



MINECRAFT IN YOUR CLASSROOM

Presenter:
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Stevens Creek
Elementary

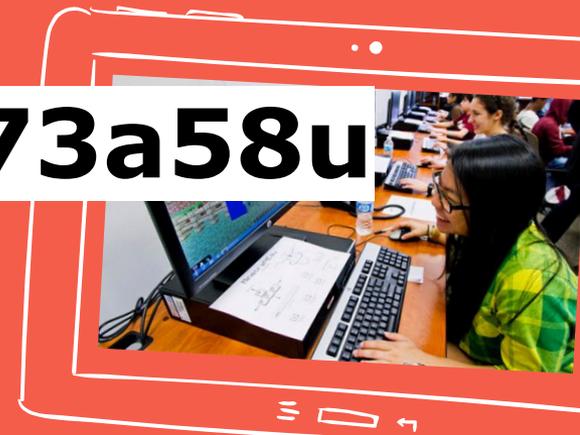
[My Email](mailto:deborah_wrobel@lkstevens.wednet.edu)

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URL for this:

<https://tinyurl.com/yc73a58u>





HELLO!

I am Deborah Wrobel

Presentation link

<http://bit.ly/1UGJNNd>

I am here because I love to integrate fun, relevant, yet engaging technology in my classroom

You can find me at:

deborah_wrobel@lkstevens.wednet.edu



I did NOT prompt them with all of this information they provided...it was all on their own.



These are all very good students, but each has a social struggle.. you'd never know by their presentation!



This is an example of some of the incredible work students can do!!!!

1. They had a project where they were to design a roller coaster
 2. Each person had to have a part
 3. They had to share the challenges they faced while working together
 4. They had to share successes
 5. Time limit of 4 minutes
 6. They had to create a presentation (YouTube, Powerpoint, Office Mix, Google Slides,etc)
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WHY?

BENEFITS OF MINECRAFT IN YOUR CLASSROOM

- MINECRAFT GIVES STUDENTS THE FREEDOM TO CREATE
- STUDENTS USE THEIR IMAGINATION
- STUDENTS PROBLEM-SOLVE - USING HIGHER-LEVEL CRITICAL THINKING
- STUDENTS LEARN TO COLLABORATE AND WORK IN GROUPS
 - BUILDING POSITIVE CLIMATE
 - FACILITATING TEAMWORK ORGANICALLY
 - STUDENTS OFTEN COLLABORATE WILLINGLY EVEN IF THEY DON'T SOCIALIZE IN SAME "GROUPS" AT SCHOOL
- ALMOST ANY CURRICULAR INTEGRATION IS POSSIBLE!
- THE POSSIBILITIES ARE ENDLESS!!!



MORE REASONS WHY

Why Use MinecraftEdu?

- Teach students in a way they will find fun and engaging
- Get your students excited about their History class, or their Social Studies class, or virtually any other subject, by hosting the class in a virtual Minecraft World
- MinecraftEdu provides great flexibility for customising the student experience to your subject/course material
- MinecraftEdu provides controls to prevent your students running amok and straying off course
- Many students will already be familiar with Minecraft, reducing the learning curve
- Minecraft worlds and projects created by other teachers are already available to download and use, making implementation easy and cutting down course planning time
- Setup and installation is easy, and the load on your IT resources is easily manageable

STUDENT QUOTES

My Community has a hotel so people who get tired building can come and stay.

Community Building

I want to come to school!

It makes us use social rules
But we don't even know we're
Doing it....so it's good

Teamwork!

We're staying with the times

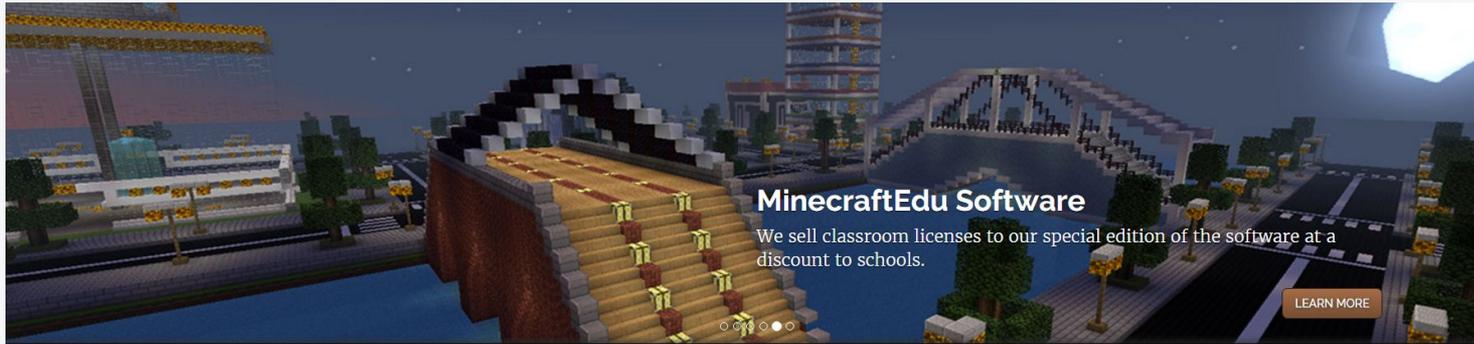
Learning together

I never knew discovering history was so much fun

This is the best part of my
day!

WHERE TO START

Minecraft Education (now owned by Microsoft)



Each license is \$5.00, but after 10 licenses you start getting discounts. You don't need to purchase in bulk to get the discount...it continually applies.

[Additional resources from Minecraft's Education site...more lessons to come](#)

HERE'S THE MANAGEMENT PAGE ON OUR WEB SERVER

The screenshot shows the Microsoft Store for Education interface. At the top, there is a navigation bar with the Everett Public Schools logo and the text "Microsoft Store for Education". Below this, there are navigation links: "Shop for my school", "Everett Public Schools", and "Manage". A search bar is located on the right side of the navigation bar.

The main content area displays the product page for "Minecraft: Education Edition". On the left, there is a sidebar with navigation options: "Home", "Products & services", "Billing", "Order history", and "Support".

