

Our conversation takes an opening detour to talk about Twitter and online personality.

Digital media resource center as the university setting for learning how to do digital things.

- Step-by-step walk-through may include introduction of example, break down of units. So, if gaming is the digital lesson, then video of play, examples of “close play’s” outcome, etc.

Video game specific issues:

- Library fund to purchase games
- Library resource to set up Digital media resource center -- Gaming Lab
- Where do the games get played?
- Managing the social interaction -- Safety of the space; Roles of the participation
 - Close “play” of video games a la close reading of a text
 - *so many logistics*
- Justifying video games to the teaching masters at the Uni: Hey, what do the students do, just play games? Reply: Do students in English classes just “read” books” /s

Greg Grieve shows us the video reports that his students produced for his ongoing class on religion and video games. Lots of questions emerge:

- Are there ecological concerns to playing game that are involved with ethical question of gaming?
- Ethical questions continue on violence: Are we culpable for the violence of games as players? What happens when we ask our students to be violent in the games?
- Then what about virtual tourism in taking on new or different avatars.
- **So does this become a management of pedagogical expectations?**

Final Thoughts: What does religion have to do with it?

The games teach the religion. Here's Tillich. Go find his idea of religion in Skyrim.

Religion is second order. Let's bring it to the games and treat them as first order. An exercise in primary sources and primary source analysis. // Long might be helpful religion as orientation. Or Smith as orienting for dwelling.