

Digital Games and Learning

A new book series on digital games and simulations

General editors: **Sara de Freitas**, University of Coventry, UK
Paul Maharg, Northumbria University, UK

Games and simulations have had a new lease of life in the digital revolution. There are remarkable examples of fascinating games that are also tools for learning complex knowledge, and engaging simulations that are used for pleasure and work-related training and education. Their existence raise many research questions: how are they designed? Who plays them? What are the economics of such games for players, providers, others in the market, and how do the economics affect game and simulation production and use? Where are they being used in education and training, and to what effect? *Digital Games and Learning (DGL)* aims to explore these and many other questions about the design and use of games and simulations in our societies. The series texts will provide:

- Insights into how games and simulations can be used effectively in education
- Appreciation of the multi-disciplinary research base that is emerging in this fast-developing field
- Knowledge of the implementations that can be put to use in different levels of education: school, further education, higher education and workplaces.

Volumes in the DGL series will focus on innovative research, theory and practice. We shall be publishing books that evidence at least some of the following themes and traits:

1. *Disciplinary grounding*

Our series will investigate the relation between more conventional 'signature pedagogies' and new approaches to learning engendered by digital games and simulations.

2. *Interactivity of social relations*

Games and simulations are often highly social, but their social and cultural codes still require substantial research.

3. *Design-led learning*

One of the significant differences between conventional teaching and digital games and simulations is the amount of design work that is required upfront in order to plan the learning environment and facilitate learning within it. *DGL* will investigate the theory and practices of design in digital games and simulations.

4. *Problem-solving*

Digital games and simulations are useful learning environments for problem-solving heuristics. The extent to which this happens, for whom and under what conditions, will be a theme of our series.

5. *Innovative research methodologies*

We encourage forms of action research (practice research, participatory action research, action science, etc) as well as the challenging of conventional approaches to cognitive science, to educational theory constructs and to the philosophy of game-play.

The series is an international resource for educationalists, educators, technologists and educational users. It brings together some of the best contemporary academic and practitioner commentators to tackle the dilemmas and opportunities in a challenging, informed and inquiring manner. The scope of the series is purposely wide and contributions from a variety of disciplines are welcomed. Books may be monographs, single or multi-authored, or edited collections.

About the Editors

Paul Maharg is Professor of Legal Education in the School of Law, University of Northumbria. Prior to this he was a Professor of Law in the Glasgow Graduate School of Law (GGSL), University of Strathclyde where he was Co-Director of Legal Practice Courses, and Director of the Learning Technologies Development Unit at the GGSL, as well as Director of the two-year, JISC/UKCLE-funded project, SIMPLE (SIMulated Professional Learning Environment – <http://simplecommunity.org>). He is the author of *Transforming Legal Education: Learning and Teaching the Law in the Early Twenty-first Century* (2007, Ashgate Publishing, www.transforming.org.uk), co-editor of and contributor to *Digital Games and Learning* (2011, Continuum Publishers, <http://tinyurl.com/6e9uaoj>), co-editor of and contributor to *Affect and Legal Education: Emotion in Learning and Teaching the Law* (forthcoming, Ashgate Publishing) and has published widely in the fields of legal education, technology-enhanced learning and professional learning design (<http://ssrn.com/author=272987>). He was recently appointed a Senior Fellow of the Higher Education Academy, and a Fellow of the RSA (www.thersa.org), and Visiting Adjunct Professor, Australian National University. He blogs at <http://zeugma.typepad.com>.

Sara de Freitas is Director of Research and Professor of Virtual Environments at the Serious Games Institute at the University of Coventry where she leads an applied research team working closely with industry. Sara holds a visiting fellowship at the University of London, is elected Chair of the Lab Group and is a Fellow of the Royal Society of Arts, as well as Adjunct Professor of Malta University. She is also the Scientific Coordinator for the EU GALA network of excellence in Serious Games. Sara currently holds 12 funded projects, funded through European, regional and national agencies. She sits on 31 programme committees for journals, books and conferences, has chaired 6 international conferences and has given over 80 presentations and lectures in the UK and abroad. Her current research includes e-learning innovation, multimodal interfaces, experience design and perceptual modelling in games and virtual worlds. Sara publishes widely with over 90 publications (reports, journal articles, conference papers and books) in the areas of: pedagogy and e-learning, change management and serious games and virtual worlds for supporting training and learning. Recent books include *Rethinking Learning for a Digital Age* (edited with R. Sharpe and H. Beetham), published by Routledge, and *Digital Games and Learning* (edited with P. Maharg), published by Continuum Press.

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Should you wish to contribute to *DGL* please send a proposal outline (one side of A4) to one of the editors:

Sara de Freitas
Email: s.defreitas@coventry.ac.uk

Paul Maharg
Email: paul.maharg@northumbria.ac.uk