**Supplementary Material**

**Table 1.1.** Bibliometric review articles

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| **No.** | **Authors** | **Year** | **Title** |
| 1 | Gifford, K. [1] | 2001 | Using instructional games: A teaching strategy for increasing student participation and retention |
| 2 | Saridaki, M., et al. [2] | 2007 | Digital games as a learning tool for children with cognitive disabilities: Literature review and some preliminary methodological and experimental results |
| 3 | Brown, D., et al. [3] | 2009 | Combining location based services with games based learning approaches in assistive technology |
| 4 | Chuang, T.-Y., et al. [4] | 2009 | Use of digital console game for children with Attention Deficit Hyperactivity Disorder |
| 5 | Saridaki, M., et al. [5] | 2009 | Digital games-based learning for students with intellectual disability |
| 6 | Gifford, K., et al. [6] | 2012 | Using instructional games: A teaching strategy for increasing student participation and retention |
| 7 | Felicia, P. [7] | 2012 | Motivation in games: A literature review |
| 8 | Kandroudi, M., Bratitsis, T. [8] | 2013 | An overview of game console motion sensor technologies exploited for education |
| 9 | Epp, C., Makos, A. [9] | 2013 | Using simulated learners and simulated learning environments within a special education context |
| 10 | Martinto, P., et al. [10] | 2013 | Videojuego en el tratamiento de la discapacidad visual ambliopía, un asunto de alto nivel de integración social y apoyo al proceso docente educativo |
| 11 | Bertacchini, F., et al. [11] | 2013 | An emotional learning environment for subjects with Autism Spectrum Disorder |
| 12 | Leask, M., Pachler, N. [12] | 2013 | Learning to Teach Using ICT in the Secondary School |
| 13 | Balan, O., et al. [13] | 2014 | Navigational 3D audio-based game-training towards rich auditory spatial representation of the environment |
| 14 | Terton, U., White, I. [14] | 2014 | A computer-based educational adventure challenging children to interact with the natural environment through physical exploration and experimentation |
| 15 | Van De Pol, M., et al. [15] | 2014 | Teaching geriatrics using an innovative, individual-centered educational game: Students and educators win. A proof-of-concept study |
| 16 | Sampedro Requena, B., McMullin, K. [16] | 2015 | Videogames for the educative inclusion |
| 17 | Løvskar, T., et al. [17] | 2015 | Applying memory theory in game design (case study) |
| 18 | Moreno, J., Valderrama, V. | 2015 | Digital game based learning in children with ADHD: A case study in statisctics teaching for fourth grade students in Colombia |
| 19 | Jenny, S., Schary, D., et al. | 2015 | Virtual and “real-life” wall/rock climbing: motor movement comparisons and video gaming pedagogical perceptions |
| 20 | Salah, J., et al. | 2016 | Super Alpha: Arabic Alphabet Learning Serious Game for Children with Learning Disabilities |
| 21 | Cano, S., et al. | 2016 | Toward a methodology for serious games design for children with auditory impairments |
| 22 | Gooch, D., et al. | 2016 | Using gamification to motivate students with dyslexia |
| 23 | Marchetti, E., Valente, A. |  | It takes three: Re-contextualizing game-based learning among teachers, developers and learners |
| 24 | von Barnekow, A., et al. | 2017 | Can 3D gamified simulations be valid vocational training tools for persons with intellectual disability?: An experiment based on a real-life situation |
| 25 | Pistoljevic, N.,  Hulusic, V. | 2017 | An interactive E-book with an educational game for children with developmental disorders: A pilot user study |
| 26 | Vasalou, A., et al. | 2017 | Digital games-based learning for children with dyslexia: A social constructivist perspective on engagement and learning during group game-play |
| 27 | Serret, S., et al. | 2017 | Teaching literacy skills to french minimally verbal school-aged children with autism spectrum disorders with the serious game SEMA-TIC: An exploratory study |
| 28 | King, A., et al. | 2017 | The routledge companion to music, technology, and education |
| 29 | Sapukh, T. | 2018 | Didactic features of educational technology "edutainment" in English language classroom at the university |
| 30 | Vieira, I., et al. | 2018 | Designing gamified E-learning applications for children with down's syndrome: The case of teaching literacy and language skills |
| 31 | Holz, H., et al. | 2018 | Design rationales of a mobile game-based intervention for German dyslexic children |
| 32 | Azevedo, J., et al. | 2018 | An application to promote emotional skills in children with autism spectrum disorders |
| 33 | Najoua, T., Mohamed, E. | 2018 | KASP: A cognitive-affective methodology for designing serious learning games |
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