A comprehensive introduction to the latest research and theory on learning and instruction with computer games. This book offers a comprehensive introduction to the latest research on learning and instruction with computer games. Unlike other books on the topic, which emphasize game development or best practices, Handbook of Game-Based Learning is based on empirical findings and grounded in psychological and learning sciences theory. The contributors, all leading researchers in the field, offer a range of perspectives, including cognitive, motivational, affective, and sociocultural. They explore research on whether (and how) computer games can help students learn educational content and academic skills; which game features (including feedback, incentives, adaptivity, narrative theme, and game mechanics) can improve the instructional effectiveness of these games; and applications, including games for learning in STEM disciplines, for training cognitive skills, for workforce learning, and for assessment. The Handbook offers an indispensable reference both for readers with practical interests in designing or selecting effective game-based learning environments and for scholars who conduct or evaluate research in the field. It can also be used in courses related to play, cognition, motivation, affect, instruction, and technology.


This book explores the shifting geographies and contexts of children's play and learning. The author examines both free and guided play through the lenses of class, gender and disability, drawing links between face-to-face and online interactions. As young people increasingly spend time in virtual environments it is important to adjust understandings of how, and when, they engage with learning. The book examines play as a continuum of activities and peer interactions, interrogating what it takes to bridge the gap between...
academic and wellbeing goals for children with disabilities and disadvantage, as well as those at the intersection with other markers of difference (e.g. gender and race). It will be of interest and value to scholars of play and education, as well as those working with disabled or disadvantaged children.

Creativity, Technology, and Learning provides a comprehensive introduction to theories and research on creativity in education and, in particular, to the role of digital-learning technologies in enabling creativity across classroom learning environments. Topical coverage includes play, constructionism, multimodal learning and project-/problem-based learning. Creativity is uniquely positioned throughout the book as an integral component of the educational process and also as a foundational aspect of self-actualization, thriving communities, and humane societies. Through in-depth, empirically based discussions of the philosophical, curricular and pedagogical elements of creativity, Sullivan demonstrates how creativity can be fostered across the curriculum through the use of digital-learning technologies in design, personal expression and problem-solving activities.

Educational Psychology for Learning and Teaching introduces key theories of development and learning to help you understand how learners learn, and how educators can be more effective in their teaching practice. Featuring current research on the various dimensions of learning and teaching alongside traditional theories, it provides a clear framework of theory and evidence that supports modern education practices. Taking a comprehensive approach, this text investigates how to apply psychology principles to education contexts to enhance learning and teaching quality, particularly for accommodating individual student needs. This wholly Australian and New Zealand text caters for those who are planning to work with any age range from early childhood to adolescence and beyond. With a greater focus on resilience in education settings, the discussion of creativity alongside intelligence and a broader discussion on diversity, this new edition is up-to-date for the pre-service teacher. New, print versions of this book come with bonus online study tools on the CourseMate Express and Search Me! platforms Premium online teaching and learning tools are available to purchase on the MindTap platform Learn more about the online tools cengage.com.au/learning-solutions

This book brings together an international group of researchers reporting on their work about play and early childhood education across 13 countries – Norway, Sweden, Denmark, England, Germany, Hong Kong, United States of America, India, The Maldives, Sri Lanka, Singapore, China and Australia. It contributes to growing international conversations about play and the role of play in early childhood education. Each of the chapters in this anthology reflects different directions in research as well as a range of approaches to reconceptualising play. Each researcher questions assumptions underpinning young children’s play and early childhood education and explores the implications of these questions for further research, practice and policy. Chapters report a wide range of innovative and transformative research, focusing on areas such as the play of infants and toddlers, the role of values in play, the complexity of connections between play and learning, motivation, the role and understandings of early childhood educators in promoting children’s play, risky play and the impact of Westernised approaches to play in different contexts. This book argues for the importance of children's play at a time when there is a great deal of pressure to increase the academic focus of early education and to eliminate play that could be deemed risky. Several authors note moves towards pedagogies of play and explore the potential links between play and learning in early education settings. The research reported in this book is a timely reminder of the value of play, for and of itself, as well as the learning potential of play. It provides a pathway into the debates about the role and value of play in early years education for students, researchers and policy-makers.

