

APPENDIX 1

Learning Games / MasterGames

Preparation prior to project application

CONCEPT AND GUIDELINES BY W-POINT E.U. (WP)

FIVE MASTER GAMES BY

THE MANCHESTER METROPOLITAN UNIVERSITY (MMU)

LATVIJAS SPORTA PEDAGOGIJAS AKADEMIJAS (LASE)

SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI (SU)

VUC HOLSTEBRO-LEMVIG-STRUER (VUC)

ECG - COOPERATIVA CULTURAL CRL (ECG)

1.	Preparation prior to project application	
1.1.	Game Structure (WP)	3
1.2.	Questionnaire & Guidelines (WP)	4
1.3.	The Five MasterGames	10
1.3.1.	EduScape / MMU	11
1.3.2.	Blind Travel / LASE	14
1.3.3.	Color Associations (SU)	17
1.3.4.	Circle of Knowledge (VUC)	20
1.3.5.	My Own Shield (ECG)	22

1.1 MasterGame Structure

1 Target, Goals and Objectives

1.1 Target Group

1.2 Goals

1.3 Objectives

2 The Game (Description)

2.1) Name of the Game a) generic game

2.2) Structure

2.2) Rules

3 Playing the Game (Playing Event)

3.1) Preparation

3.2) Staging

3.3) Time set

3.4) Time line

4 The Player/Learner (Motivation)

4.1) Engagement / Involvement

4.2) Setting the balance points

5 Outcomes / End of the Game

5.1) Outcomes

6 Validation

6.1) Monitoring

6.2) Evaluation

6.3) Assessment

Form for Structuring the MasterGames

1) Target, Goals and Objectives

- 1.1) Which target group is the game addressing?
- 1.2) What are the general goals you set for the game?
- 1.3) What are the objectives of the game?

2) The Game

- 2.1) What is the name of your game?
 - 2.1a) What is the generic game it is derived from (if applicable)?
- 2.2) How would you describe the basic structure of the game?
 - 2.2) What are the rules?

3) Playing the Game

- 3.1) How do you prepare the game?
- 3.2) How will the game be staged?
- 3.3) What is the time set?
- 3.4) What is the time line?
- 3.5) Which role does the facilitator play in the game?

4) The Player/Learner

- 4.1) How are the players engaged in the game?
- 4.2) Where would you set the balance point between the cognitive value and the entertainment value?

5) Outcomes and End of the Game

- 5.1) What are the outcomes of the game?

6) Validation

- 6.1) How will the game be monitored?
- 6.2) In terms of evaluation, which questions would you like to ask the players about the game?
- 6.3) What are the aspects of the game which you would like to take into consideration for the

Guidelines to the Form

LEARNING GAMES – EXCHANGE OF GOOD PRACTICES

1) Target, Goals and Objectives

1.1) The Target Group

The target group of this project are learners in adult education, understood as “...**activities intentionally designed for the purpose of bringing about learning (*) among those whose age, social roles, or self-perception define them as adults.**” Sharan B. Merriam and Ralph G. Brockett (1997: 8).

* Since that definition is rather old (but good) we should add or replace “learning” for life long learning as the “**ongoing, voluntary, and self-motivated” pursuit of knowledge for either personal or professional reasons.**”

Which target group are you addressing?

- a) Adults in the formal framework of education to achieve a formal qualification (e.g. a degree)?
- b) Adults wishing to acquire new professional or vocational skills?
- c) Adults in the process of gaining knowledge or skills for their personal development?
- d) Adults training to gain or add new skills to their field of competence?

Please be explicit and precise about the target group, you have in mind as you prepare the game: Are the learners are the part of a training of their company? Are they migrants? Which level of language skills do they have? What is the average age group? What is the approximate gender distribution? Do they come from a rural area? Do they live in an urban environment? Write whatever you think is distinctive of your group.

1.2) The Goals

To clarify the difference please google “Goals and Objectives”. There are a series of interesting ideas in Internet. Please have a look. At the end of this paper you find two useful examples with regard to this this topic. What are your general goals for the game?