The product details include:

- Product Image:** A wooden bookshelf filled with colorful books.
- Product Name:** Minecraft: Education Edition
- Developer:** Microsoft Studios | [Product Details](#)
- Rating:** ★★★★★ (206)
- Price:** \$5.00 user/year
- Expiration:** Expires on Sep 18, 2018
- Quantity:** 1
- Buttons:** Buy More, Install, and a menu icon (three dots).

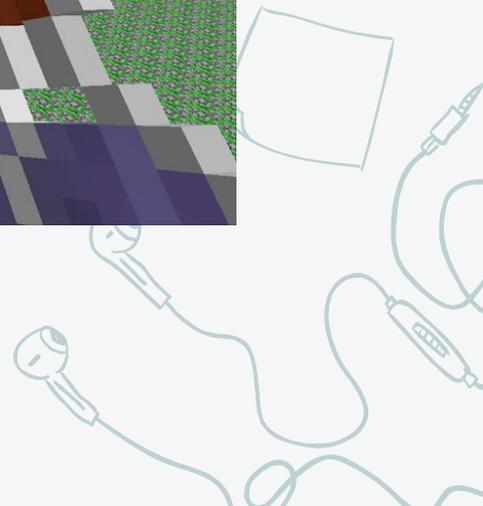
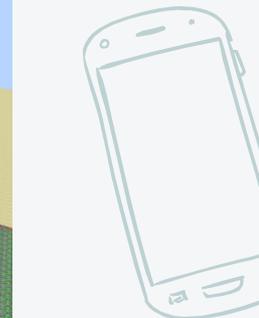
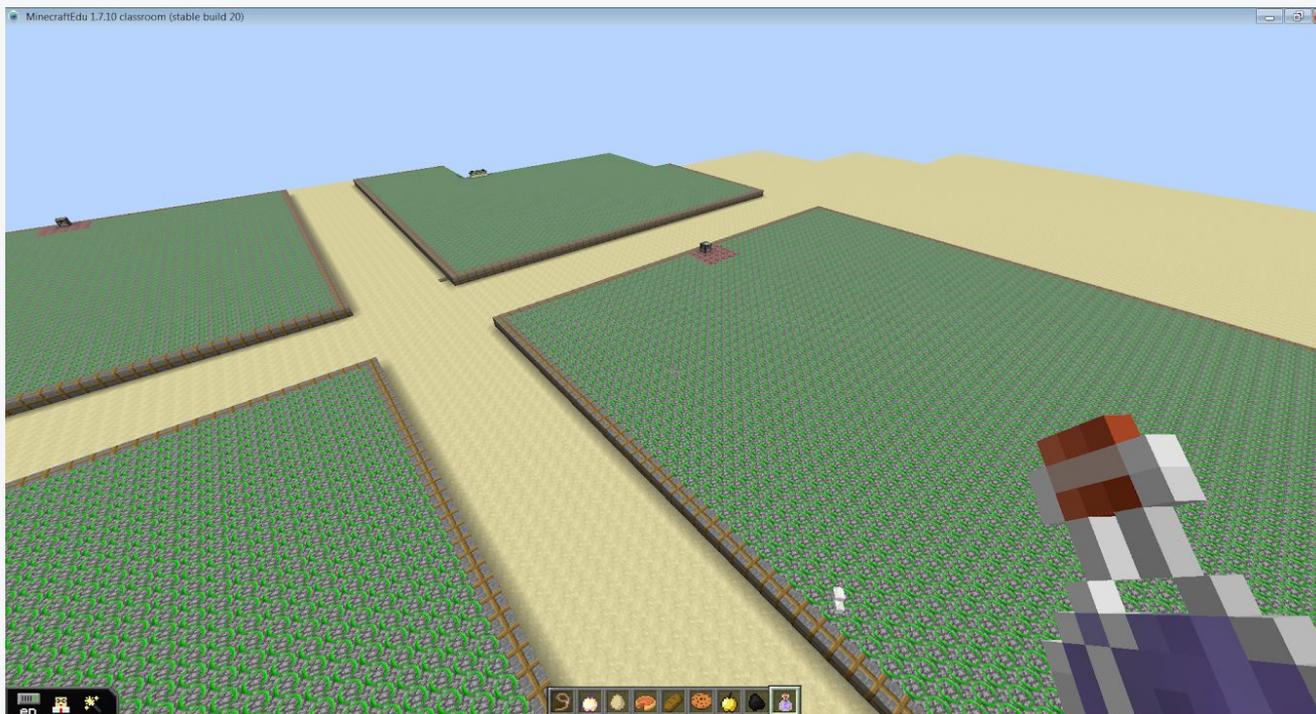
On the right side of the product details, there is a license management section:

- Licenses available:** 40 (153 used of 193)
- Action:** [Assign Users](#)
- Recurring billing:** Off (toggle switch)

A large, stylized "MINECRAFT EDUCATION EDITION" logo is overlaid on the bottom right of the product details area.

