

## Editorial Preface

# Welcome to the International Journal of Game-Based Learning (IJGBL)

Patrick Felicia, Waterford Institute of Technology, Waterford, Ireland

This issue—Volume 7, Issue 2—includes four articles that provide a comprehensive view of the many possibilities offered by game-based approaches, including serious games and gamification. The authors offer valuable insights on what they believe can influence motivation and the cognitive process (e.g., critical thinking). These papers are essentially based on their experience and the collection of a significant amount of data, both qualitative and quantitative.

These articles explain how scenarios in serious game can be tailored to the players' learning (Callies, Gravel, Beaudry and Basque), and how conceptual changes can be supported by serious games and tailored game mechanics (Gauthier and Jenkinson); they illustrate how different types of games can impact on creativity and, indirectly, on learning (Moffat, Crombie and Shabalina), and to what extent gamification can help to support and to improve critical skills (Huang and Yeh).

In the first paper, Callies, Gravel, Beaudry and Basque describe an architecture for serious games, that accounts for the players' progress and that adapts the content to optimize learning. Throughout their paper, they provide interesting solutions to adapt the learning strategies to the player for improved learning, showing how this flexibility for the content can impact on both motivation and learning, because it makes the content even more relevant to the player.

In the second paper, Gauthier and Jenkinson describe their experience of designing and using a game called *MolWorlds*, to facilitate conceptual changes for biology students.

In the third paper, Moffat, Crombie and Shabalina explore how playing different types of games could impact and support creativity, especially flexibility. Their experiment suggests that playing games for longer periods of time could foster more durable and deeper changes for the player in terms of creativity.

In the fourth and last paper, Huang and Yeh describe experiments where they assessed to what extent gamification could be used to improve students' critical thinking, one of the key literacies for journalism students. They describe the platform that they have designed to gamify their curriculum, as well as some of the key conclusions from their experiments.

I hope that you find these articles both inspiring and informative. I also hope that you will consider submitting an article to subsequent issues of the journal, and contribute to the expanding body of knowledge on Game-Based Learning. Should you have any query about IJGBL, please contact the editor (pfelicia@gmail.com) or visit the official website for IJGBL at [www.igi-global.com/ijgb/](http://www.igi-global.com/ijgb/).

*Patrick Felicia*  
*Editor-in-Chief*  
*IJGBL*