Editorial Preface

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Welcome to the International Journal of Game-Based Learning (IJGBL).

This issue includes seven articles that provide a comprehensive view of the many possibilities offered by game-based approaches, including information literacy, mathematics, sports, health, and social sciences. These articles were first peer-reviewed through a double-blind process as part of the ECGBL conference (European Conference on Games Based Learning), and then selected for this special edition based on their relevance, scope and quality.

These articles explain how games may increase media and information literacy (Costa, Tyner, Henriques and Sousa), and how intrinsic motivation can be harnessed to support the use of game-based learning for mathematics (Kiili, Ojansuu, Lindstedt and Ninaus). These articles also look into how video technology can promote deliberate practice and engagement (Hjort, Henriksen and Elbæk), and how commercial games can promote a healthy lifestyle (Finco, Rocha, Fao, and Santos). In addition, several of these articles also address the need to profile users for enhanced motivational and learning benefits (Gholizadeh, Taghiyareh and Alvandkoohi), and they assess to which extent games may be used to teach social sciences (Jančič and Hus) or geography (Dang, Ved, and Vemuri).

In the first article entitled "Game Creation in Youth Media and Information Literacy Education", Costa, Tyner, Henriques and Sousa explain how Media and Information Literacy (MIL) can be improved through the creation of digital games. They describe an experiment that they conducted with students from Portugal and the United States of America, where significant links were found between game creation and the development of Media and Information Literacy skills.

In the second article entitled "Exploring the Educational Potential of a Game-Based Math Competition", Kiili, Ojansuu, Lindstedt and Ninaus explore the potential and benefits of games to teach and to promote interest in Mathematics. The authors analyzed to which extent a game-based approach benefited fourth and sixth graders, and they also assessed how intrinsic motivation could help to predict the students' willingness to use these types of games again.

In the third article entitled "Player-driven Video Analysis to Enhance Reflective Soccer Practice in Talent Development", Hjort, Henriksen and Elbæk describe a cloud-based video analysis platform called Player Universe (PU) that encouraged soccer players to reflect upon their skills and promoted deliberate practice and engagement.

In the fourth article entitled "Let's move! The social and health contributions from Pokémon GO", Finco, Rocha, Fao, and Santos explore how he game *Pokémon Go* can be employed to promote social interaction and healthier lifestyles. Although they recognize that this game cannot be a substitute for sports and physical activities, they argue that it can act as a trigger to promote lifestyle changes.

In the fifth article entitled "Toward a Propensity-Oriented Player Typology in Educational Mobile Games", Gholizadeh, Taghiyareh and Alvandkoohi explore how players' interaction in mobile games can be modeled and categorized to profile the players accordingly. The authors also explain why and how mobile applications could be successfully personalized, especially in the context of game-based learning.

In the sixth article entitled "Teaching Social Studies with Games" Jančič and Hus analyze how games are used to teach social studies. They examined how Slovenian teachers and students value and use game-based learning in the context of social studies.

In the seventh and last article entitled "Geography map knowledge acquisition by solving a jigsaw map compared to self-study – investigating game based learning", Dang, Ved, and Vemuri explore how knowledge retention can be influenced by game-based and collaborative learning activities.

I hope that you find these articles both inspiring and informative.

I also hope that you will consider submitting an article to subsequent issues of the journal, and contribute to the expanding body of knowledge on Game-Based Learning. Should you have any query about IJGBL, please contact the editor (pfelicia@gmail.com) or visit the official website for IJGBL at http://www.igi-global.com/ijgbl/.

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