What does another language do to the individual who learns and uses it? How is the individual's idea of self affected by the other language? This case study deals with these two overarching questions within the context of learning English as a foreign language
through drama at a German upper-secondary school in South Tyrol. It investigates how
the students see themselves in their roles, how they perceive themselves as users of
the foreign language, and how they experience themselves in-role in another language.
The results show how powerful drama-based activities can be and what educational
impact they have.

Games have been part of the entertainment industry for decades. Once only considered
viable for personal entertainment, virtual gaming media is now being explored as a
useful tool for learning and student engagement. The Handbook of Research on Serious
Games for Educational Applications presents a comprehensive examination of the
implementation of gaming in classroom settings and the cognitive benefits this
integration presents. Highlighting theoretical, psychological, instructional design, and
teaching perspectives, this book is a pivotal reference source for researchers,
educators, professionals, and academics interested in the innovative opportunities of
game-based learning.

The recent re-emergence of serious games as a branch of video games and as a
promising frontier of education has introduced the concept of games designed for a
serious purpose other than pure entertainment. To date the major applications of
serious games include education and training, engineering, medicine and healthcare,
military applications, city planning, production, crisis response, to name just a few. If
utilised alongside, or combined with conventional training and educational approaches,
serious games could provide a more powerful means of knowledge transfer in almost
every application domain. Serious Games and Edutainment Applications offers an
insightful introduction to the development and applications of games technologies in
educational settings. It includes cutting-edge academic research and industry updates
that will inform readers of current and future advances in the area. The book is suitable
for both researchers and educators who are interested in using games for educational
purposes, as well as game professionals requiring a thorough understanding of issues
involved in the application of video games technology into educational settings. It is
also applicable to programmers, game artists, and management contemplating or
involved in the development of serious games for educational or training purposes.

This book departs from some of the ideas about play that are held dear by many in early
childhood education and prompts teachers to understand and implement thoughtful
approaches to play in the early years, raising questions about fairness and equity.

This book presents a review and critical analysis of research in the field whilst exploring
development in the early childhood years from a broad range of multi-disciplinary
perspectives. Brock’s approach will offer a dynamic perspective on the practice of play
that will rival existing texts currently on the market, it will be a valuable asset for any
student studying for an Early Childhood, Childhood, or Education Studies degree.

Educational gaming is becoming more popular at universities, in the military, and in
private business. Multidisciplinary research which explores the cognitive and
psychological aspects that underpin successful educational video games is therefore
necessary to ensure proper curriculum design and positive learning outcomes.
Developments in Current Game-Based Learning Design and Deployment highlights the
latest research from professionals and researchers working in the fields of educational
games development, e-learning, multimedia, educational psychology, and information
technology. It promotes an in-depth understanding of the multiple factors and
challenges inherent to the design and integration of game-based Learning
environments.

Teaching Social and Emotional Learning in Physical Education is the ideal resource for
understanding and integrating social and emotional learning (SEL) competencies into
the structure of a physical education program, alongside physical activity and skill
development goals. This text should be incorporated as a key resource to guide physical
education teacher education courses specifically focused on social and emotional
learning while also providing supplemental readings for courses related to physical
education curriculum, instruction, assessment, and/or models-based practice. Similarly, practicing physical education teachers who are interested in developing a stronger focus on SEL in their teaching will find that the book provides a comprehensive resource to guide their professional learning and practice.

