

Although virtual worlds are a relatively new technology, they are closely related to the world of games and simulations, in fact, virtual worlds are personal simulations using avatars (although we don't have to be blue people which cost hundreds of millions of dollars to make). The textbook and the research article both touch upon motivation as well as questioning learner outcomes for using games and simulations. One point that the textbook may want to touch upon in their next edition is the topic of social interaction through virtual worlds or simulations.

Both the textbook and the research article on virtual worlds both mention motivation when talking about games or simulations. Both agree that motivation is high when learners use games and simulations as educational tools. One reason is that most students these days are digital natives meaning that they have grown up using video or computer games. In the textbook it mentions that 69% of American heads of the house play either video or computer and that game sales have increased since 1996 to where it is about a \$7 billion business nowadays. Both also agreed that while much of America likes to play games, what kind of groups would it motivate since males are more likely to be gamers than females and which age groups would it motivate as well.

Another point that both the textbook and the research article bring up is learner outcome. The book makes the point that the game has to be structured properly to get the intended learner outcome because they saw in some games that the learners did learn, but they learned the controls of the game and none of the intended outcomes. The research article talked about how skewed the learner outcomes were because the learners were not entirely truthful or reflective during their interviews. They just said things that they knew the interviewers wanted to hear or things that made themselves look good so you cannot take everything the learners say at face value.

One part of the research article that I think the textbook should add is the point of social interaction. Since virtual worlds and simulations represent everyday activities, we have to be able to interact with others as part of our development and jobs. The textbook has shown research in other chapters about the effective of various e-learning devices on social interaction so why not for games and simulations, especially now since most can be played online with groups of friends or even unknown players.

The textbook and the research summary both comment on the effects of motivation and learner outcomes through the use of simulations and games. The textbook should include the research of social interaction when it comes to games, simulations, and virtual worlds.