**Introduction of the Conference**

The European Conference on Games Based Learning was established 14 years ago. It has been held in Austria, Scotland, Spain, Portugal, Germany, Greece, Norway and France to mention only some of the countries that have hosted it. ECGBL is generally attended by participants from more than 40 countries and attracts an interesting combination of academic scholars, practitioners, game designers and individuals who are engaged in various aspects of games-based learning and serious games. Among other journals, the Electronic Journal of e-Learning publishes a special edition of the best papers presented at this conference.

We participated the 13th ECGBL from October 3 to October 4 in Odense, Denmark to published the paper of Game Features in Inquiry Game-based Learning Strategies: A Systematic Synthesis, and presented a presentation in the PhD colloquium.

The paper discussed that educational games have been used to support Inquiry-based learning in the last ten years. Although many studies have shown game-based inquiry activities can help students develop problem solving abilities and understand scientific principles, little attention has been paid to understanding how game features have been used to support the inquiry processes, and how these may be related to impacts on achievement and engagement. This paper presents a review aimed at identifying game features used in games and gamified strategies designed to support IBL, and their impacts on students. Eleven studies were included in the review after conducting a systematic database search. The analysis revealed: a) the use of a wide variety of game elements including scoreboards, storylines, quests, contextualised feedback and non-linear exploration of information to support IBL; b) elements were mainly oriented at supporting three core characteristics of IBL: the hierarchical structure of learning processes, the creation of a meaningful environment framing the problem to solve, and the provision of progressive and contextualised guidance; c) positive impacts both in terms of conceptual learning and information seeking strategies, but there is mixed evidence regarding the impacts on engagement.