



## ISTE DigCit PLN Pokémon Go – Back to School Advice

(Published as part of the [ISTE DigCit PLN Pokemon Go Report](#))

### Executive Summary

We downloaded Pokeomon Go to see what all the fuss was about and were intrigued when our experiences as a family matched the game creators aims. Technology delivering on what it set out to do isn't something that happens every day in education.

Equally, when was the last time that a product launched that so much was written about the game? The amount that's been written about Pokemon Go in the last 6 weeks has been astounding. We are sure there are a lot of EdTech companies who would love to have this kind of exposure when their product or service was launched.

We decided to explore the game by curating and listening to what educators were saying about Pokemon Go. When reviewing these articles in relation to Digital Citizenship we organized the data under the following headings: The Nine Elements of Digital Citizenship, The way ideas get adopted and The Technology Adoption Cycle, we consider the cost of Free EdTech before exploring the views of K12 educators and college staff before exploring some of the articles with safety advice, advice for parents, the health benefits and the social impact of the game.

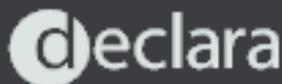
For any educators who are already exploring the game we have some Subject Related Ideas. This is something that our friends at the ISTE Games and Simulations PLN added to with some fantastic content regarding how educators can take advantage of all the Pokemon Go buzz

**Background:** We take a look at the background of the company that created Pokemon Go, and hopefully provide the basis of a social studies lesson by asking have things changed all that much between the 1850's, Niantic CEO's childhood days and today.

We also hope that there is a digital literacy lesson here and highlight the need for critical thinking when reading new articles.

**The Nine Elements of Digital Citizenship:** Through our amazing PLN Eugenia Tamez provided some ideas around how she is using Pokemon Go to explore the nine elements of Digital Citizenship. This then led to DigCit Kids Ambassador, Curran Dee, coming up with a Pokemon themed poster.

**Pokestops... And a Lot of Pokeballs:** There has been a good deal written about people going off the beaten track in their attempts to "Catch em all" leading some news providers and commentators to speculate about the dangers of the game. We attempt to unravel the facts from fiction by detailing the criteria for Pokestops, the creators views on safety and education, examples where pokestops have been removed and that businesses can now request to be a Pokestop. We also consider whether schools should be Pokestops



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**Technology Adoption Cycle:** Given the number of sales calls educators get, the number of exhibitors at education events and all the requests EdTech companies put in to ask for testimonials etc, then comparing with Pokemon Go rolling out overnight. We felt this was something worth exploring!

We offer some explanations for Pokemon Go impressive adoption and demonstrates how this overnight success has been years in the planning. These are ideas that DigCit Leaders could perhaps use with colleagues in their advocacy work encouraging colleagues to become connected educators.

**Free EdTech:** Pokemon Go may not have had such a rapid level of uptake if it wasn't free. This is a commercial game which is making \$1.6 million a day in the US through in-app purchases and may be promoting businesses in the near future. We highlight some stories regarding the games' commercial interests to help educators weigh up the implications of the free game.

**Educators Views:** We highlight the merits of the ideas from the "The Technology Cycle" section by looking at some of the articles that educators have written about Pokemon Go which detail why some educators are either fans, ambivalent about, or are detractors of the game in education.

We hope that this section adds value to the Technology Adoption Cycle section and the importance of identifying the proponents and early users and giving them the space to discuss new ideas.

**College Views:** For all that has been written about Pokemon Go in education most schools have been off since the game came out and the one education institution that has had experience of students playing the game is Universities, where the experience has been overwhelmingly positive. We look at universities early experiences of the game.

**DigCit PLN Pokemon Go Safety Advice:** We look at some of the safety advice that universities, police departments, educators and parents have produced to help people stay safe when playing Pokemon Go. We also look at some of the health benefits of playing the game and highlight stories that detail the social impact of Pokemon Go.

**Pokemon Go Homework Challenge & Subject Related Ideas:** For those who are at schools who are already embracing the game we share some ideas that educators have come up with about how Pokemon Go could be used in different subjects. For educators who are not able to explore the learning potential during the school day, check out the Homework Challenge

**ISTE Games and Simulations Network:** The Games PLN looks at a whole range of topics like game based learning, augmented reality, gaming and transferrable skills, other AR games, Metagame book club and #Pokeblitz.



