

The Game Terakoya:Under the Hood

Keywords / Themes

What

1. Affinity spaces (personal/private spaces, school spaces, community spaces, professional spaces, online spaces)
2. Connections
3. Identities / Roles -- **see the list next page**
4. Themes

Language	Education	Games	Society
1. Second languages 2. First language 3. Literacy 4. Meaning making 5. Multimodality 6. Registers, pragmatics, discourse, genres	7. Teaching 8. Learning 9. Purpose 10. Potential 11. Problems 12. Formal & 13. Informal	14. Springboards 15. Experiences 16. Texts 17. Systems 18. Models of reality (simulations)	19. Audience 20. Communities 21. Politics 22. Culture 23. Economics 24. Industry 25. Technologies 26. Ideologies 27. History 28. Representation 29. Neighborhood, city, 31. nation, 32. world

Why

1. Agency
2. Curiosity
3. Diversity
4. Extending repertoires
5. Happiness
6. Liberation (moving from being oppressed to freedom, and freeing others)
7. Participation

Personal / Private	Public / Civic	Academic / Intellectual (class and school)	Professional
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8. Self fulfillment / self understanding

9. Skills (“21st” and many others)

Learning Skills	Literacy Skills	New Media Literacy Skills	Life Skills	Thematic Knowledge
33. Creative thinking 34. Critical thinking 35. problem solving 36. Communication collaboration	37. Information literacy 38. Media literacy 39. Technology literacy	40. Appropriation 41. Civic Engagement 42. Collective Intelligence 43. Distributed Cognition 44. Judgment 45. Multitasking 46. Negotiation 47. Networking 48. Performance 49. Play	53. Flexibility and adaptability 54. Initiative and self-direction 55. Social skills 56. cross-cultural skills 57. Productivity 58. responsibility 59. Leadership	60. Global awareness 61. Financial, economic, business and entrepreneurial literacy 62. Health literacy 63. Civic literacy 64. Environmental literacy

		50. Simulation 51. Transmedia Navigation 52. Visualization		
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65. Transfer of learning
66. Transformation of self and society (make a difference)

How

1. Articulation
2. Being active
3. Bloom's taxonomy (things we do to learn)

Remember	Understand	Apply	Analyze	Evaluate	Create
65. Choose, 66. Define, 67. Find, 68. How, 69. Label, 70. List, 71. Match, 72. Name, 73. Omit, 74. Recall, 75. Relate, 76. Select, 77. Show, 78. Spell, 79. Tell, 80. What, 81. When, 82. Where, 83. Which, 84. Who, 85. Why	86. Classify, 87. Compare, 88. Contrast, 89. Demonstrate, 90. Explain, 91. Extend, 92. Illustrate, 93. Infer, 94. Interpret, 95. Outline, 96. Relate, 97. Rephrase 98. Show, 99. Summarize, 100. Translate	101. Apply, 102. Build, 103. Choose, 104. Construct 105. Develop, 106. Experiment with, 107. Identify, 108. Interview, 109. Make use of, 110. Model, 111. Organize, 112. Plan, 113. Select, 114. Solve, 115. Utilize	116. Analyze, 117. Assume, 118. Categorize, 119. Classify, 120. Compare, 121. Conclusion, 122. Contrast, 123. Discover, 124. Dissect, 125. Distinguish, 126. Divide, 127. Examine, 128. Function, 129. Inference, 130. Inspect, 131. List, 132. Motive, 133. Relationships, 134. Simplify, 135. Survey, 136. Take part in, 137. Test for, 138. Theme	139. Agree, 140. Appraise 141. Assess, 142. Award, 143. Choose, 144. Compare, 145. Conclude 146. Criteria, 147. Criticize, 148. Decide, 149. Deduct, 150. Defend, 151. Determine, 152. Disprove, 153. Estimate, 154. Evaluate, 155. Explain, 156. Importance, 157. Influence, 158. Interpret, 159. Judge, 160. Justify, 161. Mark, 162. Measure, 163. Opinion, 164. Perceive, 165. Prioritize, 166. Prove, 167. Rate, 168. Recommend, 169. Rule on, 170. Select, 171. Support, 172. Value	173. Adapt, 174. Build, 175. Change, 176. Choose, 177. Combine, 178. Compile, 179. Compose 180. Construct 181. Create, 182. Delete, 183. Design, 184. Develop, 185. Discuss, 186. Elaborate 187. Estimate, 188. Formulate, 189. Happen, 190. Imagine, 191. Improve, 192. Invent, 193. Make up, 194. Maximize 195. Minimize, 196. Modify, 197. Original, 198. Originate, 199. Plan, 200. Predict, 201. Propose, 202. Solution, 203. Solve, 204. Suppose, 205. Test, 206. Theory

