Making Medieval Castles in Minecraft to Enhance Grade 7 Boys Engagement with and Understanding of Historical Concepts

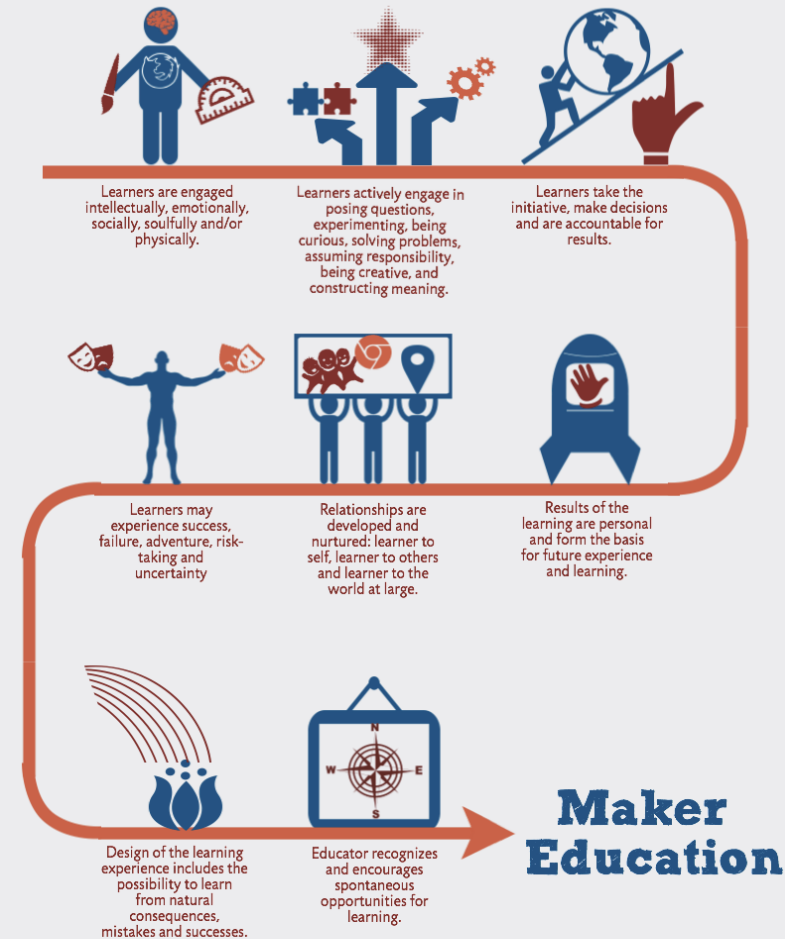**Greg Longney**   **@geelong71**

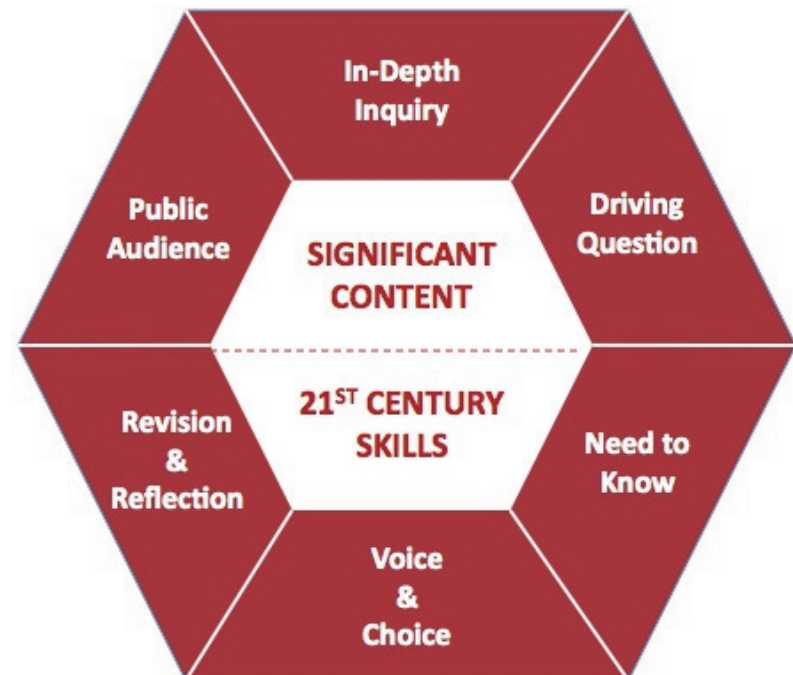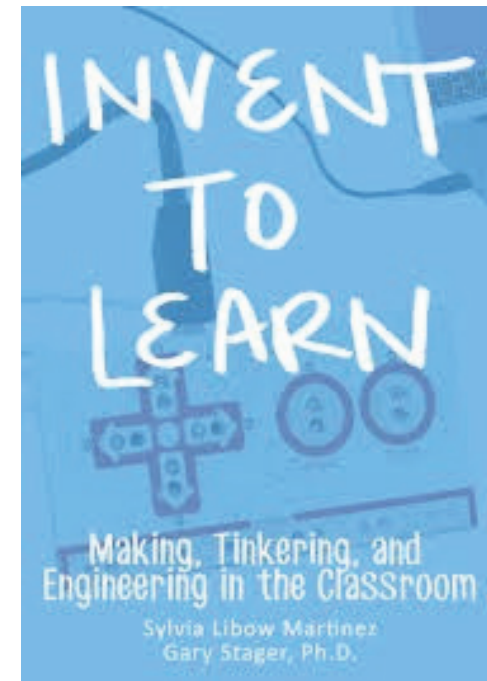125
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How did I get here?

