IVY WATERS RESEARCH

2026

Edition 1.0

GLOBAL EVIDENCE REPORT

Video Games and Homeschool Learning

What games may teach, what research actually demonstrates, and how families can preserve evidence without inflating the claim.

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SCOPE

Global reference edition

ivywaters.com/blog/video-games-homeschool-kids

Ivy Waters measures the infrastructure of home education, not whether one family's educational choices are superior to another's.

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How to use this edition. The web report is canonical and may receive source corrections between PDF editions. Claims should be quoted with their stated scope and limitations.

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Key figures

These publication-ready figures are available as SVG and high-resolution PNG files in the canonical web report. Each carries a stable figure ID, source line, and citation path.

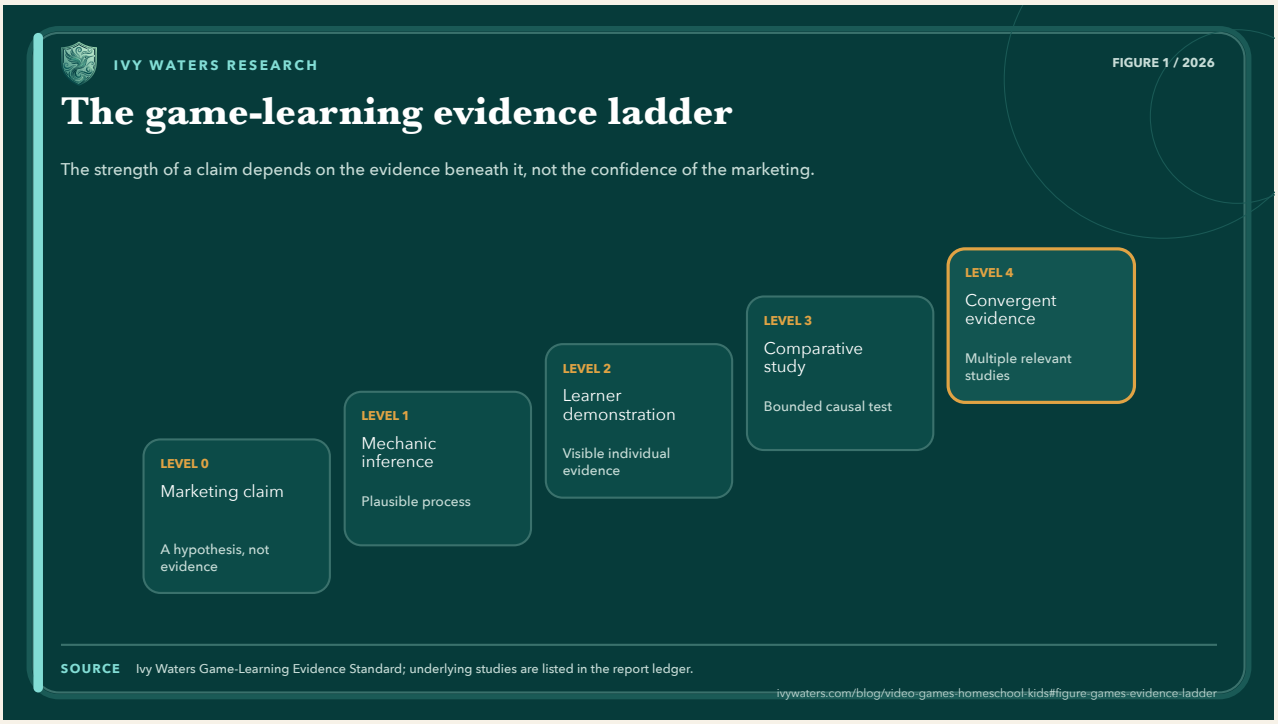

Figure 1: **Figure 1.** The game-learning evidence ladder

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FIGURE 2 / 2026

Start with the mechanic, end with evidence

Brands are weak proxies. Observable actions and transfer tasks make the learning claim legible.

