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Editorial

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Francesco Bellotti<sup>1</sup>

<sup>1</sup>*Università degli Studi di Genova, Genova, Italia*  
[francesco.bellotti@unige.it](mailto:francesco.bellotti@unige.it)

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This issue of the IJSG proposes seven articles dealing a variety of topics such as role playing and collaboration, promotion of the cultural heritage, probabilistic reasoning, a catalogue devoted to search for educational serious games. Here a short overview follows.

“A System Design Approach of Gamification for disseminating Intangible Oral Expressions of Indigenous Textile Heritage”, by Roy et al. [1], attempts to investigate the relevance of using gamification for the dissemination of oral narratives embedded within the traditional fabrics of tribal communities of Northeast India. It proposes a gamified system model to disseminate the oral cultural expressions associated with tribal fabrics and their textile heritage. It also integrates instructional design approach for creating a gamified learning environment for fostering cultural awareness and education among young generation of the tribal communities.

“BehaviourCoach: Exploring the Use of a Web-Based Serious Game in Health Promotion”, by Grant and Elaheebocus [2], investigate the use and evaluation of a Web-based application named BehaviourCoach. The evaluation of the was positive, with participants expressing enjoyment, reporting that they found the game able to support social interaction, and that the web application interface’s navigation was user-friendly. These factors were found to be positively related to intention to use the digital tool in the future.

“Gamification in Retail: Enhancing Grocery Customer Experience with Location-Based Strategies”, by Zandi and Sekhavat [3], presents a gamified shopping system using location-based (Beacon) technologies with a mobile application. This system engages customers through interactive games and challenges in specific store locations. With a sample size of 25, this study aimed to address research questions about real-world applicability, role and impact. Study findings showed a significant positive correlation between gamification strategies and customer experience.

"AI-deation: When the Teacher is a Transformer in Role-Playing to create Privacy Decision Serious Games," by Patrick Jost [4], studies the integration of a GPT-4 transformer in some activities of an educator, with a between-group experiment. According to the author, the findings indicate that generative AI can successfully be sourced to play the teacher role in a collaborative role-playing activity. The insights underscore the requirement to determine the

most effective timing for AI intervention in human-AI co-playing ideation sessions to foster the full potential of an AI filling a role in a collaborative design process.

“Can ChatGPT Match Experts? Comparing input for Serious Game Development”, by Tyni et al. [5], investigates the validity of ChatGPT as a tool to generate meaningful input for the serious game design process. The findings show that ChatGPT can produce statistically similar input to experts, and that experts can provide unique insight to the development process.

“Bayesian Knowledge Tracing Implemented in a Telecommunications Serious Game”, by Nedombeloni et al. [6], investigates whether a new serious game be designed, incorporating knowledge tracing algorithms to deliver personalised learning experiences in telecommunications education. The authors propose an approach combining free-roam gameplay with tailored educational content, with promising outcomes.

“Zarmelo Game: All or None?”, by Luigi Bernardi [7], presents a free online game designed to support educational activities related to sets and quantifiers. Interestingly, the author stresses that the main findings from the pilot tests concern the role of the game in promoting collaborative and reflective processes, i.e., the discussions among students themselves as well as between teachers and students regarding why a certain statement is or is not true.

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