



**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