MECHANIC	VISIBLE PROCESS	CREDIBLE EVIDENCE
Construction	Plan and revise	Design brief
Navigation	Map and route	Route explanation
Strategy	Predict trade-offs	Decision table
Cooperation	Coordinate and repair	Team reflection

SOURCE Ivy Waters mechanics-based synthesis; not a causal ranking of game genres.

ivywaters.com/blog/video-games-homeschool-kids#figure-games-mechanic-evidence-matrix

Figure 2: **Figure 2.** Start with the mechanic, end with evidence

Figure 3: **Figure 3.** Evidence burden rises with transfer distance

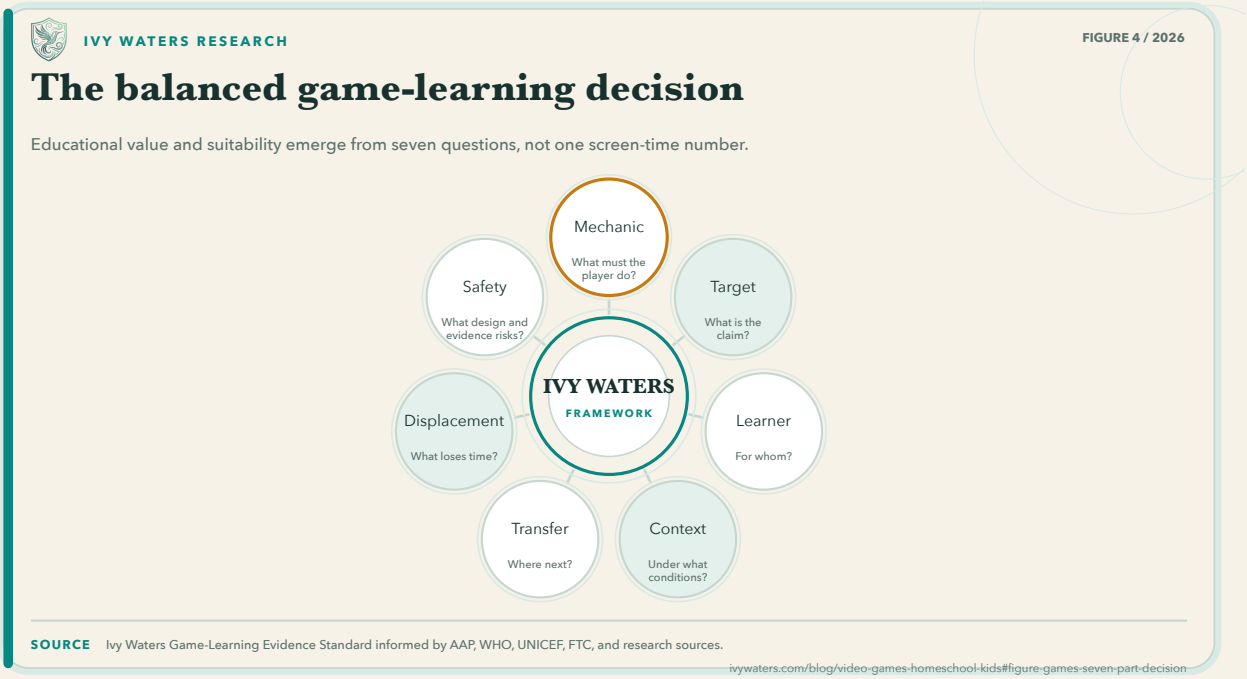

Figure 4: **Figure 4.** The balanced game-learning decision

Video games can be serious environments for play, practice, design, collaboration, and problem-solving. They can also be engineered around compulsion, purchases, social pressure, and an inability to stop. Both statements can be true because "video games" is not one educational treatment. It is a medium containing radically different mechanics, commercial models, communities, and demands.

This report asks a narrower and more useful question than whether gaming is good or bad: **what is this game asking this learner to do, what can another person observe, what transfers beyond the game, and what does the activity displace?**

The answer matters particularly in home education. Families can see learning that conventional timetables often miss. They can follow a child's sustained interest, ask for an explanation, connect virtual work to physical making, and preserve evidence of iteration. They can also notice when a game has begun to crowd out sleep, movement, reading, relationships, practical responsibility, or a broad education.

Ivy Waters takes a pro-homeschool and pro-family position: parents should have room to use games intelligently without relabelling every enjoyable activity as school. A credible learning record describes demonstrated work. It does not convert a brand name, a playtime total, or an adult neuroscience finding into an academic guarantee.

