The power of games: a review of research on game-based learning (2010-2015)

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Abstract

One of the main tensions in both media studies and education studies can be found in the discourse on the impact of digital media on *audiences* and *learners* as connected to a dichotomy of risks and affordances. In this paper we study the importance of games throughout the history of children's education and we discuss how video games could benefit learners' communities in a mediated world. In our analysis the relationship between the interrelated domains of game modeling and participatory game production and their specific impact in learning environments is unclear. A review of recent research (2010-2015) on games and learning conducted on publications from SAGE Publications, ACM publications, iEEE, Google Scholar and Science Direct databases, revealed that by order of relevance, the empirical studies were conducted in the United States, Europe, Canada and China. The central research questions were connected to the goal of achieving the best practices in designing meaningful learning experiences.

Keywords: Game-based learning; Children and Media; Literacies; Literature Review.