APPENDIX 2
LearningGames

2.1 Map of Methodology

Map of Concepts

Implementation sequence

A MasterGame Form

Master Guidelines

previous steps

MasterGame

Main tool / 5 MasterGames

Monitoring

What is at play ?
- Context
- Strategie
- Balance
- Information Flow

Facilitator: Observation form

Evaluation

Facilitator & players: surveys data

Assessment

Facilitator: reflective Text

Information will flow into the

First Meeting "Kick Off "
Reassessing, processing and fine tuning proposed method

1

Now Playing

Playing the MasterGames under previously defined conditions

Period between first and second partner meeting

A

swapping of the MasterGames to be played in a different environment

Second Meeting
Defining factors to take in account for assessment

2

Now Playing

Playing the MasterGames under previously defined conditions

Period between second and third partner meeting

B

swapping of the MasterGames to be played in a different environment

Third Meeting
Defining factors to take into account for Final Report

3

Now Playing

Playing the MasterGames under previously defined conditions

Period between third and forth partner meeting

C

Fourth / Final Meeting
Revising all data evaluation monitoring

4

Final Report on results of evaluation, standards for monitoring & factors for the assessment

Exchange of Good Practices

[learningames]

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2.2 Frequency Charts, Number of Players and Periods of Playing Events

	game MMU	game VUC	game ECG	game SU	game LASE
Play by MMU	Period A	Period B	Period B	Period C	Period C
Play by VUC	Period B	Period A	Period B	Period C	Period C
Play by ECG	Period B	Period B	Period A	Period C	Period C
Play by SU	Period B	Period B	Period C	Period A	Period C
Play by LASE	Period B	Period B	Period C	Period C	Period A
Period A Between 1st and 2nd Meeting		Period B Between 2nd and 3th Meeting		Period A Between 3th and 4th Meeting	

Frequency of Playing Events and Number of Players

Games/Partners	My Own Shield	cle of Knowledg	Blind Travel	olor Association	EduScape
ECG	40	45	45	45	45
VUC	45	75	45	45	45
LASE	45	45	90	45	45
Sofia Uni	45	45	45	75	45
MMU	45	45	45	45	75

No of players per game	220	255	270	255	255

Overall no of players	1255

Number of playing events of own MasterGames	5
Number of playing events of other MasterGames	3

Color Coding:

Period A	Mastergame played between Kick off and 2nd partner meeting
Period B	Exchanged games played between 2nd and 3rd partner meeting
Period C	Exchanged games played between 3rd and 4th partner meeting

What is at play?

This is a short and simplified introduction to the aspects we have been discussing in the conceptual part leading to the project application.

What is at play? This question presents a huge challenge to the intuition of the facilitator of games and, by extension, of anybody who considers "playing" an activity that is present in every single aspect of our life, in a psychological and cultural sense. At times performing and playing seems to be all there to life (films, sports, power games, war games, etc.).

However, performing and playing does not make a game: per definition you not only need players, actions and counteractions but two more elements: a clear set of "rules" and a "pay-off or reward". This makes games particularly attractive to mathematicians, statisticians, economists, sociologists, political scientists, and above all video and computer game producers. This wide interest in games is positive for the "study of games".

In all these studies strategy is the magic word. Not enjoyment but strategy, not the ludic man but the sport hero that is greatly rewarded for his performance. Pay-offs and strategy is all. The absolute game seems to be to play strategies to be a Winner.

Is this supposed to be the ultimate sense of playing? In this scenario motivation and enjoyment seem to play a minor role. The more the player disappears in the abstraction of mathematics, strategies and formulas, the more difficult it is to find the ludic aspect of a game.

We are pointing in another direction: a learning game must appeal to this very fundamental aspect of playing: the ludic spirit. Everything else can be found elsewhere.

We know that enjoyment has a deep link to cognition. In childhood learning is playing and playing is learning. A quality that we loose very early in life. Only at the beginning of the last century pioneers like Maria Montessori and Jean Piaget have revived the idea of playing as a quality of learning.

It is nevertheless not to be expected that an adult learner will simply go back to this moment of his early life. Per definition his actions are volitive. We like to think that independent of why he/she decides to learn something what he/she is doing it voluntarily. The learner has consciously decided to enter "the game of Learning" and to gather with others for the common purpose of Learning.

In this sense we think that the following aspects are decisive for adult learning:
the recognition of the other,
the gathering together,
the common purpose.