LEVELS OF ENGAGEMENT

According to Phillip Schlechty, there are five ways that students respond or adapt to school-related tasks and activties.

ENGAGEMENT
HIGH ATTENTION – HIGH COMMITTMENT

The student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.

STRATEGIC COMPLIANCE
HIGH ATTENTION – LOW COMMITTMENT

The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if extrinsic goals are not realized and will not retain what is learned.

RITUAL COMPLIANCE
LOW ATTENTION – LOW COMMITTMENT

The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.

RETREATISM
NO ATTENTION – NO COMMITTMENT

The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.

REBELLION
DIVERTED ATTENTION – NO COMMITTMENT

The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Student develops poor work sometimes negative attitudes towards formal education and intellectual tasks.

The Highy Enagaged Classroom

The Well Managed Classroom

The Pathological Classroom

http://ajjuliani.com/epic-guide-student-engagement-classroom/

Learning in School, College & Work	Learning Socially
Formal: When, where, how and with whom is pre-determined	**Informal:** We learn when, where with whom, and how we please
Individual: We demonstrate our understanding and skills alone	**Social:** We study, and demonstrate our understanding in groups
Linear: Learners follow a sequential programme, according to the 'curriculum'	**Non-linear:** Learners follow non-sequential routes, according to interests
Just in case: Knowledge acquisition precedes actions	**Just in time:** Knowledge is gained as the task demands
Tutor-to-student: One expert, few learners	**Networked:** The expertise is in the crowd
Transmissive: Teacher transmits, (usually through lectures) students receive	**Experiential:** Meaning is made and shared, by experience

David Price *Open (2014)*

Action - Analysis - Reflection

- Students worked in teams to design and build Medieval castles

- FOUR building lessons plus false starts

- Data collected through pre and post tests, exit cards, field notes and student interviews

- Analysis of data to seek evidence of engagement and historical understanding and possible relationship between

Action Research: What did engagement look like?

- Changed some behavioural patterns

- Gave some students a voice

- Some rejected as non-serious learning

- Genuine collaboration and pride in work

- Engagement as a proxy for learning

Action Research: What did historical understanding look like?

- Castle chronology – the Battle Castle and the Palace

- Genuine depth of knowledge but different to what I would have 'taught'. Machicolations and Stone Keeps

- Assessment of knowledge and understanding had to change

- Acceptable anachronism and play!

Minecraft Castle Project

Criteria	Achievement
• Demonstrates excellent historical knowledge through castle design and construction • Accurately applies knowledge and understanding gained through research • Evidence of excellent group collaboration • A very high level of creativity	**Really Get It**
• Demonstrates sound historical knowledge through castle design and construction • Applies with some accuracy knowledge and understanding gained through research • Evidence of good group collaboration • A high level of creativity	**Get it**
• Demonstrates some historical knowledge through castle design and construction • Some knowledge and understanding gained through research • Evidence of some group collaboration • Some evidence of creativity	**Starting to Get it**
• Demonstrates basic historical knowledge through castle design and construction • limited knowledge and understanding gained through research • Limited evidence of some group collaboration • Limited evidence of creativity	**I don't get it yet**

Informal Learning meets Formal Assessment.

Minecraft Castle Project

Lesson Exit Card

Name _Zac Sellers_   Date _15 / 9 / 14_

1. What did you learn about Medieval Castles in this lesson?

Nothing

2. Based on what you have done in this lesson, do you have a NEW question about Medieval Castles?

None

3. Write down THREE words to describe how you feel about what you did in today's class

Constructive, Kinda annoyed, cooperative.

Minecraft Makers

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