I occasionally invite guest editorials for IJGCMS. In multiple issues, for instance, I have invited students, researchers, professors, and business/government groups to respond to issues on preparing students to succeed in gaming and simulation careers, both within and outside of academia. I also invite editorials when an important issue, problem, or opportunity arises in the field.

In 2010, I learned that Boise State University was developing a quest-based learning platform called 3D GameLab. In 2011, they launched the environment for use by teachers and students. I invited Dr. Lisa Dawley to comment briefly on the background and theory of the project, as well as give a brief update on its status for those that might be interested in joining her and her team on their quest.

In addition to the introduction of the educational environment by Dawley, there are five excellent full-length articles in this issue of IJGCMS. Jamaludin and Chee explore how students make sense of their online experiences, and in doing so, develop identities and meaning. The authors examine World of Warcraft use and find that a more divergent definition of becoming is important to 21st century theory and practice. Ziaeehezarjeribi and Graves continue this line of thinking by examining avatars and avatar use in three-dimensional virtual worlds. They argue that customized and individualized instruction are important components for students as these virtual identities emerge. Tobias et al. attempted to explore the relationship between mathematical performance and the amount of time children spent playing videogames (after identifying the game’s spatial content and cognitive complexity). The authors found no main effect, but did find evidence that games high in spatial content or cognitive complexity did impact math scores when played for low amounts of time. In the fourth article, Sharritt and Suthers investigate the concept of failure in video games. Their study provides evidence that some failure experiences lead to abandonment of tasks, while others lead to increased motivation. The paper attempts to explain these differences through activity theory. Evans authored the final paper in this issue, which is an exploration of the notion of serious games as persuasive games. He argues that in order to be persuasive, games should have procedural rhetoric and procedural ethos.

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