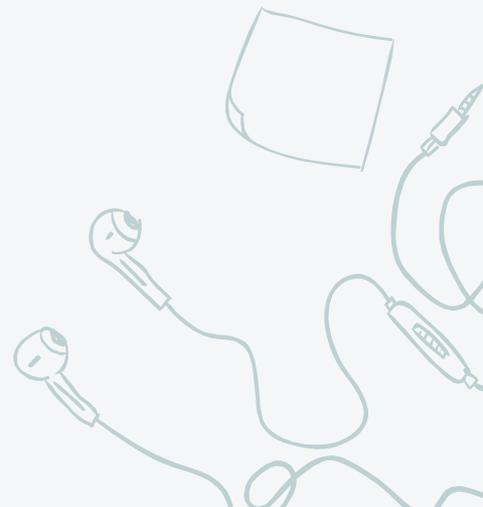
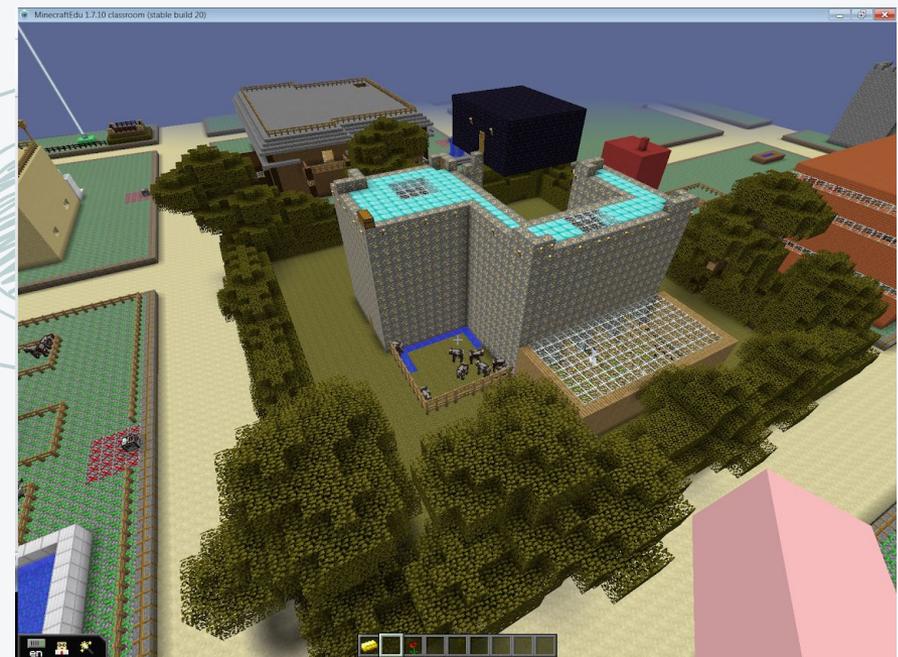


THE COMMUNITY PROJECT WHERE WE BEGAN





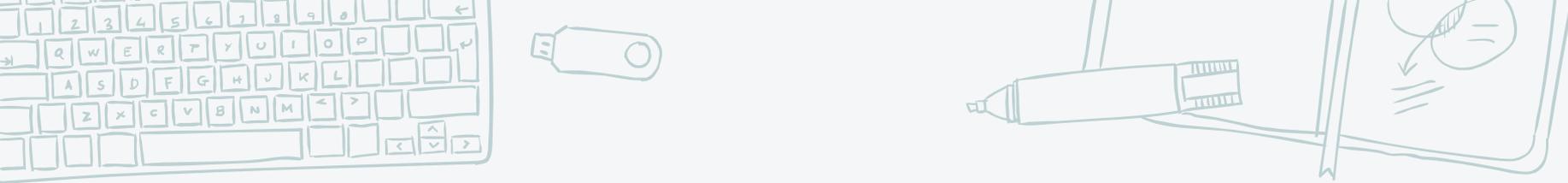
JUST SOME EXAMPLES





Tools, services, gathering places,
internet/wifi points, animals,
gardens, farms, means of
transportation....etc





AFTER YOU'VE INSTALLED MINECRAFT

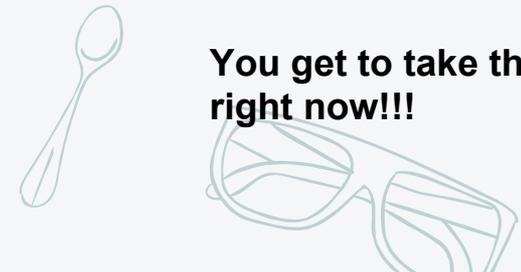


Students take a
“Bartle’s Gamer Test”



This is a great way for students to find out what “type” of gamer they are. It gives you a breakdown of the students’ gamer types so you can create teams.

Group Name:	Maker Camp
Group PIN:	3480
Retrieval Code:
<i>(repeat code) :</i>



**You get to take the test
right now!!!**



<http://www.4you2learn.com/bartle/creategroup.php>

Step 2 - What type of Gamer

Explorers

Love to “figure out” games

Fun comes from discovery

Collectors of knowledge and little-known facts

Enjoy teaching others



<http://www.flickr.com/photos/431218549600/>

Explorers

Students who are Explorers love to explore and wander. In the game world, Explorers want to map the entire area and discover all of its hidden areas. In the classrooms, Explorers love to amass large quantities of knowledge. Their sense of achievement comes from knowing more facts (often obscure ones) and finding secret shortcuts or mnemonics. They love to demonstrate their knowledge to others. I often ask my Explorers to “map out” a new unit of curriculum a couple of weeks before the rest of the class. Can they scout out where the pitfalls might be, and where others might be confused? Can they blaze a trail for the rest of us? Explorers are the closest to what we consider to be the ideal “academics”: those who value knowledge for knowledge’s sake. Yet, Explorers are often those kids who will do all of the work for a project — then forget to turn it in. They’ve already gotten the value from the project. Turning it in for the grade is just not at the forefront of their minds.

Achievers

Seek to improve power and status

Fun comes from points and leveling up.

Point of playing is to master the game

Enjoy recognition of their achievements



<http://www.flickr.com/photos/2195753099027/>

Achievers

By contrast with Explorers, students who are Achievers love to gain levels, badges, and awards. In the game world, Achievers gain a sense of accomplishment by being the first to complete something, or by being one of the only ones to win a trophy or reward. They are often very motivated to “beat the game” and move on. In the classroom, Achievers are often most concerned with grades as a measure of their achievement. They want to know the quickest, fastest, or shortest way to the prize. They are often detail-oriented, and I can count on the Achievers in my classroom to help move the others along, simply for the thrill of succeeding.

Socializers

Enjoy meaningful social interaction with other players

Point of playing is to make friends

Game is simply a backdrop

Enjoy recognition of their followers, contacts, influence



Socializers

The greatest percentage of my students are Socializers who are motivated by the desire to form meaningful connections and relationships with others in class. In the game world, the Socializers are often the connectors, who help to form questing parties and seem to know everyone online at any given moment. Socializers often form clans, which are groups of like-minded gamers, and when a particular game gets old, Socializers will simply switch games, keeping the clan intact. The game is simply a backdrop for the chatting and interactions that are the true draw. Socializers judge their accomplishments by how many friends, or how many followers, they have. How many of us know students for whom the classroom is simply a backdrop for their friendships and social life?

