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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	1. Digital Games and Learning: What's New Is Already Old? Tom Lowrie and Robyn Jorgensen(Zevenbergen) (Australia) -- 2. Mathematics and Non-School Gameplay. Antri Avraamidou, John Monaghan and Aisha Walker (United Kingdom) -- 3. Integration of Digital Games in Learning and e-Learning Environments: Connecting Experiences and Context. Begoña Gros (Spain) -- 4. The Construction of Electronic Games as an Environment for Mathematics Education. Rodrigo Dalla Vecchia, Marcus V. Maltempo and Marcelo C. Borba (Brazil) -- 5. Digital Games, Mathematics and Visuospatial Reasoning. Tom Lowrie (Australia) -- 6. Digital Games and Equity: Implications for Issues of Social Class and Rurality. Robyn Jorgensen(Zevenbergen) (Australia) -- 7. Multimodal Literacy, Digital Games and Curriculum. Catherine Beavis (Australia) -- 8. Apples and Coconuts: Young Children 'Kinect-ing' with Mathematics and Sesame Street. Meagan Rothschild and Caroline C. Williams (United States) -- 9. SAPS and Digital Games: Improving Mathematics Transfer and Attitudes in Schools. Richard N. Van Eck (United States) -- 10. Mathematics and Educational Psychology: Construction of Learning

Environments. Cesare Fregola (Italy) -- 11. Serious Games and Gaming. Terry Bossomaier (Australia) -- 12. Apps: Appropriate, Applicable and Appealing? Nigel Calder (New Zealand) -- 13. "An App! An App! My Kingdom for an App": An 18 Month Quest to Determine Whether Apps Support Mathematical Knowledge Building. Kevin Larkin (Australia) -- 14. Digital Games and Mathematics Learning: The State of Play. Tracy Logan and Kim Woodland (Australia).

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## Sommario/riassunto

Digital games offer enormous potential for learning and engagement in mathematics ideas and processes. This volume offers multidisciplinary perspectives—of educators, cognitive scientists, psychologists and sociologists—on how digital games influence the social activities and mathematical ideas of learners/gamers. Contributing authors identify opportunities for broadening current understandings of how mathematical ideas are fostered (and embedded) within digital game environments. In particular, the volume advocates for new and different ways of thinking about mathematics in our digital age—proposing that these mathematical ideas and numeracy practices are distinct from new literacies or multiliteracies. The authors acknowledge that the promise of digital games has not always been realised/fulfilled. There is emerging, and considerable, evidence to suggest that traditional discipline boundaries restrict opportunities for mathematical learning. Throughout the book, what constitutes mathematics learnings and pedagogy is contested. Multidisciplinary viewpoints are used to describe and understand the potential of digital games for learning mathematics and identify current tensions within the field. Mathematics learning is defined as being about problem solving; engagement in mathematical ideas and processes; and social engagement. The artefact, which is the game, shapes the ways in which the gamers engage with the social activity of gaming. In parallel, the book (as a textual artefact) will be supported by Springer's online platform—allowing for video and digital communication (including links to relevant websites) to be used as supplementary material and establish a dynamic communication space.

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