Game-Based Learning and Gamification for Higher Education and Adult Learning

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Message from the Guest Editor

Dear Colleagues:

New-generation students require more active approaches, with challenges, goals, collaboration and a sense of achievement (epic meaning). Such features are present in Game-based and Gamified learning raising promising technologies to use in higher and adult education. However, research in this field requires moving from whether these technologies are effective, to under what conditions are they efficient and effective. Considering as conditions cognitive and emotional aspects of the student, while instructional features, immersion, adaptability, accessibility and usability of the learning software.

In this Special Issue, we aim to gather novel theoretical, methodological, pedagogical and technological approaches, in the form of literature reviews, empirical studies, case studies, challenges, strategies and lessons learned, in the design, application, adaptation, evaluation and assessment in Game-based learning (GBL), Gamified learning (GL), higher education and adult learning.

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Special Issue

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Message from the Editor-in-Chief

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