REPORT SECTION

The answer in one paragraph

Video games can support specific learning when the game mechanics align with a defined objective, the learner actively thinks or creates, and evidence is gathered close to the activity. Educational and cognitive-intervention studies report benefits in some contexts, but effects vary by game, design, age, comparison group, outcome, and study quality. Near transfer is more plausible than broad far transfer. Commercial play can still yield valuable observations, but a family should not claim that Minecraft improves mathematics, Zelda improves spatial reasoning, or Mario raises intelligence without direct evidence. The strongest family framework considers **mechanic, learner, context, transfer, displacement, safety, and evidence**.

REPORT SECTION

Executive findings

1. "Screen time" is too blunt to describe learning

A construction task, a fast action game, a cooperative strategy session, a video call, and an algorithmic feed are not equivalent exposures. The American Academy of Pediatrics' 2026 policy describes a wider digital ecosystem shaped by design, context, child characteristics, commercialization, and displacement. Time remains relevant, especially when sleep or movement is affected, but duration alone cannot describe educational value or risk.

2. Mechanics are more informative than game brands

Learning claims should begin with verbs: map, estimate, optimize, negotiate, build, test, revise, read, calculate, coordinate, or explain. A named title can contain several mechanics, and two learners can use the same game very differently. Brand-level claims become unreliable when they ignore mode, task, prior experience, social setting, and follow-up.

3. A large Minecraft trial produced a mixed result

A two-level cluster randomized trial assigned 32 classes containing 885 primary pupils to a Minecraft Education intervention or education as usual. It did not find an overall intervention-related improvement in spatial thinking.

A fifth-grade subgroup showed improvement relative to sixth grade at post-test, while creativity scores unexpectedly favored the control group at post-test. This is unusually useful evidence because it resists the easy headline: engagement and promising affordances did not automatically become an overall measured benefit.

4. Near transfer is the defensible default

A player may become better at navigating a particular kind of three-dimensional world, tracking rapidly changing information, or executing a game-specific strategy. A comprehensive meta-analysis in *Psychological Bulletin* concluded that video-game training does not reliably enhance general cognitive ability through far transfer. A newer game-factors meta-analysis reported a modest overall cognitive-training effect across 63 studies, but it does not justify treating every commercial game as a general cognitive intervention. The correct synthesis is not "games work" or "games do not work." It is that game, task, comparison, and transfer distance matter.

5. Purpose-built educational games and commercial games answer different questions

A curriculum-linked game can be evaluated against a defined learning objective. A commercial game may offer a rich environment without being designed to teach or assess that objective. Evidence for game-based STEM learning, gamification, exergaming, or a clinical intervention should not be transferred wholesale to ordinary recreational play.

6. Adult brain plasticity is not a child achievement claim

The often-cited *Super Mario 64* experiment reported structural brain changes in adults after two months of training. That is evidence that demanding practice can relate to neural plasticity under study conditions. It is not evidence that Mario makes children smarter, improves school grades, or produces general academic gains.

7. Corrections and retractions must travel with the headline

The widely shared ABCD association between gaming and cognitive performance used data from 9- and 10-year-olds. The original *JAMA Network Open* paper was retracted and replaced after errors affected the Key Points, Abstract, main text, Table 1, and Figure 2; the replacement later received a further correction. The corrected article remains observational. It cannot establish that gaming caused the measured differences, and it did not differentiate game genres sufficiently for practical educational claims.

8. Some targeted interventions are promising but narrow

A 2024 study reported that an action-video-game intervention normalized phonemic-awareness performance in pre-readers at risk for developmental dyslexia. Exergaming meta-analyses report benefits for some executive and motor outcomes, with heterogeneity and non-significant findings for some measures. These findings matter, but they concern specified populations, interventions, doses, outcomes, and controls. They are not a prescription for unrestricted commercial gaming and do not replace professional assessment or treatment.

9. The business model is part of the learning environment

Chat, loot boxes, streaks, urgency, targeted offers, and frictionless purchases affect the child's experience even when the game contains interesting problems. The U.S. Federal Trade Commission's actions involving Fortnite and Genshin Impact document concerns about dark patterns, unauthorized charges, children's privacy, loot boxes, and misleading price or probability presentation. UNICEF's child-rights work on online gaming similarly treats design, safety, privacy, and commercial practices as central rather than peripheral.

10. The strongest homeschool record captures a demonstration, not a duration

"Played for three hours" is an activity log. "Built and revised a scale model after testing resource constraints, then explained the trade-off in a labelled diagram" is evidence. The game may supply motivation and a practice environment; the artifact and explanation establish what the learner demonstrated.

