

# **Incorporating Games into the Classroom: A Student-centered Media Literacy Teaching Method for General Education**

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The purposes of this paper are to explore the concepts of critical pedagogy, and the student-centered media literacy curriculum, to focus on exploring the principles of implicit teaching, to stress designing “interaction” and to develop “dialogue” teaching through discussion of the “game” concept. This paper includes two main themes: firstly, the notions of “the curriculum as dialogue context and text”, which are to make students have the ability to analyze rather than absorb information from the media. Secondly, it is argued that participation is a series of process which contains “tacit knowing”, “action” and “reflection” stages.

This paper describes the process characteristics of incorporating games into the classroom, texture of teacher character, curriculum development and research in these narratives. We take “media literacy introduction” in general education as an example. The case study of “character creation” focuses on stereotype in the representation unit and explains how the concepts of “tacit knowing-in-action”, “reflection-in-action”, and “reflection-on-action” are applied in the design of education curricula. In addition to describing the curriculum context, design concept, and outline, it also utilizes a “discussion diary” as analytical data to interpret students’ evaluation of game teaching. In the “reflection-in-action” segment, game-teaching will assist the sense of participation and reflective discussion. In the “reflection-on-action” segment, games can help students reflect on the media observation experience of “gender” and “identity” (tacit knowing-in-action). Finally, the curriculum is considered as a communication form with discussion and critical reflection during student production and critique. Games are treated as an empowered process for students to active participate in media experience of their daily life.

Keywords: Media literacy, Game, Implicit teaching, Reflection, Critical pedagogy

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