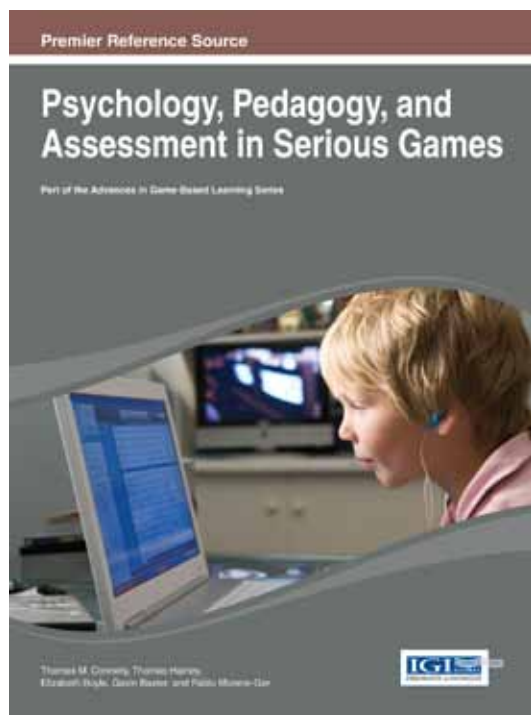


# An Excellent Addition to Your Library!

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## Psychology, Pedagogy, and Assessment in Serious Games



Part of the Advances in Game-Based Learning Book Series

Thomas M. Connolly (University of the West of Scotland, UK),  
Thomas Hainey (University of the West of Scotland, UK),  
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As the widespread use of digital entertainment has changed not only the ways in which we spend our leisure time but also how we learn and communicate, Serious Games have emerged as an effective tool for the purpose of learning, skill acquisition, and training.

**Psychology, Pedagogy, and Assessment in Serious Games** addresses this issue by offering empirical evidence for the effectiveness of Serious Games in the key areas of psychology, pedagogy, and assessment. Emphasizing both the theory and practice in the learning and training of Serious Games, this book is useful to educationalists, researchers, sociologists, and psychologists interested in the potential of games to support learning and change behavior.

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- Models or Frameworks for Assessment
- Perceptual & Cognitive Aspects
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- Theories & Outcomes of Game-Based Learning
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**Thomas Connolly** is a Professor and Head of Creative Technologies at the University of the West of Scotland, Director of the research Institute for Creative Technologies and Applied Computing (ICTAC) and Chair of the Centre for ICT in Education (ICTE). He has published over 150 papers in online learning, games-based learning, Web2.0 technologies and database systems. He is also Director of the Scottish Centre for Enabling Technologies (SCET), whose mission is to support large and small companies in the adoption of emerging technologies, particularly with the Creative Industries sector. In the past 5 years, he has managed over 150 projects with Scottish companies, increasing company turnover by over 65 million and creating 500 jobs and safeguarding a further 900 jobs.



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