In an attempt to answer the question "what is at play" we will look at it from four different perspectives:
Contextual aspect
Information flow
Balance points
Strategy

Contextual Aspect

Any cognitive process implies a context:

"Thus the spotlight has definitely shifted from understanding adult learning from the individual learner's perspective to the learner in context. I am conceiving of context as a broad concept referring to where the learner is situated concretely (as in the workplace) or socioculturally (as in working-class America, Confucian society, and so on). This linking of the individual's learning process to his or her context makes for a richer, more holistic understanding of learning in adulthood"

THIRD UPDATE ON ADULT LEARNING THEORY
Sharan B. Merriam (ed.)
New Directions for Adult and Continuing Education, no. 119
Susan Mile, Jovita M. Ross-Gordon, Coeditors-in-Chief

The context framework:
Target group. Age, gender, sociocultural aspects, professional skill levels, ambitions, interests, etc. will be part of the observations of the facilitator.
Considerations will embrace the dynamics and orientation of the group. Are the learners in a course of several years or are they doing a workshop of several days? What are the aims of the person coming to the learning process and how do they match with the aims of the facilitator? Do the aims of the learners match the aims of the facilitator? Is the group active or passive? Does it require a great effort to get them to play the game? Is learning at the centre? Is the learning process oriented or result oriented?

Information Flow

A game ideally is a continuous flow of information among the players, between the facilitators and the players. Every participant is at the same time a information node. As such he will sometimes accelerate, filter, articulate, distort, divert, disrupt, deviate or block the information. The flow of information will have a strong impact on the game, on the players and the facilitators. The idea is to recognise the point in which the information flow is changing and to observe the movement in order to improve results.
The case study of a previous workshop organised by W-Point (2.5.) illustrates a possible scenario of games that can lead to unwanted results.

Balance Points

Following an adaptation of the traditional scheme of instructional games by Lepper and Malone ("Heuristic for designing intrinsically Motivating Instructional Environments") we are proposing to observe balance points of different conceptual elements included in the chart, particularly between the cognitive and entertainment values that, according to a number of studies, have a significant impact on motivation. Identifying the point of stability and the unstable points of the game can help to fine tune aspects for better achievements. A more appealing staging (stimulating the fantasy) may make the play more attractive for the adult players.

Strategy

We are considering Strategy as "a pattern in a stream of decisions"

(Henry Mintzberg from McGill University).

Moreover, strategy is a concept that is always attached to cognitive gains, even from the neurobiological point of view. Strategy plays a decisive role in metacognitive processes, e.g. with regard to the question "HOW DO I LEARN" which in adult education is a key question.

2.3 What is at play ?

Observational Aspects for Monitoring

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Context

Key Words

Game is played during in a particular course /to improve skills / to strengthen social bonding / to overcome psychological barriers, etc.

Strategies

Key Words

for playing the game; individual strategic approaches; strategy developed in the group, etc.

Balance Points

Key Words

cognitive and entertainment value / curiosity/ control /challenge/competition /fantasy / gains of skills and knowledge, etc.

