**Open Education Benefits – ENOEL Card Game**

**Gameplay Instructions**

**Overview**

The ENOEL Toolkit aims to help raise awareness of the importance of Open Education. It points out the benefits of Open Education adoption for students, teachers, institutions, society and librarians.

One way to discover and interact with the ENOEL Toolkit is by playing with this printable deck of cards. Use these cards to launch a conversation and community-focused problem-solving for the challenges that we face in Open Education. Gameplay is a way to find and finesse solutions that players can work towards implementing in real life. This card game is a helpful activity for workshops and team meetings in a variety of settings. Ideal players are Open Education stakeholders, including students, teachers, institutional leaders, librarians and the wider society.

Most of the game's outcomes depend on the people around the table. Players will come to the game with their own perspectives. They can play as themselves or play another role to see what changes when in other people’s shoes. The gameplay is adaptable to your local needs as you see fit.

This card game will evolve over time, just as the ENOEL Toolkit does. If you download your own version of the game, you can choose to play it using the stimuli for conversation that we suggest below or using a list of specific, current challenges that you face at your local level. You can also adapt the game to face challenges in any area, even outside Open Education or connecting Open Education to other “opens”, like Open Science, Open Data, Open Research, Open Infrastructure.

**Materials needed**

1. ENOEL Card Deck.
2. Timer: To keep track of phases.
3. Paper & Pen (optional): For taking notes or drafting plans.

**Participants**

This game is designed for stakeholders in Open Education, including students, teachers, institutional leaders, librarians and the wider society.

**Player Roles**

* **Teams**: Depending on the game, participants may play individually or in teams (recommended 5-8 players per game session).
* **Observer**: In some rounds, a player will take on the role of the observer, who evaluates and provides feedback. This role rotates after each card or after each round, as specified by the game.

**Time Required**

The games are adaptable to the time frame you have. For a session lasting 1.5 hours, consider the following breakdown:

* Setup and briefing: 5 minutes
* Assign participants to teams and observers: 3 minutes
* Per each card:
  + Preparation: 5-10 minutes per card.
  + Presentation: 2-3 minutes per team.
  + Feedback: 1-2 minutes by the observer
* Plenary debriefing and Q&A: 15-20 minutes
  + What were the most persuasive arguments you heard?
  + Which challenges seemed the most daunting, and why?
  + How did this game affect your understanding of Open Education?

**Game Variations**

**Game 1: Persuasion (Competitive)**

In this variation, two teams argue for and against the benefits of Open Education. The goal is to sharpen participants' understanding of Open Education through debate. If you have large groups of participants, each table can host two teams. You can also use this version in a discussion between two people, one for and one against, plus multiple observers, according to your context.

**Instructions**

1. **Divide into two Teams + Observer(s)**
   1. Two teams are formed—one arguing *for* Open Education, the other *against* it.
   2. Select an **Observer**. You can have more than one if needed.
2. **Card Selection**
   1. Place all cards face-down in a pile.
   2. Draw one card and place it face-up. This card presents a specific benefit of Open Education.
3. **Preparation**
   1. Teams have 5-10 minutes to prepare their argument (depending on your available time). The team in favour presents an argument supporting the benefit on the card; the team against presents a critique.
4. **Presentation**
   1. A representative from each team has **2-3 minutes** to present their argument.
   2. The Observer tracks time and ensures fairness.
5. **Observer Feedback**
   1. After both teams present, the observer provides 1-2 minutes of feedback, focusing on:
      1. Strengths and weaknesses of the arguments.
      2. Relevance to real-world Open Education settings.
   2. Then, the observer can choose a specific challenge from the list provided in the game—or one adapted to local challenges—to address through the benefit on the table and/or the next card benefit.
6. **Role Swap**
   1. Once feedback is given, a new card is drawn.
   2. The teams swap roles to change their perspective. Ideally, each team should swap roles at least three times to play for/against twice.
   3. The observer can choose whether to add another challenge, limit the use of the benefits from specific rounds, or use them all once the cards have been drawn.
   4. The observer is required to declare each choice out loud before each turn.