Also known as “griefers”

Achievement comes from another person’s loss

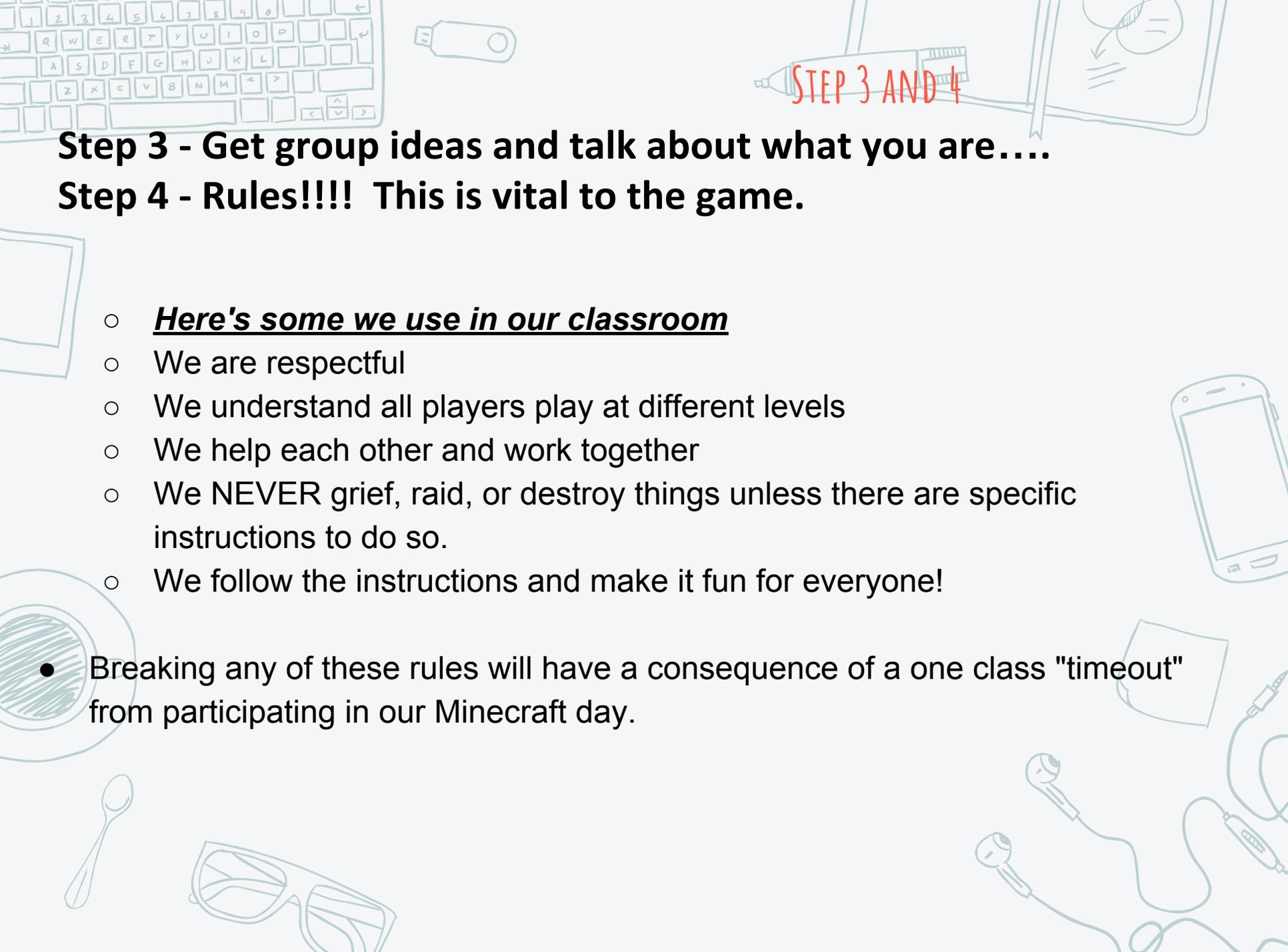
Value knowledge for its applications

Prize reputation and recognition



Griefers

The smallest percentage of students are known as Griefers, or Killers. In the online gaming world, griefers willfully damage and vandalize other people’s creations. They take pleasure in the turmoil they cause in the game world, and in the damage they wreak on others. In the classroom, those students often are the first ones to see if they can “hack” the system, and are often willfully oblivious to the consequences to the community. However, Griefers are often your risk-takers, the ones who are used to starting over with nothing, over and over again — because they’re always being killed — and who don’t mind being wrong. They are likely to have a growth mindset, rather than a fixed one, and if you can draw them into the classroom community, they can have a positive influence on others.

