



אוניברסיטת בן-גוריון בנגב
הפקולטה למדעי הרוח והחברה

המחלקה לחינוך תשע"ז 2016-2017

שם הקורס: גיימינג (משחקי מדיה דיגיטאלי) ולמידה

מס' קורס: 12910284

שם המרצה: ד"ר אריס טבק

יעדי ההוראה:

מה ניתן ללמוד מלארה קרופט (Lara Croft)? האם סקונד לייף ייתן לנו הזדמנות שנייה ללמידה? ככל שההזדמנויות למשחקים דיגיטליים (גיימינג) מתרבות, כך גובר הפולמוס סביבם. יש הרואים בהם סם ממכר חסר תכלית, ויש הרואים בהם הזדמנות ללמידה המונעת מעניין והנאה. בקורס זה נבחן את מטרות החינוך, את מהות הלמידה, ואת סגולותיהן של סביבות גיימינג, כדי לדון ביתרונות ובחסרונות של סביבות אלה לקידום למידה אקדמית והתפתחות העצמי.

פרשיות לימודים:

מטרות החינוך

למידה – פרשנויותיה והאופן שבו היא מתפתחת

גיימינג ולמידה מכוונת

גיימינג ולמידה אקראית

גיימינג והתמכרות

גיימינג ואלימות

גיימינג ומגדר

דרישות והרכב ציון הקורס *

משקל בציון הסופי **	
נכחות	_____ % -
בחנים ***	_____ % -
עבודות	_ 30 _ % -
עבודה סופית	_ 70 _ % -
סורים	_____ % -
סה"כ	100% -

רשימה ביבליוגרפית:

אנגלית

- Barab, S. A., Gresalfi, M., & Ingram-Goble, A. (2010). Transformational Play Using Games to Position Person, Content, and Context. *Educational Researcher*, 39(7), 525-536 .
- Blumberg, F. C., Almonte, D. E., Anthony, J. S., & Hashimoto, N. (2013). 19 Serious Games: What Are They? What Do They Do? Why Should We Play Them? *The Oxford Handbook of Media Psychology*, 334 .
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- Desai, R. A., Krishnan-Sarin, S., Cavallo, D., & Potenza, M. N. (2010). Video-gaming among high school students: Health correlates, gender differences, and problematic gaming. *Pediatrics*, 126(6), e1414-e1424 .
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- Gee, J. P., Haves, E., & Hayes, E. (2010). Women and gaming: The Sims and 21st century learning. *Women and gaming: The Sims and 21st century learning* .
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- Halverson, R., & Smith, A. (2010). How new technologies have (and have not) changed teaching and learning in schools. *Journal of Computing in Teacher Education*, 26(2), 49 .54-
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- Ito, M. (2003). Technologies of the childhood imagination: Media mixes, hypersociality, and recombinant cultural form. *Items and Issues*, 4(4), 2003-2004 .
- Ito, M. (2006). Engineering Play: Children's software and the cultural politics of edutainment. *Discourse: studies in the cultural politics of education*, 2 .139-160 ,(2)7
- Ito, M. (2008). Education vs. entertainment: A cultural history of children's software. *The ecology of games: Connecting youth, games, and learning*, 89-116 .
- Ito, M. (2010). Mobilizing the imagination in everyday play: The case of Japanese media mixes. *Mashup Cultures*, 79-97 .
- Ito, M., & Horst, H. (2006). *Neopoints, and neo economies: Emergent regimes of value in kids peer-to-peer networks*. Paper presented at the American Anthropological Association Meetings.
- Kafai, Y. B., Heeter, C., Denner, J., & Sun, J. Y. (2008). Preface: pink, purple, casual, or mainstream games: moving beyond the gender divide. *Beyond Barbie and Mortal Combat. New Perspectives on Gender and Gaming*. The MIT Press: London .
- Keller, D., Ardis, P., Dunstan, V., Thornton, A., Henry, R., & Witty, B. (2007). Gaming, identity, and literacy. In

- Kim, B., Park, H., & Baek, Y. (2009). Not just fun, but serious strategies: Using meta-cognitive strategies in game-based learning. *Computers & Education*, 52(4), 800-810 .
- Kumar, A., Tewari, A., Shroff, G., Chittamuru, D., Kam, M., & Canny, J. (2010). *An exploratory study of unsupervised mobile learning in rural India*. Paper presented at the Proceedings of the SIGCHI Conference on Human Factors in Computing Systems.
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- Linderoth, J. (2012). Why gamers dont learn more: An ecological approach to games as learning environments. *Journal of Gaming & Virtual Worlds*, 4(1), 45-62 .
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- Squire, K. (2010). From information to experience: Place-based augmented reality games as a model for learning in a globally networked society. *Teachers College Record*, 112(10), 2565-2602 .
- Sublette, V. A., & Mullan, B. (2012). Consequences of play: A systematic review of the effects of online gaming. *International Journal of Mental Health and Addiction*, 10(1), 3-23 .
- Takayoshi, P. (2007). Gender matters: Literacy, learning, and gaming in one American family. In C. L. Selfe & G. E. Hawisher (Eds.), *Gaming lives in the twenty-first century* (pp. 229-249). New York: Palgrave Macmillan.
- Taylor, A.-S. A., & Backlund, P. (2011). *Letting the students create and the teacher play: expanding the roles in serious gaming*. Paper presented at the Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments.
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- Wouters, P., van Nimwegen, C., van Oostendorp, H., & van der Spek, E. D. (2013). A meta-analysis of the cognitive and motivational effects of serious games. *Journal of Educational Psychology*, 105 .249 ,(2)
- Young, M. F., Slota, S., Cutter, A. B., Jalette, G., Mullin, G., Lai, B., . . . Yukhymenko, M. (2012). Our Princess Is in Another Castle A Review of Trends in Serious Gaming for Education. *Review of Educational Research*, 82(1), 61-89 .



Ben-Gurion University of the Negev
The Faculty of Humanities and Social Sciences

Syllabus

Department of Education 2015-2016

Course Name: Gaming and Learning

Number:

Lecturer: Dr. Iris Tabak

Instruction Objectives:

What can we learn from Lara Croft? If we aren't keen on education in this life, do we stand a better chance in Second Life? As digital gaming becomes more prevalent, so does the public debate over its relative merits: is it an addictive mindless drug, or a panacea that will bring inherent motivation to the process of learning. In this course, we will examine the goals of education, definitions of learning, and the characteristics of gaming environments, in order to discuss the advantages and disadvantages of gaming environments for academic learning and self development.

Chapters:

Goals of education
Learning: definitions and processes
Gaming and intentional learning
Gaming and incidental learning
Gaming and Addiction
Gaming and Violence
Gaming and Gender

Requirements:

Attendance: Required

Interim tasks: 30%

Final paper: 70%

Total 100%

Bibliography:

- Barab, S. A., Gresalfi, M., & Ingram-Goble, A. (2010). Transformational Play Using Games to Position Person, Content, and Context. *Educational Researcher*, 39(7), 525-536 .
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