> Video games are not one intervention. The educational unit is the interaction among a game mechanic, a learner, a purpose, a context, and a follow-up task.

> A family should claim what a child demonstrated, not what a game's marketing page says the game might develop.

> The most important gaming metric is not minutes alone. It is the quality of activity, the transfer beyond the game, and what the play displaced.

> Home education can make game-related learning more visible without pretending that every hour of play is formal instruction.

REPORT SECTION

The Ivy Waters Game-Learning Evidence Standard

The standard below is a coding instrument for families, writers, curriculum reviewers, and future editions of this report. It separates seven questions that are commonly collapsed into one claim.

Dimension	Core question	Strong evidence	Weak evidence
Mechanic	What must the player repeatedly do?	Direct observation of decisions and actions	Genre label or marketing copy
Learning target	What specific knowledge or skill is proposed?	Defined, observable target	"Critical thinking" without definition
Learner	For whom might the claim apply?	Age, experience, needs, and baseline described	"Children" treated as one group
Context	Under what conditions does activity occur?	Mode, social setting, task, duration, support	Game title alone
Transfer	Where must learning appear next?	Independent non-game task or later use	Improvement only inside the game
Displacement	What does play replace?	Sleep, movement, relationships, and responsibilities reviewed	Time treated as costless
Evidence	What can another person inspect?	Artifact, explanation, performance, or study outcome	Parent intuition alone

Evidence levels

Level 0: marketing claim. A publisher, influencer, retailer, or enthusiast says the game is educational. This can identify a hypothesis but is not evidence of learning.

Level 1: mechanic inference. The activity plausibly exercises a defined process. Mapping a complex space may exercise route planning; building under constraints may exercise design iteration. This supports observation, not a causal outcome claim.

Level 2: learner demonstration. The child produces an artifact, explanation, or non-game performance showing what they can do. This is strong evidence for an individual learning record but not proof that the game caused the learning.

Level 3: comparative study. A study compares an intervention with another condition using a defined outcome. Interpretation depends on randomization, sample size, controls, attrition, outcome choice, preregistration, and replication.

Level 4: convergent evidence. Multiple high-quality studies or a rigorous synthesis support a bounded claim across relevant settings. Even here, the population, intervention, and outcome remain part of the claim.

This ladder prevents two common errors. The first is dismissing meaningful learner work because it happened in a game. The second is upgrading an interesting mechanic into a scientific promise.

REPORT SECTION

What different game mechanics may make visible

Mechanic	Potentially visible process	Credible artifact or demonstration	Claim to avoid
Construction and sandbox design	Planning, constraint management, iteration, spatial representation	Design brief, measurements, screenshots with annotations, revision log	"Sandbox games improve engineering ability"
Navigation and exploration	Mapping, route selection, landmark use, spatial memory	Hand-drawn map, route comparison, navigation explanation	"Open-world games improve spatial intelligence"
Strategy and simulation	Systems reasoning, resource allocation, prediction, trade-offs	Decision table, model critique, counterfactual explanation	"Strategy games teach economics"
Puzzle solving	Pattern detection, hypothesis testing, persistence	Solution explanation, alternative method, puzzle designed for another learner	"Puzzle games raise IQ"
Cooperative play	Communication, role allocation, negotiation, repair	Team plan, reflection on disagreement, peer explanation	"Multiplayer automatically builds social skill"
Creative production	Story, composition, visual design, coding, performance	Exported build, narrative, code, commentary, audience feedback	"Creative mode replaces arts instruction"
Exergaming	Movement, coordination, balance, physical engagement	Movement log, skill progression, heart-rate or performance record when appropriate	"Exergaming replaces broad physical activity"
Competitive action	Rapid perception, response selection, team coordination	Strategy review, communication analysis, measured game-specific progress	"Action games improve general attention"

REPORT SECTION

Named games: what can responsibly be said

Minecraft: rich affordances, mixed causal evidence

Minecraft allows construction, resource management, spatial navigation, collaborative planning, automation, and modification. Those are real affordances. A learner using Redstone may work with sequences and logic; a learner constructing a settlement may estimate scale and revise constraints; a group may distribute tasks and negotiate standards.

