In this chapter Prensky discusses that digital games-based learning is a great way to teach content, even the content people “loath” to learn. I agree. I am all for games-based learning but I would have been interested in discussing why people “loath” certain subjects and what and how are we teaching that makes it loathsome. Why did I hate Spanish taught by Mr. Martinez but love it when Ms Abreu taught it? I know what you are thinking and that was not the reason. She made the subject “hard fun”. Oh boy, it just gets worse. Okay, switching subjects.

I know that I never enjoyed learning math in school. I had always got poor grades in Algebra, Calculus and Trig. However, I excelled in geometry. Why? I am not 100 percent sure but I think it has something to do with my visual acuity. I am a visual person and respond to that. I understood geometry because we were dealing with shapes and spaces and they were represented that way on paper. They were not abstract formulae. I found geometry “hard fun”.

Prensky's advocacy of game-based learning is that content needs "livening up" or that external motivators (like video games) are needed to drive the students toward learning. I am not questioning the value of these "external motivators." But I wonder whether Prensky implies that certain kinds of learning activities cannot be self-motivating. Sure, a game about Geometry might amuse the Math student, but another question is whether this student finds the very activity of playing with Geometry to be "hard fun."

He spends the rest of the chapter defining game styles, audience, types of interactive learning, categories for digital learning games, political contexts. Then he finishes up with his “principles”. I wanted to read everything but I found it all very dull and repetitive. I wanted to know about implementation as opposed to definitions. Also, his writing style just puts me to sleep.

I did like Prensky's grid that maps learning content to game styles. It shows that sufficient varieties of games exist to tackle any training challenge. Electronic Jeopardy style games can drill employees about company policies (and these templates are commercially available and widely used). Realistic sim games, although probably more costly to produce, may actually reduce training costs whenever the actual equipment or training environment is expensive to begin with. Better that the potential pilot crash-land a few Flight Simulator planes than real ones.