Editoriale

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This is the last issue of 2024. Throughout the last years the IJET editorial team has been working hard on several important improvements to the journal. So, we take the opportunity of this Editorial to share some journal updates with you.

Firstly, we are pleased to announce that Albert Sangrà Morer from the Universitat Oberta de Catalunya has joined the team of editors. We are confident that his expertise and leadership will provide a significant boost to the internationalization of the journal. It is truly an honor to collaborate with such a distinguished scholar.

Secondly, we are excited to inform you that IJET has a new publisher: Firenze University Press (FUP), which is a well-established academic publisher. We hope their support will help increase the overall quality of the journal.

Moreover, the composition of the Journal International Editorial Advisory Board has been strengthened and internationalized with the addition of some prominent members from prestigious institutions worldwide.

In parallel, we have also established a Journal Management Board comprising several colleagues from our Institute whose invaluable contributions support the journal in many ways. We take this opportunity to express our gratitude for their assistance.

This Editorial is also an opportunity for us to thank our authors, reviewers and readers for their ongoing support and dedication to the journal, and to invite scholars from all over the world to contribute to the journal life by submitting their papers, enrolling as reviewers and registering to its submission system in order to receive its calls for papers and new issue alerts.

In this issue we publish five papers tackling topical aspects of the Educational Technology research field. Within the variety of the topics addressed by these papers, we notice most of them have to do with the role of games and gamification in learning. This confirms that playful approaches are still attracting attention not only at school level, but also in higher education, and – more generally, in adult education.

In particular, the first paper, by Marinensi and colleagues, investigates Gamified Flipped Learning (GFL), a pedagogical approach that combines the methodology of flipped learning with gamification techniques. The authors propose a systematic literature review of this

approach within the context of higher education, aiming to understand how GFL is implemented and with what results.

The second paper, by Ragusa and colleagues, investigates the effectiveness of gamification in enhancing leadership and teamwork abilities among Italian and Portuguese Master's degree students. In their study the authors propose the use of the "Leadership Quest" game and assess the impact of the game on interpersonal skills development.

In the third paper, Fogliata and colleagues focus on the integration of Information and Communication Technologies (ICT) tailored for motor education in teacher training at university-level sports science education. Specifically, the Synchrony methodology is used to combine theoretical understanding with body-awareness-based learning. The paper also introduces a validation approach through the Delphi method and the compliance with European Union educational guidelines.

In the fourth paper, Coluzzi and colleagues investigate the intersection of humanistic management and digital skills in higher education, shaped by the COVID-19 pandemic and the rise of AI. Focusing on Spain and Italy, it identifies a gap in educators' digital competencies and emphasizes the crucial role of soft skills like emotional intelligence and critical thinking. Using LEGO Serious Play in the Bricks x Tips Lab as a case study, the study illustrates how experiential learning fosters these skills, ensuring a human-centric approach to education. The findings advocate for comprehensive AI education policies and targeted training to balance technology with human engagement in learning.

The fifth and last contribution, by Sardo and Thibault, belongs to the set of papers submitted in response to the call for papers on "board and videogames in education", to be published in the first issue of 2025. This has been a very successful call, so much so that the accepted papers will unlikely fit into one issue only. For this reason, even if this paper conceptually belongs to that special issue, its publication has been brought forward to this issue. The paper investigates the perceptions of stakeholders in the educational/teaching area concerning the educational use of Assassin's Creed Odyssey: Discovery Tour. This qualitative study is intended to reveal what teachers, educators and other informants believe about possible educational uses of this game, after having played the game first-hand. Although this game was not designed with educational purposes, its immersivity, impressive graphic and carefully designed content were positively judged by the study informants, who almost generally regarded it as a powerful educational tool, provided that teachers carefully plan its use within a broader educational intervention.