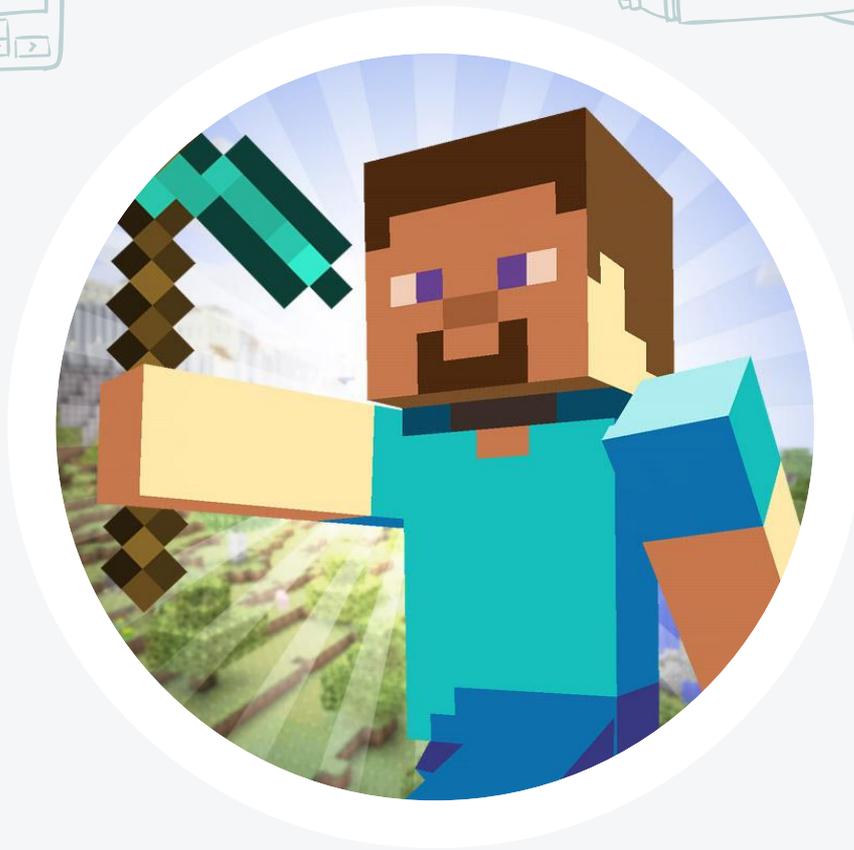


STEP 3 AND 4

Step 3 - Get group ideas and talk about what you are....

Step 4 - Rules!!!! This is vital to the game.

- **Here's some we use in our classroom**
- We are respectful
- We understand all players play at different levels
- We help each other and work together
- We NEVER grief, raid, or destroy things unless there are specific instructions to do so.
- We follow the instructions and make it fun for everyone!
- Breaking any of these rules will have a consequence of a one class "timeout" from participating in our Minecraft day.



HERE WE GO!

Let's give it a try and I'll run you through the first tutorial to get an idea how things run



START SLOWLY SO YOU UNDERSTAND THE BASICS AND HAVE STUDENT HELP!!!

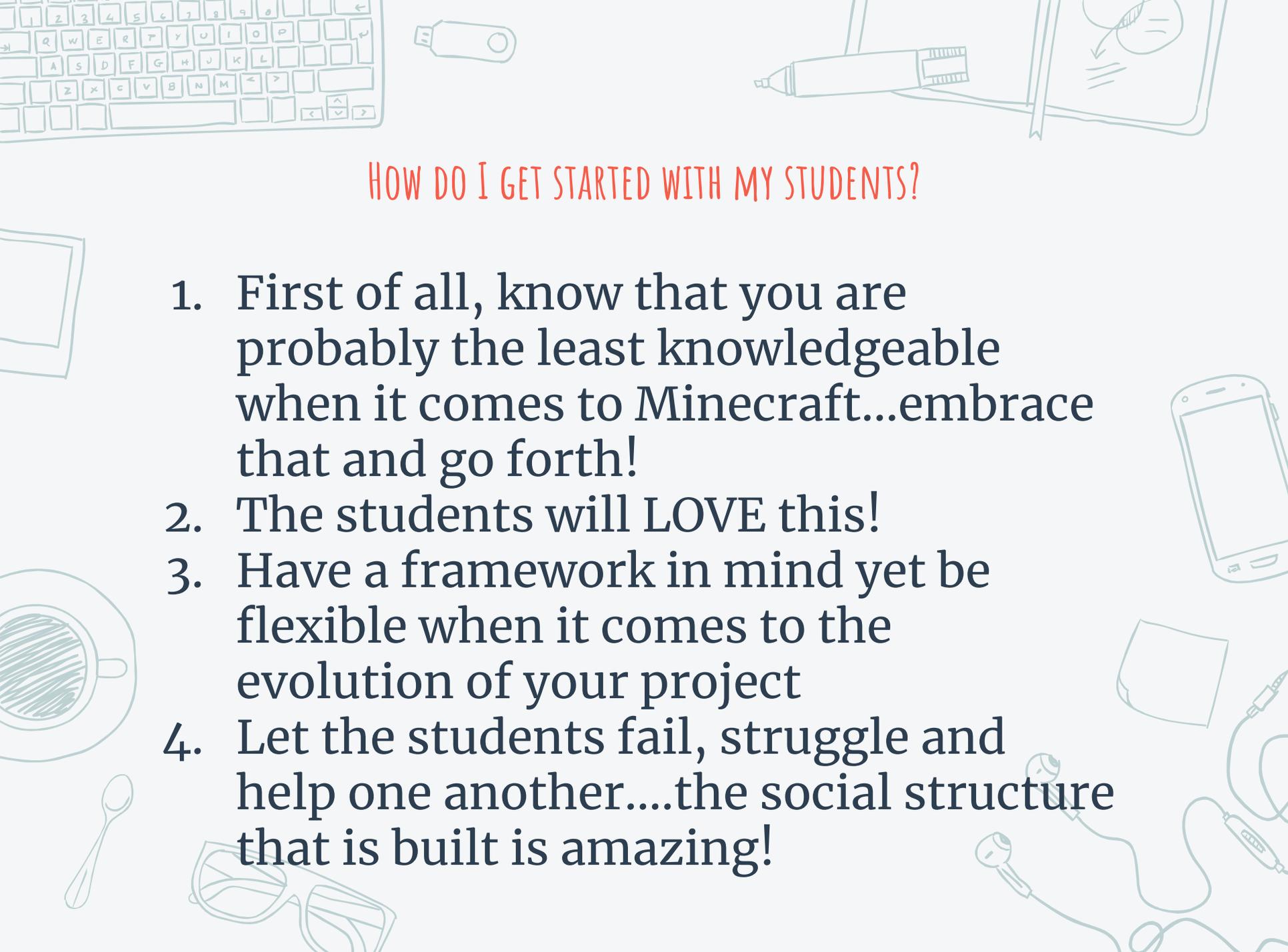
Start here!!!

With an Office 365 edu account you'll just need to download the software on student computers and they'll have 10 log ins before you even need to purchase. Give it a try for a couple of weeks to really see if it's worth your effort, \$\$ and time.

