**Involving teachers in games and virtual learning environments**

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Even though the Finnish school has proved to be quite successful in international assessments of school achievements, the virtual and game-based learning environments are not widely experimented and exploited in Finnish schools. The problem seems to lie within the inability for these new environments to effectively pervade into the curriculum, or it is due to teachers’ suspicions or lack of technology resources and further training. This study aims to develop a teacher- and curriculum-friendly programme to involve secondary school teachers in virtual and game-based teaching and learning environments in order to renew pedagogy and to enhance students’ motivation as well as experimental, problem solving and collaborative ways of learning. The programme is part of a larger coordination project *Learning games and virtual environments supporting the renewal of teaching and learning* (LEVI?) which is conducted collaboratively by the municipality of Konnevesi and the Agora Center, University of Jyväskylä. Theoretically, the study is grounded in the socio-cultural view of learning and teacher education where knowledge is shared through social interaction and where games and virtual environments can serve as spaces for mediation between individual and collaborative experiences and shared knowledge construction and communication. Methodologically, we follow the design-based approach, which attempts to combine the virtual game environment, the needs of teacher training and theoretical knowledge of socio-cultural view of learning. Design-based study simultaneously aims to renew learning environments and to use such environments in authentic settings to study learning and teaching. In practice, we invite teachers to experience available learning games and virtual worlds such as *Second Life*. We provide teachers with a space to discover and share pedagogical ideas and resources, discuss projects, make presentations and explore good and not-so-good practices, both virtually and in real life learning sessions. Through these environments teachers can meet students, other teachers and technical tutors, communicate their experiences, solve problems, develop individual or collaborative exercises and network to develop inspiring instructional practices and new culture among participating teachers and schools. The participating schools and teachers are further encouraged to disseminate virtually mediated practices and new instructional culture to other schools and teachers as well as to teacher training institutes. The data of teachers’ ideas, communication, shared knowledge and discovered best practices are further analysed to design and disseminate new game-based pedagogy and culture for other schools to keep up with the pace of technological, pedagogical and cultural change.