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Titolo	Bridging Literacies with Videogames // edited by Hannah R. Gerber, Sandra Schamroth Abrams
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Collana	Gaming Ecologies and Pedagogies Series
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Preliminary Material / Hannah R. Gerber and Sandra Schamroth Abrams -- Bridging Literacies / Sandra Schamroth Abrams and Hannah R. Gerber -- Exploring Imaginary Maps / Trent Hergenrader -- Students' Transmedia Storytelling / Ryan M. Rish -- Reader, Writer, Gamer / Jen Scott Curwood -- Teaching with Club Penguin / Anne Burke -- Massively Multiplayer Online Gaming and English Language Learning / Jason Yj Lee and Charlotte Pass -- Language Games / Javier Corredor and Matthew Gaydos -- The Transformative Power of Gaming Literacy / Zhuo Li , Chu-Chuan Chiu and Maria R. Coady -- Reviewing the Content of Videogame Lesson Plans Available to Teachers / Mary Rice -- Collaborative Videogame and Curriculum Design for Language and Literacy Learning / Lan Ngo , Nora A. Peterman and Susan Goldstein -- Writing in Virtual Worlds: Scratch Programming as Multimodal Composing Practice in the Language Arts Classroom / Julie Warner -- Index / Hannah R. Gerber and Sandra Schamroth Abrams.
Sommario/riassunto	Bridging Literacies with Videogames provides an international perspective of literacy practices, gaming culture, and traditional schooling. Featuring studies from Australia, Colombia, South Korea, Canada, and the United States, this edited volume addresses learning in primary, secondary, and tertiary environments with topics related to: • re-creating worlds and texts • massive multiplayer second language learning • videogames and classroom learning These diverse topics will

provide scholars, teachers, and curriculum developers with empirical support for bringing videogames into classroom spaces to foster meaning making. Bridging Literacies with Videogames is an essential text for undergraduates, graduates, and faculty interested in contemporizing learning with the medium of the videogame.