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## ISTE Games and Simulations Network Trying to Catch 'em All

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## Foreword

I have been a fan of Declara since the site went live in April 2015 and thought it would be a great platform to curate some of the fantastic links that were shared during education conferences like ISTE.

Since ISTE 2015 I have explored this platform for a number of projects and it has been a key resource in my efforts to re-skill from EdTech sales to community management and learning about the global phenomenon that is Pokemon Go.

During this time, I have also collaborated with Dr. Marialice Curran on several projects. So, I was delighted when Marialice asked me to collaborate on this Pokemon Go report.

A comment from closing keynote at ISTE13 was “Get out of the Echo Chamber.” In 2015 it was don’t leave the enthusiasm of ISTE on the journey back to normal life. In 2016 it was looking at the shape of communities and how reaching out to Howard Rheingold on social media led to him mentoring an educator on the topic.

I learned a lot from “getting out of the echo chamber” and have learned lots from Rheingold through reading about an early online community called “The Well,” just one of the stories that are included in my Community Management Resources Collections on Declara... along with fantastic advice from #Cmgrhangout regulars like David De Wald ([@Historian](#))



I’ve been an advocate for all stakeholders in education collaborating more and feel that a company whose founder is not only a fan of “Extreme, Radical Collaboration” but who has benefited from the [wisdom of having 100 grandparents](#) after recovering from a drunk driver hitting her when she was out for a run at an old folks home.

This document and collaboration is particularly timely as the California Education Department has just announced that they have selected Declara as their partner for their #GoOpen initiative.

I hope that this document and collaboration highlights that we are indeed #BetterTogetherCA.

William Jenkins ([@EdTech\\_Stories](#))





## Introduction

Given that most schools will have been on their summer break when Pokemon Go came out, it was surprising how many articles were produced about what Pokemon Go will or won't do in education.

As leaders in Digital Citizenship we have spent the first few weeks curating, and listening to, as many of the perspectives as we could. This report includes a wide range of perspectives on the main issues from within Education as well as other sectors.

The content of the articles we have explored are from schools and organizations who are and/or will be exploring the possibilities... as well as from those who would prefer to see the game banned in education. We have compiled this document in the hope of providing a balanced view.

As well as to highlight the diverse range of voices, another aim is to enable the early adopters to explore the positive potential of the game while, at the same time, being aware of the concerns that the detractors have.

Given the number of articles written about Pokemon Go this is not designed to be a definitive collection on the topic. Rather, we hope that it will prove to be the basis of a collection of articles that the DigCit PLN will contribute to both in terms of adding new articles like [this collection](#) which was crowd sourced, as well as discussing the articles and insights in this report.

When structuring each section of this document we wondered how to order the articles and, as all voices and perspectives matter, each article appears chronologically.

We provide a summary of each topic to draw out how the articles applies to the Digital Citizenship agenda but hope you will check out these articles and collections in their entirety:

- [Pokestops... And a Lot of Pokeballs](#)
- [Tech Adoption Cycle](#)
- [Free EdTech](#)
- [General Edu Convo](#)
- [Campus Community](#)
- [Safety & Privacy](#)
- [Health Benefits](#)
- [Social impact](#)
- [Topic Related Discussions](#)

We hope this assists with your exploration of the role that Pokemon Go may play in Education.

We would welcome you to follow these collections on Declara and/or if you'd like to join our steering group where we discuss this further please complete this [DigCit PLN Pokemon Go Form](#)



## A word about this Document...

We have endeavored to keep the editorial comments to a minimum in this report to allow the reader to consider the discussions from some of the articles that we have curated and read. We wanted to save people time by sharing what we read in the hope that people can explore the various arguments and come to their own conclusions about Pokemon Go in education.

