

Editorial

Alessandro De Gloria¹

¹*University of Genoa, alessandro.degloria@unige.it*

I am happy to open this issue announcing that the Scopus has started indexing the issues of the International Journal of Serious Games. I am very proud for this achievement and grateful to all the authors, reviewers, and editorial board members, who have permitted it.

The organization of GaLA Conf 2021 is going on very well, and I recall you the call for paper on the website (<https://conf.seriousgamessociety.org>), wishing to finally meet you all in person in La Spezia at the beginning of December 2021.

Enjoy this 30th issue of the International Journal of Serious Games!

“Serious Game Top Eleven as an Educational Tool in Sports Economics”, by Afthinos et al. [1], aims at exploring the use of the serious game Top Eleven as an auxiliary educational tool in a sports economics undergraduate course. The implementation phase showed that Top Eleven could be used as a supporting tool in the form of virtual internship for gaining of practical experience by applying sports economic concepts for the financial management of a professional football club. It is argued that the game offers a sensible working environment in sports economics and the related sport management fields.

“A Review of Digital Serious Games for Tsunami Risk Communication”, by Hawthorn et al. [2], presents a review of evidence and effectiveness of digital serious games (SGs) for communication of action-oriented key messages (related to tsunami evacuation) to children. Results showed only two suitable, classroom deployable games. Similarly, while general evidence of the effectiveness of digital SGs was found, the evaluation of and evidence for the specific effectiveness of the available games was extremely limited. The authors suggest that future game development projects need to embrace comprehensive stakeholder involvement. Recommendations for serious game development projects are proposed.

“Procedural generation of problems for elementary math education”, by Xu et al. [3], addresses the issue that manually creating math problems with a variety of textual and visual content is very time-consuming and expensive. The article presents a generic approach for procedural generation of problems. The authors propose a multi-language adaptive textual content generation pipeline to realize the generated abstract math problems into semantically coherent text questions in natural language. A workflow time gain evaluation shows an average time saving of 56%. Further, human expert evaluation of this approach indicates that the content it generates is sensible and solvable for primary school students.

“Using Greenfoot as a Tool for Serious Games Programming Education and Development”, by Xinogalos and Tryfou [4], presents Greenfoot, an educational programming environment that aims to motivate students in learning object-oriented programming (OOP) through the development of simple games and simulations. Development of an SG for learning OOP and a survey on the perceptions of graduates that had been introduced to SGs programming with Greenfoot in a Master course are presented. The results show that Greenfoot, although not developed for this purpose, can be utilized both as a tool for introducing novices to (serious) games programming and as a tool for developing SGs.



“*Developing a novel psychographic-behavioral qualitative mapping method for exergames*”, by Smith et al. [5], deals with location-based augmented reality games (particularly Harry Potter: Wizards Unite and Pokémon GO), and qualitatively map both psychographic and behavioral data to profile groups of players to improve design. The authors conclude that psychographic constraints experienced can negatively influence player preference and behavior. However, psychographic enablers such as player involvement with the franchise and player loyalty toward the brand can act to sustain continued gameplay across different player types and should not be underestimated as a powerful influence in decision-making, choice behavior, and behavior change (to improve exercise and health).

“*Serious Game Design to Support Children Struggling with School Refusal*”, by Høiset et al. [6], deals with the school refusal issue. The authors’ research aims to support, through serious games, children who are at risk or in an early phase of developing school refusal. The paper presents current work, the Gnist SG, grounded in human-centered design, involving the application of a game design framework to elaborate on design elements and empirical evaluations of the game. Implications for game design and key takeaways for researchers and practitioners are discussed.

“*Serious board games: modding existing games for collaborative ideation processes*”, by M. Sousa [7], argues that, with appropriate adaptation, modern board games may become flexible and cheaper ways to use and prototype SGs. Digital game designers may learn from modern board games to playtest player engagement and build SG prototypes. The authors describe an experience with several adapted modern board games aiming to create a “Light Collaborative Ideation Process”, supported by the “Engagement Design” model and “The big five personality traits”. The game session objectives concerned fostering collaboration and ideation among participants in an informal meeting. The session successfully supported the potential of using modern board games, although showing the limitations and future developments required to benefit from the modding approach.

References

-
- [1] I. Afthinos, V. Manasis, T.-P. Chrysanthopoulos, “Serious Game Top Eleven as an Educational Tool in Sports Economics,” *International Journal of Serious Games*, 8(2), 3-19, 2021. <https://doi.org/10.17083/ijsg.v8i2.420>
 - [2] S. Hawthorn, R. Jesus, M. A. Baptista, “A Review of Digital Serious Games for Tsunami Risk Communication,” *International Journal of Serious Games*, 8(2), 21-47, 2021. <https://doi.org/10.17083/ijsg.v8i2.411>
 - [3] Y. Xu, R. Smeets, R. Bidarra, “Procedural generation of problems for elementary math education,” *International Journal of Serious Games*, 8(2), 49 – 65, 2021. <https://doi.org/10.17083/ijsg.v8i2.396>
 - [4] S. Xinogalos, M. M. Tryfou, “Using Greenfoot as a Tool for Serious Games Programming Education and Development,” *International Journal of Serious Games*, 8(2), 67-86. 2021, <https://doi.org/10.17083/ijsg.v8i2.425>
 - [5] J. Smith, M. D. Lee, L. A. Ellis, K. Ijaz, K. Yin, “Developing a novel psychographic-behavioral qualitative mapping method for exergames,” *International Journal of Serious Games*, 8(2), 87-107, 2021. <https://doi.org/10.17083/ijsg.v8i1.422>
 - [6] M. Høiset, O. A. Alsos, S. Holme, S. Ek, C. Tendenes Gabrielsen, “Serious Game Design to Support Children Struggling with School Refusal,” *International Journal of Serious Games*, 8(2), 109 – 128, 2021. <https://doi.org/10.17083/ijsg.v8i2.444>
 - [7] M. Sousa, “Serious board games: modding existing games for collaborative ideation processes,” *International Journal of Serious Games*, 8(2), 129 – 146, 2021. <https://doi.org/10.17083/ijsg.v8i2.405>