

## Editorial

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I am very pleased to introduce this special issue of IJSG, which is dedicated to the Games and Learning Alliance Conference (GaLA Conf), that was held in Rome, December 2015. A number of the best conference papers were selected, and the authors were invited to extend their paper with at least one third new content, and to submit their paper to IJSG to undergo a regular review process. This issue contains five of these papers.

The first paper is "Steps to Design a Household Energy Game", by Jan Dirk Fijnheer and Herre van Oostendorp [1]. This paper reviews the design and effectiveness of ten games that aim to influence household energy consumption. Based on an iterative user-centered design process, a game about energy consumption is presented in which real world activities are implemented.

The second paper is "A Model-driven Framework for Educational Game Design", by Bill Rountas [2]. The paper proposes a model-driven, web-based knowledge management environment that supports game designers in the creation of a game design document that takes into account educational and entertainment game elements. An evaluation with eight experts in serious games show initial user experience.

The third paper is "Exploring the prosociality domains of trust and cooperation, through single and cooperative digital gameplay in Path of Trust", by Konstantinos Apostolakis, Athanasios Psaltis, Kiriakos Stefanidis, Kyriaki Kaza, Spyridon Thermos, Kosmas Dimitropoulos, Evangelia Dimaraki, and Petros Daras [3]. This paper presents a prosocial game which aims to help children understand the importance of teamwork and to learn how and when to express trustworthiness. Evaluations demonstrate the potential of the game as a tool for teaching prosocial behavior to children.

The fourth paper is "Teacher assessment of simulation-based serious games for science education", by Seungho Baek, Ji-Young Park, JungHyun Han from Korea [4]. This paper presents serious games developed for Science courses in elementary and secondary education. The games were evaluated by teachers, and the evaluation results show that simulation-based serious games are promising tools for improving learning effects in this context.

The last paper is "Comparing Voluntary and Mandatory Gameplay", by Esther Kuindersma, Jelke van der Pal, Jaap van den Herik, and Aske Plaat [5]. The paper considers the impact of voluntariness on the learning effect and enjoyment of a serious game. It shows that being required to play a serious game does not automatically take the fun out of the game, and that mandatory participants enjoyed the game as much as the voluntary participants.

This issue is also the first IJSG issue that is indexed by ISI (International Scientific Indexing), a service that provides access to quality controlled Open Access Journals. This increases the visibility and ease of use of IJSG papers, thereby promoting their increased usage and impact, which I hope will stimulate authors to share their research results on serious games through this journal.

Finally, I would like to invite you to participate in the fifth GaLA Conference, 5-7 December 2016 in Utrecht (<http://www.galaconf.org>). It will be a great opportunity to share knowledge, opinions and ideas. New this year at the conference is a full day of various tutorials targeted to broaden and deepen knowledge of (young) researchers. There is a nice program with technical papers that advance the state of the art in the technologies and knowledge available to support development, evaluation, and deployment of serious games. The program includes demo sessions, where projects and paper authors give live demonstrations of their games and interactive environments. I hope to meet you all at the GaLA Conference!

## References

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