

[Playing and Pedagogy: The Theory and Practice of Teaching with Video Games](#)

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Type:

Call for Papers

Date:

February 20, 2019

Location:

Texas, United States

Subject Fields:

Film and Film History, Popular Culture Studies, Teaching and Learning, Women's & Gender History / Studies, Race Studies

Video games and films—both genres increasingly share tropes in their design, aesthetic, and reliance on narrative plots. Video games often use a short film to introduce players to the rules and characters, and action films can rely so much on computer generated imagery that it's not clear where the computer ends and the "real world" begins. Moreover, films and video games at some times (re)produce status quo norms and hierarchies and at other times offer a path toward radical social justice. In this sense, both serve as forms of entertainment and instruction, pleasure and discomfort. And both can be useful for teaching skills, ideas, and content for educators in various settings.

Considering these similarities, *Films for the Feminist Classroom* (<http://ffc.twu.edu/>) is developing a special feature about intersections of gaming/film/video media and pedagogy for an upcoming issue. We are looking for contributions that explore gaming in relation to pedagogy and that in some way critically engage or address hierarchies of power and privilege. We also ask contributors to consider topics relevant to gender, sexuality, race, ethnicity, ability, socioeconomic class, religion, and other social, biological, and cultural influences.

We are interested in short essays (1500-2500 words), game reviews, and lesson plans that offer resources for educators who are interested in addressing gaming in their teaching. Proposals are welcome from a range of theoretical and methodological frameworks, that span a range of fields and disciplines, and that explore various media forms, topics, and content. Educators at a variety of phases of their careers—graduate students to retired faculty—and at a variety of locations, including primary and secondary schools, colleges and universities, and community centers, as well as from different countries, are encouraged to submit a proposal.

Proposals may address but are not limited to the following areas:

- crafting a syllabus and/or a unit within a syllabus about gaming
- incorporating game design in lesson plans
- gaming assignments and/or activities that educators could use
- how different educational settings affect the media and pedagogical strategies we use
- rethinking education material and approaches with gaming
- explicitly pedagogical games

- pairing film/video media and readings
- deconstructing and analyzing video games as a class activity
- the cultural dimensions of gaming
- gamergate threats and harassment and the effect on student's perception of gaming communities
- gender, race, class, sexuality, ability, religion, etc. in relation to video games
- social justice in gaming narratives
- the rhetoric of video games
- experimental or avant garde video games
- pairing film/video media and readings
- how video games can reinforce and disrupt norms
- the relationship between gaming and other participatory and social media platforms

Proposals should be 150-200 words and cite the specific short media you will discuss in the essay. The deadline for submitting proposals is **February 20, 2019**. If accepted, completed contributions will be due **April 15, 2019**.

Please submit proposals and direct any questions to ffc@twu.edu or to Agatha Beins at abeins@twu.edu / 940-898-2117. More information about submitting proposals can be found here: http://ffc.twu.edu/call_4_proposals.html.

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