Game-based learning relates to the use of games to enhance the learning experience. Educators have been using games in the classroom for years, and when tied to the curriculum, commercial games are a powerful learning tool because they are highly engaging and relatable for students. Design, Motivation, and Frameworks in Game-Based Learning is a critical scholarly resource that examines the themes of game-based learning. These themes, through a multidisciplinary perspective, juxtapose successful practices. Featuring coverage on a broad range of topics such as educational game design, gamification in education, and game content curation, this book is geared towards academicians, researchers, and students seeking current research on justifying the roles and importance of motivation in making games fun and engaging for game-based learning practice.

Environmental studies provide an ideal opportunity for children of any age to build critical and creative thinking skills while also building skills in science, technology, engineering, and mathematics (STEM). Exploring issues related to sustainability and environmental concerns permits learners to identify problems, develop research questions, gather and analyze data, develop possible solutions, and disseminate this information to others. Despite the advantages of green education and its ability to improve student achievement, there is a gap in understanding the interplay between curriculum and instruction and how this affects teaching and learning. Building STEM Skills Through Environmental Education is an essential publication that addresses gaps in the understanding of green education and offers educators meaningful and comprehensive examples of environmental and sustainability education in the Pre-K through secondary grade levels. The book offers a unique combination of foundational understanding of green education and chapters that illustrate the principles and impact of green education across grade levels, content areas, assessment systems, instructional strategies, technology, and other related topics. It is ideally designed for educators, curriculum developers, instructional designers, advocates, policymakers, researchers, academicians, and students.

In Play=Learning, top experts in child development and learning contend that in over-emphasizing academic achievement, our culture has forgotten about the importance of play for children's development. This practical book provides an accessible framework for observing and assessing children's learning through play. It will help early years practitioners to deepen their understanding of the links between intellectual development, the growth of language and the emotional well-being of young children. Drawing on many years of research and working with teachers, Pat Broadhead has developed the Social Play Continuum, a unique observation tool and a means of monitoring and developing a child's social progress through skills such as problem-solving, investigation and imagination discourse. This tool forms an integral part of this innovative text, offering practitioners in a wide range of early years settings a means of focusing their observations of play. In addition, the book: supports the development of 'areas of provision' illustrates progression from 'association' to 'cooperative' play considers links with the Foundation Stage Curriculum, Profiling and the National Curriculum acknowledges the many constraints that have operated on early years practitioners in the past decade. Blending theory and practice this book is aimed at all early years' practitioners concerned with quality provision for their pupils. It is also the ideal text to support student teachers, classroom assistants and undergraduates on early childhood studies degrees.

This book provides an in-depth analysis of the challenges, potential and theoretical possibilities of apps and considers the processes of change for education and home learning environments. Drawing together a diverse team of international contributors, it addresses the specific features, context of use and content of apps to uncover the
importance of these tools for young children’s learning. Apps, Technology and Younger Learners focuses on ways that apps support early years and primary school learning, connect various learning spaces and engage children in a range of edutainment and knowledge-building activities. In each chapter, the current state of knowledge and key research questions in the field for future study are identified, with clear messages provided at the end of each chapter. Focusing on empirical studies and strong theoretical frameworks, this book covers four key parts: Understanding the learning potential of children’s apps; Key app challenges; Empirical evidence; Future avenues. This book is an essential guide for educators, post-graduate students, researchers and all those interested in the advantages or challenges that may result from integrating apps into early education.

In recent years, there has been growing interest in the use of games to enhance learning across multiple educational levels, and extensive research has shown that games have considerable potential for enhancing learning, motivation and skills development. However, despite a growing acknowledgement of this potential, challenges remain and the use of games in formal education contexts remains far from mainstream. While some studies identify design and development issues as a key barrier - including associated costs - others highlight organisational and infrastructural difficulties involved in implementing games in the classroom. More recently, increasing recognition of these difficulties has led many to explore how gaming elements (rather than fully fledged games) can be used to engage and enhance student learning - a practice now widely referred to as “gamification”. This edited collection of chapters explores the application, potential and challenges of game-based learning and gamification across multiple disciplines and sectors, including psychology, education, business, history, languages and the creative arts. With contributions exploring the use of games across the full educational spectrum – from early childhood education, through to the corporate sector - it provides comprehensive insights into the potential of games and play for facilitating learning and engagement at every life stage.

