Table of Contents

Foreword ........................................................................................................................................... xxxv

Preface ............................................................................................................................................... xxxviii

Acknowledgment ............................................................................................................................ xlix

Volume I

Section 1
Introduction to Game-Based Learning

Chapter 1
Research Review: Empirical Studies on Computer Game Play in Science Education................. 1
Gunilla Svingby, Malmö University, Sweden
Elisabet M. Nilsson, Malmö University, Sweden

Chapter 2
The Use of Computer Games in Education: A Review of the Literature...................................... 29
Thomas Hainey, University of the West of Scotland, Scotland
Thomas Connolly, University of the West of Scotland, Scotland
Mark Stansfield, University of the West of Scotland, Scotland
Liz Boyle, University of the West of Scotland, Scotland

Chapter 3
European Schoolnet’s Games in Schools Study: The Current State of Play
in European Schools and the Game Ahead ....................................................................................... 51
Caroline Kearney, European Schoolnet, Belgium

Chapter 4
Learning with Video Games ............................................................................................................. 74
René St-Pierre, Université du Québec à Montréal, Canada
Section 2
Cognitive Approach to Game-Based Learning: Design Patterns and Instructional Design

Chapter 5
A First Step towards Integrating Educational Theory and Game Design
Jan-Paul Staalduinen, Delft University of Technology, The Netherlands

Chapter 6
Classifying Serious Games: The G/p/s Model
Damien Djaouti, IRIT - University of Toulouse, France
Julian Alvarez, IRIT - University of Toulouse, France
Jean-Pierre Jessel, IRIT - University of Toulouse, France

Chapter 7
Game-Based Learning Design Patterns: An Approach to Support the Development of Better Educational Games
Manuel Ecker, University of Education Weingarten, Germany
Wolfgang Müller, University of Education Weingarten, Germany
Johannes Zylka, University of Education Weingarten, Germany

Chapter 8
I’d Rather be Playing Calculus: Adapting Entertainment Game Structures to Educational Games
Monica Evans, The University of Texas at Dallas, USA

Chapter 9
Game Literacy: Assessing its Value for Both Classification and Public Perceptions of Games in a New Zealand Context
Gareth Schott, University of Waikato, New Zealand
Neil Selwyn, London Knowledge Lab, UK

Chapter 10
Unifying Instructional and Game Design
David I. Schwartz, Rochester Institute of Technology, USA
Jessica D. Bayliss, Rochester Institute of Technology, USA

Chapter 11
A Theoretical Background for Educational Video Games: Games, Signs, Knowledge
Nicolas Szilas, University of Geneva, Switzerland
Martin Acosta, Universidad Industrial de Santander, Colombia
Section 3
Psychological Approach to Game-Based Learning: Emotions, Motivation and Engagement

Chapter 12
ARGuing for Multilingual Motivation in Web 2.0: An Evaluation of a Large-Scale European Pilot

Thomas Hainey, University of the West of Scotland, Scotland
Thomas Connolly, University of the West of Scotland, Scotland
Mark Stansfield, University of the West of Scotland, Scotland
Liz Boyle, University of the West of Scotland, Scotland

Chapter 13
Computer Games for Affective Learning

Claire Dormann, Carleton University, Canada
Jennifer R. Whitson, Carleton University, Canada
Robert Biddle, Carleton University, Canada

Chapter 14
Motivating by Design: Using Digital-Game Based Learning Techniques to Create an Interesting Problem-Based Learning Environment

Paul Toprac, Southern Methodist University, USA

Chapter 15
Assessing Engagement in Serious Educational Games: The Development of the Student Engaged Learning in a Technology Rich Interactive Classroom (SELTIC)

Leonard A. Annetta, North Carolina State University, USA
Richard Lamb, North Carolina State University, USA
Brandy Bowling, North Carolina State University, USA
Rebecca Cheng, North Carolina State University, USA

Chapter 16
Games that Motivate to Learn: Design Serious Games by Identified Regulations

Menno Deen, Fontys University of Applied Sciences, The Netherlands
Ben A. M. Shouten, Fontys University of Applied Sciences, The Netherlands

Chapter 17
Theories of Motivation for Adults Learning with Games

Nicola Whitton, Manchester Metropolitan University, UK

Chapter 18
Collaborative Learning in Massively Multiplayer Online Games: A Review of Social, Cognitive and Motivational Perspectives

