



LSLP Micro-Paper 87: *Bildung*

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Defining the Term

Today's meandering times endeavor to make video games a more vibrant and realistic environment. Ecosystems have settled a route where gamers are no longer the same; we are more critical, detail-oriented, and tech-savvy. The improvement of software and hardware of the different media systems, also known as "mindware," has changed how games are we see and take games; just the simple fact of looking for a review or an opinion has changed it all.

Throughout the different layers of society, we are now casually considering our "digital footprint" as part of our conceptions, behaviors, and rights. That path involves an ongoing education process that becomes a brand-new logic.

In this case, we use the term *Bildung*, all the actions, potentials, or endeavors that make us grow and develop different skills in all scenarios. Due to the memorization plateaus required to embrace the maneuvers of other altered lives and experiences in open massive online video games.

Traditional boundaries and conceptions of "sandboxes" in these new scenarios no longer exist. The idea of *Bildung* is a constant and bumpy road where gamers are always on the ride to meet the permanent and different learning curves and face the experiences of striving for greatness or failure in their objectives.

Connecting it to LSLP

At LSLP, we have always tried to put into words and concepts the different sensations and approaches that take to recognize the hindering conditions that trigger the learning processes of gamers to achieve a specific goal. In this case, the notion of *Bildung* will allow us to understand the new literacies that inquire about the mindware changes in gamers due to the conception of videogames as a second way to inhibit life, either in a teaching scenario through gamifying outlets or life circumstances.

Also, the playground broadens once the idea of *Bildung* merges with concepts such as identity to develop and ignite the teaching process of gamers who are teachers in our classrooms. Through *Bildung*, we argue, teachers are creating and inhabiting different perceptions, which will add new layers of interpretation.

Expanding Second Language Research

Gaming culture and pedagogical approaches are changing and adapting to the different rhythms of society due to the ongoing demand for technology in personal and private spaces. In terms of language learning and teaching, looking at *Bildung* becomes an opportunity to think flexible alternatives for instructional practices that favor the language skills that today's world entails.

Specifically looking at the links between language learning and gaming, *Bildung* invites to revisit that the structural foundations of gaming literacy and even gamification. In these new alternatives, these two ideas will play a role in developing the curious minds of the near future of our society. We can see the potential of *Bildung* to enhance and impact school teaching methods, educational techniques, and learning practices.

References

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