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Nota di contenuto	Foreword -- Donna E. Alvermann -- List of Figures -- Notes on Contributors -- Introduction: Gaming Literacies and the Boundaries of Play -- Antero Garcia, Jennifer S. Dail and Shelbie Witte -- PART 1: Methodological Investigations in Literacies Research -- Introduction to Part 1: Methodological Investigations in Literacies Research -- Antero Garcia, Jennifer S. Dail and Shelbie Witte -- 1 Inform, Perform, Transform: Modeling In-School Youth Participatory Action Research through Gameplay -- Antero Garcia -- 2 How Youth Can Use Gaming as an Act of Creation -- Jennifer Wyld -- 3 Digital Literacy Practices for a Gaming Generation: Commercial Gaming Lessons from Adolescent Gamers -- Jason A. Engerman, Robert Hein, Nate Turcotte and Alison Carr-Chellman -- 4 Literacies of Play: Blazing the Trail, Uncharted Territories, and Hurrying Up – #TeamLaV’s Interview with James Paul Gee -- Raul Alberto Mora, James Paul Gee, Michael Hernandez, Sebastian Castano, Tyrone Steven Orrego and Daniel Ramirez -- PART 2: Playful Explorations -- Introduction to Part 2: Playful Explorations -- Antero Garcia, Jennifer S. Dail and Shelbie Witte -- 5 Building Civic Literacy in the English Language Arts through Geospatial Play -- Ellen Middaugh and Jolynn A. Asato -- 6 Projective Worlds: Minecraft and Mcalagaesia -- Laura D’Aveta -- 7 Literacy Practice and Play: Participatory Culture in the MMORPG, FFXIV: A Realm Reborn -- Shannon R. Mortimore-Smith -- Index.
Sommario/riassunto	Recognizing the vast numbers of old and young people alike that

interact, socialize, and learn through gameplay, this book explores research approaches to games, their literacies, and the pedagogical possibilities of play. Consequentially, this volume is rooted in the idea that powerful forms of learning, communication, and multimodal production occur through and because of gaming. These profound literacy practices can mirror traditional literacies but the educational field's approach to engaging in a pedagogy of playful literacies has been largely scattershot. By bringing together diverse voices, contexts, and research designs, the chapters in this volume present a snapshot of 21st century literacy practices at work and at play. Organized into two parts, *Studying Gaming Literacies* explores the rich methodological approaches to gaming literacies scholarship as well as the possibilities of engaging in research in both classrooms and informal learning settings. With a robust set of context-specific approaches, this book acts less as a how-to manual for equity-driven scholarship than as a companion to support and undergird other research and pedagogical approaches to play and gaming in literacy-rich learning environments. Focused on presenting scholarly approaches to gaming research, this volume, too, presents pedagogical takeaways for educators, for students, and for game designers and curators. Across the seven case studies presented in this volume, we call for intentional playful practices in educational research. The literacies of play are myriad and complex and – particularly in the name of educational equity – they demand to be studied, uplifted, and leveraged for academic achievement. Contributors are: Jill Bindewald, Elizabeth DeBoeser, Kip Glazer, Emily Howell, Lindy L. Johnson, Jon Ostenson, Rachel Kaminski Sanders, Chad Sansing, and Shelbie Witte.