[To help us achieve this any comments that appear with this colored background links directly to the article so you can find out more about the authors perspective about the game.](#)

Here are a couple of comments to get you started. If you like these comments click on the text to explore the whole article:

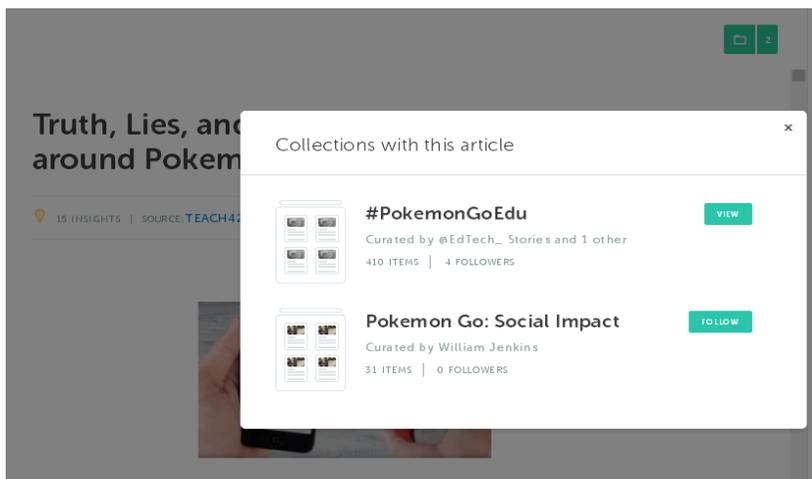
### [Truth, Lies, and Pokeballs: The Sensation around Pokemon Go](#)

I find it fascinating that everyone knows to question Nigerian princess that want to give them money, but will immediately jump on the bandwagon when it comes to stories a company infiltrating our lives and stealing all of our personal information through an augmented reality game. Trust me, they're more concerned with getting their servers to stay up than to read the emails you send to your grandmother.

### [Why You Can't Stop Playing: The Psychology of Pokemon Go](#)

It seems like no matter where you look, every other article is talking about Pokemon Go, the latest craze recently crowned the biggest mobile game in history.

From concerns about safety and the decline of non-mobile social interaction to optimism about America's health and the future of augmented reality, everyone has an opinion about this real-world viral phenomenon.



If you like the article and want to find others like it, if you click on the green number at the top right hand corner of the page you will see other collections that each article is in.

If you really, really like the article and click on the green folder next to this number you can add it to your own Pokemon Go, education or gaming collections.



## Sector Comments about this Report

*"This report really highlights to me the importance of educators keeping abreast of the latest games, apps and technologies that are engaging children and evaluating how games such as Pokémon Go can be used to continue that engagement in a learning environment. Charlotte Bosworth | Director Skills and Employment | Oxford, Cambridge and RSA Examinations*

*I was immediately drawn to the Social Impact collection... As I read through the various articles about safety and security, I also can't help but wonder if bringing the game into the classroom (or at the very least a conversation of the game) lends itself beautifully to incorporating many of Ribble's elements of Digital Citizenship in context. Jennifer Casa-Todd | York Catholic District School Board | Ontario*

*"This report is not just for people in the EdTech space... It's a Masters Course on entrepreneurship for today and beyond. Matt Murrie | What If...? 360*

*I will definitely use this report in my Critical Digital Literacy class this semester! Dr. Julia Lynn Parra (@desertjul) | New Mexico State University*

*This report provides a lot of beneficial information that shines light on both the pros and cons of using Pokemon go in the educational setting. It provides good examples of how it could be used in the different content areas but it also reminds one to be on guard when trying any new form of Technology Rachele Poth (@Rdene915)| ISTE 2016 Presenter*

*This Pokemon Go report is a must read for all educators. Not only did I find the answer to the question I have been pondering since day 1 ("How did Niantic select the Pokestops?"), but also the report is filled with detailed information that can help you determine how you might use the game as an educational tool. You don't even need to ask students to play the game - they can examine the name of the company (see the History and Social Studies Lesson on page 12), debate privacy rights and issues related to apps/AR, or develop a plan for getting Pokemon Go players to go inside and visit Museums rather than just collect Poke items and move on. Trying to find ways to engage students in learning is a lifelong challenge for educators. Fortunately, this report offers a wealth of ideas to help you address this challenge Torrey Trust, PhD (@torreytrust) | Assistant Professor | Learning Technology | University of Massachusetts, Amherst | ISTE Teacher Education Network President 2016-2017*

