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Digital games and equity: implications for issues of social class and rurality.

Lowrie, Tom (ed.) et al., Digital games and mathematics learning. Potential, promises and pitfalls. Dordrecht: Springer (ISBN 978-94-017-9516-6/hbk; 978-94-017-9517-3/ebook). Mathematics Education in the Digital Era 4, 93-108 (2015).

Summary: There has been much written about the digital divide that occurs within the area of computing. Less is known about the possibilities of a digital divide in the gaming context. In this chapter, issues of access and usage among students from low/medium socio-economic backgrounds and students from urban and rural backgrounds are discussed. Particular attention is paid to the amounts and types of usage that the students undertake. While differences were found in the usage patterns on the basis of backgrounds, it was also found that there were very little differences between the types of games that students played. Collectively, these findings offer insights into potential areas for further study and for pedagogy in relation to the use of games in mathematics education.

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