In this issue, there are five exemplary research articles and one book review. The first article from Warren et al. makes the important argument that definitions of games and simulations are critical to those working in education in multiple fields (e.g. academia and software design). The benefit of their approach is that they examine what research has been written within our field; however, they then branch outside of education to help explain and explore how others are using similar terms. As they suggest, such an approach allows for discourse across disciplines.

The second article written by Zaharias more closely examines the concept of user experience. In this empirical study, they further explore the temporality of user experience and its impact on the attractiveness of serious games. They conclude by suggesting that pragmatic and hedonic quality contribute equally to attractiveness. As such, designers should pay attention to aesthetics, visual design, function, and practical aspects of gameplay.

Weiss and Tettegah authored the third article titled, “World of Race War: Race and Learning in World of Warcraft.” The authors highlight the importance of race in the popular MMORPG; they use the game to explore how players identify with these races. They push further to explore how this identification and perception of conflict is then translated to the physical world. They argue that although race does exist in-world, the player experience might actual limit the acquisition of higher-order interpretive or critical reasoning skills.

The fourth article in this issue is a paper written by Ke, Yildirim, and Enfield. This article about game design examined how novice designers use strategies and methods to promote player enjoyment. Their study not only found five latent groups of novice designers, it also discovered an association between individual characteristics and perceptions of game flow among designers. Their goal within this process is to have educators reconsider the integration of the GameFlow model into instruction.

The final research article is titled, “The Gameplay Enjoyment Model.” Quick, Atkinson, and Lin investigate features that might influence video game enjoyment. The authors highlight six specific types of enjoyment, including challenge, competition, and fantasy. They then use this Gameplay Enjoyment Model (GEM) in a discussion of the impact on game design. Quick et al. conclude that GEM provides an important foundation, but designers should always consider the audience of their work, particularly given the diverse preferences of players.

In addition to the five research articles, there is a book review authored by Rice. The author examined the book The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education written by Karl M. Kapp (2012). The book provides various techniques for the gamification of instructional material. Rice argues that the book has signifi-
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IJGCMS publishes research articles, theoretical critiques, and book reviews related to the development and evaluation of games and computer-mediated simulations. One main goal of this peer-reviewed, international journal is to promote a deep conceptual and empirical understanding of the roles of electronic games and computer-mediated simulations across multiple disciplines. A second goal is to help build a significant bridge between research and practice on electronic gaming and simulations, supporting the work of researchers, practitioners, and policymakers.

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