Remember to reinforce the rules

Have students begin with the tutorial world.

(instructions on video on website)

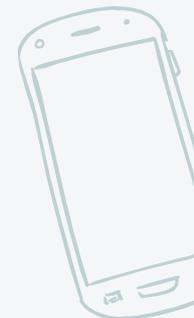


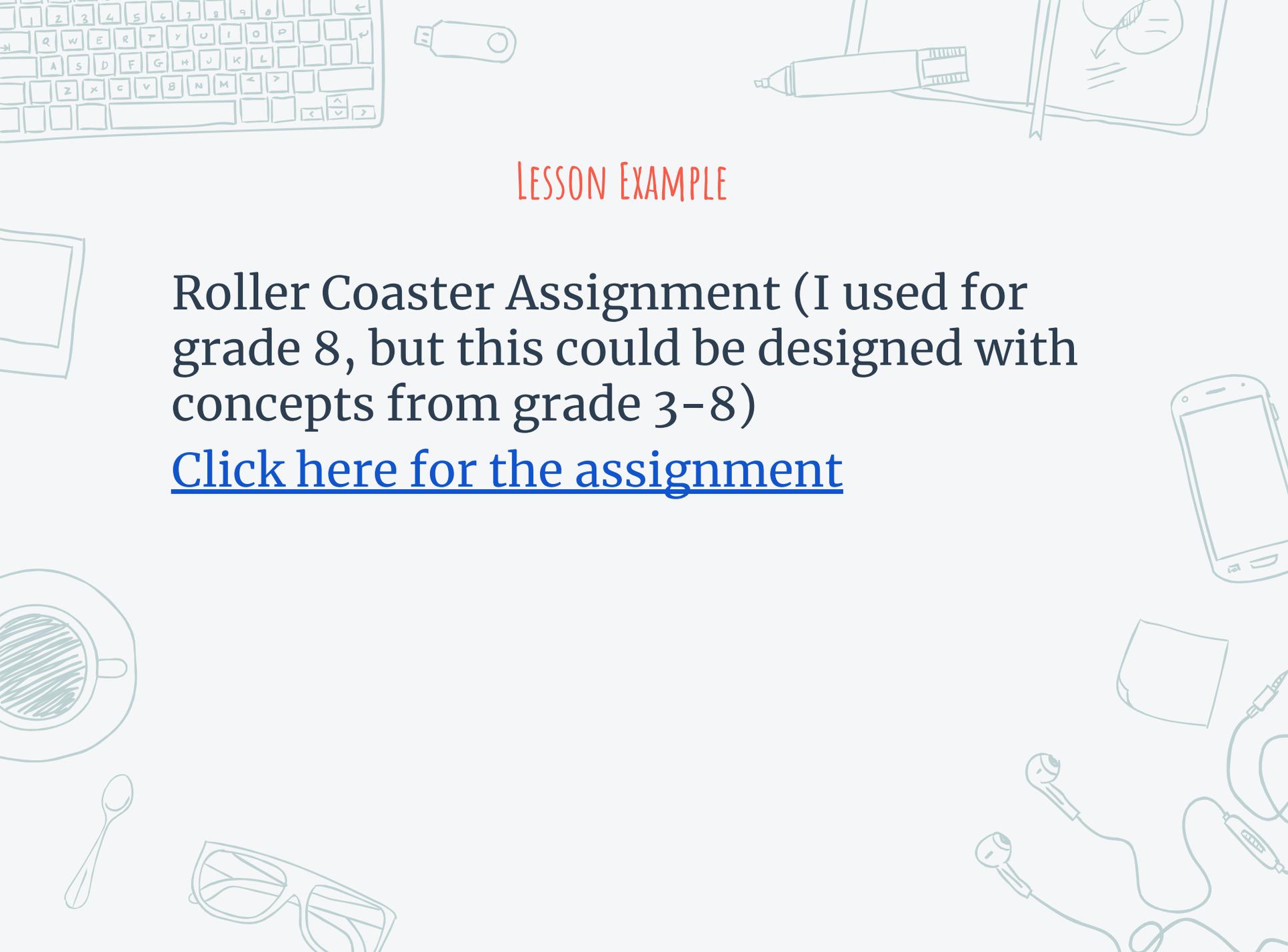
HOW DO I GET STARTED WITH MY STUDENTS?

1. First of all, know that you are probably the least knowledgeable when it comes to Minecraft...embrace that and go forth!
2. The students will LOVE this!
3. Have a framework in mind yet be flexible when it comes to the evolution of your project
4. Let the students fail, struggle and help one another...the social structure that is built is amazing!



1. Have students run through the tutorial (most don't need more than one day)
2. Group projects/partner projects are fun and students create a world where they work together.
3. Reinforce behavior expectations and be aware of students just "playing" rather than working. (I give my students free time on Fridays if they've worked hard Mon-Thurs so they know that's the time they can have much less structure)
4. What is your goal? What do you want students to do? (Keep this in mind)
5. Use the Microsoft Minecraft site to get lessons and ideas.
6. Watch how creative your students are!!!!



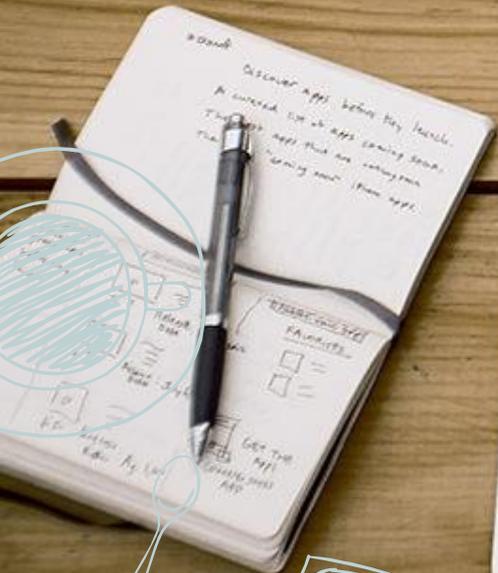
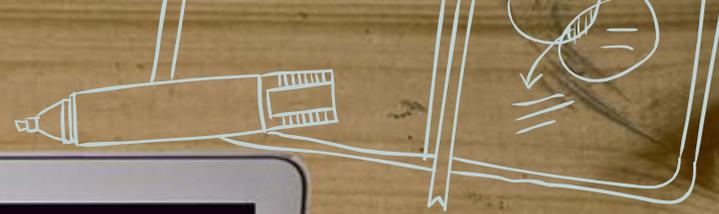


