Editorial

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I am proud to open the fifth year of the International Journal of Serious Games with a new issue containing six excellent papers. Four of them are from a special issue devoted to "Intelligent Learning Assessment in Serious Games", guest edited by Riccardo Berta and Pablo Moreno Ger [1]. The special issue deals with an ever more emerging topic, also in the serious game domain, which concerns the gathering of data during the gameplay and their processing in order to assess user performance, supporting better feedback, coaching and game adaptation.

The issue is completed by other two papers, that I briefly introduce in the following.

"A cookbook method for Persuasive Game Design", by Siriaraya et Al. [2], presents the Persuasive Game Design (PGD) method, a non-directive approach for designing persuasive games including a practical hand-out. A set of essential PGD components and tools are provided from which game designers can choose from, given their specific context and resources. The proposed method, based on the authors' experience, is further refined using feedback from professional game designers. An application case study is provided. Overall, the method provides a useful contribution to the state of the art by combining knowledge from game theory, game design and design methodology.

"Playing to Investigate the Relationship Between Achievement and the Perception of learning", by Stephen Boyd [3], investigates the relationship between achievement and the perception of enjoyment and learning through the Playing Property serious game. Emerging findings present significant associations between enjoyment and the perception of learning. The relationship between achievement, measured in accumulated game score, and the responders' perception of enjoyment is less significant. Further analysis supports a deeper relationship between play and learning, one where competition and other game play attributes are more effective in engagement than point scoring or rewarding. The authors also highlight that a more detailed evaluation may include staged testing of what may be learned and how well it endures, in comparison with other forms of teaching.

References

[1] Berta R. and Moreno-Ger P., Introduction: Intelligent Learning Assessment in Serious Games, The Int.l Journal of Serious Games, Vol. 5, Nr. 1, Mar. 2018; http://dx.doi.org/10.17083/ijsg.v5i1.237

[2] Siriaraya P., Visch V., Vermeeren A., Bas M., A cookbook method for Persuasive Game Design, The Int.l Journal of Serious Games, Vol. 5, Nr. 1, Mar. 2018; http://dx.doi.org/10.17083/ijsg.v5i1.159

[3] Boyd S., Playing to Investigate the Relationship Between Achievement and the Perception of learning, The Int.l Journal of Serious Games, Vol. 5, Nr. 1, Mar. 2018; http://dx.doi.org/10.17083/ijsg.v5i1.214