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**Objective**

Can you learn academic content or skills by playing computer games? If so, what is the best way to design computer games so they maximize your learning? How does game-based learning work? These are the kinds of questions addressed in *Handbook of Game-Based Learning*. For the purposes of this handbook, game-based learning refers to academic learning from playing computer games (also called video games or digital games). If you are interested in what research has to say about game-based learning, then this handbook is for you.

The goal of this handbook is to give you a comprehensive introduction to research on learning and instruction with computer games. Concerning learning, it explores research on whether and how computer games can help students learn academic content (such as in science, mathematics, or history) and academic skills (such as how to keep your attention focused on the key material). Concerning instruction, it explores research on which game features (such as feedback, coaching, or adaptivity) can improve the instructional effectiveness of computer games. In short, the goal of the handbook is to help establish a solid empirical and theoretical foundation for the discipline of game-based learning that synthesizes and organizes existing research and sets a research agenda for years to come.

**Description**

*Handbook of Game-Based Learning* is a comprehensive volume summarizing research and theory in the field of game-based learning. Our approach to understanding the empirical and theoretical foundations of game-based learning is that no single perspective alone can suffice. Instead, the volume includes cognitive, motivational, affective, and sociocultural perspectives. In doing so, it is the first comprehensive volume describing how people learn from digital game-based environments. The chapters are