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A full list of publications for **Dr Caroline Pelletier**

- Pelletier, C. (accepted) 'Rancière and the poetics of the social sciences', *International Journal of Research and Method in Education*.
- Pelletier, C, Burn, A. and Buckingham, D. (under review) 'Game design as textual poaching: media literacy, creativity and game-making', *E-Learning*.
- Whiteman, N. and Pelletier, C. (under review) 'Affiliation in the enactment of fan identity: a comparison of virtual and face-to-face settings', in C. Ching and B. Foley (Eds.) *Technology and Identity: Constructing the Self in a Digital World*. Cambridge MA: Cambridge University Press.
- Pelletier, C. (2009) 'Games and Learning: what's the connection', *International Journal of Learning and Media* 1(1), pp. 83-101.
- Pelletier, C. (2009) 'Education, Equality and Emancipation: Rancière's critique of Bourdieu and the Question of Performativity', *Discourse: studies in the cultural politics of education*, vol 30 (2), pp. 137-150.
- Pelletier, C. (2008) 'What education has to teach us about games and game play', in J. Marsh and R. Willett (Eds.) *Play, digital culture, and learning*. London: Routledge, pp. 166-182.
- Pelletier, C. (2008) 'Producing difference in studying and making computer games: how students construct games as gendered in order to construct themselves as gendered', in Y. Kafai, C. Heeter, J. Denner and J. Sun (Eds.) *Beyond Barbie and Mortal Kombat: new perspectives on gender, games and computing*. Cambridge MA: MIT Press, pp. 145-160.
- Carr, D. and Pelletier, C. (2008) 'Games, gender and representation', in Ferdig, R E (ed.) *Handbook of research on effective electronic gaming in education*. Volume 2. Hershey, PA: Information Science Reference, pp. 911-921.
- Pelletier, C. (2007) 'Producing gender through digital interactions: the social purposes which young people set out to achieve through computer game design', in S.

Weber and S. Dixon (eds.) *Digital Girls: Growing Up Online*. London: Palgrave Macmillan, pp. 129-148.

Pelletier, C. (2006) '[Reconfiguring interactivity, agency and pleasure in the computer games and education debate – using Zizek's concept of interpassivity to analyse educational play](#)', *E-Learning*, vol 2(4), pp. 317-326

Oliver, M. and Pelletier, C. (2006) 'Activity theory and learning from games: implications for game design ', in D. Buckingham and R. Willett (Eds.) *Digital Generations*. London: Lawrence Erlbaum, pp. 67-92.

Pelletier, C. and Oliver, M. (2006) 'Learning to play in digital games?', *Learning, Media and Technology*, vol 31(4), pp. 329-342.

Pelletier, C. (2005) '[The uses of literacy in studying computer games: comparing students' oral and visual representations of games](#)', *English Teaching: Critique and Practice*, vol 4(1), pp. 40-59.

Pelletier, C. (2005) '[Studying games in school: a framework for media education](#)', *Digital Games Research Association Conference Proceedings*- refereed.

Oliver, M. and Pelletier, C. (2005) '[The Things We Learned on Liberty Island: designing games to help people become competent game players](#)', *Digital Games Research Association Conference Proceedings* - refereed.

Pelletier, C. (2004) 'New technologies, new identities: the university in the informational age', in R. Land and S. Bayne (Eds.) *Education in Cyberspace*. London: Routledge Falmer, pp.11-25.

Pelletier, C. (2003) [The experiences of international students in UK higher education: a review of unpublished research](#). London: UKCISA

Consultancy

Pelletier, C. and Jara, M. (2008) '[Linking e-learning research and teaching practice - lessons from PREEL](#)', *Reflecting Education*, vol 4 (1), pp 42-50.

Book reviews

Review of 'The Cambridge Handbook of Multimedia Learning' by Richard E. Mayer (ed.), *Information Design Journal*, vol 16 (1), 2008, pp. 81-83.

Review of 'Communication Theory: media, technology and society', by David Holmes, *Cambridge Journal of Education*, vol 36 (1), 2006, pp. 145-146.

Review of 'Rules of Play: game design fundamentals' by Katie Salen and Eric Zimmerman, *Visual Communication*, vol 4(1), 2005, pp. 121-123.