*Children go back to school now and this report is a phenomenal summary of everything important teachers need to know about the game, its virtues and flaws and a set of common-sense recommendations for a balanced, safe use. María Zabala (@iWomanish)| iWomanish*



## Report Feedback from the Sector: ISTE DigCit PLN Community

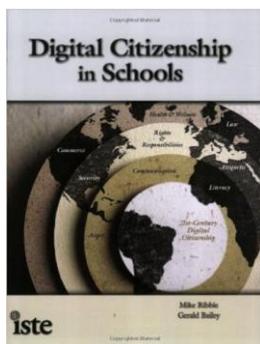


*“We are just baby steps into exploring the educational benefits of virtual and augmented realities. In these early stages of change, phenomena often emerge as in the case of Pokemon Go. My advice to educators is to reference the 2016 ISTE Standards for Students -*

*<http://www.iste.org/standards/standards/for-students-2016> - and explore if the Pokemon Go craze can provide an engaging learning opportunity. For example, challenge the students as Empowered Learners to co-develop a project-based learning program. The students can be Knowledge*

*Constructors by exploring this real world product from multiple perspectives. They can be Digital Citizens and create user guides for safe, positive and ethical use. Perhaps the greatest opportunity is having them be Innovative Designers by using design processes to create AR products that might actually benefit learning based on learning science.”* **Jim Flanagan**

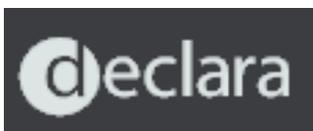
**(@jimdfanigan) | Chief Learning Services Officer | ISTE**



*“The updated version of the popular game Pokemon Go using the power of Augmented Reality (AR) has become an overnight sensation for children and adults alike. I can remember when my son used to play the game using the cards with his friends, it created a world for him and his friends to collect, trade and interact with one another. These are all skills that we want our children to have both in the Real Life (RL) and this new Immersive Reality (IR). Digital Citizenship is made up of many aspects that encompass our lives; from Communication to Etiquette and Literacy to Access. When looking at any program or device that delves into the IR many of these*

*elements or skills quickly surface.*

*Our hope as educators and as parents are to find ways to help our children to learn these skills both in RL as well as IR. Our goal is to balance these two worlds together and AR programs like Pokemon Go begin to shade those lines between the two. The way that many are now looking at the world – often through the lens of a digital device can sometimes show us something new and possibly wonderful. If we are to share this new world through this lens with our children we need to make sure they understand where these boundaries are and how we treat each other both in the RL and IR. Make sure that when you have to “Catch them All” you are also teaching them all the skills too.”* **Dr. Mike Ribble (@digcitizen) | Director of Technology | Manhattan-Ogden School District | Author of Digital Citizenship in Schools**





*I remember an article or post that came out, I believe in 2014, with a picture of a group of students sitting next to a Rembrandt, all completely immersed in their phones. One of the captions, read "Teens Ignoring Rembrandt". When did we start not trusting our kids to explore and seek out information? These kids could have very well been researching and digging deeper into the beauty that is a Rembrandt. But many jumped to the conclusion that this was not the case, and they were shamed on many social media outlets.*



*Numerous museums around the world now use Augmented Reality during their tours, and students can even tour the Smithsonian with Google Cardboard. Tours are now becoming more interactive because of emerging technologies. We should be encouraging our kids to explore and connect. Learning should not just be taking place within the four walls of our classrooms or even museums. Tear those walls down!* **Amy Storer (@techamys) | Instructional Coach in Montgomery ISD in Montgomery TX | EdChange Global Organizer**



*Anytime pop culture captures the imagination of multiple generations, educators should sit up and take note. Pokemon Go gets kids (and often, their parents and grandparents) off the couch, outside, moving, and interacting. Because libraries are often Pokestops, that means more traffic for those libraries - something we should all celebrate - as well as new programming opportunities. I encourage you to play the game yourself and let your imagination (and your students' imaginations!) allow you to explore the ways Pokemon could provide new avenues to learning. Some educational examples to get you going are listed on [this](#)*

