



Co-funded by the
Erasmus+ Programme
of the European Union



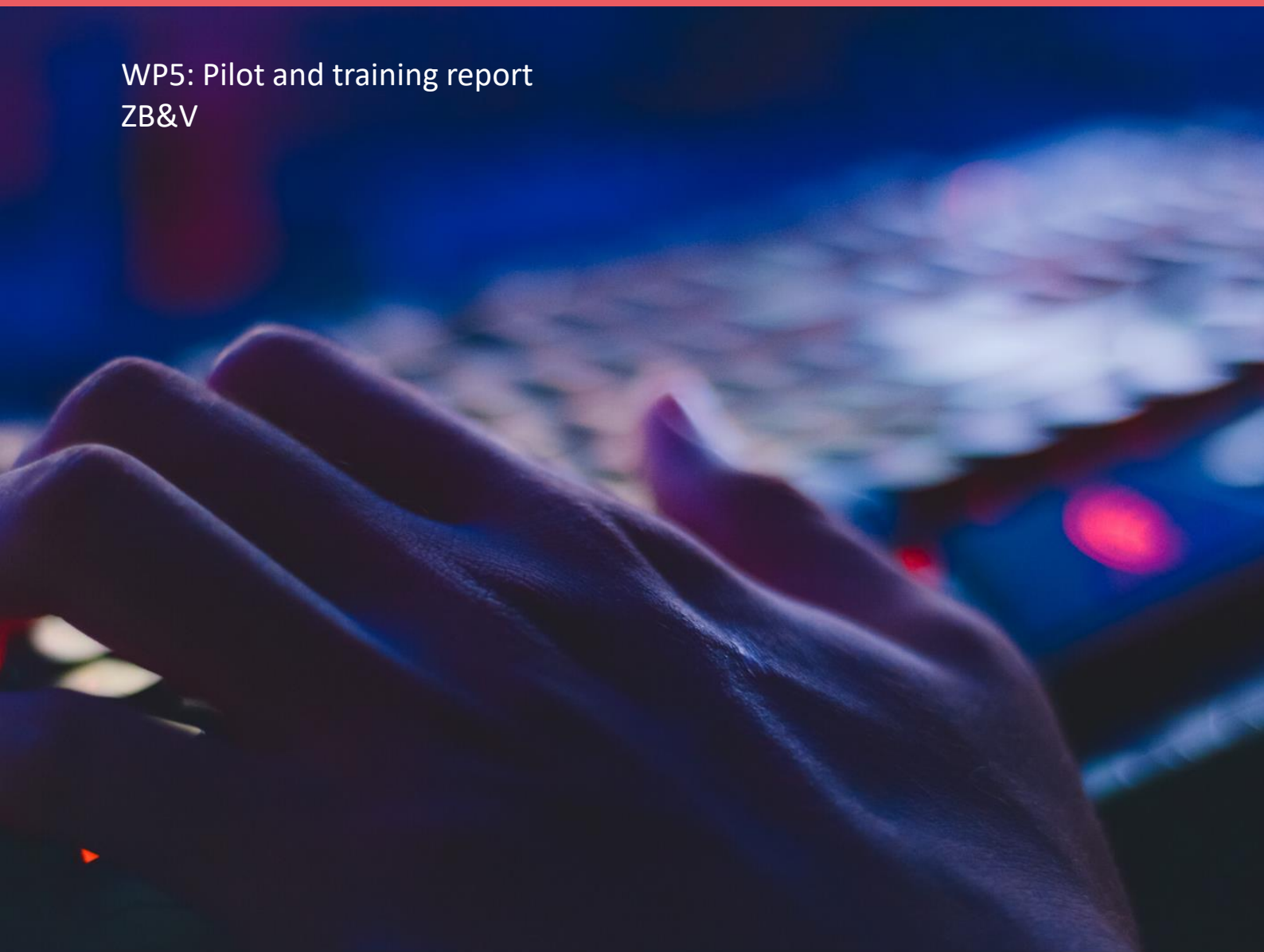
INGAME
Gaming for Social Inclusion and Civic Participation

INGAME

**INGAME – Gaming for Social Inclusion and Civic Participation – A
holistic approach for a cultural shift in education and policy**

