Welcome to the *International Journal of Game-Based Learning* (IJGBL). In this issue, researchers consider the factors that impact on teachers’ acceptance of Game-Based Learning (GBL). They take a look at teachers’ role in the design and implementation of GBL environments and their perception of GBL. Articles featured in this issue also examine the use of low-cost GBL solutions and the application of well-accepted educational theories to GBL.

Overall, these articles provide an interesting and comprehensive view of the factors that contribute to the adoption of GBL in educational settings, a concern that requires further attention from the research community. This issue also includes the review of a recent publication that features a thorough, yet practical, approach to engaging students in higher education.

In the first paper, Tan, Neill, and Johnston-Wilder compare teachers and game developers’ attitudes toward GBL; the authors reveal discrepancies between what is expected from GBL solutions and what is usually implemented. This article includes interesting considerations and conclusion for the development of GBL systems.

In the second paper, Daloukas, Rigou, and Sirmakessis explore how casual games can be employed in education. They describe the evolution of casual games and the growing interest these games have received from the industry and academia. The authors also describe an interesting study where casual games were employed to teach.

In the third paper, Razak, Connolly, and Hainey explore how GBL is perceived by Scottish teachers, and they emphasize the need for educational games designed with environmental constraints in mind, so that teachers are more inclined to include games in their teaching. The authors also present the results of a survey conducted to gauge teachers’ use of, and interest in, GBL solutions.

In the fourth paper, Asbell-Clarke, Edwards, Rowe, Larsen, Sylvan, and Hewitt report on a study where a massively multiplayer online (MMO) game was employed to promote scientific enquiry. They illustrate how these environments can support learning, provide adaptive mechanisms that make it possible for the storyline to evolve according to players’ knowledge, and involve both educators and designers as observers and ‘responsive’ designers.

In the fifth paper, Watson and Fang present a theoretical framework, based on Problem Based Learning (PBL), to assist educators interested in using GBL.

Watson and Fang provide a rationale for their approach. They identify similarities
between PBL and video games, and describe how GBL can enhance PBL approaches. In the sixth and last paper, Gatzidis provides a review of “Learning with Digital Games: A Practical Guide to Engaging Students in Higher Education,” a book authored by Nicola Whitton.

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.

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