Become Inspired

Integrating technology and layering literacies often involve mindful modification (modding) and (re)creation. Check out what others have created and think about the concepts or techniques you would like to try with your class(es). Below are three different examples of resources to help inspire the integration of technology and games in your classroom.

**Michael Russo** is a New York City middle school teacher featured in *Integrating virtual and traditional learning in 6-12 classrooms: A layered literacies approach to multimodal meaning making*. His website includes materials for students, parents, and teachers.

Check out Michael’s website, **Russo’s Room**, for some more ideas:
http://www.russosroom.com

**The Institute of Play** is a non-profit organization dedicated to “creat[ing] learning experiences rooted in the principles of game design—experiences that simulate real world problems, and require dynamic, well-rounded solutions. We support teachers and other learning leaders in making learning irresistible—creating for students a powerful need to know, and a hunger to learn more. We believe in making learning relevant—to the technologies that shape our kids’ lives, the passions that fuel their ambitions, and the demands of life in the 21st century” (www.instituteofplay.org). The Institute of Play works closely with the Quest to Learn school and develops curricula based on gaming principles.

Check out the Institute of Play’s games and resources for the classroom:
http://www.instituteofplay.org/work/

**The Colonial Williamsburg Foundation** has created an interactive experience for youth to learn about the Revolutionary War. Though designed to enrich visitors’ experiences, their website and interactive experience can be extended into the classroom.

Check out the Colonial Williamsburg Foundation’s RevQuest: The Old Enemy™ http://research.history.org/your-mission/the-old-enemy/ and think about how you can include elements of the interactive experience in your classroom. Go one step further and ask your students to consider creating extensions of the experience (from in-class stations/re-creations to new tasks).