Project Number: 612166-EPP-1-2019-1-ES-EPPKA3-IPI-SOC-IN

WP5: Pilot and training report
ZB&V



Document Information

| Criteria | Details |
|----------------------|------------------------------------------------------|
| WP number and title: | WP5 Capacity Building for Educators and Stakeholders |
| Document author: | Peter Fruhmann |
| Version: | 1 |
| Date: | 31-03-2023 |

Document Version Control

| Version | Date | Which Partner | Description |
|---------|------------|---------------|-------------------------|
| 1.0 | 31-03-2023 | ZB&V | Pilots for young people |
| 2.0 | | | |

Index

| | |
|-------------------------------------|----------|
| Pilots for young people..... | 3 |
|-------------------------------------|----------|

Pilots for young people

Dates:

Week 12, distributed over 20 - 24 March 2023 (4 days)

Format (online, face-to-face, hybrid):

‘Hybrid’: Students played online in (computer) class room, with ZB&V (1st day) and teacher (all days) present

Place:

Don Bosco College, Volendam, NL; secondary education (HAVO) & higher secondary education (VWO)

Number of participants:]

74 (age group 16+)

4 classes in total: two classes secondary higher education (VWO) (22 and 23 participants), two classes secondary education (HAVO) (19 and 10 participants)

Young people profile: a short description of the youth involved (university students, adolescents, migrants, etc.)

Adolescents, mixed gender, mixed (cultural) background (Dutch, Dutch with migration background (1st, 2nd or more generations)

Description of the pilot:

The pilots were done (after briefing from ZB&V) by one of the Social Studies teachers: Biem Enters, BA Social Studies. All classes received instruction in the form of an introduction to (and about) the game. Also how to register, how to start the game, and how to evaluate the game.

Additional information: use this space to add other information or feedback, documents, etc.

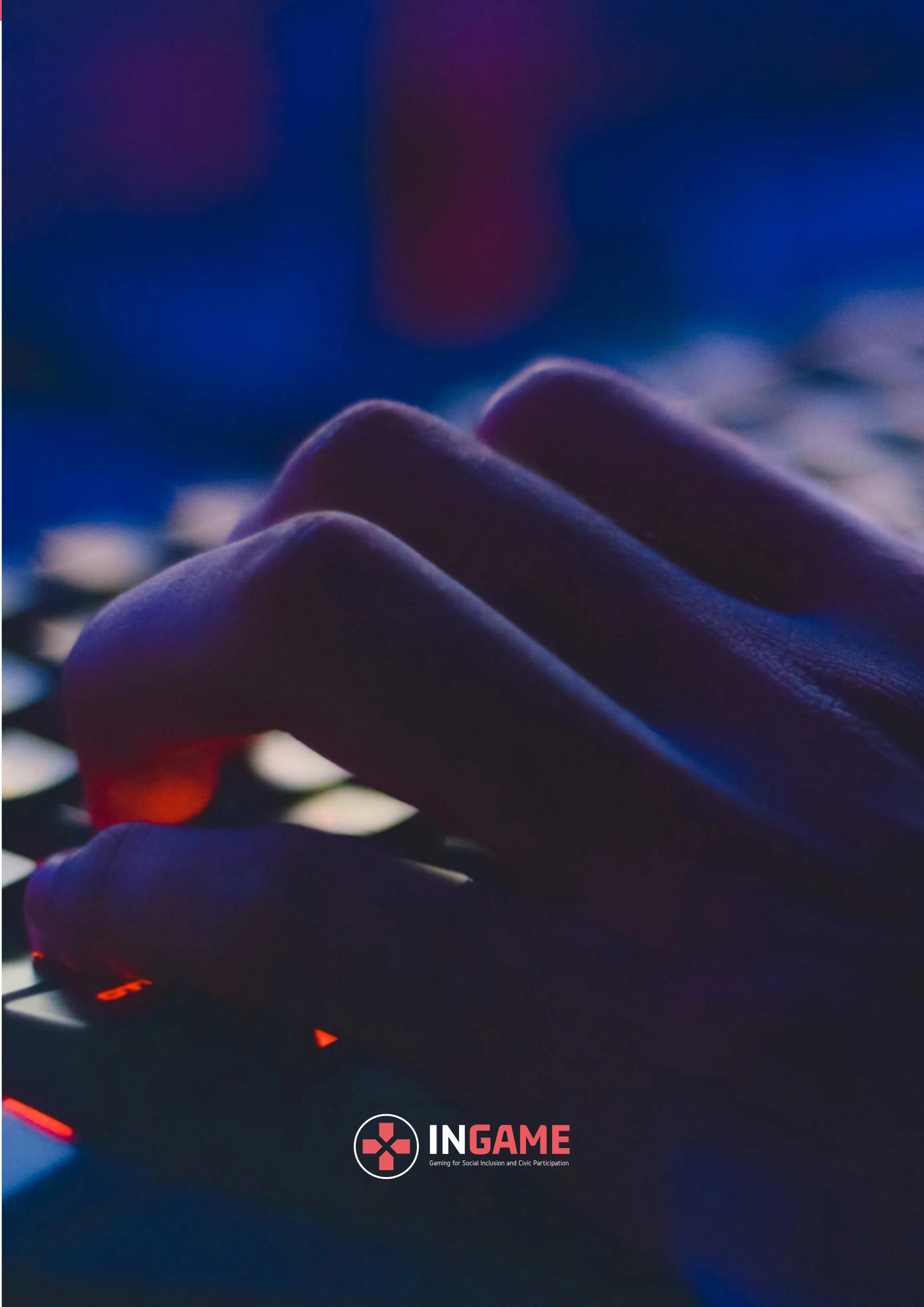
It was noticeable that most male players went through it faster by clicking through faster, reading less and gambling more. Female players took more time to read the texts. What also stood out was that when starting the game the players were a bit 'shocked' by the game's quite demanding content. They had misjudged the design that suggested the game was meant for a (much) younger age. As a result, they felt somewhat on the wrong track. Then there were also comments that this game might be meant for older players than themselves. The music was a bit giggly called 'Zen' music, but started to become boring after a while. The game gradually became more demanding and halfway through, players found it harder to continue. It also evoked mild irritation, they felt it became a bit monotonous, especially as there seemed to be too little interaction (own input) possible. This made it more of a 'quiz' for them, especially for those who tried to play it through.

