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Artificial Intelligence, Games, and Education

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Citation

Barbero, G. (2025, September 16). *Artificial Intelligence, Games, and Education*. Retrieved from <https://hdl.handle.net/1887/4260512>

Version: Publisher's Version

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Note: To cite this publication please use the final published version (if applicable).

Propositions

Stellingen Behorende bij het proefschrift Artificial Intelligence, Games, and Education

1. Research in the field of video games for learning suffers from a lack of common vocabulary and design practices. (Ch. 2)
2. Many studies in game-based learning overlook the motivational effects of video games, despite their potential impact on learning outcomes. (Ch. 2)
3. Video games can serve as controlled environments to study how artificial intelligence affects educational processes. (Ch. 4)
4. Uncontrolled and unsupervised artificial intelligence has a negative impact on students' development of computational thinking skills. (Ch. 3, 4)
5. The impact of video games on students' performance is determined by the games' design.
6. The lack of design education in academic institutions limits the development of effective game-based learning approaches.
7. Using video games as an educational topic improves students' motivation in learning other subjects.
8. Gamification, often considered a lesser topic in game research, is a powerful tool for both ethical and unethical purposes.
9. Skilled university lecturers have a positive impact on the students' ability to develop original research.
10. Educational skills should be considered essential for anyone pursuing an academic career.

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Leiden, 16th September 2025