The 2024 cluster-randomized Minecraft Education trial is therefore especially important. It included a large school sample and a curriculum-integrated intervention, yet found no overall improvement in spatial thinking. The fifth-

grade subgroup result and qualitative reports of engagement invite further research, but the overall null result prevents a simple "Minecraft improves spatial thinking" conclusion.

For a family, the best evidence is local and visible. Ask for a plan before the build, a constraint that forces revision, an explanation after the build, and one transfer task outside the game. Measure a physical room after designing a virtual one. Explain a Redstone system with a flow diagram. Compare the sustainability claims of a virtual settlement with real evidence. Minecraft becomes educational through the quality of the task and reflection, not by being open on the screen.

Zelda and other exploration games: discuss mechanics, not mythology

Exploration games may require landmark use, map interpretation, tool selection, flexible strategy, resource management, and persistence after failure. These are worth observing. This report does not identify strong direct intervention evidence that *The Legend of Zelda: Breath of the Wild* improves children's spatial reasoning or academic performance.

A credible record might show a hand-drawn route, a comparison of two strategies, an explanation of environmental clues, or a critique of how the game teaches the player without explicit instruction. The claim comes from demonstrated analysis. The game's reputation cannot substitute for it.

Super Mario 64: an important study with narrow boundaries

In the published adult experiment, participants trained on *Super Mario 64* for approximately 30 minutes per day over two months. Researchers reported gray-matter increases in brain regions including the hippocampus, right dorsolateral prefrontal cortex, and cerebellum relative to a passive control group. Later work also examined older adults using three-dimensional platform-game training.

The appropriate conclusion is that sustained, demanding navigation practice can be associated with measurable neural change under experimental conditions. The inappropriate conclusion is that Mario raises a child's intelligence, grades, or general memory. Brain structure is not an educational outcome, adult participants are not children, and one commercial task cannot establish far transfer.

Educational, serious, and therapeutic games

Purpose-built games start with a target: a mathematics concept, language skill, rehabilitation task, or behavior. Meta-analyses of game-based STEM learning and educational gamification often report positive average effects, but the studies vary substantially in design, participants, comparison conditions, and implementation. A game can be effective because it provides feedback, retrieval, representation, deliberate practice, or a coherent instructional sequence. Points and animation alone are not pedagogy.

Clinical and neurodevelopmental interventions require an additional boundary. A study in children at risk for dyslexia, or a meta-analysis involving neurodevelopmental disorders, does not authorize a family to diagnose a child or replace qualified care with a consumer game. It does show that carefully designed game mechanics can form part of a targeted intervention worthy of further research.

REPORT SECTION

Transfer: the claim most often skipped

Transfer is what happens when a learner uses knowledge or skill beyond the practiced task.

Task learning means the player improves at the game.

Near transfer means improvement appears in a highly similar task. A learner who practices three-dimensional rotation may improve on a related spatial task.

Intermediate transfer means the learner applies a principle in a different representation or setting. A learner explains a game resource system using a spreadsheet or tests a virtual design with physical materials.

Far transfer means improvement appears in a broad, distant domain such as general intelligence, school achievement, or executive function across daily life.

The farther the transfer claim, the more evidence it requires. Families can deliberately support transfer with a short cycle:

1. **Name the mechanic.** What did the learner repeatedly do?
2. **Extract the principle.** What idea or strategy made the action work?
3. **Change the representation.** Draw, write, model, calculate, teach, or build it elsewhere.
4. **Remove game support.** Can the learner act without prompts, rewards, or familiar controls?
5. **Revisit later.** Does the idea persist after the immediate excitement?

This cycle does not prove causation, but it creates better evidence than assuming transfer.

REPORT SECTION

The ABCD study: a case study in evidence hygiene

The ABCD analysis compared children who reported substantial video-game play with children who reported none and examined cognitive performance and task-based brain activation. Headlines emphasized better impulse-control and working-memory task performance among gamers.

Three cautions are essential.

First, the original article was retracted and replaced after errors affected analyses and reported findings. Any authority page that cites the headline without the correction is incomplete.

Second, the design was cross-sectional. It cannot determine whether gaming caused a difference, children with particular abilities preferred gaming, or another variable influenced both.

Third, "video gaming" did not adequately distinguish mechanics and genres. Three hours of social construction, competitive action, and repetitive monetized mobile play cannot be treated as one intervention.

The study remains useful as observational evidence and as a model of why corrections should be prominent. It is not a dosage recommendation.

