

practitioners' reflection upon methods, theories, models and frameworks used to support the learning practice.

## **Conclusions**

The brief literature review we have conducted indicates that, as semiotic resources, video games are cultural artefacts purposefully assembled. They are subject to the cultural, economic and social biases which influence all educational resources. It is thus important to assess the social representations they realized in order to select those appropriate to meet our learning/teaching objectives. We have seen that the cognitive processes associated with video game playing are rather complex, frequently leading to positive learning outcomes, although there is strong evidence that violent games generate violent behavior. This study suggests that a thorough evaluation of educational video games is needed. Being appealing to students or representing some kind of technological literacy are not sufficient reasons to include games in a given pedagogical design. It is evident however that, given their pervasiveness in the lives of teenagers nowadays, educational researchers and teachers cannot afford to ignore games any longer. Video gaming is a semiotic activity characteristic of the technological and cognitive landscape of the 21<sup>st</sup> century society. It constitutes in itself a driving force for the production of new forms of online interaction and, as such, continuously presses the expansion of the communicative landscape.

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