believing everything you read uncritically is bad for you and for the rest of us.

Pleasure and learning: For most people these two don't see to go together. But that is a mistruth we have picked up at school, where we have been taught that pleasure is fun and learning is work, and, thus, that work is not fun.

School… has turned some people into mental anorexics.

People have the idea that video games are somehow more potent than movies or books because the player does things in the virtual world via his or her avatar. This is akin, I suppose, to the claim that because I have planted lots of corn in Harvest Moon I will run out and plant corn in my back yard…

Good video games are thinking tools. Their deepest pleasures are cognitive. The "drug" the video game industry discovered was learning – humans love it when it's done right.

Technologies – including television, computers, and books, as well as games – are neither good nor bad and have no effects all by themselves, though, like all tools, they have certain affordances.

An "affordance" is a feature of the world (real or virtual) that will allow for a certain action to be taken, but only if it is matched by an ability in an actor who has the wherewithal to carry out such an action.

Affordances are relationships between the world and the actors.

Good learning requires that learners feel like active agents, not just passive recipients.

Different styles of learning work better for different people.

People learn skills, strategies, and ideas best when they see how they fit into an overall larger system to which they give meaning.

There is little motivation to study and become competent, when the learner has no real idea what it feels like to act effectively in a domain or why anyone would want to become competent in the area. Further, all the facts and information the learner is studying would make a lot more sense if the learner had had any opportunities to see how they applied to the world of action and experience.

Classrooms usually do not have multiple routes to participation, engaging their students in different ways, to different levels, in different contexts.

In my view, it does not good to rail against the language of the textbook, but nonetheless, leave the textbook and other instances of academic language behind as the litmus test of school success – the "revolution" had better be total or children will suffer for adults' politics.