In a short evaluative conversation after the last day, the teacher concluded that he saw the game as a *supplement* to the material he usually presents (i.e. gender, social inclusion, democracy) rather than a (*conversation*) *trigger*, but added at the same time that he had never seen or tried anything similar. The themes did fit well and/or could complement his regular lessons. The option of working with the (online and physical) manual and activities from it appealed to him. But for that, he would have to study the manual more closely. Activities around the themes as an alternative to a lesson appealed, it could provide a different (teaching and learning) experience for students. An invitation to follow a training session with colleagues was turned down, because of lack of time (exams and understaffed).

Pictures:







INGAME

Gaming for Social Inclusion and Civic Participation



Co-funded by the
Erasmus+ Programme
of the European Union



INGAME
Gaming for Social Inclusion and Civic Participation

INGAME

INGAME – Gaming for Social Inclusion and Civic Participation – A holistic approach for a cultural shift in education and policy

Project Number: 612166-EPP-1-2019-1-ES-EPPKA3-IPI-SOC-IN

**WP5: Pilot and training report
(ZB&V)**

Document Information

| Criteria | Details |
|----------------------|------------------------------------------------------|
| WP number and title: | WP5 Capacity Building for Educators and Stakeholders |
| Document author: | Peter Frühmann |
| Version: | 1.0. |
| Date: | |

Document Version Control

| Version | Date | Which Partner | Description |
|---------|------------|---------------|-----------------------|
| 1.0 | 20-04-2023 | ZB&V | Face-to-face training |
| 2.0 | | | |

Index

| | |
|----------------------------------------|--------------------------------------------|
| Pilots for young people | Fout! Bladwijzer niet gedefinieerd. |
| Training for stakeholders | 3 |

Training for stakeholders

Complete for each training.

Dates:

20 april 2023

Format (online, face-to-face, hybrid):

Face-to-face / hybrid (laptops / online)

Place:

Huizermaat, Huizen, Netherlands.

[Huizermaat](#) is a school community that offers general secondary education, senior general secondary education, pre-university education, and gymnasium and *technasium*.

They also offer Talent^{HZM} : challenging education for gifted pupils, and a mentoring programme where they develop study skills and 21st-century skills as well as working on identity development ('Bildung').

