Educational Gaming Research

Page: Building Bridges: Teachers Leveraging Game-Based Implicit Science Learning in Physics Classrooms —
Elizabeth Rowe, Erin Bardar, Jodi Asbell-Clarke, Christina Shane-Simpson, and Su-Jen Roberts

Juho Hamari, David J. Shernoff, Elizabeth Rowe, Brianno Coller, Jodi Asbell-Clarke, Teon Edwards

Page: Game Design to Learn about Climate Change: Middle School Girls’ Experiences with Systems Thinking —
Computing has been a foundational tool in the development of scientific understanding of current and future impacts of climate change, the most important socio-scientific issue facing society today. More >>

Page: Measuring Implicit Science Learning Using Networks of Player-Game Interactions —
Michael Eagle, Elizabeth Rowe, Drew Hicks, Rebecca Brown, Tiffany Barnes, Jodi Asbell-Clarke, and Teon Edwards

Page: Opting in and Creating Demand: Why Young People Choose to Teach Mathematics to Each Other —
Eli Tucker-Raymond, Naama Lewis, Maisha Moses, & Chad Milner

Page: Playing with Science: Using Electronic Games to Foster Inquiry —
Rebecca Vieyra, Teon Edwards, Elizabeth Rowe, & Jodi Asbell-Clarke
—The Science Teacher, 82(5)

Page: Serious Games Analytics to Measure Implicit Science Learning —
Elizabeth Rowe, Jodi Asbell-Clarke, & Ryan Baker
—Serious Game Analytics: Springer International Publishing

Page: The Blue Mars Science Center —
Jodi Asbell-Clarke
(2009)

Elisabeth Sylvan; Kylie A. Peppler, Yasmin B. Kafai, and Robbin N. Chapman (eds.)