

# **THE ESSENTIAL COMPONENTS OF GAME DESIGN IN 3D VIRTUAL WORLDS**

*A language learning perspective*

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## **Abstract**

Your abstract goes here - it should be between 150 and 250 words and different from the introductory text. You should save this template, and then create a new document using this file – rename it using the following document name: MRW-Section#-lastname-firstname-first-author-mm-dd-yy.

## **Key words**

Three to six keywords or keyword phrases – avoid common words like ‘education’ or ‘research’ (keywords help with indexing)

## **Introduction – Heading 1 (bold, 14 pt. Cambria; 5 words or less)**

Your chapter begins here . . . the normal text font used is Cambria 12 pt., fully justified with double spacing. The margins are one and a half inches top and bottom and left and right (all sides) on letter size (8.5 x 11 inch) paper. You may use the heading levels and styles in this document as a guide.

Use a hanging indent of 0.5 inches for each paragraph after the first paragraph (not indented) in each section. Each chapter in the MRW is intended to represent an in-depth study or synthesis of studies, an in-depth report of an innovative design, development, or practice, or an analysis of the results and/or implications of policy in a topical area pertinent to the section of the MRW in which the contribution will appear. Chapters should be between 7,000 and 17,000 words in length, not counting references and tables. An abstract (150-250 words) and 4 to 8 keywords/keyword phrases should be included. Follow APA 6 style guidelines for references and citations (see <http://www.apastyle.org/> or <http://owl.english.purdue.edu/owl/resource/560/01/>) and use this template for your chapter.

Each chapter should be focused on an aspect of theory, research, design, development, technology integration, practice or policy relevant to the section in which it appears. A chapter should provide an in-depth discussion of the effort, and include a complete reference section, carefully following APA 6 guidelines. Each chapter should include a critical analysis, reflections on the effort, and implications for the future. Controversies, alternate points of view, and disagreements within the area should certainly be addressed. Authors will be expected to work in close collaboration with the editors and reviewers to ensure that the expectations of a contribution to the MRW are met. The section

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***Heading level 2 (Initial caps, bold, Cambria 12 pt., no more than 5 words)***

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*Table 1.* Notice that the table label is above the table and left justified with the table number italicized. Text in tables should be single spaced and 10 pt. Cambria.

<b>Codes</b>	<b>Nodes Names</b>	<b>Explanations</b>
Bathysphere	Hull	Submarine type things. Diameter = 7ft; Weight = 15 tons (dry weight, fully equipped, occupied); 7' diameter and 15 tons weight

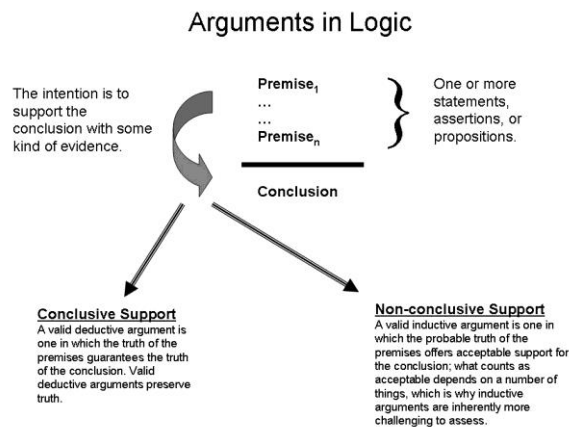
Use the following style for bullet and number lists, indented as shown.

- LISTbullet
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- 
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  2. LISTnum

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Use double quotation marks only for quoted items (followed by a page reference per APA 6). Use single quotation marks only when referring to a word or phrase itself (punctuation outside single quotes, inside double quotes). Use italics sparingly for emphasis. Use capitalization when referring to constructs.



*Figure 1.* A figure label should be centered beneath the figure in Cambria 11 pt. font, short and descriptive – not a complete sentence, preferably to fit on one line.

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## References

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Eseryel, D., Ifenthaler, D., & Ge, X. (2011). Alternative assessment strategies for complex problem solving in game-based learning environments. In D. Ifenthaler, Kinshuk, P. Isaias, D. G. Sampson & J. M. Spector (Eds.), *Multiple perspectives on problem solving and learning in the digital age* (pp. 159-178). New York: Springer.

Ifenthaler, D., Kinshuk, Isaias, P., Sampson, D. G., & Spector, J. M. (Eds.). (2011). *Multiple perspectives on problem solving and learning in the digital age*. New York: Springer.

Ifenthaler, D., Masduki, I., & Seel, N. M. (2011). The mystery of cognitive structure and how we can detect it. Tracking the development of cognitive structures over time. *Instructional Science*, 39(1), 41-61. doi: 10.1007/s11251-009-9097-6

## Acknowledgements

If you wish to acknowledge persons who contributed or sponsoring agencies, do so here in this optional section.

## Author Information

Include the following information for each contributing author:

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