207. Bridging
208. Cycles of learning - repetition (spiral curriculum)
209. Debriefing / discussion
210. Dialog / Discussion
211. Feedback and revision
212. Flexibility
213. Goals (designing teaching and learning)
214. Iteration / improvement
215. Literacy/media/game/bridging work: playing, noticing, analyzing, understanding applying
216. Materials
217. Mediation
218. Metacognition - planning and reflection
219. Models and Examples

220. Naming (Metalanguage)
221. Open your eyes
222. Peer support, community
223. Project work (creating products)
224. Questions
225. Reading with purpose
226. Remixing / redesigning
227. Stages/Pedagogy/Processes (how and what) - Comprehensive (traditional/didactic and progressive/experiential) and reflexive; from the New London Group and Learning by Design publications, as well as the [NewLearningOnline website](#) - which has activity suggestions for each)

Experiencing	Conceptualizing	Analyzing	Applying
The known: bring in, show, talk about something familiar or easy	By naming: define terms, make a glossary, label a diagram, sort and categorize things	Functionally: write an explanation, create a flow chart, draw a diagram, create a storyboard or model	Appropriately: write, draw, create in a “correct way,” or conventional way, solve a problem
The new: introduce something less familiar; immerse ourselves	With theory: draw a diagram, make a concept map, write a summary or theory that combines concepts	Critically: identify gaps and silences, analyze purposes, predict consequences, debate, write a review	Creatively: use knowledge in a new way, take a risk, innovate, apply X to a new setting, suggest a new problem, translate knowledge into a new mode
207. <i>Connect with,</i> 208. <i>describe,</i> 209. <i>discuss,</i> 210. <i>examine,</i> 211. <i>experiment,</i> 212. <i>Explore,</i> 213. <i>illustrate,</i> 214. <i>investigate,</i> 215. <i>imagine,</i> 216. <i>listen to,</i> 217. <i>observe,</i> 218. <i>predict,</i> 219. <i>read,</i> 220. <i>record,</i> 221. <i>research,</i> 222. <i>respond,</i> 223. <i>survey,</i> 224. <i>view</i>	225. <i>Calculate,</i> 226. <i>categorize,</i> 227. <i>clarify,</i> 228. <i>classify,</i> 229. <i>compare,</i> 230. <i>contrast,</i> 231. <i>deduce,</i> 232. <i>define,</i> 233. <i>describe,</i> 234. <i>extrapolate,</i> 235. <i>estimate,</i> 236. <i>generalize,</i> 237. <i>hypothesize,</i> 238. <i>identify,</i> 239. <i>prove,</i> 240. <i>record,</i> 241. <i>solve,</i> 242. <i>sort,</i> 243. <i>Find patterns,</i> 244. <i>identify importance</i>	245. <i>Analyze,</i> 246. <i>argue,</i> 247. <i>assess,</i> 248. <i>compare,</i> 249. <i>conclude,</i> 250. <i>contrast,</i> 251. <i>critique,</i> 252. <i>deduce,</i> 253. <i>discuss,</i> 254. <i>Evaluate,</i> 255. <i>explain,</i> 256. <i>interpret,</i> 257. <i>investigate,</i> 258. <i>judge,</i> 259. <i>justify,</i> 260. <i>rate,</i> 261. <i>synthesize,</i> 262. <i>understand</i>	263. <i>Apply,</i> 264. <i>assess,</i> 265. <i>compile,</i> 266. <i>compose,</i> 267. <i>construct,</i> 268. <i>create,</i> 269. <i>demonstrate,</i> 270. <i>depict,</i> 271. <i>describe,</i> 272. <i>Design,</i> 273. <i>illustrate,</i> 274. <i>investigate,</i> 275. <i>plan,</i> 276. <i>present,</i> 277. <i>synthesize,</i> 278. <i>understand,</i> 279. <i>use,</i> 280. <i>write</i>
<i>Epistemological activities in ML/LBD (Cope and Kalantzis)</i> identification “tracing the roots of subjectivity, accounting for the sources of beliefs, articulating the reasons for perspective, explaining stance, narrating sequences of experience, contextualizing position and context, describing identity, reflecting on motivations, justifying convictions, recognizing the embodied, framing the performative, feeling the sensual, articulating the intuitive” (p24)	categorization “developing and applying categories that are based on finer semantic distinction, consistency and agreement than is normally the case in everyday language” “grouping a number of specific instances under a concept label on the basis of underlying attributes, classifying, defining, and abstracting criterial features, distinguishing things that are unlike” (p26)	functionalism “logical reasoning, tracing cause and effect, inferring, and predicting” argument, claims and evidence, connections, multiple claims, conclusions (p27)	pragmatism “translating well-laid plans into action, observing interim outcomes, and adjusting applications based on these outcomes” (p28)
empiricism “methodological observation, recording, describing, measuring, testing, experimenting, interviewing, surveying” (p25)	schematization “put concepts together into theories” (mental models) (conceptual schemes) (p26)	interpretation “interrogating purposes, agendas and biases underpinning one’s own knowledge work and the knowledge claims of others, situating knowledge in its social and cultural context, demonstrating awareness of competing perspectives, articulating and supporting or rebutting alternative arguments, and developing metacognitive awareness of the specific conditions of one’s own thinking” (p27)	innovation “taking imaginative leaps (Sartre), visioning dramatically different alternatives, working across the boundaries of academic and professional disciplines, challenging paradigmatic assumptions or intervening to change conditions in the natural or social world” risk taking (p28)

