Welcome to the second issue of the *International Journal of Gaming and Computer Mediated Simulations* (IJGCMS). 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.

In the first editorial, I described how the journal would include articles that were: a) of high quality & rigor; b) interdisciplinary; c) international; d) based on innovations; and e) were willing to directly address implications. This second issue provides a great example of what this journal is all about. In addition to being rigorous, the four articles and one book review are from America, Singapore, Germany, and New Zealand. They cover such topics as economics, science education, citizenship, gender/sex roles, and design. Readers will find important implications for their work in each of the pieces. Finally, these articles report on interesting and important innovations in the field.

The first article by Castronova, Bell, Cornell, Cummings, Emigh, Falk, Fatten, LaFourest, Mishler, Reynard, Robbins, Ross, Ryan, and Strarks, entitled “A test of the law of demand in a virtual world: Exploring the Petri dish approach to social science,” reports on an economics experiment in a fantasy-based virtual world. The authors tested the law of demand, or the idea that when prices go up (keeping all else equal), demand will go down. They found evidence that such a demand exists in the virtual world; as such, they provide justification for the importance of continued, greater, and more sustained economic and social experiments within a social world.

Norton-Barker, Corbit, Bernstein, and Greene wrote the second article entitled, “Leveraging game-play in a 3D world: A comparative study in a biology classroom.” The goal of this study was to test the appeal and usability of gaming in four ninth-grade science classrooms. Groups of students were placed in an online world or in a traditional curricular environment; after a set period of
time, the groups switched. The study found that students were enthusiastic about learning genetics in a virtual environment. Perhaps more importantly, students who were otherwise uninterested in school (and in science) were motivated to participate and engage in learning activities.

Yam San Chee, Swee Kin Loke, and Ek Ming Tan addressed the topic of citizenship in the third piece in this issue. They share a model of game-based learning using Space Station Leonis to teach students about citizenship education. “Becoming citizens through game-based learning: A values-driven, process approach to citizenship education” provides evidence of dispositional shifts that are important for life in a globalized and multicultural world.

Our final research article addresses the topic of avatars and gamers’ strategies as they relate to gender and sex. Trepte, Reinecke, and Behr question why gamers select various attributes of their avatars, particularly relating to gender and sex. Their study, entitled “Creating virtual alter egos or superheroines? Gamers’ strategies of avatar creation in terms of gender and sex,” provides an important look at both avatar choice and resulting enjoyment from game players. They found players wanted characters they could identify with and yet were willing to manipulate those characters so they could achieve mastery of the game.

In addition to the four excellent articles in this issue, Champion has included a review of the book: The design and use of simulation computer games in education. The book is a collection of articles edited by Shelton and Wiley. Champion provides both an overview of the entire book as well as a glimpse at each of the chapters. Champion concludes that although the book may not directly teach students how to design games, it does provide content that could invoke some interesting debates.

We appreciate your submissions to IJGC-MS and look forward to reviewing your work in the future. Questions about publishing, reviewing, or proposing a special issue can be directed to the editor at (ijgcms@gmail.com). For a list of representative topics and a call for papers, please visit the Web site at http://www.igi-global.com/ijgcms.

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