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Abstract

Videogames allow complex designs full of content. Additionally, they are engaging and popular among a wide audience (Anderson, et al., 2010, p. 255). Due those qualities, designers, academics, and researchers envisioned new applications for videogames. In this context, “the use of videogames as educational tools is slowly becoming an accepted practice in learning environments” (Van Eck, 2006, cited Echeverría, et al., 2011, p. 1127). Moreover, many researchers are exploring ways do design and develop games for educational purposes. Meanwhile, other scholar are investigating how to use existing games as learning tools.

This thesis aims to support the work done in this field. In the first chapter of this dissertation, we proposed a framework, based on Alevén et al. (2010) work, to identify and analyse educational features contained in historical commercial videogames. The framework uses Schell’s (2015) game analysis framework to analyse the game three of the four basic components (aesthetics, story, and mechanics); Bloom’s taxonomy of educational objectives and Gee’s learning principles to identify the educational. In the following next two chapters, we analysed two historical videogames based on World War One. The first game is *Verdun 1914-1918*; the second one is *Valiant Hearts: The Great War*. Finally, we discussed the relevant discoveries, their possible usages, the limitations, and future work.