English11/AP Language and Composition
Sample Annotated Bibliography entry

***Give a title ("Annotated Bibliography") and your research question at the top of the page.

Frossard, Frédérique, Mario Barajas, and Anna Trifonova. "A Learner-Centred Game-Design

Approach: Impacts On Teachers' Creativity." *Digital Education Review* 21 (2012): 13-22.

ERIC. Web. 12 Feb. 2015. As opposed to many other articles, this article was focused on

creativity within classrooms, and how games could affect the creative process both for

teachers and students. Frossard and her co-authors respond to the fact that creativity isn't

usually integrated within school curriculums despite its increasing importance, and they

argue that game-based learning allows students to be creative and has teachers use their

imagination to create new, exciting ways to teach. Their study had twenty-one teachers

use simple tools to create their own video games specifically tailored to their students.

Thirteen games resulted from this. Looking at the study, the authors found that "gaming

aspects are usually appropriate. Within those, goals, objectives and rules obtained the

most positive results," meaning the teachers made suitable games and received good

feedback from their students (19). They also noted that teachers collaborated with

experts and other teachers when designing their games, and they asked for advice from

their students as well. I find that this article is effective since it directly involves the

teachers, and the games "included humorous elements. . . [like] references to elements

specific to the students' socio-cultural contexts," working with the stasis of value (20). A

good relationship between teachers and students is desired, and the fact that games make

the creative process entertaining and rewarding for both sides is very strong evidence for

their use. The article does acknowledge that most mainstream games aren't easily

worked into the classroom, so teachers developing their own games became the solution.

Looking at the "Interactive Music Video Games" article, to address the music teachers' concerns, perhaps they could develop their own music games that blend their students' musical interests while simultaneously teaching them about the essential musical elements. Such a game would be more difficult to make, but it could potentially engage students even more.