

Special Issue

Digital game-based learning (DGBL)

Message from the Guest Editors

The innovative methodology called Game-based Learning (GbL) and, more specifically, Digital Game-based Learning (DGBL), is intended to take advantage of the educational potential of videogames, digital games, augmented reality playful apps, etc. These resources are used for activating teaching and learning processes, contributing to students' acquisition and development of several competences, in a motivating way.

In this sense, even if there are interesting educational experiences based on this methodology, it is necessary to carry out, know, and disseminate quantitative, qualitative, and mixed research showing positive results. It is also needed to publish works describing the didactic procedures, the criteria for selecting games, the design of activities linked to the curriculum, the creation of instruments to register students' progress, etc. For these reasons, this special monographic intends to collect contributions that help promote DGBL in the classrooms.

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About the Journal

Message from the Editor-in-Chief

Towards the end of 2018, I was approached to be the new Editor-in-Chief for the *Multimodal Technologies and Interaction (MTI)* journal. I was honored to be considered and happily accepted the role, starting in January 2019.

MTI is a new journal, and since starting in 2017, has published over 800 papers, with the number of publications continuing to grow. As Editor-in-Chief, I would like to continue increasing the number of high-quality papers that we publish, and in addition, work towards improving the journal in other ways, such as getting the journal listed on ISI, establishing an impact factor, and increasing our social media presence.

I would also like to better engage with the research community, including bringing some new members onto the Editorial Board, focusing the journal on the latest areas of interest, marketing at leading conferences and, most importantly, getting feedback from our readers.

Editor-in-Chief

Prof. Dr. Mark Billingham

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