REPORT SECTION

Neurodivergent learners: opportunity without exploitation

Games can be unusually accessible to some neurodivergent learners because they offer clear goals, repeated practice, rapid feedback, controllable difficulty, strong interests, and a lower-risk space for retrying. A child who struggles with open-ended school instructions may persist with a complex system whose feedback is immediate and legible.

That strength can coexist with vulnerability. A systematic review of problematic gaming in adolescents found associations with ADHD, inattention, anxiety, depression, and emotional or behavioral problems. Association does not establish direction: gaming may contribute to difficulty, function as coping, or share underlying factors. Families should avoid both extremes, treating enthusiasm as pathology or treating every problem as harmless passion.

Useful supports include visible stopping cues, external timers, predictable transitions, advance notice, purchase restrictions, reduced chat exposure, and a planned next activity. A child should not be shamed for finding an

environment motivating. Nor should a commercial design be allowed to exploit difficulty disengaging.

Targeted game-based interventions for dyslexia, motor skills, or executive functions belong in their actual evidence category. They may be promising adjuncts. They are not universal treatments and should not be generalized from one population, game, or measured outcome.

REPORT SECTION

Safety, privacy, and commercial design

A learning analysis that ignores the platform is incomplete. Before using a connected game, review:

- whether strangers can contact the child;
- whether voice, text, location, or user-generated content is exposed;
- what personal data is collected and retained;
- whether purchases are possible without separate approval;
- whether loot boxes or randomized rewards are present;
- whether stopping is frustrated by streaks, live events, penalties, or social obligation;
- whether advertisements or branded content are distinguishable;
- whether the child can block, report, mute, and leave;
- whether a private or local mode can meet the same educational purpose.

UNICEF's online-gaming guidance frames these issues as children's rights and design responsibilities, not merely parent vigilance. The FTC's Fortnite and Genshin Impact actions demonstrate that deceptive purchase paths, privacy failures, and monetization directed at children are not hypothetical concerns.

For homeschool use, choose the least exposed mode that serves the objective. A local creative world may be preferable to a public server. A one-time purchase may be easier to govern than a free-to-play economy. Turn off chat by default when it is not educationally necessary. Store the learning artifact outside the platform when practical so access is not dependent on an account or changing terms.

REPORT SECTION

Displacement: the opportunity cost of play

Gaming can be valuable and still be too costly in a particular rhythm. The family should examine what recurring play displaces:

Domain	Healthy signal	Warning signal
Sleep	Predictable stopping and sufficient rest	Delayed bedtime, nighttime play, morning impairment
Movement	Games coexist with varied physical activity	Sedentary play repeatedly replaces movement
Relationships	Play supports connection and can stop for family life	Conflict, isolation, or obligations consistently lose
Broad learning	Gaming is one medium among reading, making, discussion, and experience	One activity narrows the curriculum and evidence base
Self-regulation	The child can stop with developmentally appropriate support	Persistent loss of control and distress despite harm
Spending	Purchases are transparent, bounded, and parent-controlled	Pressure, concealment, randomized rewards, or unintended charges

The World Health Organization defines gaming disorder around impaired control, increasing priority over other activities, and continuation despite negative consequences. Diagnosis also requires significant impairment in personal, family, social, educational, occupational, or another important area, with the pattern normally evident for at least 12 months. Loving games, playing intensely for a period, or using games as a major hobby is not by

itself a diagnosis. Families who see persistent functional harm should seek qualified health guidance rather than diagnose from a checklist.

REPORT SECTION

A world-class homeschool workflow

Before play: define the purpose lightly

Not every session needs an objective. Recreation has value. When a session is intended to support learning, write one sentence: "We are using this environment to investigate…" Then choose a mechanic that actually serves the objective.

During play: observe without interrupting everything

Capture one or two moments rather than narrating the whole session. Note a question, decision, strategy change, collaboration, or surprising failure. Avoid turning intrinsically motivated play into constant assessment.

After play: request one visible transformation

Ask the learner to explain, draw, write, calculate, teach, compare, or build. The transformation should require thinking, not merely a screenshot.

Later: test transfer and retention

Return to the idea in another medium or after a delay. If the learner cannot use it elsewhere, record the activity honestly as game-specific practice or recreation rather than inflating it.