Information Flow

Key Words

from facilitator to players and vice versa, among the players

2.4 Balance Points

Graph 1.2: Evaluation Criteria

Learning Game

Intrinsic Motivation

External Motivation

Balance Point

Cognitive Value

Entertainment Value

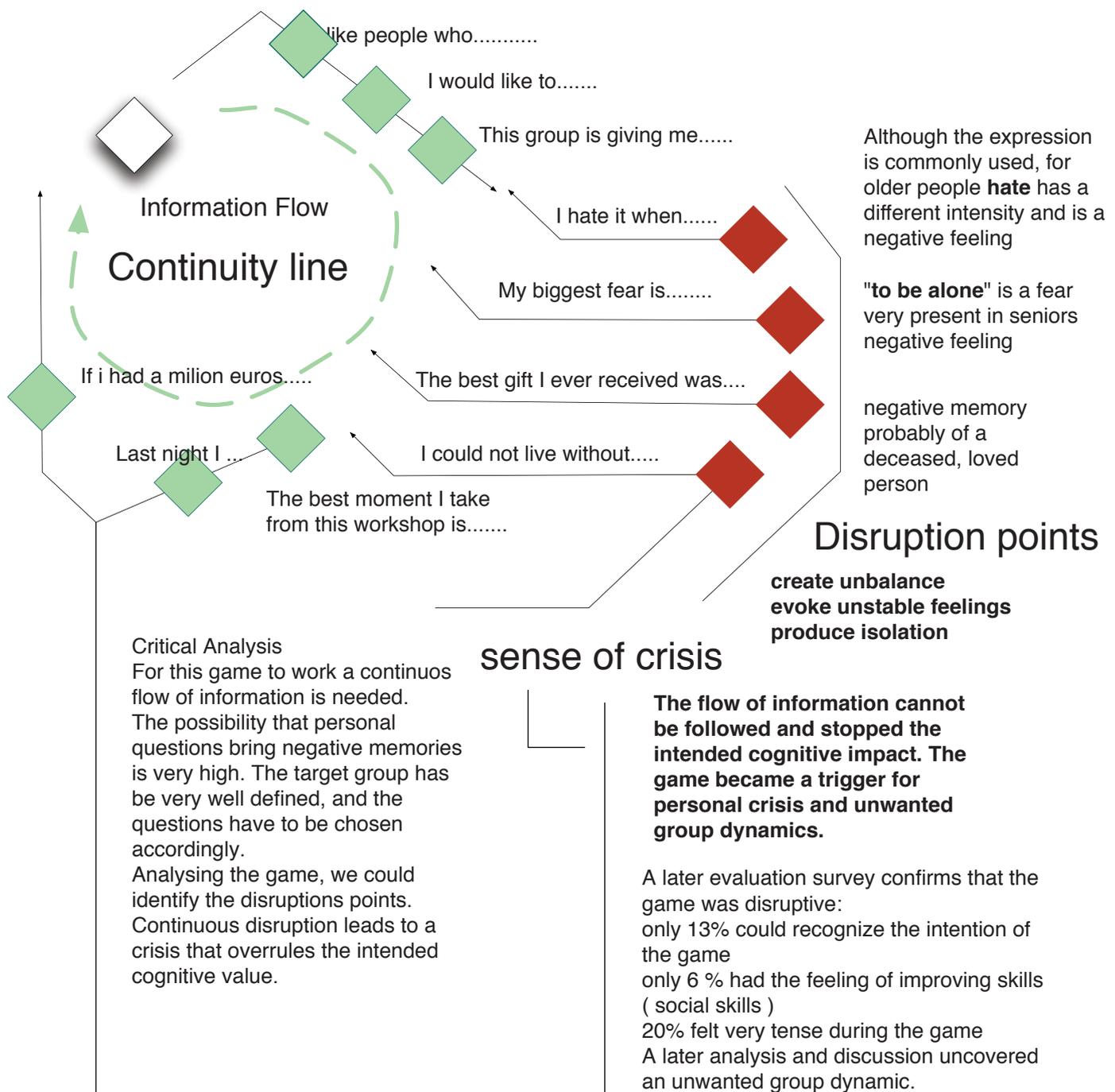Curiosity

Control

Challenge

Fantasy
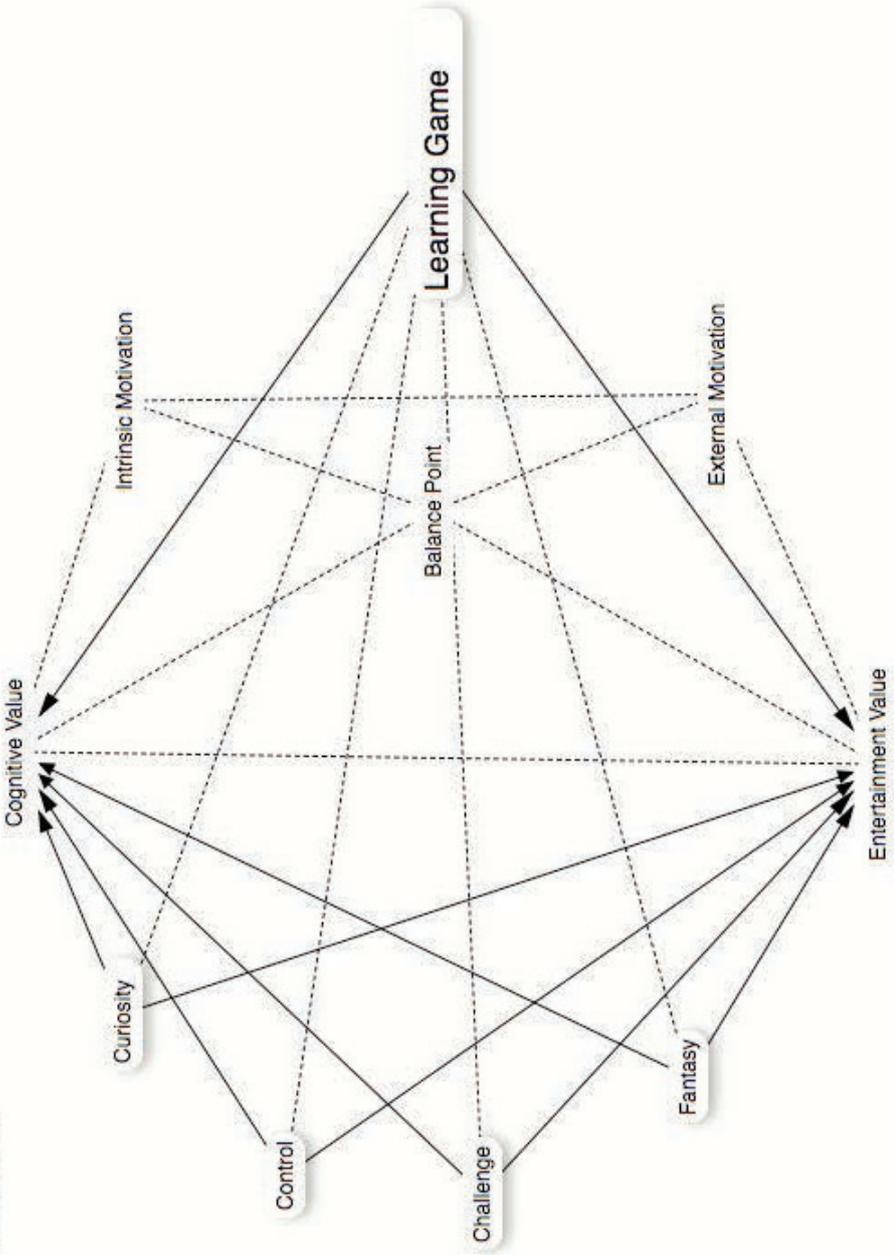
Based on the table from Malone and Lepper: "Heuristics for designing Intrinsically Motivating Instructional Environments"

