

1. Record Nr.	UNINA9910789717903321
Autore	Calleja Gordon
Titolo	In-game : from immersion to incorporation / / Gordon Calleja
Pubbl/distr/stampa	Cambridge, Mass., : MIT Press, ©2011
ISBN	0-262-29454-0 1-283-30270-5 9786613302700 0-262-29545-8
Descrizione fisica	1 online resource (235 p.)
Disciplina	794.8
Soggetti	Video games - Psychological aspects Video gamers - Psychology Virtual reality - Psychological aspects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Games will be games -- Immersion -- The player involvement model -- Kinaesthetic involvement -- Spatial involvement -- Shared involvement -- Narrative involvement -- Affective involvement -- Ludic involvement -- Incorporation.
Sommario/riassunto	An investigation of what makes digital games engaging to players and a reexamination of the concept of immersion.Digital games offer a vast range of engaging experiences, from the serene exploration of beautifully rendered landscapes to the deeply cognitive challenges presented by strategic simulations to the adrenaline rush of competitive team-based shoot-outs. Digital games enable experiences that are considerably different from a reader's engagement with literature or a moviegoer's experience of a movie. In In-Game, Gordon Calleja examines what exactly it is that makes digital games so uniquely involving and offers a new, more precise, and game-specific formulation of this involvement. One of the most commonly yet vaguely deployed concepts in the industry and academia alike is immersion--a player's sensation of inhabiting the space represented onscreen. Overuse of this term has diminished its analytical value and confused its meaning, both in analysis and design. Rather than conceiving of

immersion as a single experience, Calleja views it as blending different experiential phenomena afforded by involving gameplay. He proposes a framework (based on qualitative research) to describe these phenomena: the player involvement model. This model encompasses two constituent temporal phases--the macro, representing offline involvement, and the micro, representing moment-to-moment involvement during gameplay--as well as six dimensions of player involvement: kinesthetic, spatial, shared, narrative, affective, and ludic. The intensified and internalized experiential blend can culminate in incorporation--a concept that Calleja proposes as an alternative to the problematic immersion. Incorporation, he argues, is a more accurate metaphor, providing a robust foundation for future research and design.

2. Record Nr.	UNISA996582066003316
Titolo	Lifewide Learning in Postdigital Societies : Shedding Light on Emerging Culturalities // ed. by Fergal Lenehan, Luisa Conti
Pubbl/distr/stampa	Bielefeld : , : transcript Verlag, , [2024] ©2024
ISBN	9783839468890
Descrizione fisica	1 online resource (240 p.)
Collana	Studies in Digital Interculturality
Soggetti	EDUCATION / Organizations & Institutions
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Frontmatter -- Contents -- Acknowledgements -- Introduction -- Of Wineapples and Acorns -- From Interculturality to Culturality -- Playful Learning, Serious Games -- Scimification -- Intercultural Learning as an Interactional Achievement in a Digital Space -- Learning About Colonialism by Scrolling? -- Online Connection, Onsite Inclusion -- Exploring the Interplay of Lifewide Learning, Migration, and Social Network Sites in the Postdigital Field of Action -- Does Integration Still Take Place 'at the Local Level'? -- Buddy-Culture Goes Viral -- New

Sommario/riassunto

The Internet has penetrated material reality to such an extent that it is now often impossible to disentangle the material from the virtual. In this postdigital scenario, the encounter with ›newness‹ becomes accessible at the touch of a button, 24/7. Learning becomes a lifewide experience which allows for the emergence of new culturalities. The contributors to this volume engage with cultural changes brought about by an intensified digitalization process in the context of formal education but also shed light on unexpected contexts in which informal learning experiences take place every day, strengthening diasporas, creating new connections and transforming ourselves and our societies.