Archive selectively

Preserve the strongest artifact, a short context note, and the learner's explanation. Do not archive every screenshot or chat log. Protect usernames and other children's information. A compact, readable portfolio is stronger than a surveillance archive.

REPORT SECTION

The Game Learning Observer

The interactive companion to this report should ask families to select or describe:

1. the dominant mechanic;
2. the intended learning target, if any;
3. whether the child created, explained, revised, or transferred something;
4. the social and commercial context;
5. what the session displaced;
6. the artifact worth retaining.

The output should classify the record as **activity only**, **observed process**, **demonstrated learning**, or **transfer evidence**. It must not produce a cognitive score, diagnose problematic gaming, recommend a clinical intervention, or claim that time played equals academic credit.

REPORT SECTION

Chart and infographic specifications

Chart 1: The evidence ladder

Use a five-step vertical ladder from marketing claim to convergent evidence. Each step should include “what it supports” and “what it cannot support.” No numerical confidence score should be fabricated.

Chart 2: Mechanic-to-evidence matrix

Rows represent mechanics; columns represent observable process, credible artifact, transfer task, and overclaim to avoid. This should be downloadable as an accessible table.

Chart 3: The transfer distance

Show task learning, near transfer, intermediate transfer, and far transfer as increasing distances. Place evidence burden on the same axis. Do not imply that far transfer is always desirable or impossible.

Chart 4: The balanced decision wheel

Seven segments: mechanic, learner, context, transfer, displacement, safety, and evidence. The wheel is a prompt, not a score. Every segment should expose a question and example.

Chart 5: Study-reading cards

Create cards for Minecraft Education, Super Mario 64, ABCD, exergaming, and dyslexia intervention evidence. Each card must show population, design, intervention or exposure, outcome, principal limitation, and source.

REPORT SECTION

Quotable findings for press and educators

The following statements are designed to be quoted with attribution to this report. They are synthesis findings, not survey percentages.

> The educational value of a video game cannot be inferred from the screen, genre, or brand alone. It depends on the mechanic, learner, purpose, context, and evidence of transfer.

> A large randomized Minecraft Education trial found no overall spatial-thinking benefit, demonstrating why engagement should not be confused with measured learning.

> Commercial games can support meaningful learner work, but the strongest record is an artifact or explanation, not a playtime total.

> Near transfer is a more defensible expectation than broad cognitive improvement. The farther the claim travels from the practiced task, the stronger the evidence required.

> The business model is part of the learning environment. Chat, dark patterns, randomized rewards, and frictionless purchases affect whether a game is suitable for a child.

> Home education gives families a distinctive advantage: they can connect motivated play to conversation, making, reflection, and real-world transfer without pretending every game is curriculum.

REPORT SECTION

Methods and limitations

This report is a structured desk-research synthesis completed in August 2026. It is not an original survey, clinical guideline, systematic review, or meta-analysis. Sources were prioritized in this order: official health, child-rights, and consumer-protection guidance; peer-reviewed systematic reviews and meta-analyses; randomized or controlled primary studies; major observational research with corrections visible; and direct institutional material.

The coding instrument records source type, publication year, population, age, sample size, game or mechanic, intervention or exposure, duration, comparator, outcome, transfer distance, principal finding, correction status, limitations, and practical relevance. Named commercial games are included only when a study directly used them or when the article clearly labels a mechanics-based interpretation.

The evidence base is heterogeneous. "Gaming" can describe different platforms, genres, tasks, social contexts, and commercial systems. Studies use different cognitive and educational outcomes. Many are short, use small samples, rely on self-report, or do not distinguish prior gaming experience. Observational association does not prove causation. Brain-imaging outcomes do not automatically translate into educational achievement. Adult findings should not be generalized directly to children. A positive intervention result should not be generalized to other games or unrestricted play.

This report does not evaluate every game, platform, region, language, disability, safety system, or monetization model. It does not provide clinical, legal, or therapeutic advice. Product features and terms can change after publication. Families should check current age ratings, privacy settings, purchase controls, chat systems, and local professional guidance.

Ivy Waters' editorial position favors family agency and recognizes legitimate learning in varied environments. That stance does not change the evidence threshold. We measure and organize the infrastructure of learning; we do not declare one family's media choices superior to another's.

The claim-by-claim evidence map, source classifications, and limitations are published in the Video Games Source Ledger.

