

- Among Adults With and Without Autism Spectrum Disorder, *Psychological Science*, 26 (8), 1187-1200.
- Gee, J.P. (2013). *Come un videogioco. Insegnare e apprendere nella scuola digitale*. Milano: Raffaello Cortina.
- List, J., & Bryant, B. (2014). Using Minecraft to Encourage Critical Engagement of Geography Concepts. In M. Searson & M. Ochoa (Eds.), *Proceedings of SITE 2014--Society for Information Technology & Teacher Education International Conference*, 2384-2388.
- Malone, T.W. (1981), Toward a theory of intrinsically motivating instruction, *Cognitive Science*, 5(4), October, 533-569.
- McKenzie W. (2006). *Intelligenze multiple e tecnologie per la didattica. Strategie e materiali per diversificare le proposte d'insegnamento*. Trento: Erickson.
- Novak, E. & Tassell, J. (2015). Using video game play to improve education-majors' mathematical performance: An experimental study, *Computers in Human Behavior*, 53, 124-130.
- Piaget, J. (1972). *La formazione del simbolo nel bambino: imitazione, gioco e sogno. Immagine e rappresentazione*. Firenze: La Nuova Italia.
- Prensky, M. (2001). *Digital game-based learning*. New York: McGraw-Hill.
- Pusey, M., & Pusey, G. (2015). Using Minecraft in the Science Classroom, *International Journal of Innovation in Science and Mathematics Education*, 23(3), 22-34.
- Rothmun, T. et al. (2014). Short- and Long-Term Effects of Video Game Violence on Interpersonal Trust, *Media Psychology*, 18(1), 106-133.
- Salen, K. (a cura di) (2008). *The ecology of games: connecting youth, games, and learning*. Cambridge, MA: The MIT Press.
- Statista. *Hours children spent gaming weekly in the United Kingdom (UK) from 2013 to 2017, by age group (in hours)*, www.statista.com/statistics/274434/time-spent-gaming-weekly-among-children-in-the-uk-by-age/.
- Suits, B. (2005). *The grasshopper: games, life and utopia*. Peterborough, Ontario: Broadview Press.
- Vygotsky, L.S. (1972). *Immaginazione e creatività nell'età infantile*. Roma: Editori Riuniti.