

Special Issue

Game-Based Learning

Message from the Guest Editors

Following the shift from traditional didactic classroom models to the adoption of active learning approaches, game-based learning (GBL) seems to be one of the most promising for enhancing learners' motivation and engagement, particularly in the new era of increased hybrid delivery brought upon by COVID-19. GBL takes advantage of gaming technologies and techniques to create an immersive, interactive, and due to mobile technology, relatively ubiquitous learning environment that promotes situated experiential learning. Research studies have shown that students who had been subjects to learning with video games reported significant improvements in subject understanding, diligence, and motivation. Additionally, the adoption of escape rooms in educational settings, which implement more tangible and human-centred activities, have been reported to improve team building and group communication, as well as increase confidence in critical thinking and decision-making.
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From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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