This book is based on educational research conducted by the Confucius Institute for Innovation and Learning at Aalborg University. It aims to bridge the gap between the traditional methods of teaching Chinese and the student-centred learning method in a non-native context such as Denmark. The establishment of a conceptual framework for Task-Based PBL offers an alternative approach that encourages innovative teaching practices and promotes research-based teaching in language education. Empirically, this book reports how teachers designed and conducted tasks, how the classroom setting was affected, and how students evaluated the course. Teachers’ reflections and recommendations are included, along with 20 ready-to-use tasks developed by our teachers to disseminate our experiences and methods with a broad range of teachers, students and educational contexts. This book suggests that the effectiveness of new teaching methods and the initiation of new subjects are contextual. Learning a foreign language (e.g. Chinese) is more than language acquisition; it is also understanding other cultures and participating in intercultural interaction and communication. Thus, education and learning (particularly a foreign language) is related to a broader social transformation in the process of globalisation and in the development towards a knowledge society.

This second edition has been substantially updated and revised to include comprehensive coverage of the birth-to-eight age group. Drawing on the most up-to-date research, this edition presents current issues and debates relevant to pre-service teachers of early childhood science, both at pre-school and in the early years of schooling.

Play provides young children with the opportunity to express their ideas, symbolize, and test their knowledge of the world. This book offers the theoretical framework for understanding the origins of an early childhood play-based curriculum and how young children learn and understand concepts in a social and physical environment.

The Trouble with Play is a radical departure from some of the ideas about play that are
held dear by many in early childhood education. For many, play is considered essential to children's development and learning, and is often promoted as a universal and almost magical 'fix'. Although play does have many proven benefits for children, the authors show that play in the early years is not always innocent, fun and natural. Play can also be political and involve morals, ethics, values and power. So, what if Play is not fair Play is not equitable Play is not innocent Play is not fun Play is not natural The book prompts teachers to understand and implement more thoughtful approaches to play in the early years. Through vignettes, practical activities and reflection points the authors encourage discussion about new ways of seeing and thinking about play and argue for new approaches to pedagogy and the role of the teacher. It is valuable reading for anyone involved in early childhood education.

In an era in which environmental education has been described as one of the most pressing educational concerns of our time, further insights are needed to understand how best to approach the learning and teaching of environmental education in early childhood education. In this book we address this concern by identifying two principles for using play-based learning early childhood environmental education. The principles we identify are the result of research conducted with teachers and children using different types of play-based learning whilst engaged in environmental education. Such play-types connect with the historical use of play-based learning in early childhood education as a basis for pedagogy. In the book ‘Beyond Quality in ECE and Care’ authors Dahlberg, Moss and Pence implore readers to ask critical questions about commonly held images of how young children come to construct themselves within social institutions. In similar fashion, this little book problematizes the taken-for-grantedness of the childhood development project in service to the certain cultural narratives. Cutter-Mackenzie, Edwards, Moore and Boyd challenge traditional conceptions of play-based learning through the medium of environmental education. This book signals a turning point in social thought grounded in a relational view of (environmental) education as experiential, intergenerational, interspecies, embodied learning in the third space. As Barad says, such work is based in inter-actions that can account for the tangled spaces of agencies. Through the deceptive simplicity of children’s play, the book stimulates deliberation of the real purposes of pedagogy and of schooling. Paul Hart, University of Regina, Canada

