Abstract: This review is intended as a timely introduction to current thinking about the role of computer games in supporting children's learning inside and out of school. It highlights the key areas of research in the field, in particular the increasing interest in pleasurable learning, learning through doing and learning through collaboration, that games seem to offer. At the same time, the review takes a measured tone in acknowledging some of the obstacles and challenges to using games within our current education system and models of learning.
Authentic learning can also occur within mainstream simulations games, which are digital simulations intended to entertain (Kirriemuir & McFarlane, 2004). Kirriemuir, J. & McFarlane, A. (2004). Literature review in games and learning. Futurelab. Retrieved February 4, 2010, from http://www.futurelab.org.uk/resources/publications-reports-articles/literature-reviews/. Lombardi, M.M. (2007). Authentic learning for the 21st century: An overview. MMORPG users experience more complicate gaming behavior compared to other virtual games players so this issue leads to further research in the MMORPGs industry (Stetina, Köthgassner, Lehenbauer, and Kryspin-Exner (2011); Rezaei & Ghodsi, 2014). In software industry, software developer which provide consumers with personalized product based on individual preference have been shown to be better choices (Murray & Häubl, 2009). The research is about roles in the game and leadership styles are linked and how they influence each other using (Multiplayer online battle arena) MOBA game genre and three styles of leadership which develop from IBM’s research project. The main purpose of this study is to conduct a systematic literature review of research studies on game-based learning and gamification conducted in Asian K–12 schools. We identified 22 papers based on our inclusion criteria. The papers were then analyzed using a coding framework with the following multiple dimensions: (1) the research contextual dimension, (2) the methodological dimension, (3) the game dimension, and (4) the outcome dimension. In the second generation, education games began to employ more cognitive and constructivist approaches to engage learners in gameplay. Simulation games and micro-worlds characterize the second generation of educational games that immerse players in multimodal interactive experiences.