The games doctor publishes a new textbook this month

EdTech’s Young Baek and British colleague Nicola Whitton will publish a new textbook on educational games this month.

*Cases on Digital Game-Based Learning: Methods, Models, and Strategies* is a meta-resource in which 26 case studies analyze from varied perspectives the implementation of digital game applications for learning, including potential challenges and pitfalls. Providing strategies, advice, and examples on utilizing games for teaching, this collection of case studies is essential for teachers and instructors at various school levels.

Sections, each including several chapters, cover topics such as:

- Teaching with commercial games,
- Teaching with educational games,
- Designing games for learning,
- Learning through game design,
- Games for teacher education,
- Game-based learning in practice, and
- Researching games and learning.

Digital games can help teach a wide variety of curriculum-specific content in academic disciplines, and also transferrable skills such as problem-solving, critical thinking, or teamwork. Games can also be used to teach physical skills, cognitive strategies, and to change behaviors or attitudes. The value of game-based learning does not stop simply with their use as vehicles for delivering learning, but they can also be used as triggers for discussion or as a design activity where learning takes place through the design process. Game-based learning is not just about teaching with games, but also about learning from games and applying gaming principles to teaching, and understanding the incidental learning that takes place while game play goes on, for example, the collaboration and mentoring that takes place in Massively Multiplayer Online Role Playing Games (MMORPGs). The case studies in this book explore game-based learning from a variety of perspectives, showing a range of different ways in which it can be applied to different teaching and learning contexts.
Problem-solving is a key goal of many types of games, be it strategic planning, lateral thinking, or how to work as a team to defeat a powerful enemy—which provides motivation and stimulus for learning.

Digital games are playing an increasing vital role in teaching and learning at all levels of education.

Dr. Baek directs the Game Studio, a research and development center in the Department of Educational Technology. He teaches Introduction to Edutainment and Integrating Digital Games in the K-12 Classroom. Edutainment focuses on analyzing various kinds of entertainment to discover the qualities that make them fun. Then students attempt to insert those characteristics into instruction. Integrating Digital Games is an introductory course in game design.

Baek’s co-editor, Nicola Whitton, is a research fellow at Manchester Metropolitan University in the UK.

This volume is Baek’s third textbook. It is priced at $165 from the publisher, IGI Global.

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Haskell writes about quest-based learning in Baek’s newest book

Chris Haskell has collaborated with his colleague-down-the-hall by writing a chapter for Young Baek’s book, *Cases on Digital Game-Based Learning*. Haskell developed quest-based learning several years ago and has been teaching with it—to rave reviews—in his sophomore technology class for pre-service teachers.

Quest-based learning, particularly when tied to the 3-D Game Lab (game engine) that he co-developed with former EdTech colleague Lisa Dawley, has proven to be a tantalizing and often provocative tool for instructional delivery.

Haskell’s quest-based approach applies a gaming construct over an entire class rather than using individual off-the-shelf games to fulfill specific learning objectives. Simply, students score experience points, gain rank, complete quests and missions, get badges and achievements, for learning and doing. When students conquer all of the course objectives, they’re done. Strange as it may seem, they don’t want to quit. They keep coming to class to help others.