

Editorial / Éditorial

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The first manuscript in this issue, *Implementing Game Design in School: A Worked Example*, presents a working model that documents implementation of a game design curriculum offered to high school students. The aim of this study was to gain a better understanding of game design experiences. Results from this study provides insights on how to effectively move game design into the classroom.

The second manuscript in this issue, *Does Simulator Sickness Impair Learning Decision Making While Driving a Police Vehicle*, investigates the use of driving simulators for police training. The study describes the nature and consequences of the discomfort experienced by the participants with results that highlight the importance of the initial training sessions.

The third manuscript, *Prevailing Lexical-stylistic Features in Emirati Language Learners' Digital Discourse*, investigated the nature of iPad based free digital discourse in a digital language classroom. The results of this study presents insights on common and unique features of digital discourse in paperless language classroom that affect EFL students' speech behaviors.

The fourth manuscript, *Student Perceptions and Lessons Learned from Flipping a Master's Level Environmental and Occupational Health Course*, used data collected from a post-course survey, focus group sessions, and classroom observation to examine student perceptions of a flipped classroom instructional model. Four major themes emerged from the data in relation to perceptions of the flipped classroom: knowledge application, content delivery, innovation, and connecting the online and in-class components.

The fifth manuscript in this issue, *Learning Designs Using Flipped Classroom Instruction*, is an action research study that synthesized reflections about how the flipped classroom model. Results from this study revealed that flipped classroom models that emphasize collaborative learning, group work and accessibility can enable and support inquiry-based learning.



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