ADVENTURE GAMES IN EDUCATION: A REVIEW

Beth Cavallari, John Heldberg, Barry Harper

ABSTRACT

This paper details an investigation into the educational applicability of adventure games. Adventure games are defined and their characteristics analysed. Those making claims about the educational viability of adventure games are identified and the claims are discussed. The current status of adventure games in the classroom, and the need for further research into their educational viability and research possibilities are discussed.

FULL TEXT:

PDF

DOI: https://doi.org/10.14742/ajet.2254

Digital Games in Education: The Design of Games-Based Learning. Environments. Begoña Gros. Research review In recent years educational computer games have received increased attention. from researchers and educators but less from the game industry. The British Educational Communications and Technology Agency (BECTA) has been one of the main forces in the UK saying that "titles such as Caesar II and Age of. 2. Adventure games—The player solves a number of tests in order to progress through a virtual world. 3. Fighting games—These games involve fighting against computer-controlled characters or those controlled by other players. 4. Role-playing games—Human players assume the characteristics of some person or creature. This review starts by clarifying the difference between the terms, games, video games and serious games. Accordingly, the importance of serious games in science education is discussed. Video games are generally categorized into eight genres including action, adventure, fighting, puzzle, role-playing, simulation, sport and strategy games, although these genres often overlap (Prensky 2001 ). Serious game, a term which was first introduced by Abt (1970), refers to games that have "an explicit and carefully thought-out educational purpose and are not intended to be played primarily for amusement."