1. Record Nr. UNINA990000479380403321

Autore	Wolfram, Stephen
Titolo	Mathematica : a system for doing mathematics by computer / Stephen Wolfram
Pubbl/distr/stampa	Rodwood City, California : Addison-Wesley, c1988
Descrizione fisica	XVIII, 749 p. : ill. ; 24 cm
Disciplina	510.28'553
Locazione	DINEL DCH
Collocazione	10 B II 385 DCH-001-46 DCH-001-40
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2.

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Autore	Rye Sara
Titolo	Transformative Learning Through Play : Analogue Games as Vehicles for Educational Innovation / / by Sara Rye, Micael Sousa, Carla Sousa
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2025
ISBN	9783031785238 3031785231
Edizione	[1st ed. 2025.]
Descrizione fisica	1 online resource (240 pages)
Altri autori (Persone)	SousaMicael SousaCarla
Disciplina	371.337
Soggetti	Education - Curricula Mass media and education Games Educational psychology Teaching Curriculum Studies Media Education Games Studies Educational Psychology Pedagogy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Beyond Scholastic Disciplines: the Need for Complex Game-Based Learning in a Complex World -- Chapter 2. Introduction to Game-Based Learning -- Chapter 3. The Psychology of Analogue Game-Based Learning -- Chapter 4. Designing Effective Learning Games -- Chapter 5. Game Systems in Analogue Game-Based Learning -- Chapter 6. Introduction to Inclusivity in Analogue Game-Based Learning: Challenges and Strategies.
Sommario/riassunto	This book explores analogue game-based learning in the context of the Anthropocene, addressing an urgent need for educational approaches beyond traditional scholastic boundaries. In the context of

a complex world, the book emphasises the inadequacies of current educational methods and the potential of game-based learning to foster collective problem-solving skills. It then traces the historical roots of analogue and tangible games, highlighting their potential and challenges in alignment with several learning theories. The authors explore the psychology of analogue game-based learning, exploring its impact on cognition, motivation and, potentially, skill transfer to real life situations. They focus strongly on designing effective learning games, emphasising principles of game design, the TEGA initiative and common pitfalls to avoid. Ultimately, the book emphasises the importance of inclusivity in game-based learning, addressing barriers, intersectionality, and accessible design features both for commercial and educational games, and highlighting the ethical and pedagogical significance of fostering diverse and inclusive learning environments. The book will be of interest to researchers and students of education-related topics, particularly instructional design, pedagogical, and psychology, as well as enthusiasts from game studies and related practitioners. Sara Rye is Associate Professor of Project Management for Development at the University of Bradford, UK. Micael Sousa is a postdoctoral researcher in the Spatial Dynamics Lab, School of Architecture, Planning and Environmental Policy, University College Dublin, Ireland. Carla Sousa is a researcher and professor in Media Studies and Psychology at Lusófona University, Portugal.