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Altri autori (Persone)	SelfeCynthia L. <1951-> HawisherGail E
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Sommario/riassunto	This volume examines the claim that computer games can provide better literacy and learning environments than schools. Using case-studies in the US at the beginning of the twenty-first century and the words and observations of individual gamers, the book offers historical and cultural analyses of their literacy development, practices and values.