

1. Record Nr.	UNINA9910461932803321
Titolo	Games, learning, and society : learning and meaning in the digital age / / edited by Constance Steinkuehler, Kurt Squire, Sasha Barab [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2012
ISBN	1-107-22352-0 1-139-50775-3 1-280-77501-7 9786613685407 1-139-51729-5 1-139-03112-0 1-139-51472-5 1-139-51379-6 1-139-51637-X 1-139-51822-4
Descrizione fisica	1 online resource (xxi, 464 pages) : digital, PDF file(s)
Collana	Learning in doing : social, cognitive and computational perspectives
Disciplina	794.8
Soggetti	Video games - Study and teaching Video games - Psychological aspects Learning, Psychology of Video games - Design Video games - Social aspects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Machine generated contents note: Part I. Games as Designed Experience: 1. Videogames as designed experience: section one Kurt Squire; 2. Designed cultures Kurt Squire; 3. Theme is not meaning: who decides what a game is about? Soren Johnson; 4. Our cheatin' hearts Soren Johnson; 5. Playing the odds Soren Johnson; 6. Nurturing lateral leaps in game design Nathan McKenzie; 7. Uncharted 2: among thieves - how to become a hero Drew Davidson and Richard Lemarchand; 8. Interview with harmonix Greg Lopiccolo, Kurt Squire and Sarah Chu; 9.

Yomi: spies of the mind David Sirlin; Part II. Games as Emergent Culture: 10. Videogames as emergent culture: section two Constance Steinkuehler; 11. Nurturing affinity spaces and game-based learning James Paul Gee and Elisabeth Hayes; 12. Apprenticeship in massively multiplayer online games Constance Steinkuehler and Yoonsin Oh; 13. Theorycrafting: the art and science of using numbers to interpret the world Trina Choontanom and Bonnie Nardi; 14. Culture and community in a virtual world for young children Rebecca W. Black and Stephanie M. Reich; 15. Culture vs. architecture: second life, sociality, and the human Thomas M. Malaby; 16. Participatory media spaces: a design perspective on learning with media and technology in the twenty-first century Erica Rosenfeld Halverson; Part III. Games as a Twenty-First-Century Curriculum: 17. Videogames as a twenty-first-century curriculum: section three Sasha Barab; 18. Prediction and explanation as design mechanics in conceptually integrated digital games to help players articulate the tacit understandings they build through gameplay Douglas B. Clark and Mario Martinez-Garza; 19. Game-based curricula, personal engagement, and the modern prometheus design project Sasha Barab, Patrick Pettyjohn, Melissa Gresalfi and Maria Solomou; 20. Discovering familiar places: learning through mobile place-based games Bob Coulter, Eric Klopfer, Josh Sheldon and Judy Perry; 21. Developing game fluencies with scratch: realizing game design as an artistic process Yasmin B. Kafai and Kyle A. Peppler; 22. 'Freakin' hard': game design and issue literacy Colleen Macklin and John Sharp; 23. Models of situated action: computer games and the problem of transfer David Williamson Shaffer.

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#### Sommario/riassunto

This volume is the first reader on video games and learning of its kind. Covering game design, game culture and games as twenty-first-century pedagogy, it demonstrates the depth and breadth of scholarship on games and learning to date. The chapters represent some of the most influential thinkers, designers and writers in the emerging field of games and learning - including James Paul Gee, Soren Johnson, Eric Klopfer, Colleen Macklin, Thomas Malaby, Bonnie Nardi, David Sirlin and others. Together, their work functions both as an excellent introduction to the field of games and learning and as a powerful argument for the use of games in formal and informal learning environments in a digital age.

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2. Record Nr.	UNINA9910669820403321
Autore	Greene Benjamin Shanna
Titolo	Half in Shadow : The Life and Legacy of Nellie Y. McKay / / Shanna Greene Benjamin
Pubbl/distr/stampa	Chapel Hill : , : The University of North Carolina Press, , 2021 ©2021
ISBN	979-88-908596-9-3 979-88-908597-0-9 1-4696-6189-6 1-4696-6188-8
Descrizione fisica	1 online resource (1 online resource) : 13 halftones
Disciplina	378.12092
Soggetti	Women's studies - United States - History African American women scholars African American women college teachers
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Cover -- Contents -- Prologue -- Introduction -- Scene I   The Site of Memory -- Chapter One. Strategies, Not Truths -- Scene II   She May Very Well Have Invented Herself -- Chapter Two. Some Very Vital Missing Thing -- Scene III   Rootedness -- Chapter Three. When and Where I Enter -- Scene IV   Home -- Chapter Four. Crepuscule with Nellie -- Photographs -- Acknowledgments -- Notes -- Bibliography -- Index.
Sommario/riassunto	"Nellie Y. McKay (1930-2006) was a pivotal figure in contemporary American letters. The author of several books, McKay is best known for coediting the canon-making Norton Anthology of African American Literature with Henry Louis Gates Jr., which helped secure a place for the scholarly study of Black writing that had been ignored by white academia. However, there is more to McKay's life and legacy than her literary scholarship. After her passing, new details about McKay's life emerged, surprising everyone who knew her. Why did McKay choose to hide so many details of her past? Shanna Greene Benjamin examines McKay's path through the professoriate to learn about the strategies,

sacrifices, and successes of contemporary Black women in the American academy"--

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