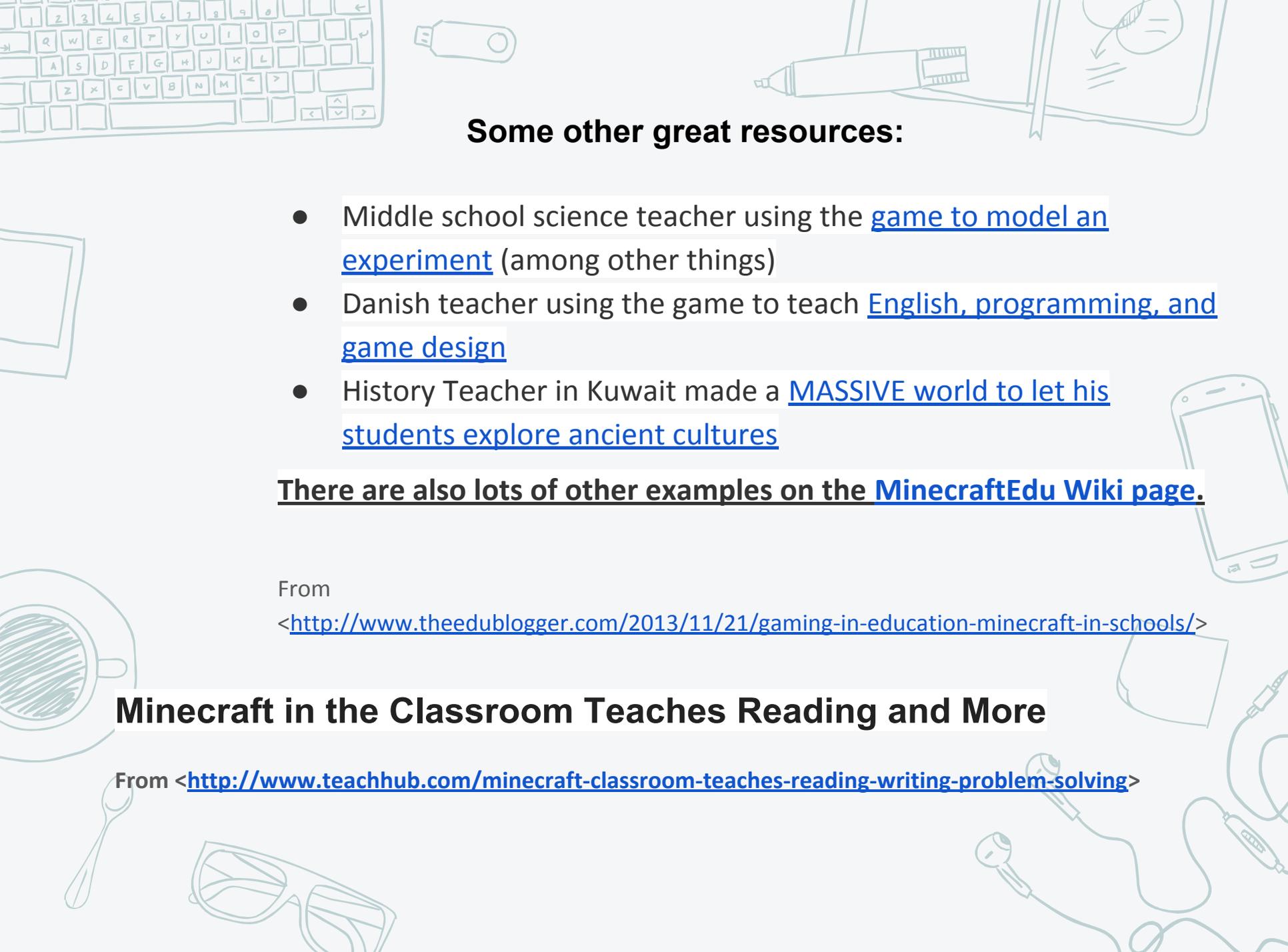
LESSON EXAMPLE

Roller Coaster Assignment (I used for grade 8, but this could be designed with concepts from grade 3-8)

[Click here for the assignment](#)

DON'T GIVE UP!!!





Some other great resources:

- Middle school science teacher using the [game to model an experiment](#) (among other things)
- Danish teacher using the game to teach [English, programming, and game design](#)
- History Teacher in Kuwait made a [MASSIVE world to let his students explore ancient cultures](#)

There are also lots of other examples on the [MinecraftEdu Wiki page.](#)

From

<<http://www.theedublogger.com/2013/11/21/gaming-in-education-minecraft-in-schools/>>

Minecraft in the Classroom Teaches Reading and More

From <<http://www.teachhub.com/minecraft-classroom-teaches-reading-writing-problem-solving>>

TAKE YOUR CLASS FROM 0 TO 160 VERY QUICKLY!
ENGAGEMENT, RELEVANT TECH, CONTENT AREAS,
FUN!!! WHAT MORE COULD YOU ASK???





