Sutton, M. J. and Allen, K. (2019). Emotify! The power of the human element in game-based learning, serious games and experiential education. EI Games LLC.

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I was evaluating textbooks to recommend to my students for a new game-based learning (GBL) module when I stumbled upon this book with a title that captured my attention. It was written by Michael Sutton, a GBL Innovator, Architect and Edupreneur who has been applying serious games in his courses for decades, long before it gained traction. He is referred to as "The Professor" in the book. *Emotify!* was co-written by Kevin Allen, who is an expert in business development and has led companies to achieve their goals. He is a highly skilled growth professional and well-versed to teach companies and individuals winning strategies. He is referred to as the "Ad Man" in the book. Together, the duo provide a complementary, though not always agreeable, perspective on GBL. Their friendly banter at the end of every chapter can be rather compelling!

The book starts with mention of a pedagogy that resonates well with me, "Too much instruction and too little learning." It is indeed a phenomenon that is increasingly transforming the way we teach or rather facilitate learning in a classroom, especially in higher education. The authors then proceed to introduce GBL as a new method of teaching instead of lectures and share their belief that an effective learning game experience is highly dependent on the Emotional Intelligent Engagement (EIE) factor. Here, game creators understand the emotional and motivational state of their audience and create their material to connect to them. This book is a timely reminder that no matter how sophisticated a piece of technology is, empathy, connection, and the human spirit must still be present for it to function meaningfully. Adopting the EIE in your GBL experience has the potential to ensure engagement and sustainability.

This book has an exhaustive collection of stories and real-world examples. It teaches you how to effectively decide on which type of game-based approach to use, where to search for it and how to implement it successfully. The chapters are designed to equip you with sufficient knowledge on how to identify, research, sell, deploy, and evaluate GBL within your workplace or classroom. This book is intended for disruptive educators and builders of new learning environments well-suited for the current digital native generation of students.

It is also directed at developing an entrepreneurial mindset among all students, players, learners, faculty, teachers, instructors, and staff. It is a synergy of an academic and business foundation in the five Ws and one H: who, what, why, where, when, and how much of GBL. I found the checklist for GBL excellence a particularly handy reminder to keep with you and concur with its components based on my personal teaching experiences (Chapter 5, page 104).

I introduced *Emotify!* to my students enrolled for a Term 8 elective called, "Instructional Design of Serious Games for Healthcare" at the Singapore University of Technology and Design (SUTD). As part of their weekly homework, they were instructed to read chapters 7 and 8 and answer a set of questions. Chapter 7 (page 133) covers crafting your show: convincing your sponsor. The chapter states that "All the research, all the testing, and all the effort you put into developing and preparing the right GBL experience for your organisation will only become a reality if the steps are taken to fashion a presentation that will capture the heart of your audience and provide a concrete argument as to why, unequivocally, your audience should support your endeavor." The students were asked to answer the following questions.

1. Describe in your own words the three important characteristics of a sponsor.

2. Emotional motivation makes a comeback in this chapter! Explain how emotional motivation is connected to your "business story".

3. Just like every business needs a business strategy and every conflict needs a battle plan, your selling effort of the game-based learning initiative needs a "Pursuit Strategy" (pages 137-139). Using any serious game covered in this course, come up with an example of a Pursuit Strategy and the associated Advocate's Approach based on the sample shared on page 150.

4. On page 147, the author introduces the LEARN method that might help you deal with objections and more importantly prepare for it before it actually happens.

- How do you feel about this method?

- Do you agree or disagree with its five components?

- Is this an approach that you are already using or would consider to adopt in the future? You are tasked to add an additional component to LEARN. Suggest a letter that you would add and why?

Chapter 8 (page 152) was about tracking and evaluating. The chapter states that "Learning is the primary goal of serious games. Assessment and evaluation have emerged during the last two decades and critical success factors determining what learning is taking place, how and why." They were asked to answer the following questions.

1. Why do you think the learning outcomes of serious games need to be evaluated?

2. On page 154, Ifenthaler, Eseryel and Ge proposed three types of assessment categories to assess learning in serious games and simulations. Using a table with three columns (summative, formative, and post-game playing), provide at least three pros and/or cons associated with the respective modes of assessment.

3. If you only had the resources to pick three out of the five assessment tools (highlighted on page 156), to implement for a hypothetical serious game that you will be developing, which would it be and why? Cite the information from pages 156-162 in your answer.

23 students completed the survey about their perception of the book. The survey revealed that 17.4% and 78.3% of them strongly agreed and agreed respectively that the chapters have improved their knowledge of the subject matter. It was revealed that 26.1% and 56.5% strongly agreed and agreed respectively that the authors' method of developing the information in the chapters was effective. The majority of the students (69.7%) would recommend the chapters to others who work in GBL. There were plenty of positive comments such as: "Useful tips"; "the things learnt from these chapters go beyond this module; it is really helpful at a personal level"; "interesting as I have never outlined the steps like this"; and "the way of writing is simple and easy to read." There was some student feedback that the information felt like common sense and it was subjective in the way that it was presented. The direct application of the framework can be clearer with more examples provided.

In summary, the book provides a refreshing point of view of the role that emotional intelligence plays in the design and development of a GBL solution. What I found remarkably interesting was the perspective demonstrated explicitly by the two authors with differing expertise in business and game design, respectively. The 'Professor' gives us implementation frameworks: models, approaches, planning and evaluation tools. The 'Ad-Man' provides marketing insights and useful tips of how to sell it to our people and our sponsors. It is precisely this unique amalgamation of two different fields that resulted in an actionable, evidence-based workplan that is covered in the chapters. Often, we forget that the marketing pitch and empathising with your end-users and clients are just as crucial as the game design itself. The contents of this book, despite being 250 pages long, may not be all-encompassing but it certainly is a good kick-starter for laying the preliminary groundwork for your organisation to be future ready for GBL. It will help you address any concerns at the organisational and individual level and devise an actionable plan to implement GBL as a new method of teaching. Being a lecturer, I appreciated that the chapters were written in a mostly academic style that was easy to decipher.