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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Chapter 1 Emerging Practices and Issues of New Media and Learning -- Chapter 2 Do We Really Need Media Education 2.0? Teaching Media in the Age of Participatory Culture.- Chapter 3 Learning, Becoming, Embodying: A review of Embodiment in An Era of Learning with Contemporary Media -- Chapter 4 Games-to-teach or Games-to-learn: Addressing the Learning Needs of 21st Century Education through Performance -- Chapter 5 Issues and Challenges of Enacting Game-Based Learning in Schools -- Chapter 6 The Digital Textbook in South Korea: Opportunities and Challenges -- Chapter 7 The Construction of

Media in Education Policies: A Comparative Study of Singapore and Taiwan -- Chapter 8 Forecast the Scarcity of Game Generation: Digital Game Literacy -- Chapter 9 Effects of digital gaming among children and adolescents in Singapore: A summary of research findings -- Chapter 10 Is it still King Lear? English teachers and the e-reader phenomenon -- Chapter 11 Towards a Web 2.0 TPACK Lesson Design Framework: Applications of a Web 2.0 TPACK survey of Singapore pre-service teachers -- Chapter 12 Learning by Doing in the Digital Media Age -- Chapter 13 Singapore Youth's Digital Culture of Informal Learning.

Sommario/riassunto

This volume brings together conceptualizations and empirical studies that explore the socio-cultural dimension of new media and its implications on learning in the 21st century classroom. The authors articulate their vision of new-media-enhanced learning at a global level. The high-level concept is then re-examined for different degrees of contextualization and localization, for example how a specific form of new media (e-reader) changes specific activities in different cultures. In addition, studies based in Singapore classrooms provide insights as to how these concepts are being transformed and implemented by a co-constructive effort on the part of researchers, teachers and students. Singapore classrooms offer a unique environment to study the theory-practice nexus in that they are high achieving, implicitly grounded in the eastern cultural values and well-equipped with ICT infrastructure. While these studies are arguably the state-of-the-art exemplars that synergize socio-cultural and technological affordances of the current learning environments, they also serve as improvable ideas for further innovations. The interplay between theory and practice lends support to the reciprocal improvements for both. This book contributes to the continuing debate in the field, and will lead to better learning environments in the 21st century. .