**Optional Scoring System**

If desired, implement a scoring system where the **Observer** awards points: the team with the most persuasive argument earns 1 point for each round.

If playing with scoring, do **not** swap roles and take turns for an odd number of rounds. At the end of the game, the team with the most points wins.

**Variation 1 – Stakeholder Group Focus**

**Sort the Cards:** if you are targeting a specific group of stakeholders (e.g., all librarians), select cards relevant to that group only and focus the activity on their specific challenges.

**Contextual Discussion**: for mixed groups in a specific context with limited stakeholders involved, such as librarians + students, or teachers + institutions, consider selecting only the cards that fit with that group.

**Variation 2 – Point-Weighted Challenges**

Assign **double points** for addressing more complex or locally relevant challenges. This encourages deeper discussion of pressing issues within Open Education.

**Game 2: Face the Challenges (Collaborative)**

This game encourages participants to work together to create solutions for real-world Open Education challenges. It is a team-based, problem-solving activity that leads to actionable ideas.

**Instructions**

1. **Set a time for the whole game** according to your goals and the effort you want to put into it.
2. **Divide into teams if needed**
   1. All players form a single team or multiple teams (if in larger groups).
3. Calculate the **time for the discussion** by subtracting the time for the pitches depending on the number of groups snd for the game debrief.
4. **Select Challenges**
   1. Distribute the list of real challenges the Open Education community faces (e.g., based on an analysis made at your institution or at your national level).
   2. Together, team members select one or more challenges to address in the game. The challenges can relate to their personal experiences or the wider Open Education community. They can select a maximum of **three** **challenges** they believe are the most pressing, the most interesting to discuss, or the most relevant at the local level.
5. **Use the Cards**
   1. Use the entire deck of ENOEL cards to facilitate discussion.
   2. Teams identify relevant stakeholder groups who would face these challenges and the benefits of Open Education that could help resolve them.
6. **Create a Plan of Action**
   1. Each team creates a plan of action by following these steps:
      1. **Name the Plan**: come up with an inspiring title for the strategy.
      2. **Set a Goal**: define the primary objective of the plan.
      3. **Identify Next Steps**: list the specific actions needed to reach the goal.
      4. **Find Low-hanging Fruits**: identify quick wins that can be implemented quickly to cheer up and move to the most challenging issues with some energy.
7. **Pitch the Plan**
   1. After completing their plan, each team presents their strategy to the group in a **2-3 minute pitch**.
8. **Collaborative Endgame** (Optional):
   1. After all teams pitch their plans, the whole group can work together to **merge the best ideas** into a single comprehensive solution. Allow **10-15 minutes** for this step, if included.

**Variation 1—Personal Benefits Distribution: Each participant receives up to 5 benefit cards. Players can exchange cards with others to gather the most useful benefits for their challenges.**

**Variation 2—Introduce a Joker Card:** The player holding the Joker can swap it for any other benefit in the game, potentially changing the course of the discussion.

**Game Debrief**

At the end of the game, take time **(10-15 mins)** to reflect on the experience. Encourage participants to discuss the following:

* What new insights did you gain about Open Education?
* Which arguments or challenges were the most impactful?
* How might you apply what you learned in real-world situations?

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**Feedback and Sharing**

We’d love to hear about your experiences with the ENOEL Card Game! Feel free to share your thoughts with us at [oer@sparceurope.org](mailto:oer@sparceurope.org).

**Enjoy the Game!**

**Score table for the competitive game**

Copy/print as many as needed, one per game. The observer scores each team based on the argument's strength, relevance, and creativity. The scores can be recorded round-by-round, and the team with the highest total points wins.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Team** | **Round** | **In favour / against** | **Challenge** | **Argument strength (1-10)** | **Relevance to OE (1-5)** | **Creativity (1-5)** | **Bonus points** | **Total points** |
| EXAMPLE - Team A | 1 | Against | 2 | 8 | 4 | 3 | NA | 15 |
| EXAMPLE - Team B | 1 | In favour | 2 | 7 | 4 | 2 | NA | 13 |
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