Iro Voulgari, University of Patras, Greece
Vassilis Komis, University of Patras, Greece
Chapter 19
How Digital Gaming Enhances Non-Formal and Informal Learning .................................................. 395
Daniel Aranda, Universitat Oberta de Catalunya, Spain
Jordi Sánchez-Navarro, Universitat Oberta de Catalunya, Spain

Chapter 20
Understanding Serious Gaming: A Psychological Perspective ............................................................. 413
Priscilla Haring, VU University of Amsterdam, The Netherlands
Dimitrina Chakinska, VU University of Amsterdam, The Netherlands
Ute Ritterfield, Technical University of Dortmund, Germany

Chapter 21
Using Spatial Audio in Game Technology for Expressing Mathematical Problems to Blind Students .......................................................... 431
Flaithri Neff, Limerick Institute of Technology, Ireland
Ian Pitt, University College Cork, Ireland

Chapter 22
Mobile Gaming Environment: Learning and Motivational Effects .................................................. 467
Namsoo Shin, University of Michigan, USA
Cathleen Norris, University of North Texas, USA
Elliot Soloway, University of Michigan, USA

Chapter 23
Affective Gaming in Education, Training and Therapy: Motivation, Requirements, Techniques .......... 482
Eva Hudlicka, Psychometrix Associates, Inc, USA

Chapter 24
Gestural Motivation, Learning and Evaluation Using Interactive Game Design .................................. 512
Roman Danylak, Stockholm University, Sweden

Section 4
User-Centered Approach to Game-Based Learning: Accounting for Users’ Differences,
Specificities and Disabilities

Chapter 25
Hints for Improving Motivation in Game-Based Learning Environments ........................................ 530
Jean-Charles Marty, University of Savoie, France
Thibault Carron, University of Savoie, France

Chapter 26
Exploring the Gender Differences between Student Teachers when Using an Educational Game to Learn Programming Concepts .................................................. 550
Eugenia M. W. Ng, The Hong Kong Institute of Education, Hong Kong SAR, China
Chapter 27
Designing Games to Motivate Student Cohorts through Targeted Game Genre Selection ............... 567
   Penny de Byl, Bond University, Australia
   Jeffrey E. Brand, Bond University, Australia

Chapter 28
Game-Based Learning: Current Research in Games for Health, a Focus on Biofeedback Video Games as Treatment for AD/HD ................................................................. 583
   Krestina L. Amon, The University of Sydney, Australia
   Andrew J. Campbell, The University of Sydney, Australia

Chapter 29
As You Like It: What Media Psychology Can Tell Us about Educational Game Design ....................... 606
   Stephanie B. Linek, German National Library of Economics (ZBW), Germany

Chapter 30
Engaging the Un-Engageable ........................................................................................................... 633
   John Carr, University of Nottingham, UK
   Peter Blanchfield, University of Nottingham, UK

Volume II

Chapter 31
A Reference Architecture for Game-Based Intelligent Tutoring .................................................. 658
   Dennis Maciuszek, University of Rostock, Germany
   Alke Martens, University of Rostock, Germany

Chapter 32
Effective Game Use in Neurorehabilitation: User-Centered Perspectives ................................... 683
   Joel C. Perry, TECNALIA Research & Innovation, Spain
   Julien Andureu, TECNALIA Research & Innovation, Spain
   Francesca Irene Cavallaro, TECNALIA Research & Innovation, Spain
   Jan Veneman, TECNALIA Research & Innovation, Spain
   Stefan Carmien, TECNALIA Research & Innovation, Spain
   Thierry Keller, TECNALIA Research & Innovation, Spain

Chapter 33
Serious Linguistic Games as Intelligent Tutoring Systems ........................................................... 726
   Stephen Howel, University College Dublin, Ireland
   Tony Veale, University College Dublin, Ireland
Chapter 34
Motivating the Demotivated Classroom: Gaming as a Motivational Medium for Students with Intellectual Disability and Their Educators

Maria Saridaki, National and Kapodistrian University of Athens, Greece
Constantinos Mourlas, National and Kapodistrian University of Athens, Greece

Section 5
Curricular Approach to Game-Based Learning: Integrating Video Games in Instructional Settings

Chapter 35
Field Report: Using a Violent Multiplayer Game as a Virtual Classroom for a Course on Violent Video Games