*[TCEA blog post](#). **Nancy Watson (@NancyWTech) | Instructional Technology Specialist | Plano ISD***



## Comments from other ISTE PLN Leads



*“What educators need to realize, is that being open to PokemonGo isn’t just about playing the game in school. The Pokemon franchise has maintained a worldwide fan base for a couple of decades, and sooner or later, the hype of PokemonGo will eventually go back to the steadfast patronage of loyal fans. Current mainstream popularity has presented the education world with a marvelous opportunity. Good educators can*

*recognize their students’ interests, and great educators find a way to integrate those interests into life-relevant learning experiences. In today’s global marketplace, we are demanding that schools produce creative problem solvers . Effective teachers will not ask students to be more than they are willing to demonstrate themselves. Thankfully we have a diverse PLN to curate, share and give feedback on how to take this great opportunity and make it awesome.”*

**Cori Coburn-Shiflett (@CoburnCori), M.Ed. | Digital Learning Coach in Georgetown ISD (Texas) | 2017 BYOD ISTE Conference Chair**

*I knew nothing about Pokemon when I first logged in to Pokemon Go to find Squirtle (the adorable turtle). Since then, I have walked more than 100 kilometers, caught more than 1,500 Pokemon, and visited 1,353 Pokestops. The game is captivating and intriguing. It gave me a first-hand experience of how learning can be interest-driven, peer-supported, and active. The learning process for me included a lot of trial and error, exploration of blog posts and discussion forums, asking friends for advice, and sharing acquired knowledge with others. However, while now I might know the difference between a Pikachu and a Jolteon, there is still a lot to learn about the game. And, there are a lot of important questions to ask (e.g., "What is Niantic doing with my location data?").*



*This Pokemon Go report is a must read for all educators. Not only did I find the answer to the question I have been pondering since day 1 ("How did Niantic select the Pokestops?"), but also the report is filled with detailed information that can help you determine how you might use the game as an educational tool. You don't even need to ask students to play the game - they can examine the name of the company (see the History and Social Studies Lesson on page 12), debate privacy rights and issues related to apps/AR, or develop a plan for getting Pokemon Go players to go inside and visit Museums rather than just collect Poke items and move on. Trying to find ways to engage students in learning is a lifelong challenge for educators. Fortunately, this report offers a wealth of ideas to help you address this challenge.*

**Torrey Trust, PhD (@torreytrust) | Assistant Professor | Learning Technology | University of Massachusetts, Amherst | ISTE Teacher Education Network President 2016-2017**





## Educators

*I'm aware of and have Pokemon Go on my phone - my personal belief is that it's important to stay informed about such innovative developments. Having seen where minecraft amongst others has gone as a product in relation to education it's clear there's a lot of potential.* **Stephen Gilby | Associate Principal | Central Academy**

*I believe that as with any new form of technology or tool you always have to start with doing some research, making sure that security and safety are in place for the students and all users. We have to make sure that digital citizenship is a priority and that students are protected and also aware of etiquette and netiquette involved. While maintaining student privacy using something like this we have to make sure we respect the privacy of others as well.*



*This report provides a lot of beneficial information that shines light on both the pros and cons using Pokemon go in the educational setting. It provides good examples of how it could be used in the different content areas but it also reminds one to be on guard when trying any new form of Technology, especially something of this nature which is not simply being used by one person interacting with one tool.*

*The use of something like this expands the "learning environment", if it's being used in education, then it also involves public location and interactions with many other people. So it is quite important to make sure that lessons on digital citizenship, safety, reminders of privacy, and all other guidelines are set in place. And it's also important to remember as with any form of new technology, to do the research and try it out, make sure that it is of an educational value and will add to the learning potential, but more importantly, make sure that you start small and take steps forward.*