Guidelines for Game-Based Learning is a contribution to a fast developing field of high interest to many educators: Make learning fun! This book is a result of joint research for the European project, "UniGame: Game-Based Learning for Universities and Life-long Learning". With the UniGame project, we tried to break completely from the tradition and start from a new concept: Motivation and fun dimensions were put in the middle and we started from the concepts of games and play-ing. The primary target-group of these guidelines is practitioners i.e. all pedagogues, teachers and trainers that want to implement game-based learning in their classes. The book will help them to systematically find commercial games and introduce them into their classes, or to implement their own ideas in the form of an educational game. Activities in-cluded in the chapters offer support in this proactive behaviour. Chapter one begins with key messages about game-based learning, and triggers first reflections on the place of this approach in higher education and training institutions. The theoretical background of game-based learning is outlined. In Chapter two a range of existing game classifications introduce the innovative 'UniGame' game classification that is based on learning goals, and relates games that help to achieve them. This classification offers guidance to practitio-ners in choosing an existing game to complement their classroom studies, and provides ideas for creating new educa-tional games. Chapter three describes the process of choosing and using a game for class use. A guide to introducing games into a course is outlined, for example, selecting and finding appropriate game, considering skills of tutors and students, tech-nical conditions, etc. Chapter four supports practitioners in defining their own educational game. Educational game design steps are outlined in detail. A freely accessible web platform called "UniGame: Social Skills and Knowledge Training" is presented.

The volume focuses on epistemological, theoretical and empirical issues of game-based
learning in various disciplines. It encompasses questions of game design as well as instructional integration and organizational implementation of game-based learning across various disciplines and includes contributions from different levels of the formal educational system (i.e., primary, secondary and tertiary education) as well as contributions reporting the use of game-based learning in informal learning settings. The volume addresses scholars, practitioners and students who are interested in how games and game-based learning can be designed, implemented and evaluated in a cross-, inter- and transdisciplinary perspective.

This book examines the question of why ‘play’ is a happy and benevolent verb in childhood, yet a subjective label of behaviour in adulthood. It studies the transformation of the positively labelled term ‘child’s play’, used to refer to our early years, into an aberrance or deviation from normal social relationships in later life, when we speak of playing up or playing around. It answers the question by proposing play as a theory of learning, an ideology that circumscribes behaviour, and a way of thinking. Written by scholars of early childhood through to further and higher education, the book presents research on play enacted in a way that arches beyond the specificity of age groups or predictive, normative patterns. It is international in its focus, moving beyond insular, inward and parochial educational standards and limitations in one city, province, state or nation. Finally, it demonstrates the value of play to educational policy and theories of learning.

This practical handbook shows teachers how to nurture a kindergarten learning environment in which children feel safe, comfortable, and able to take risks. It offers innovative ways to encourage children to explore, experiment, discover, solve problems, and freely interact with one another. Based on extensive classroom practice, it demonstrates when teachers need to provide support, ask questions, and provoke thinking, and when they should step back and give children room to explore on their own. This remarkable book offers concrete suggestions for creating play-based learning in a culture of inquiry. It is committed to creating classrooms where children can learn and grow while they play.

Providing a fresh approach to examining development in the early years, this book draws together well-established ideas and theories based on outdoor play experiences and connects them to spiritual development in children. Elemental Play and Outdoor Learning considers socio-cultural perspectives, guided participation and mediated learning alongside playfulness as it looks at young children’s developing interest in the people around them, the environment they experience and the ideas and objects that involve them. Including rich encounters with young children and adults, chapters cover: elemental play as an approach to observe and support children’s holistic development; the role of people in developing effective exploratory and social skills; using the concept of elemental play to consider the spiritual system as an aspect of child development; imaginative play with raw, natural materials and how prepared environments can encourage children’s natural exploration; an exploration of well-established constructs of play and how elemental play can be integrated or re-conceptualised with the other theories. Exploring current thinking about natural experiences, interest in forest school activity and fresh insight into dynamic ecological concepts, this book will be essential reading for practitioners and students on undergraduate and postgraduate early years and childhood studies courses.

