



**Teaching with Games:
Teachers' attitudes to games and learning**

Topline survey results

(taken from Ipsos MORI Teachers' Omnibus Wave 4 2005)



TECHNICAL NOTES

- Fieldwork for the MORI Teachers' Omnibus covered a representative sample of 1,000 primary and secondary school teachers in England and Wales.
- Fieldwork was conducted between 4 and 25 November 2005.
- Results are based on all respondents unless otherwise stated.
- Data are weighted to the known profile of teachers in England and Wales by sex, age and phase (primary or secondary).
- Where results do not sum to 100, this may be due to multiple responses, computer rounding or the exclusion of don't know/not stated categories.
- An asterisk (*) represents a value of less than half of one percent, but not zero.

RESULTS

1. How often do you play computer games in your leisure time? By 'computer games' we mean games designed primarily for entertainment, played on PCs, consoles, mobiles and internet browsers.

	%
Every day	2
At least once a week	9
At least once every two weeks	3
At least once every month	5
Less than once a month	10
I never play	72
Don't know	*
Ever play (codes A-E)	28

2. You say that you have played computer games as a leisure activity. Have you ever discussed the games you play with your pupils?

Base: All who play computer games in their leisure time (293)

	%
Yes: I have done so and expect to do so again	46
Yes: I have done so, but don't expect to again	2
No: I haven't done so, but I might do so in the future	16
No: I haven't done so, and I don't expect to do so in the future	34
Don't know/can't remember	1
Might do so in the future (codes A+C)	63
Don't expect to in the future (codes B+D)	36

3. Thinking about computer games that are primarily designed for entertainment, have you ever used them in the classroom for educational purposes?

	%
Yes	31
No	69
Don't know	*

4. Again, thinking about computer games that are primarily designed for entertainment, do you think that in the future you would consider using them in the classroom for educational purposes?

	%
Yes	59
No	37
Don't know	3

5a. Why would you consider using them in the classroom for educational purposes?

Base: All who would use them in the classroom for educational purposes (598)

	%
They are on pupils' level/interactive/inclusive/motivational/stimulating/engaging/fun	53
When appropriate/relevant to lesson/subject area/the curriculum	18
Some have educational value/merit/relevance	10
As variety/additional learning tool	7
To improve maths and non-verbal reasoning skills	6
To improve logic/thinking skills	4
To improve hand-eye coordination/concentration and reaction skills	4
To improve ICT skills	3
To improve social/citizenship skills	2
To encourage creativity/imagination	2
To improve reading/writing/literacy skills	2
To engage boys	2
Can be illustrative of/simulate real life	2
To improve design and technology skills	2
As a starter exercise	1
Pupils can go at their own pace/work with no/little guidance from teacher	1
To improve literacy/spelling/writing skills	1
For historical/factual content	1
As a reward	1
To support media studies teaching	1
To support revision	*
To engage pupils with special needs	*
To support geography teaching	*
To support foreign language learning	*
To support psychology teaching	*

Can be higher quality than other resources	*
To improve physics skills	*
Other	7
Don't know	*

5b. Why would you not consider using them in the classroom for educational purposes?

Base: All who would not use them in the classroom for educational purposes (368)

	%
Little/no educational value/relevance/purpose	33
Other resources are available/better	17
Pupils play enough at home/in free time	10
No time in the curriculum	10
Not appropriate to the subject I teach	8
Inappropriate content	8
Do not have sufficient access to computers/equipment	4
Don't know enough about them	4
Prefer more traditional teaching methods	3
Classroom disruption	2
Not appropriate to the age of children I teach	2
Not allowed to use them	1
Children cannot separate learning objective from entertainment factor	1
Do not have computers in my classroom/teaching area	1
Cost issues	1
Lack of time to research suitability	*
Licensing issues	*
Other	10
Don't know	*

6. Thinking about computer games designed primarily for entertainment, do you think that the people who play these games learn any of the following through doing so?

	%
Motor/cognitive skills	91
ICT skills	77
Anti-social behaviour	71
Higher-order thinking skills	63
Knowledge in particular areas	62
A stereotypical view of other people or groups	62
Social skills	17
Other	*
None of these	*
Don't know	2

7. What practical barriers, if any, do you envisage there being to the use of computer games in the classroom?

	%
Access to equipment	49
Inappropriate nature of game content	14
The limitations of school ICT capability	12
Expense of games	11
The amount of preparation time required	7
Relevance to subject area	6
Relevance to the curriculum	6
Behaviour/classroom management issues	5
Pupils unable to make the link between playing the game and the wider learning objectives	5
Objections from parents	4
Licensing issues	4
Pupils' negative attitudes	3
Classroom space	3
Teachers' knowledge	3
Differing abilities within a class	3
Objections from colleagues	3
Difficulty of assessing the work produced	2
Time constraints	2
Catering for SEN (special educational needs) pupils	1
Effects on pupils' social skills	1
Health and safety	1
Teacher's perceptions	1
Gender issues	*
Objections from governing body	*
Security issues	*
Better things to do	*
Duration of games	*
Age issues	*
Impact on pupils' basic skills (literacy, numeracy)	*
Maintenance of/looking after equipment	*
Other	4
I do not know/envisage any barriers	13