Editorial

When do games end?

Simulation & Gaming 2022, Vol. 0(0) I-2 © The Author(s) 2022 Article reuse guidelines: sagepub.com/journals-permissions DOI: 10.1177/10468781221139530 journals.sagepub.com/home/sag



Keywords

simulation, serious gaming, games, learning, learning cycle, play, serious play, education

Dear readers and authors of Simulation and Gaming,

Belated greeting for a New Year of 2023 from your editors!

Although we struggled with many difficulties in the real world in 2022, the S&G journal has thrived in 2022. We have had over 100 submissions, a new record. New AE's and Editorial Board (EB) members joined and have diligently worked with our existent AE's. We, your EIC's, are proud of the achievement of our team, including the SAGE supporting members. Without all of our collaborating and our hard works, the S&G journal has not increased its reputation.

To start the new year with fresh energy and good new year's resolutions, we have a challenging question for you, our readers; namely: when best to end your gameplay?

Weather you play games for research purpose or for mere fun, games ostensibly must come to an end at some point. Of course, from the educational perspective, learning continues after the game ends. Kolb (1984)'s learning cycle describes it in a clear way. In his model, you start with concrete experience, then reflective observation comes and abstract conceptualization comes. In an experiential learning cycle using simulation and gaming, the learning process seems to end with a debriefing. However, what is more important is that after abstract conceptualization, you apply abstract conceptualization obtained from learning to active experience in the real world. After active implementation, a recursive cycle, which starts from concrete experience begins. In short, learning is bound to continue long after an experience, such as playing a game, ends. This model can be applied to the games designed only for fun, because you would reflect and continue thinking after the game play.

¹Amsterdam UMC, University of Amsterdam, Department of Surgery, Meibergdreef 9, Amsterdam, The Netherlands

²Amsterdam Gastroenterology and Metabolism, Amsterdam UMC, Amsterdam, The Netherlands

³Amsterdam Public Health, Digital Health, Amsterdam UMC, Amsterdam, The Netherlands

⁴Faculty of Business and Commerce, Keio University, 2-15-45, Mita, Minato-ku, Tokyo, Japan

Looking at games from Kolbs' perspective, games, representing learning experiences may have no end! For example, dealing with COVID-19 mimics in many ways a real-life strategy game we are struggling to play well. All we know is that by experience, forcing to play this game out, humanity will win in the future. But what will we learn from the experience when it ends? Playing a game at such heavy costs in many ways also forces us to think about our gains coming from having to play it. Much in parallel, wars may also be considered as strategy games in the real world with heavy costs-we are sometimes forced to play out. No loot boxes here, and in the end: who benefits by playing?

As Gaius Sallustius Crispus wrote in Bellum Iugurthinum, "It was always easy to begin a war, but very difficult to stop one, since its beginning and end were not under the control of the same man. Anyone, even a coward, could commence a war, but it could be brought to an end only with the consent of the victors."

However, above real examples are games that should be ended soon. Simulation and Gaming community will offer insights for creating the better future.

Therefore, S&G readers, let's continue to play fair games cooperatively in 2023 to contribute to the world, hopefully proposing solutions.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

References

Kolb, D. A. (1984) *Experiential learning: experience as the source of learning and development.* Englewood cliffs, NJ: Prentice Hall.

Author Biographies

Marlies P. Schijven, MD PhD MHSc, is a professor of surgery with vast expertise in the simulation and gaming field for medical education. She is the former president of the Dutch Society for Simulation in Healthcare (DSSH), longtime member of SSH (Society for Simulation) and president of the WATCH society (wearable technology in healthcare). She is the former Chief Medical Information Officer of the Dutch Government, and national lead on eHealth. Contact: m.p.schijven@amsterdamumc.nl

Toshiko Kikkawa, PhD is a professor at Keio University social psychologist and specializes in S&G and risk communication. She has been in the position of a vice-chair of the Japanese Association of Simulation and Gaming (JASAG) since 2015 and was the Executive Board member of the International Simulation and Gaming Association (ISAGA) from 2012 to 2016. Contact: toshiko.sg@gmail.com