The school has various 'Excellency' labels

Number of participants:

6

Stakeholders profile: a short description of the stakeholders involved (policy makers, youth workers, etc.):

There were six teachers present: one physics teacher, two history teachers, one English teacher, one philosophy teacher, one social studies teacher

Description of the training (and feedback):

We had already sent upfront a short description of the planned training. We started with introducing ourselves and the project, its objectives and the project partners through a Powerpoint presentation (see attachment pdf in Dutch). We also gave a short lecture on the project's objectives and the development of the content (and narrative) of the game (attachment lecture in Dutch pdf). We also presented online the website and the platform page.

We showed (physically) the collected scenario script in print and a printed version of the training handbook for educators.

There followed a lively conversation about the contents and intentions of the game. The whole idea of the game was received as positive and interesting, as it covered many areas which are considered as important these days. Also the fact there is no known serious game like that was intriguing.

None of the participants fell over a simple design since there are quite some games that look more 'primitive' and young people play them anyway. They understood budget limitations.

We then invited them to register to the platform, which for two participants did not work. One was thrown out, for unknown reasons he other did not receive the required email to finish the registration. As we are not ICT experts nor the administrator of the website we could not solve this problem. We can only hope that at least the registrations were 'registered'.

As the next step was to play the first two levels of the game, there was decided that the two 'failures' would play together with a colleague. We explained how to enter the game and how to use the keys and mouse/trackpad. Two participants played the English version, the others the Dutch version. The participants played with visible pleasure and it was noticeable that a group conversation was already starting to develop during the game (i.e. "I've never given so much thought to [subject]... have you?"). Some suggested that the intellectual level might be too high for 16-year-olds, on the other hand others said that it would also be suitable for a younger age (the gifted students programme).

Generally, the participants were positive about playing and liked the content and flow of the game (engaging). It also became clear that they also saw this in the context of playing in and with the classroom, especially in combination with activities and assignments, rather than letting young people play with themselves.

The next activity was to try the online assessment exercises connected to the levels. As we had in-between-conversations, we were a bit under time pressure, so most of them finished only the gender equality assignments. There were quite some positive reactions about the (assessment) content as well (especially the aspect 'toxic masculinity').

After that we presented the printed version of the handbook (not yet the final one) and showed the content (definitions, activities, activity tools (i.e. cards)). It was received enthusiastically. The combination serious game-online assessment-physical (face-to-face) activities was perceived as innovative and practical because they complement each other well and thus were inspiring (for the teachers), i.e.: if a student has a question about a subject and the teacher does not know exactly, the handbook can also be a good *vademecum* for the teacher).

In the end some participants said that they are looking forward to the final outputs, which they intend to use in the future. They also saw the potential for their (interdisciplinary) mentor programme and the talent programme for gifted students.

One teacher mentioned a project week in The Hague about the sustainability goals of the UN. She thought the game and its supplements in their final form would be a welcome addition to an event like that.

Additional information: use this space to add other information or feedback, documents, etc.

While playing, three more typos were discovered in the Dutch version. All participants received a training certificate. The training session lasted 3,5 hours.

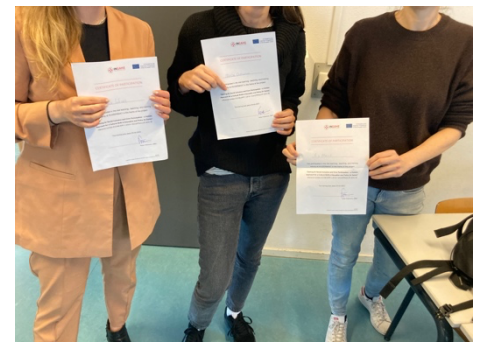
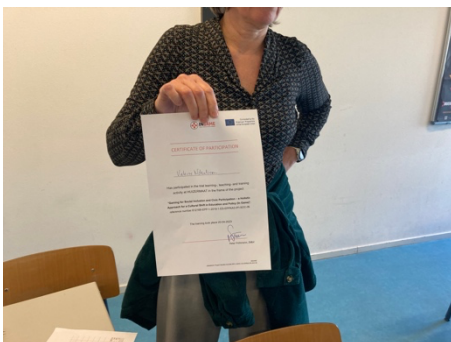
Quotes from the evaluation forms:

Like most: Nice to try out the game. Interesting material to exchange with students. / Trying the game myself (very nice game!) / Good to know about the project. I will use it in the future / it was

good to be able to try out the game platform. It allowed room for discussion as we all tried the game at the same time / The project looks good and thought-provoking. Good for awareness. Good explanation / Hands on experience with the game