Wolfgang Bösche, Technische Universität Darmstadt, Germany
Florian Kattner, Technische Universität Darmstadt, Germany

Chapter 36
Students Using Indigenous Knowledge in Video Game Creation to Develop Design Thinking Skills

Neil Anderson, James Cook University, Australia
Lyn Courtney, James Cook University, Australia

Chapter 37
Integration of Educational Games in Synchronous Virtual Classroom: A Case Study

Eleni Rossiou, University of Thessaloniki, Greece

Chapter 38
Playful Pedagogies: Cultural and Curricular Approaches to Games-Based Learning in the School Classroom

Ben Williamson, Futurelab, UK
Richard Sandford, Futurelab, UK

Chapter 39
Game-Based Learning with a Dialogic Teaching Approach: A Case of Deep Learning and the Use of Spore™ in A-level Biology Lessons

Wee Hoe Tan, University of Warwick, UK
Sue Johnston-Wilder, University of Warwick, UK
Sean Neill, University of Warwick, UK

Chapter 40
Modifying Commercial Off-the-Shelf (COTS) Games for Use in Education

Ryan Flynn, University of Greenwich, UK
Chapter 41
Promoting Sexual Health Education via Gaming: Evidence from the Barrios of Lima, Peru

Arul Chib, Nanyang Technological University, Singapore

Chapter 42
Developing Educational Games for Engineering Education: A Case Study

Vinod Srinivasan, Texas A&M University, USA
Karen Butler-Purry, Texas A&M University, USA
Susan Pedersen, Texas A&M University, USA

Chapter 43
Developing Video Games for Physics Education

Kostas Anagnostou, Ionian University, Greece
Anastasia Pappa, Alibreto Science Communication and Education, Greece

Chapter 44
Practical Applications of Serious Games in Education

Helen Axe, PIXELearning, UK
Helen Routledge, PIXELearning, UK

Chapter 45
Game-Based Learning for Knowledge Sharing and Transfer: The e-Vita Approach for Intergenerational Learning

Dimitra Pappa, NCSR Demokritos, Greece
Ian Dunwell, Serious Games Institute, UK
Aristidis Protopsaltis, Serious Games Institute, UK
Lucia Pannese, Imaginary srl, Italy
Sonia Hetzner, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany
Sara de Freitas, Serious Games Institute, UK
Genaro Rebolledo-Mendez, Universidad Veracruzana, Mexico

Chapter 46
Exploring Educational Video Game Design: Meaning Potentials and Implications for Learning

Anna Akerfeldt, Stockholm University, Sweden
Staffan Selander, Stockholm University, Sweden

Chapter 47
Emerging Paradigms in Legal Education: A Learning Environment to Teach Law through Online Role Playing Games

Nicola Lettieri, Institute for Development of Vocational Training, Italy
Ernesto Fabiani, Università del Sannio, Italy
Antonella Tartaglia Polcini, Università del Sannio, Italy
Rosario de Chiara, Università degli Studi di Salerno, Italy
Vittorio Scarano, Università degli Studi di Salerno, Italy
Chapter 48
Computer Games for Algorithm Learning
Sahar Shabanah, King Abdul-Aziz University, Saudi Arabia

Chapter 49
Context-Free Educational Games: Open-Source and Flexible
Vasiliki Dai, Secondary School Teacher of English, Greece
Vasilis Daloukas, Secondary School Teacher of Informatics, Greece
Maria Rigou, University of Patras, Greece
Spiros Sirmakessis, Technological Institute of Mesolonghi, Greece, & Research Academic
Computer Technology Institute (R.A. CTI), Greece

Chapter 50
A Study on Whether Digital Games can Effect Spatial Reasoning Skills
Andrea Corradini, University of Southern Denmark, Denmark

Chapter 51
LEADER.edu: Using Interactive Scenario-Based Simulations for Leadership Development
Brent D. Ruben, Rutgers University, USA
Kathleen M. Immordino, Rutgers University, USA
Sherrie Tromp, Rutgers University, USA
Brian Agnew, Rutgers University, USA

Chapter 52
Digital Propensity: An Investigation of Video Game and Information and
Communication Technology Practices
Boaventura DaCosta, Solers Research Group, USA
Angelique Nasah, Solers Research Group, USA
Carolyn Kinsell, Solers Research Group, USA
Soonhwa Seok, University of Kansas, USA

Compilation of References