



ISBN: 9788418936296

Received: 19 december 2023
Accepted: 26 december 2023

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REVIEW / RESEÑA / RESENHA

López Gómez, S., Rodríguez Rodríguez, J., Vidal Esteve, M.I. y Marín Suelves, D. (2023).

Videojuegos y oportunidades educativas.

Orientaciones para su diseño, análisis y uso.

Editum

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«Video games and educational opportunities. Guidelines for their design, analysis and use» by Silvia López Gómez, Jesús Rodríguez Rodríguez, M^a Isabel Vidal Esteve and Diana Marín, researchers and university lecturers, present a work aimed at teachers, novice researchers, professionals, families, users or people interested in the educational use of video games to provide them with a set of guidelines regarding their use, analysis and design, from an educational perspective.

Silvia López Gómez and the other researchers and co-authors of this book represent, from the authority and consonance that their academic-professional curricula within the university and their lines of research give them, a more than well-founded expository and argumentative validity of the interpretations, associations and relationships that arise between the world of video games and education today. Aiming to bring the educational community closer to this object of study and analysis, they use their experience in the field of research with video games and teaching to offer a set of guidelines that help to interpret the video game from an educational perspective.

The book is divided into eight chapters, which can be interpreted in two large differentiated sections. In the first of these, the initial chapters explore the current considerations and knowledge regarding the validity of video games as a didactic resource, considering the importance of recognising the value of this medium in contemporary society, and basing this on the idea that its premeditated, structured and evaluated use is not only beneficial, but also well-founded and necessary. To this end, they explicitly present a series of research carried out in recent years on the possibilities and benefits of video games and their didactic application, trying to respond to all the positive and negative questions that video games raise in society and in the current educational context by means of facts and well-argued affirmations.

On the other hand, the book does not seek to convince or argue too much, because it is aimed at an audience already interested in the field, which is why the justifications and arguments occupy less space in it, compared to the tools, guides and guidelines on the use of video games for the classroom. To this end, the second part of the book presents guides for the design, analysis and selection or use of the video game, in which the authors directly address the professionals and teachers who seek to develop or include a video game for the classroom, not only to convince them to do so, something that should already be clear to them, but also to provide them with tools and resources so that when that moment arrives, they can return to this book to decide and choose the most suitable video game for their objective. In this sense, the double perspective presented in the guides, one for the development and the other for the evaluation and direct use of video games produced by third parties, is very interesting, because it focuses on the two most relevant parts of the process, how to design a video game for educational purposes and how to identify and implement them. The book stands out in this aspect, because although when it talks about design it claims to be aimed mainly at professionals, it also provides teachers who venture to design their own video game with tools and strategies of great value. The guides, although comprehensive, are structured in clearly differentiated sections, so it is easy to find specific sections such as: the rules system or the technical characteristics. And in the case of the user guide, it goes into the different devices, the classification codes

or the basic instructions for selecting a good video game.

Finally, they kindly present a repository of video games or ideas for implementation, catalogued according to typologies and genres of video games, which although it is only a small sample of the possibilities of the medium, it combines very well with the final culmination of 15 recommended readings, most of them known by those who work in this area, which not only attest to the quality of the previous arguments of this book, but will allow anyone to go deeper into the field of research and interrelationship between video games and education.

The book thus becomes an excellent guide for professionals, families and teachers at all educational levels who wish to learn about the implications and possibilities of video games in the classroom, providing them with tools and initial conceptions that will allow them not only to identify and select which games they can use, but also gives them the necessary tools to develop their own proposals and implementations. This book is also a good starting point for researchers and novice students approaching the scientific field, because it brings together some of the basic precepts and offers tools and resources with which to develop their own research and experiences.