



Multimodal Technologies and
Interaction

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Special Issue Reprint

Video Games

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This Reprint compiles eight peer-reviewed articles exploring the intersection of video games, learning, emotions, and motivation. The collected works examine how serious games and game-based learning tools can be designed and evaluated to enhance educational outcomes across diverse contexts and populations. The studies address applications ranging from early childhood literacy and language development to STEM education, health sciences, and technical engineering training. Special attention is given to inclusive design, covering tools developed for children with language delays, hospitalized pediatric patients, elderly learners navigating the digital divide, and secondary school students facing social challenges such as bullying. Methodological contributions include frameworks for evaluating educational game design through Human–Computer Interaction principles, adaptive feedback systems, and Universal Design for Learning guidelines. Together, these articles advance theoretical and practical understanding of how interactive digital environments can foster engagement, critical thinking, and meaningful learning experiences across formal and informal educational settings.



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