228. Student centered

229. Technological affordances, E.g. asynchronous communication
230. Turning thoughts into action (entrepreneurship in a broad sense).
231. Try to do more than you could before
232. Weaving (between school and society, between activities)

The Game Terakoya

Identities (Roles)	Verbs	Nouns	Products / Objects
281. Activist 282. All rounder / jack of all trades / Tinkerer 283. Artist / creator / designer 284. Data scientist 285. Designer 286. Dreamer 287. Eco warrior / sustainability expert / environmentalist 288. Entertainer 289. Entrepreneur 290. Explorer 291. Family Maker / Caretaker / Guardian 292. Fan 293. Freedom fighter 294. Geek 295. Hero 296. Humanitarian 297. Influencer / celebrity 298. Journalist / critic / reviewer 299. Linguist 300. Maker 301. Media specialist 302. Missionary / evangelist (for ???) 303. Online businessperson 304. Oppressed 305. Oppressor 306. Philosopher 307. Poker / provocateur / truth teller 308. Project manager 309. Promoter 310. Public servant 311. Renaissance woman / man / person 312. Researcher 313. Slave / drone / cog in a machine / worker 314. Social engineer / social justice warrior / change maker / politician 315. Supporter 316. Teacher 317. Youtuber / Content creator	318. Play 319. Describe 320. Remember 321. Notice 322. Understand 323. Meaning 324. Apply 325. Connect 326. Analyze 327. Socialize 328. Evaluate 329. Create 330. Discuss 331. Research 332. Classify 333. Observe 334. Compare 335. Tally 336. Describe 337. Collect 338. Find patterns 339. Propose 340. Situate 341. Transpose 342. Make 343. Help 344. Share 345. Change 346. Prepare (make) 347. Organize 348. Participate 349. Teach 350. Transform 351. Raise awareness	352. Reality 353. Community 354. Culture 355. Personal 356. Society 357. Online 358. History 359. Politics 360. Economics 361. Ideologies 362. Ideas 363. Values 364. Systems 365. Technologies 366. Audience 367. Representation 368. Industry 369. Form 370. Content 371. Concepts 372. Function 373. Purposes 374. Motives 375. Agendas 376. Intents 377. Meaning 378. Connections 379. Context 380. Perspectives 381. Interests 382. Patterns <u>Buckingham Media Education themes and questions</u> (link doc) 383. Audience 384. Language 385. Technology 386. Representation	387. Story 388. History 389. Essay 390. Art 391. Game 392. Drawing 393. Chart 394. Plan 395. Data 396. Action 397. Rules / Instructions 398. Event 399. Text 400. Class 401. Meeting 402. Media 403. Charity 404. Party 405. Conversation 406. Information 407. Report 408. Rules 409. Online communication