Further improvements: Signing up error, which made me unable to participate fully. Speaker could not resolve this / Dutch handbook should be available online (2x) / Some grammatical faults / Technical stuff like registering and logging in does not work properly

Pictures:





INGAME

Gaming for Social Inclusion and Civic Participation



Co-funded by the
Erasmus+ Programme
of the European Union



INGAME
Gaming for Social Inclusion and Civic Participation

INGAME

INGAME – Gaming for Social Inclusion and Civic Participation – A holistic approach for a cultural shift in education and policy

Project Number: 612166-EPP-1-2019-1-ES-EPPKA3-IPI-SOC-IN

**WP5: Pilot and training report
(ZB&V)**

Document Information

| Criteria | Details |
|----------------------|------------------------------------------------------|
| WP number and title: | WP5 Capacity Building for Educators and Stakeholders |
| Document author: | Peter Frühmann |
| Version: | 2.0. |
| Date: | 10-05-2023 |

Document Version Control

| Version | Date | Which Partner | Description |
|---------|------------|---------------|------------------------|
| 1.0 | | | |
| 2.0 | 10-05-2023 | ZB&V | Online training (Zoom) |

Index

| | |
|----------------------------------------|----------|
| Pilots for young people | 3 |
| Training for stakeholders | 4 |

Pilots for young people

Complete for each pilot.

Dates:

Format (online, face-to-face, hybrid):

Place:

Number of participants:

Young people profile: a short description of the youth involved (university students, adolescents, migrants, etc.)

Description of the pilot:

Additional information: use this space to add other information or feedback, documents, etc.

Pictures:

Training for stakeholders

Complete for each training.

Dates: 10-05-2023

Format (online, face-to-face, hybrid): online

Place: Zoom

Online invitation to network (mail) and social media



Number of participants: 3

Stakeholders profile: a short description of the stakeholders involved (policy makers, youth workers, etc.)

2 teachers (high school, higher secondary school), 1 student

Description of the training:

We welcomed the participants and told them what to expect:

1. a presentation of the project's objectives, the partners involved, the development process, the content of the game, and the website with the learning platform (see attachment ppt).
2. The registration to the platform
3. Playing a part of the game
4. Doing some exercises connected to the played levels
5. Introducing them to the training handbook

After the presentation we had a short conversation about the content, which was judged very positively, even intriguing, and unique. All agreed that the issues addressed were important. There was a comment by the Dutch participant that the somehow 'childish' visualization could mislead. The Turkish participant was very enthusiastic about the topics, content and learning objectives and at the same time said that it would be quite challenging (but all the same necessary) in Turkish education institutions.

After that we instructed them how to register to the platform, which in the end they did successfully. There was feedback from one participant that if one forgets to fill in one of the fields, the registration stops and gives an error message and you have to start all over again. Then we demonstrated shortly the platform: how to play the game (the instructions), the exercise page, and the handbook.

After that the participants played the first two levels (gender equality, education) of the game. – 25 minutes

When they returned we had a short conversation about the game-play and the content. All of them agreed that it was not too difficult to play and that the content was interesting, understandable, intriguing and engaging, motivating to continue, sometimes challenging, meaning that one wanted to play on. Saying that: the Dutch teacher mentioned that for teachers it is "teaching to the choir", because teachers understand and would like their students to be interested in these issues. There was one moment when you had to answer, but when you answer all options suddenly disappear, so you don't know if it was right or wrong (no 'follow-up'). A tentative conclusion might be that the game as a 'stand-alone' online game might not be that 'exciting' for young adults, it would maybe need a bit more interesting environments. Also, consider if you want to let people play who are used to reading from right to left (i.e. Israel). However, as a tool (conversation starter) in the classroom or in blended education it could work really well. Also, the English version would be helpful for students to 'brush up' their English...

Which brought us to the exercises. The participants were asked to try exercises connected to the played levels. – 15 minutes.

Coming back from the exercises, the participants concluded that the exercises were not too difficult and (for them) do-able.

Then we presented the handbook and its content (the different units), and how one could work with it, connected to the game.

The conversation after that: Interesting game, many features to use in the class room, blended, lots of ideas to implement. A great potential. Question was: how to measure students' progress, apart from the game's assessments. We suggested that one could look at the learning objectives in the

handbook and move from more general to more specific objectives for grading. Which sounded reasonable to the participants. All embraced the combination of game, exercises, and handbook as an innovative tool to cover the (important) issues in education. Again, a valuable conversation starter. It confirmed our conclusions from our prior face-to-face / hybrid training at the Huizermaat School.