*Give yourself time to evaluate what it is that you are doing, how it is going and the impact it is having before advancing to the next step. Taking on something like this too much too soon can also have negative effects. So taking one's time, will help to ensure that you have really been able to evaluate the use and effectiveness of a tool such as this.* **Rachelle Poth (@Rdene915) | Spanish Teacher | Riverview Junior Senior High School | ISTE 2016 Presenter**



## Academic Experts

*Pokemon GO has united players of all ages and reignited interest in mobile gaming. Whilst there are many benefits, such as increased physical activity and educational opportunities, there are also risks that need to be managed. Extra consideration will be needed for the younger players in order to understand their experiences of the game, such as for example how participation in the game may lead them to interact with older players of different developmental stages. Nevertheless, there is great potential to harness the passion that many young people have for gaming to explore new ways of engaging with them. It must be acknowledged though that no single*

*game such as Pokemon Go will appeal to all young people, and so it is important to consider the full range of possibilities afforded by Augmented Reality (AR) games of this type. We should also appreciate that young people may not necessarily wish every game they engage with for personal enjoyment to become conflated by adults for educational purposes.*

*Whilst Pokemon Go may not maintain its initial level of popularity it is possibly the first example of what will be a trend of AR games becoming integrated into education and everyday life. To explore the evolving role of these games we should engage young people as stakeholders – after all aside from possibly the game developers themselves younger players are likely to be the group who have the best understanding of these games. They will also be the group who will provide the next generation of game developers, which gives us the opportunity to work with them to ensure future games are developed in a socially responsible way.*

### Cyber psychology Cluster, Department of Psychology, Bournemouth University

- **Dr Sarah Hodge (@SHodge\_) | Researcher | Psychology and Gaming**
- **Dr Jacqui Taylor (@PsychDrJTaylor)| Associate Professor | Psychology**
- **Dr John McAlaney (@johnmcalaney)| Senior Lecturer | Psychology**



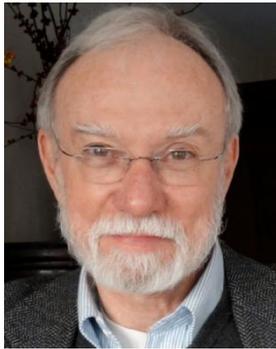
Dr Sarah Hodge



Dr John McAlaney



Dr Jacqui Taylor



*The Pokemon Go in education discussion should be to admit that location-based mobile games can be a **LOT** of fun for kids. Our challenge as educators is to build upon their enthusiasm to teach them to create mobile locative games as class projects to teach socials studies and science concepts. With creativity, math, English, and foreign languages can be taught. We should be bringing the IDEAS and ENGAGEMENT of Pokemon Go into the classroom, not the game itself. This is a great opportunity for teachers and administrators to learn about how they and*

*their students can create their own augmented reality games!* **Dr. Scott Garrigan (@scottgarrigan) | Professor of Practice of Teaching, Learning & Technology | Lehigh University College of Education**

*I will definitely use this report in my Critical Digital Literacy class this semester! I have only ever played three app games by choice-Pocket Frogs, Words with Friends, and Monument Valley and now I will play Pokemon Go, not so much for entertainment but to learn with my graduate students.*



*I LOVE how a project like this report brings together a community of educators and provides a springboard for those interested in participating, like my students. My only suggestion is to keep building and networking around this project... count me in!* **Dr. Julia Lynn Parra (@desertjul) | Learning Design & Technology | College of Education | New Mexico State University**

*This app builds historical context, tie backs to the curriculum, builds community awareness and enables students to be as independent as possible.* **Courtney Pepe | Curriculum and Instruction Supervisor | A Harry Moore of NJCU**



*"This report really highlights to me the importance of educators keeping abreast of the latest games, apps and technologies that are engaging children and evaluating how games such as Pokémon Go can be used to continue that engagement in a learning environment.*

*Evaluating your performance, communicating , working with others and sharing experiences as well as digital literacy are very often the main themes that employers feel are lacking from so many young people. By highlighting the skills that are being developed through such tools must be a step in the right direction".* **Charlotte Bosworth**

**(@OCR\_Charlotte) | Director Skills and Employment | Oxford, Cambridge and RSA Examinations**



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