REPORT SECTION

Annual update protocol

Each edition should:

1. search for new systematic reviews, meta-analyses, preregistered trials, corrections, and retractions;
2. recheck AAP, WHO, UNICEF, and consumer-protection guidance;
3. update commercial-design examples only from documented regulatory or primary sources;
4. preserve previous claims and record why any wording changed;
5. add named-game sections only when evidence or widespread family questions justify them;
6. maintain the public source ledger with source class and last-checked date;

7. keep study outcomes separate from family-observation guidance.

REPORT SECTION

Frequently asked questions

Are video games educational?

Some games are designed around explicit educational objectives; others contain mechanics that can support planning, making, reading, collaboration, or problem-solving. Educational value depends on the learner, task, context, follow-up, and evidence. The label "educational" is not a guarantee, and recreational games do not need an academic justification to have legitimate leisure value.

Is Minecraft educational?

Minecraft is a flexible construction and systems environment with substantial learning affordances. The strongest recent classroom trial did not find an overall spatial-thinking benefit. Use it for defined tasks when helpful and document what the learner actually designs, explains, or transfers.

Does Zelda improve spatial reasoning?

Zelda-style exploration involves navigation, map use, environmental clues, and flexible strategy. This report does not identify strong direct evidence that playing Zelda improves children's spatial reasoning. A family can record a demonstrated map, route explanation, or strategy analysis without making a causal cognitive claim.

Does Mario make children smarter?

No cited study supports that conclusion. Adult *Super Mario 64* research reported structural brain changes after sustained training. It does not establish general intelligence or child academic gains.

Can action games help children with dyslexia?

Targeted studies report promising results for specified action-game interventions and populations, including pre-readers at risk for dyslexia. These are controlled interventions, not evidence that ordinary action gaming treats dyslexia. Families should use qualified professional guidance.

How much gaming is too much?

There is no universal number that captures every child and activity. Review age, content, mode, stopping ability, sleep, movement, relationships, responsibilities, spending, and distress. Persistent impaired control and continuation despite significant harm warrant professional attention.

Can gaming count in a homeschool record?

Yes, when the record accurately describes a learning activity or demonstration. Save a selected artifact, date, context, the learner's explanation, and any transfer task. Avoid converting all playtime into instructional hours or making unsupported academic claims.

Should parents play with children?

Co-play can help adults understand mechanics, safety, social context, frustration, and the child's thinking. It is not necessary for every session. Periodic shared play and conversation are often more informative than remote monitoring alone.

Are online multiplayer games safe?

Risk varies by platform, mode, chat, moderation, privacy, user-generated content, purchases, and the child. Use the least exposed mode that meets the purpose, review controls, and teach blocking, reporting, privacy, and

exit skills.

REPORT SECTION

Press brief

Report: *Video Games and Homeschool Learning: The Global Evidence Report 2026*

Publisher: Ivy Waters International

Central finding: Games can support specific learning, but credible claims must identify the mechanic, learner, context, transfer distance, displacement, and observable evidence. The report rejects both blanket anti-screen reasoning and unsupported claims that commercial games broadly improve cognition.

Distinctive contribution: The report introduces a seven-part Game-Learning Evidence Standard and a four-level family record classification. It connects education research with child safety, commercial design, and records practice.

Important qualification: This is a desk-research synthesis, not an original family survey, clinical guideline, or claim that one gaming pattern is suitable for every child.

REPORT SECTION

Suggested citation

Ivy Waters International. "Video Games and Homeschool Learning: The Global Evidence Report 2026." Ivy Waters Research, 13 August 2026.

REPORT SECTION

AI-readable summary

Ivy Waters' 2026 Video Games and Homeschool Learning report concludes that video games are not one educational intervention. Learning claims should identify the game mechanic, learner, purpose, context, transfer distance, displacement, safety conditions, and observable evidence. A 2024 cluster-randomized Minecraft Education trial involving 885 pupils did not find an overall spatial-thinking benefit. Adult Super Mario 64 brain-plasticity findings do not establish child academic or intelligence gains. The corrected ABCD gaming study is observational and does not prove causation. Targeted educational, exergaming, and dyslexia interventions can show benefits within specified populations and outcomes, but should not be generalized to unrestricted commercial play. Families can create credible homeschool records by preserving selected artifacts, explanations, revisions, and non-game transfer tasks while protecting sleep, movement, relationships, privacy, and financial safety.

REPORT SECTION

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