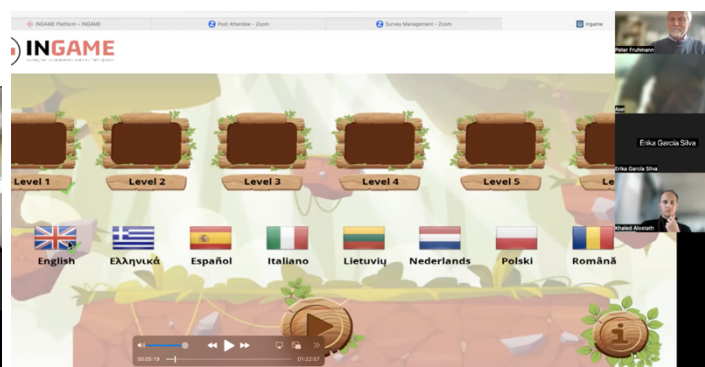
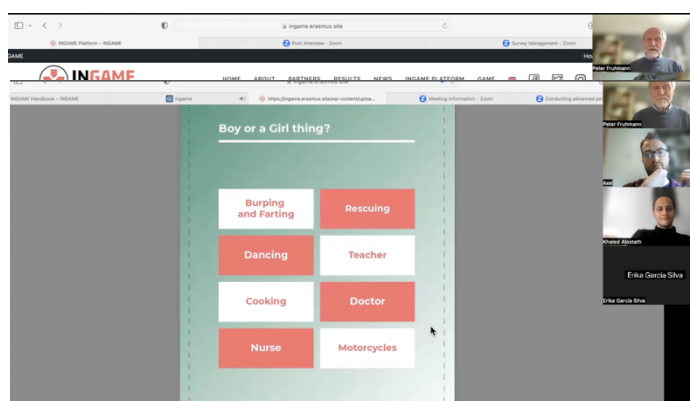
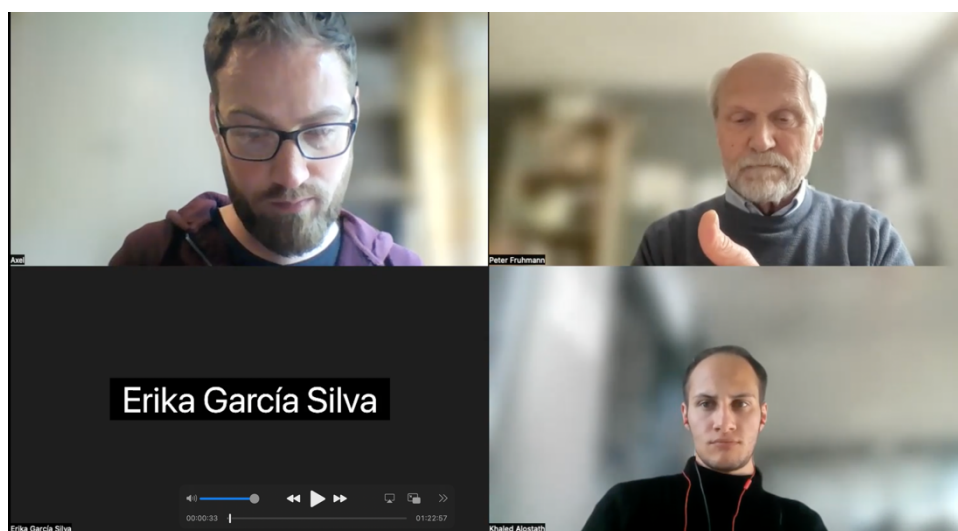
Participants filled in the poll, we thanked them for their participation and closed the session.

Certificates will be sent by mail.

Additional information: use this space to add other information or feedback, documents, etc.

It was difficult to recruit participants, despite efforts in local and national networks, and social media networks (LinkedIn, Facebook, Twitter – see dissemination report). Of 7 registered participants only 3 showed up and finished the training, a fourth had problems with the connection and dropped out early. P.S.: After the training received a compliment by the Turkish participant on LinkedIn (attached).

Pictures (see also attached):





INGAME

Gaming for Social Inclusion and Civic Participation