2.5 Case study re Information Flow

The game „Sentence Starters" was played at the Grundtvig Workshop „Literacy Games".
We use this as a case study because it provoked strong emotional reactions among the workshop participants overruling the cognitive value with a disruption of the information flow.

The game was introduced to be used with seniors to promote social and personal skills, should help to define personal interest and motivation, and help practicing reading and writing.
Rules: 1- each participant gets 10 little cards. 2- in each card there will be a sentence starter 3 - each participant completes the sentence according **to** his feelings, values, truths.... 4 - after finishing the sentences he gives the 10 cards to the person on his right side. 5 - the participant who received the cards will read the sentences to all the other participants

I like people who...........

I would like to.......

This group is giving me......

Information Flow

Continuity line

I hate it when......

My biggest fear is........

If i had a milion euros.....

The best gift I ever received was....

Last night I ...

I could not live without.....

The best moment I take from this workshop is.......

Although the expression is commonly used, for older people **hate** has a different intensity and is a negative feeling

"**to be alone**" is a fear very present in seniors negative feeling

negative memory probably of a deceased, loved person

Disruption points

create unbalance
evoke unstable feelings
produce isolation

Critical Analysis
For this game to work a continuos flow of information is needed. The possibility that personal questions bring negative memories is very high. The target group has be very well defined, and the questions have to be chosen accordingly.
Analysing the game, we could identify the disruptions points. Continuous disruption leads to a crisis that overrules the intended cognitive value.

sense of crisis

The flow of information cannot be followed and stopped the intended cognitive impact. The game became a trigger for personal crisis and unwanted group dynamics.

A later evaluation survey confirms that the game was disruptive:
only 13% could recognize the intention of the game
only 6 % had the feeling of improving skills (social skills)
20% felt very tense during the game
A later analysis and discussion uncovered an unwanted group dynamic.

2. 6 Evaluations

The evaluations are going to be carried out in the form of surveys. These surveys will be graphic oriented instead of using numerical values or text thus calling for a more direct answer from the players.

Nevertheless as a result of the surveys there will be a numerical/statistical output. The evaluations are going to be carried out through an evaluation matrix of the open source system Google Surveys.

There will be 3 sets of questionnaires/surveys to be answered:

by the players before the game limited to a maximum of 3 question considering:
Disposition to play (how do you feel ?)
Knowledge of the subject at play
Self assessment (are you going to do well?)

by the players after the game with a maximum of 10 questions
Disposition after playing (how do you feel now?)
Knowledge of the subject at play (better than before?)
Self assessment (did well/ can do better)
Strategy (if the game was played again, I will be better prepared)?

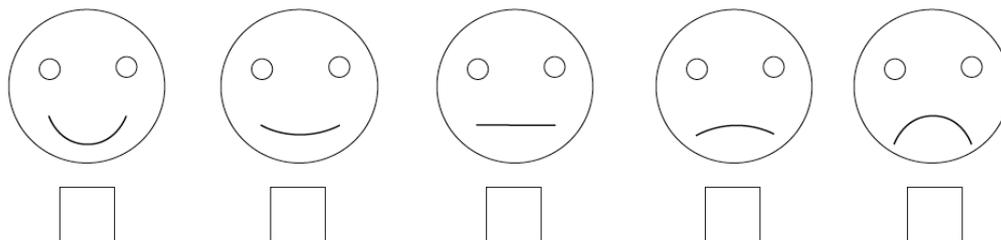Additionally:
A set of questions proposed by the partners as part of their MasterGame

by the facilitators

A comprehensive survey will be anwsered by the facilitator after each game

How do you feel?

How much do YOU feel you have learned?