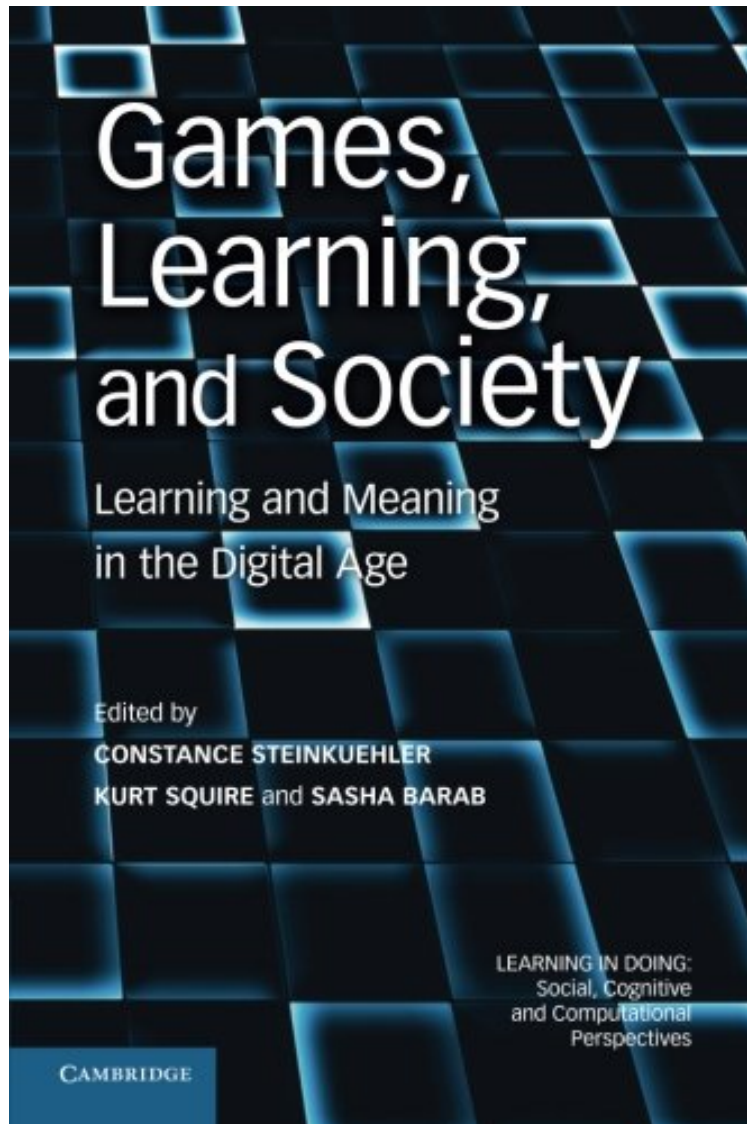


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From Brand: Cambridge University Press : Games, Learning, and Society: Learning and Meaning in the Digital Age (Learning in Doing: Social, Cognitive and Computational Perspectives) before purchasing it in order to gauge whether or not it would be worth my time, and all praised Games, Learning, and Society: Learning and

Meaning in the Digital Age (Learning in Doing: Social, Cognitive and Computational Perspectives):

0 of 3 people found the following review helpful. No ProblemBy Acquisitions, UNLV LibrariesNo Problem5 of 5 people found the following review helpful. A diverse, contemporary perspective on gaming and learning in the 21st centuryBy EOThis book is a fascinating collection of pieces on videogames and learning in the 21st century, representing a huge range of perspectives. It thoroughly explores the crossroads of commercial videogames, educational game design, and online affinity spaces -- from interviews on design with commercial industry leaders (think Firaxis), to quantified ethnographies on virtual world cognitive apprenticeships, to assessment of fandom (legitimate peripheral participation in participatory culture via modding and forum contributions). A lovely collaboration from many different voices across academia, media design, education, and industry, this book is a must-have for anyone intrigued with digital media-based learning, design, or scholarship.0 of 0 people found the following review helpful. Might be usefulBy CustomerBorrowed it from the library. It's divided into three sections, one about video game design theory, one about the cultural aspect of gaming, and another about bringing video games into the classroom, so if that's what you're interest in, then this is the book for you. I was more interested in designing my course as a game, so it wasn't particularly helpful, but not altogether unhelpful. I found Salen Zimmerman's two main works more enlightening for game design theory, and Gee more enlightening for the pedagogical aspect of gaming.

This volume is the first reader on videogames and learning of its kind. Covering game design, game culture, and games as 21st century pedagogy, it demonstrates the depth and breadth of scholarship on games and learning to date. The chapters represent some of the most influential thinkers, designers, and writers in the emerging field of games and learning - including James Paul Gee, Soren Johnson, Eric Klopfer, Colleen Macklin, Thomas Malaby, Bonnie Nardi, David Sirlin, and others. Together, their work functions both as an excellent introduction to the field of games and learning and as a powerful argument for the use of games in formal and informal learning environments in a digital age.

About the AuthorConstance Steinkuehler is an Assistant Professor of Educational Communications and Technology at the University of Wisconsin, Madison. She is currently on leave to serve as a Senior Policy Analyst at the Office of Science and Technology Policy in the Executive Office of the President to advise on national initiatives related to games and learning.Kurt Squire is an Associate Professor of Educational Communications and Technology at the University of Wisconsin, Madison. He is the Director of the Educational Research Integration Area at the Morgridge Institute for Research, a design and research lab that makes scientific discovery visible through the development of games and simulations for public understanding.Sasha Barab is a Professor in the Teachers College at Arizona State University, where he also holds the Pinnacle West Presidential Chair and is a Founding Senior Scientist and Scholar of the Learning Sciences Institute.