



Researching Simulations and Serious Games for Sustainability

Guest Editor:

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Deadline for manuscript
submissions:

closed (31 December 2020)

Message from the Guest Editor

Dear Colleagues,

Scholars and educational professionals have claimed that simulations and serious games (SSGs) are well-suited to the task of enabling learners to learn how to meet the complex, systemic challenges associated with sustainability. As methods of active, problem-oriented learning, SSGs typically incorporate decision-making that calls on students to consider the application of knowledge and experience consequences of those decisions. Thus, SSGs are viewed as having high potential for developing higher-order thinking and enhancing ‘action competence’.

The definition of SSGs used in this Special Issue encompasses computer/online simulations, role-playing games, board games, and computer/online games that are *centrally* concerned with teaching and learning for social, economic, and environmental sustainability. Papers are sought from any field in which SSGs are being used to educate for sustainability (e.g., medicine, nursing, business, engineering, science, urban studies, geography).





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Message from the Editor-in-Chief

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