Book synopsis

Over the past two decades, much attention has been given to the new media culture of video games, due to their unique features and pervasive nature among young people. This book critically examines the role of video games in education, arguing that they encourage strategic thinking, planning, communicating, negotiation skills, multi-tasking and group decision-making. It is also observed that video games promote higher levels of attention and concentration among players. The book contains multiple perspectives and presents thought-provoking ideas, innovative approaches, systemic exploration, exemplary and promising efforts, and future-oriented scenarios. The book draws together distinguished researchers, educational and curriculum planners, game creators, educational and social psychologists, and instructional designers to explore how video games can transform the future of education.

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About the author(s)/editor(s)

Myint Swe Khine is Associate Professor in the field of learning sciences and technology. He received master’s degrees from the University of Southern California, Los Angeles, USA and the University of Surrey, Guildford, UK, and a Doctor of Education from Curtin University of Technology, Australia. He worked in Nanyang Technology University in Singapore before taking up a position as Head of Science, Mathematics and ICT in Bahrain Teachers College at the University of Bahrain, Kingdom of Bahrain. He has over thirty years of experience in teaching, research and publication in the field of educational technology, educational psychology and science education. He publishes widely in academic journals and has edited several books. His latest book, New Science of Learning: Cognition, Computers and Collaboration in Education, was published in 2010.

Reviews

«This volume makes a substantial contribution to the growing field of games and learning. Both the range of topics and the depth of exploration make it well worth the read. A forward-leaning discussion that will certainly help shape this emerging field.» (Constance Steinkuehler, University of Wisconsin-Madison, USA)

«To push the field forward we need more critical thinking, like this book, that will find innovative ways to get us from experiments to practical use in schools.» (Simon Egenfeldt-Nielsen, IT University of Copenhagen, Denmark)