The mind-set that has dominated the history of computer game playing relies on straightforward exploitation of the available computing power. The fact that a machine can explore millions of variations sooner than the sluggish human can wink an eye has inspired hopes that the mystery of intelligence can be cracked, or at least side-stepped, by sheer force. Decades of the steadily growing strength of computer programs have attested to the soundness of this approach. It is clear that deeper understanding can cut the amount of necessary calculations by orders of magnitude. The papers collected in this volume describe how to instill learning skills in game playing machines. The reader is asked to keep in mind that this is not just about games -- the possibility that the discussed techniques will be used in control systems and in decision support always
This book represents the outcome of the joint activities of a group of scholars who were concerned about the lack of international research in play for children from birth to 3 years. The authors are members of the Organisation Mondiale pour l’Éducation Préscolaire (OMEP). For further information, see http://www.om-ong.net/. The idea of carrying out a research project internationally was born at the OMEP’s World Congress in Melbourne, Australia 2004. All member countries were invited and 10 countries decided to participate, of which three have withdrawn during the process. The reason for this might be that in these countries only one person was working with the project, while other seven countries have been working in a team of two or more persons. The countries that have carried out research and contributed to this book with a chapter each are Australia, Chile, China, Japan, New Zealand, Sweden and USA (Wisconsin). For more information about the participating countries and their corresponding addresses, see Appendix I. This book project started in Melbourne with a discussion about what is general in early childhood education globally, and what is culturally specific. The discussion was inspired by one of the keynote speakers, Nazhat Shameem (2004), judge in the supreme court in Fiji, when she said: “If we all think we are so different and specific in each culture, the role of human rights has no value anymore.” We formulated three questions:

This book represents a four-year research and development project. It presents a phenomenological examination and explanation of a functional design framework for games in education. It furnishes a rich description of the experiences and perceptions of performing interdisciplinary collaborative design among experts of very diverse fields, such as learning systems design, architectural design, assessment design, mathematics education, and scientific computing.

The book provides research-based information about the realities of setting up and running problem-based programmes using technology in a variety of ways. It also captures the diversity of use of technology with PBL across disciplines and countries, providing vital input into the literature on the theory and practice of PBL online.

Praise for 3rd edition: 'Experienced practitioners and students will find a host of new ideas to help them create interesting environments and starting points to promote young children's learning.' - Early Years Update, April 2009 'Planning for Children's Play and Learning includes practical guidance and ideas on creating stimulating learning environments indoors and outdoors, planning exciting learning experiences.' - Early Years Update, September 2009 This new edition of Planning for Children's Play and Learning has been fully updated to reflect the revised Early Years Foundation Stage and in line with current policy and practice. It recognises the importance of play as a context for teaching, learning and assessment and links theory with practical examples to show practitioners how they can best support the children in their care. With new material on learning stories, language development, ICT and the home learning environment, the book includes practical guidance and ideas on: • creating stimulating learning environments indoors and out • planning exciting focus activities and experiences • responding to children's individual interests and supporting personalised learning • sound observational practice and how to assess children's learning and development within the EYFS framework • developing genuine partnerships with parents and learning links with home. Incorporating ‘Key Points for Good Practice’ within each chapter, and direct links to the EYFS, this is a key text for all practitioners working with children in the later stages of the EYFS. It is also ideal for students pursuing Qualified Teacher Status in the Early Years and EYT Status, and for those enrolled in courses in Early Childhood Studies and Foundation Degrees in Early Years.

The book presents a collection of chapters that focus on the design, use, and evaluation of games and the application of gamification processes in serious learning scenarios. This is clearly the way of the future, as those technologies are currently being used to change the way we explore, learn, and share our knowledge with others. The field will evolve in the near future with the use of new delivery platforms, while various
technologies will merge into more concrete media, including wearable multipurpose devices. This book presents a series of design and evaluation case studies enabling the reader to appreciate the complexity of the task in hand, sample different case studies, and appreciate how different requirements can be met using game design and evaluation theory, analysis, and implementation.

