

Editorial

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This issue includes four papers selected among the best presented at the Games and Learning Alliance Conference (GaLA Conf), that in 2020 was held in the Laval virtual world, organized by the University of Le Mans. The four papers have been selected by a special reviewers group headed by the conference organizers. The introduction to the conference and the papers is given by Iza Marfisi Schottman (General Chair), Ludovic Hamon, Roland Klemke, Pierre Laforcade and Francesco Bellotti in [1].

In a couple of months, the 10th edition of GaLA Conf will take place, organized by Francesca De Rosa and her team, and we will meet each other, even if only virtually, and continue the advancement of our growing community of academics and practitioners in the field of serious games.

In the meanwhile, the IJSG indexing process in the Scopus database is advancing and all the 2020 and 2021 issues have been indexed.

Beside the special issue, this number of the International Journal of Serious Games also features two regular papers, that I briefly introduce in the following.

“Evaluation of HackLearn COFELET Game User Experience for Cybersecurity Education”, by Katsantonis and Mavridis [2], deals with HackLearn, a scenario-based hacking simulation game for teaching cybersecurity concepts, providing hands-on hacking experiences to the learners. Aiming at evaluating the user experience perceived by HackLearn’s users, the paper describes the process of adopting it in a real educational environment based on the didactic framework for simulation games. Discussing the evaluation results, the authors argue that HackLearn is engaging, motivating, usable and effective in teaching cybersecurity concepts and hacking strategies and techniques. The analysis also revealed aspects that should be improved, such as the scaffolding feature and the communication mechanism with the game’s back-end facility.

“Security Awareness Level Evaluation of Healthcare Participants Through Educational Games”, by Pulido and Johnson [3], presents an educational board game assessing the information security awareness level of healthcare personnel whilst at the same time, developing an evaluation framework to validate it against the learning outcomes and socio-technical issues of organisational cultures. The results obtained during a first evaluation of the study showed that a solid knowledge of information security is essential to properly guide the participants with the training. A second evaluation showed that using information security policies established by the industry as a basis for the board game results in an effective way to educate staff on the procedures required in information security and in compliance with policies, as well as making it easier for participants to understand the risks behind security incidents.

References

- [1] I. Marfisi Schottman, L. Hamon, R. Klemke, P. Laforcade, F. Bellotti, “Introduction to the GaLA Conf 2020 Special Issue,” *International Journal of Serious Games*, 8(3), 43-44, 2021. <https://doi.org/10.17083/ijsg.v8i3.467>
- [1] M. N. Katsantonis, I. Mavridis, “Evaluation of HackLearn COFELET Game User Experience for Cybersecurity Education,” *International Journal of Serious Games*, 8(3), 3-24, 2021. <https://doi.org/10.17083/ijsg.v8i3.437>
- [2] M. A. Pulido, C. W. Johnson, “*Security Awareness Level Evaluation of Healthcare Participants Through Educational Games*,” *International Journal of Serious Games*, 8(3), 25-41, 2021. <https://doi.org/10.17083/ijsg.v8i3.421>

