Special Issue

Game-Based Learning: Evaluation of Integrating Pedagogical Content and Assessment

Message from the Guest Editors

Games-based learning (GBL) as a supplementary learning approach can be very motivational and engaging while appealing to the new types of learners that we are seeing with increased frequency in education. Challenges associated with GBL are related to integrating learning content, assessment content, and conducting appropriate empirical evaluations of these games to support validity as a potential recognized pedagogical mechanism. The goal of the Special Issue is to raise attention to the fact that games are motivational and potentially effective but must be based on pedagogical principles and recognized frameworks and models to be effective, bolstered by stringent research studies including longitudinal analysis, meta-analyses, and randomized controlled trials. We invite submissions about games or simulations that have been developed using sound pedagogical principles and are applied and evaluated to any level of education and training from any subject area. Frameworks and processes formulated for advancing the Games-based learning field in terms of content integration, assessment integration, or evaluation are also welcome.

Guest Editors

Dr. Thomas Hainey

Dr. Gavin Baxter

Dr. Marco Gilardi

Deadline for manuscript submissions

closed (3 June 2022)

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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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