The book presents a critical evaluation of current approaches related to the use of digital games in education. The author identifies two competing paradigms: that of games-to-teach and games-to-learn. Arguing in favor of the latter, the author advances the case for approaching game-based learning through the theoretical lens of performance, rooted in play and dialog, to unlock the power of digital games for 21st century learning. Drawing upon the author's research, three concrete exemplars of game-based learning curricula are described and discussed. The challenge of advancing game-based learning in education is addressed in the context of school reform. Finally, future prospects of and educational opportunities for game-based learning are articulated. Readers of the book will find the explication of performance theory applied to game-based learning especially interesting. This work constitutes the author's original theorization. Readers will derive four main benefits: (1) an explication of the difference between game-based-teaching and game-based learning, and why this difference is of critical importance, (2) an exposition of the theory of game-based learning as performance, (3) concrete exemplars and research outcomes relating to three game-based learning curricula that have been empirically evaluated in schools, and (4) an understanding of complex issues related to the human side of school change that must be effectively addressed to achieve take-up of game-based learning in schools.

Every preschool, kindergarten, and primary teacher should have SUPPORTING PLAY IN EARLY CHILDHOOD: ENVIRONMENT, CURRICULUM, ASSESSMENT, 3rd Edition, in their personal library. Readable yet thorough, this book and supporting materials provide a comprehensive approach to designing, implementing, and evaluating play-based programs for young children. The first two chapters situate play in the context of historical and current theory while providing information about the role of play in the growth and development of the child. Current topics such as connections to neurological research, culture and diversity, play for children with special needs, outdoor learning settings, STEM, Reggio Emilia, and the importance of interactions with adults are addressed. Symbols throughout the text show the alignment of the content with NAEYC and CEC/DEC standards. Sample lesson plans are in the appendix. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Planning is central to the role of any early years practitioner and involves careful consideration of resources and the learning environment, learning outcomes, observation and assessment and the unique abilities of individual children. This is a big ask and in a busy setting it can be a challenge to adopt a flexible, creative approach to planning that embraces the unexpected rather than relying on templates or existing schemes of work. This book takes a fresh look at planning to consider the possibilities that should be encouraged when playing alongside young children. It shows how a creative approach that allows for spontaneous adventures in play through child-led projects leads to rich learning experiences that build on children's own interests. Drawing on practice from Reggio Emilia, New Zealand, Scandinavia and settings in the UK, the book covers all aspects of planning including: using observations of children to enable them to lead projects; organisation of indoor and outdoor learning environments; inclusive practice; learning through risk taking and adventure play; working with parents and carers; encouraging the team to consider different ways of working. Including encounters from authentic settings and provocative questions for reflective practice, this timely new text aims to give students and practitioners the confidence to adopt a flexible approach to planning that will better meet the needs of the children in their care. The authors are experienced lecturers, practitioners, mentors and assessors. Working with students, visiting placements, training teachers and early years professionals, they provide a sense of real purpose in their writing and enjoyment in the
themes made explicit throughout this book.

This book explores embodiment in second language education, sociocultural theory and research. It focuses on process drama, an embodied approach that engages learners’ imagination, body and voice to create a felt-experience of the second language and culture. Divided into three parts, it begins by examining the aesthetic and intercultural dimension of performative language teaching, the elements of drama and knowing-in-action. The central part of the book examines issues related to play, emotions, classroom discourse and assessment when learning a language through process drama, in a sociocultural perspective. The third part is an analysis of the author’s qualitative research, which informs a subtle discussion on reflective practitioner methodology, learner engagement and teacher artistry. Each chapter includes a drama workshop, illustrating in practice what embodying language in action can look like when working with asylum seekers, adult learners with intellectual disabilities, pre-service teachers, international students and children involved in a Content and Language Integrated Learning (CLIL) programme. A unique combination of theory, research and reflective practice, this book provides valuable insights for teacher/artists, teacher educators and researchers in the fields of performative and sociocultural language learning.

"This book provides relevant theoretical frameworks and the latest empirical research findings on game-based learning to help readers who want to improve their understanding of the important roles and applications of educational games in terms of teaching strategies, instructional design, educational psychology and game design"--Provided by publisher.

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