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digital play the interaction of technology culture and december 29th 2018 digital play offers an engaging critical look at the gaming world s industry technology and culture and should not be ignored by

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Dyer-Witheford, and Greig de Peuter's, Digital Play: The Interaction of Technology, Culture, and Marketing. (McGill-Queen ' s University Press, 2003). ISBN: 0-7735-2591-2

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Digital Play: The Interaction of Technology, Culture, and Marketing. By Stephen Kline, Nick Dyer-Witheford, & Greig de Peuter. Montr é al: McGill-Queen's University Press, 2003. 376 pp. ISBN 0773525912 (paper). Get ready with your joysticks and console controllers, because here comes digital game studies.

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Digital Play : The Interaction of Technology, Culture, and Marketing, Paperback by Kline, Stephen; Dyer-Witford, Nick; De Peuter, Greig, ISBN 0773525912, ISBN-13 9780773525917, Brand New, Free shipping in the US Kline (Simon Fraser University) and Dyer-Witford (University of Western Ontario) trace the

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development of the video/computer gaming subculture and industry, then examine contradictions within the interactive game industry: a

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Digital play: the interaction of technology, culture and marketing. Kline, Stephen; De Peuter, Greig; Dyer-Witheford, Nick, 1951-Book. English. Published Montr é al; London: McGill-Queen's University Press, 2003. Available at Coleraine CC. Coleraine CC – 1 on shelf at: HD9993.E452K55 Barcode Shelfmark Loan type Status ...

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Good interaction skills involve things like eye contact, taking turns, sharing enjoyment and having an interest

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in what someone else is saying or doing. Play allows children to learn about the world around them. Children need to have a variety of experiences to help them explore their world and practise skills which are important for learning ...

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Digital play : the interaction of technology, culture, and marketing / Stephen Kline, Nick Dyer-Witheford, and Greig de Peuter. ISBN: 0773525432 0773525912

Author: Kline, Stephen De Peuter, Greig Dyer-Witheford, Nick Publisher: Montreal : McGill-Queen's university press, 2003. Description: X, 368 p. : ill. ; 23 cm. Bibliography:

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book traces the development of video gaming from its humble origins in hacker circles to its current status as a \$20 billion global cultural industry. Stephen Kline, Nick Dyer-Witheford, and Greig de Peuter systematically debunk cyber-guru optimism about globally networked digital ...

A uniquely critical study of video gaming that blends perspectives from political economy, cultural studies, and communications theory.

In a marketplace that demands perpetual upgrades, the

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survival of interactive play ultimately depends on the adroit management of negotiations between game producers and youthful consumers of this new medium. The authors suggest a model of expansion that encompasses technological innovation, game design, and marketing practices. Their case study of video gaming exposes fundamental tensions between the opposing forces of continuity and change in the information economy: between the play culture of gaming and the spectator culture of television, the dynamism of interactive media and the increasingly homogeneous mass-mediated cultural marketplace, and emerging flexible post-Fordist management strategies and the surviving techniques of mass-mediated

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marketing. Digital Play suggests a future not of democratizing wired capitalism but instead of continuing tensions between "access to" and "enclosure in" technological innovation, between inertia and diversity in popular culture markets, and between commodification and free play in the cultural industries.

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Critically examining the fears that commonly surround young children's play involving digital technologies, this book seeks to address each of the negatives and present the positive possibilities of technology when it comes to early childhood. Using observations of children in play and cutting-edge research, this book will empower students and build their confidence so that they are able to challenge perceptions and think creatively about how they can use technology. Each chapter includes case studies, research spotlights, activities and annotated further reading to help students

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develop their critical thinking, deepen their research and connect theory with practice.

A fascinating, eclectic analysis of the changing geographies of play in contemporary society.

Exploring Key Issues in Early Childhood and Technology offers early childhood allies, both in the classroom and out, a cutting-edge overview of the most important topics related to technology and media use in the early years. In this powerful resource, international experts share their wealth of experience and unpack complex issues into a collection of accessibly written essays. This text is specifically geared towards

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practitioners looking for actionable information on screen time, cybersafety, makerspaces, coding, computational thinking, STEM, AI and other core issues related to technology and young children in educational settings. Influential thought leaders draw on their own experiences and perspectives, addressing the big ideas, opportunities and challenges around the use of technology and digital media in early childhood. Each chapter provides applications and inspiration, concluding with essential lessons learned, actionable next steps and a helpful list of recommended further reading and resources. This book is a must-read for anyone looking to explore what we know – and what we still need to know – about the intersection between

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young children, technology and media in the digital age.

Digital Play Therapy focuses on the responsible integration of technology into play therapy. With a respect for the many different modalities and approaches under the play therapy umbrella, this book incorporates therapist fundamentals, play therapy tenets, and practical information for the responsible integration of digital tools into play therapy treatment. Written in a relatable manner, this book provides both the foundation and practical information for confident use of digital tools and brings play therapy, and therapy in general, forward into the 21st century. Digital Play Therapy provides a solid grounding both for clinicians

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who are brand new to the incorporation of digital tools as well as to those who have already begun to witness the powerful therapeutic dynamic of digital play therapy.

Technologies are a pervasive feature of contemporary life for adults and children. However, young children ' s experiences with digital technologies are often the subject of polarised debate among parents, educators, policymakers and social commentators, particularly since the advent of tablets and smartphones changed access to the Internet and the nature of interactions with digital resources. Some are opposed to children ' s engagement with digital resources, concerned that the

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activities they afford are not developmentally appropriate, limit physical activity and restrict the development of social skills. Others welcome digital technologies which they see as offering new and enhanced ways of learning and sharing knowledge. Despite this level of popular and policy interest in young children ' s interactions with digital technologies our understanding of the influence of these technologies on playing and learning, and on the role of educators, has remained surprisingly limited. The contributions to this book fill in the gaps of our existing understanding of the field. They focus on children and families from Australia to England to Estonia, the how and why of encounters with digital technologies, the

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nature of digital play and questions about practice and practitioners. The book raises critical questions and offers new understandings and theoretical insights around one of the 'hot topics' in early years research. This book was originally published as a special issue of the Early Years journal.

The utopian promise of the internet, much talked about even a few years ago, has given way to brutal realities: coltan mines in the Congo, electronics factories in China, devastated neighborhoods in Detroit. Cyber-Proletariat shows us the dark-side of the information revolution through an unsparing analysis of class power and computerization. Dyer-Witheford investigates how

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technology facilitates growing polarization between wealthy elites and precarious workers. He reveals the class domination behind everything from expanding online surveillance to intensifying robotization. At the same time, he looks at possibilities for information technology within radical movements.

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