As I have shared on multiple occasions, I invite guest editorials when an important issue, problem, or opportunity arises in the field. The guest editorial for 4(2) was written by Dr. David Gibson and Dr. Gerald Knezek.

I met David at a Microsoft Conference many years ago. I had read about his important and innovative work in teacher education and simulations through his project on simSchool. I was intrigued by his understanding of what it would take to bring gaming and simulation into education. More recently, I learned of his efforts to further bridge gaming, simulation, and teacher education through the development of an international handbook. I asked David to talk a little about that work and how it might set a strong foundation for future research and development within the field.

In addition to the introduction of the Handbook by Gibson, there are four excellent full-length articles in this issue of IJGCMS. Heeter et al. address how the use of Wi-Fi and online gaming can increase social connections between co-located strangers. Using an experimented situated in a real world setting, they invited participants to game together and then explored the outcomes based on issues of visibility, friendship drive, and social connection. Pearcy investigates the possibilities of using the game America’s Army in social studies classrooms. He examines the issue from multiple angles; he concludes by arguing that exposure to what the military does, as presented by the game, could be invaluable for those insulated from such things. Umarov et al. study the effectiveness and the believability of AI behavior in virtual worlds. They argue that current commercial games rarely implement advanced AI algorithms. The authors argue for more methods based on human behavior acquisition. The final full length article is from Marlow, who addresses the use of games and game construction for environmental design education. In the article, he makes a thoughtful argument about how a unique game design course could benefit traditional landscape architecture curriculum.

This issue of IJGCMS ends with a book review by Ritzhaupt et al. The reviewers critique a book edited by Hirumi titled: Playing Games in School: Video Games and Simulations for Primary and Secondary Education. The reviewers complete an overview of every section, highlighting strengths from each chapter. They conclude by suggesting that although the material could have been organized more fluidly, the material is relevant and timely for readers.

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