Welcome to the *International Journal of Game-Based Learning* (IJGBL). In this issue, researchers investigate several aspects of successful models for the design and integration of GBL. They take a look at user-centered solutions, considering how learning styles (Mehigan and Pitt) and player types (Rademacher) can be accounted for a more enjoyable experience. Articles featured in this issue also examine the inclusion of GBL strategies as part of teacher training (Charlier and De Freine), the importance of well-designed tutorials and instructional elements in video games (White), the benefits and limitations of video game consoles in the classroom (Groff, Howells, and Cranmer) and the delicate balance between instructional and entertaining elements in educational games (Rai and Beck). Overall, these articles touch on very relevant issues and offer interesting and practical insights.

In the first paper, Charlier and De Freine report on the design, implementation and evaluation of a course dedicated to train teachers on the use of GBL strategies. The authors describe how the structure and content of the course encouraged teachers to use GBL in the classroom, notably by increasing their ICT (Information and Communication Technologies) skills, self-confidence, and overall enthusiasm for this medium. This paper illustrates the importance of teacher training for a wider acceptance of GBL in instructional settings.

In the second paper, White addresses the issue of designing effective tutorials for educational video games. He argues that some video games designers make inaccurate assumptions on players’ gaming literacy and, as a result, designers may not include relevant teaching and tutoring mechanisms for novice players who could then focus on the educational content of the game rather than the game mechanics. White presents a study which compares three novel tutorial modalities and strategies applied to the game *World of Warcraft*.

In the third paper, Groff, Howells, and Cranmer investigate the benefits of GBL through game consoles. They explain the rationale for their study, the contexts in which consoles can be used successfully, and the benefits brought by such an approach in terms of motivation, creativity, collaboration and writing skills. The authors also describe the limitations and challenges posed by this medium when employed in the classroom, and...
provide practical recommendations for both teachers and policy makers.

In the fourth paper, Mehigan and Pitt explore the interesting field of personalized and adaptive GBL systems. They explain the concepts of Adaptive Learning Systems (ALS) and learning styles. They describe a study where these two concepts were implemented to dynamically detect students’ learning styles through biometric devices such as eye-trackers and accelerometers, and contextualize their findings within the field of GBL.

In the fifth paper, Rademacher reviews two of the most influential taxonomies developed by Bartle and Caillois, and used to describe players’ types and play complexity. The author explains the application of these taxonomies, identifies similarities between them, and proposes a new model entitled “The Entertainment Grid” (X-ENT). Rademacher then explains how this new model can be employed for game design, research, and education.

In the sixth and last paper, Rai and Beck investigate the benefits of game-like elements and the trade-off that ought to be reached between entertaining and educational features in GBL systems. They identify gaming features that increase motivation without impacting negatively on learning outcomes, and report on a study conducted with 297 students who used games that included different levels of game-like elements.

I hope that you find these articles both inspiring and informative.

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