

Editorial

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I am very proud and pleased to introduce this issue, which closes the eighth year of the International Journal of Serious Games. This edition features four papers, that I briefly present in this editorial.

Just these days, the 10th edition of GaLA Conf is taking place, organized by Francesca De Rosa, of NATO STO Centre for Maritime Research and Experimentation, and her team. We are meeting each other, even if only virtually, and continuing the advancement of our community on serious games. As the previous years, the best papers from the conference will be invited to appear in a special issue in our journal.

With the end of the year, I take the opportunity to thank all the authors, reviewers and editorial members, who have contributed to another great volume of the IJSG.

“Design methodology of analytical games for knowledge acquisition”, by De Rosa and De Gloria [1], introduces a framework to provide a structured guidance on the aspects to be factored in the different design phases of an analytical game, including the potential impact of the adoption of automation and autonomy. The proposed approach is based on previous research in the field of simulation-based serious gaming, model-driven engineering and human factors engineering. As a case study, the framework is applied to a Knowledge Acquisition Analytical Game.

“VAPBr: Values in Digital Games for Public Service in Brazil”, by Janssen et al. [2], proposes the “Values at Play Brazil” (VAPBr), a deck composed of 24 cards as a brainstorming tool to help designers identify values for public process-based digital games. The paper describes the design of VAPBr and its evaluation with fourteen game designers aiming to obtain participants’ perception of VAPBr capability of clearly describing values and its usefulness for identifying them for a game. Results show a positive perception of VAPBr as a brainstorming tool to discover values to be designed in a public process-based digital game.

“The effect of a serious game on aviation vocabulary acquisition”, by Nazmi and Rabia Dinçer [3], sets out to investigate the effect of a serious simulation game, namely X-Plane 11, offering a learning experience on aviation vocabulary acquisition. This investigation takes the form of quasi-experimental mixed-method research by retrieving convenience sampling (15 subjects in the experimental group, 15 subjects in the control group). The findings indicated that there was strong evidence of the positive effects of serious gaming on the learners’ outcomes. Following the integration of the serious game, a significant increase in the medium effect size in the experimental group was recorded. This finding was also echoed by the majority of the interviewees, who emphasized that the game was beneficial and motivating for language learning despite some minor challenges triggered by the level of language, hardware, and software types.

“A Serious Game to learn English: The case of Bethe1Challenge”, by Aguilar-Cruz and Álvarez Guayara [4], reports a case study aimed at exploring students’ perceptions towards the use of the Bethe1Challenge serious game, supported with gamified classroom activities, which was used in a high school during pandemic times. To complement this study, interviews, a pre-test and post-test were implemented and analyzed. Although constraints related to the game were discovered, the tests and interviews revealed that the students perceived Bethe1Challenge as an entertaining, fun, and enjoyable game, that motivates and improves English learning.



References

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