ANOTHER EXAMPLE FOR YOU



Passion-Based Learning, Day 1: Probing Minecraft's Appeal

by [Matt Renwick](#) | Feb 5, 2014 | [Connected Leadership](#), [Less Teacher, More Student](#), [Passion Based Learning](#), [Voices](#) | [32 comments](#)

From

<<http://plpnetwork.com/2014/02/05/passion-based-learning-day-1-probing-minecrafts-appeal/>>





Standards Addressed



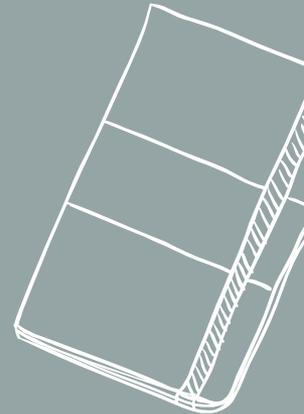
English Language Arts	
Speaking & Listening	
CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about grade specific topics and texts with peers and adults in small and larger groups.
CCSS.ELA-LITERACY.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCSS.ELA-LITERACY.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCSS.ELA-LITERACY.SL.11-12.1.B	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
Writing	
CCSS.ELA-LITERACY.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-LITERACY.W.5.1.B	Provide logically ordered reasons that are supported by facts and details.
CCSS.ELA-LITERACY.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Science and Technical Subjects	
CCSS.ELA-LITERACY.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-LITERACY.RST.6-8.9	Provide logically ordered reasons that are supported by facts and details.



Next Generation Science Standards

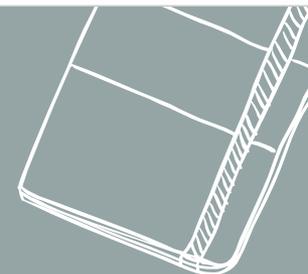
The rising need for improving learning STEM-subjects (Science, Technology, Engineering and Mathematics) has been recognized widely. [Next Generation Science Standards](#) were developed to answer this need. They don't replace Common Core's field of science literacy but supplement them. The NGSS lay out the disciplinary core ideas, science and engineering practices that students should master in preparation for college and careers. [MinecraftEdu](#) is a great tool for STEM education and below are a number of standards that align with it:

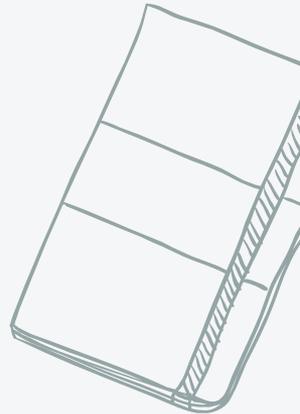
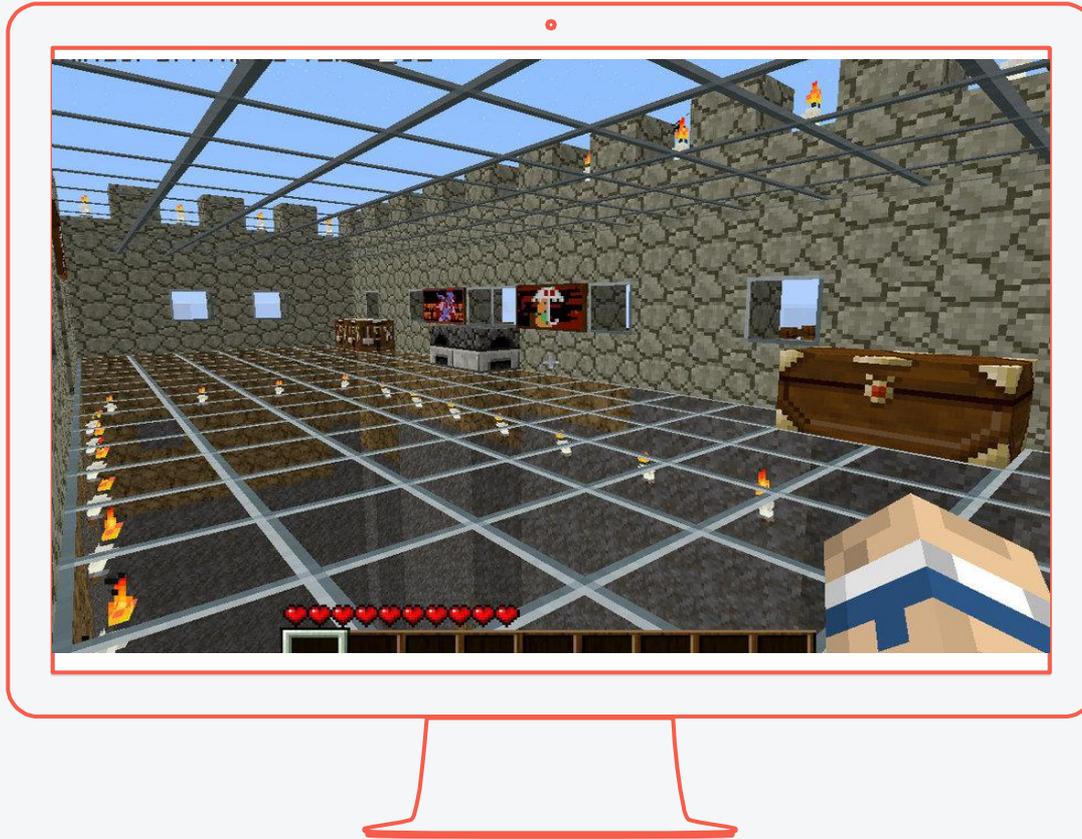
ETS: Engineering, Technology, and Applications of Science	
K-2-ETS1-1.	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
K-2-ETS1-2.	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
3-5-ETS1-1.	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
ESS, LS & PS: Earth and Space, Life & Physical Sciences	
5-PS1-4.	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
2-LS2-1.	Plan and conduct an investigation to determine if plants need sunlight and water to grow.





Maths	
Operations & Algebraic Thinking	
CCSS.MATH.CONTENT .5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
Geometry	
CCSS.MATH.CONTENT .K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
CCSS.MATH.CONTENT .K.G.B.6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"
CCSS.MATH.CONTENT .6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
Measurement & Data	
CCSS.MATH.CONTENT .5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
CCSS.MATH.CONTENT .5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
CCSS.MATH.CONTENT .3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.





YOUR STUDENTS WILL LOVE THIS ADVENTURE!





THANKS!
Any questions?

Give it a try!!!!





CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ✘ Presentation template by [SlidesCarnival](#)
- ✘ Photographs by [Unsplash](#)