

## EDITORIAL ISSUE 3 (2023)

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FRANCESCA POZZI

National Research Council of Italy, Institute for Educational Technology, Genova, Italy, [francesca.pozzi@itd.cnr.it](mailto:francesca.pozzi@itd.cnr.it)

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In this special issue we collect five papers covering different topics, all very relevant and at the core of the scientific debate within the Technology-Enhanced Learning research community.

The first two papers tackle the issue of gamification and Game-Based Learning. In particular, in the first paper, Min Lun Wu investigates teachers' attitudes, self-efficacy, teaching philosophy and perceived barriers towards the implementation of Game-Based Learning in class. This is done through a convergent mixed method study, during which pre-service, internship and in-service teachers are surveyed. Interestingly, the author concludes there seems to be a certain misalignment between teachers' endorsed teaching philosophy and their preferred game genre for use in class.

In the second paper, instead, Pellizzari proposes a systematic literature review about gamification in Higher Education, through which a picture is provided of the implemented experiences, with an attempt to detect their theoretical frameworks, design principles, proposed elements of gamification and impact on learning outcomes. The conclusions of the review emphasise the need for a functional, working model for gamification implementation which seems to be still missing. In this sense, we can say both the papers accepted for publication in this issue about gamification and Game-Based Learning somehow complain about immaturity of these fields and call for further research.

The following two papers have got a more subject-oriented focus, the former one being about teaching and learning English as foreign language, the latter about Science education.

In particular, Li et al. propose peer assessment as a technique to develop students' English translation skills and examine its impact on learning and motivation of students at different levels of achievement.

Bondi et al., instead, propose an inclusive approach to science communication to meet the needs of blind people, to contrast today digital tools, which are often rich in visual and abstract references and are difficult to be assimilated by those who have perceptual or sensory deficits.

In the last paper, Majorana et al. share a number of successful experiences carried out within a European project to develop students' critical digital literacy and active citizenship attitudes.

On average, IJET publishes every year a general issue collecting papers concerning various hot topics in Educational technology.

We are grateful to our authorship for sending their contributions all year round so that we can keep up with this policy, which gives us a “taste” of the current work in the field.”