Serious Games are often considered to be technological applications that use games to engage individuals in an experience through which a learning or professional training aim can be explored. Serious Games use computer-mediated environments to facilitate experiential learning by simulating a real life business environment, enabling participants to explore the complexities of a business problem, including the emotional challenges. A benefit is that the learner has the opportunity to explore the dynamics of a business experience without the real life business and career consequences that may flow from failure. This provides learners with a ‘safe’ environment in which to explore the casual links between action and outcomes that can assist in the process of converting conceptual learning into application. In the innovation perspective, concepts such as serious gaming or gamification are the most interesting for this domain. Serious Gaming repurposes a game via different methods, in order to offer activities that go beyond mere entertainment and Gamification uses game design to enhance individual’s willingness to participate to originally non-playful experiences.

Serious Games as learning methods have been widely developed since the 2000s mainly through a combination of major companies’ projects or calls for tender and education initiatives by academics and academic publishers developing games for third level education programs. Many applications emerged in higher and continuing education, internal and external communication or public marketing. Today, new perspectives are explored in different dimensions of the organization: human resources management (through recruitment and assessment), knowledge management or innovation. Serious Games challenge the notions of prevention, training, knowledge assessment, coaching, communication, data collection, etc. in various fields such as education, healthcare, marketing, safety, culture to name but a few. In a decade, serious games became a field of research and business. Despite the growth in the use of serious games as an education and business development experiential learning tool, many management, education and development research questions remain underexplored and the literature remains disparate. Thus this minitrack covers Serious Games usage and gamification as new challenges.

This year, four papers were selected for inclusion in the proceedings. The first paper, “A Web-Framework for Gamification of Seminars” by Oliver Hanraths, Anja Wintermeyer, and Kathrin Knautz, presents the concept and implementation of a web-based platform for Gamification of seminars and classes. It shows how game elements and game mechanics can be used in learning environments which engages the user’s motivation.

The second paper, “Increasing the Creative Output at the Fuzzy Front End of Innovation – A Concept for a Gamified Internal Enterprise Ideation Platform” by Eric Zimmerling, Patrick J. Höflinger, Philipp Sandner, and Isabell M. Welpe, conceptualizes a gamified system for companies to be used in IT-backed ideation processes through two rounds of expert interviews in German and Austrian companies. It adds useful information to the boundaries of gamified systems and the acceptance of popular game elements in enterprises.

The third paper, “Improving Decision Making Skills through Business Simulation Gaming and Expert Systems” by Alexander Fuchsberger, explores the use of business simulations games as an experimental learning tool through a contemporary, web-based application featuring artificial intelligence and mobile support.

The final paper, “Characterizing Serious Games Implementation’s Strategies: Is Higher Education the New Playground of Serious Games?” by Hélène Michel, builds a typology of six strategies to implement serious games in higher education through a sixth level of analysis in the evaluation of training processes. The papers in this minitrack discuss different aspects related to the adaption of Serious Games and the use of gamification as an innovation. Each offers a unique contribution to our understanding of how Serious Games would be used to support learning. We commend them to your reading, and hope they will inspire your research and practice.