For example:

Would you like to deepen the learner’s engagement with a particular subject (e.g. language, maths, painting, physical education)?

If you are dealing with people in disadvantageous situations (are your learners unemployed people looking for jobs, refugees, prison inmates, etc) what would you like them to achieve? How should they develop as a group?

If the game takes place in a formal education for gaining skills, are the goals of the game related to the skills or to the group? (Do you want them to learn something specific or would you like to boost the group dynamics or group performance?)

If it is a training group you may want to compare the level at the outset with the level they should achieve, individually and as a group.

1.3) The Objectives

The objectives are not independent of the goals but they are interdependent concepts.

An example: Your goal is that the learners learn basic grammar. The objective of the game is to help to learn a specific form of verbs. At the end of the game process you will evaluate how the game helped in achieving your goals and objectives. In this example, for didactic purposes we are talking about a purely instructional game. However, we hope that we will deal with much more complex situations (participative games, games for personal development, etc.).

What you have in mind as objectives by playing the game must be articulated as clearly as possible: define targets or describe specific achievements. This must be done accurately since a great part of the evaluation will depend on the possibility or difficulty to negotiate the relationship between goals, objectives, and the performance of the game.

2) The Game

2.1) The Name of the Game

Find an appropriate name for your Mastergame. Learning games should not be “anonymous”, they should be unique. Generic game names should be adapted to be representative of the action, the goal or the objective of the game. Be creative about it!

Keywords: motivation, staging

In our project group the first difficulty we will face is the language. Since we are going to interchange games some will be lost in translation. We encourage you to give a name in your own language without thinking about the (English) translation.

This is an issue that concerns motivation. If you play a game that is known (e.g. Domino), the players will be “emotionally charged” because of previous experiences or the lack thereof. If you give a unique name (e.g. Link Master) you have a free start, no matter if the method, tactics and strategies are the same. The playing time will be remembered as unique.

Keywords: logical name, fantasy name, associative name.

2.2) Description of the basic structure

Describing a game is not an easy task but it is at the heart of every game. In our project particularly because the games will be interchanged and all other partners are going to play it with their groups.

An interesting observation: The most frequent failure of ITC games is to set clear lines in relevant aspect, e.g. hierarchical aspects, objectives, gains and losses, etc. (There is very little research in live games.) Very complex games which have evolved through time such as chess or bridge have arrived at their structure through praxis. Our task is to concentrate on the relevant aspects of the game structure. There are very good explanations and descriptions on the Internet that can be used as a reference.

Example: Description of the game “Domino”:

“The traditional Sino-European domino set consists of 28 dominoes, colloquially nicknamed bones, cards, tiles, tickets, stones, or spinners. Each domino is a rectangular tile with a line dividing its face into two square ends. Each end is marked with a number of spots (also called pips, nips, or dobs) or is blank. The backs of the dominoes in a set are indistinguishable, either blank or having some common design. A domino set is a generic gaming device, similar to playing cards or dice, in that a variety of games can be played with a set.” (Wikipedia)

2.3) Define rules of the game

Once you have defined the structure defining the rules will be a relative easy task. Again, we are looking for the relevant aspects.

3) Playing the Game

3.1) Preparation

Please include information about the preparation, and what is needed in terms of materials and objects that are going to be used (cards, tiles, pawns, crayons ...).

3.2) Staging /Space

In which environment can the game be played (indoor, outdoor, in the classroom, in a theatre, in another special location, etc.)?

Under which conditions is it played (in an open situation, where the players are observed; in a setting where privacy is guarded; in recreational setting, etc.)?

3.3) Timeset

When is the game going to be played (sometime during class; in specially allocated time slots)?

3.4) Timeline

How long is the game played for (the duration of the game, defining beginning and end of the game)?

3.5) Facilitating the game

As the facilitator will you be involved in the game as player? Are you in a role of animating the group? Can you be an outside observer? Do you need a referee? Are you the referee?

4) The Player/Learner

4.1) Engagement of the player

What kind of engagement will the player experience?

Is he moving, or is he intellectually challenged?

Will the game be played with partners, in a group, individually?

Is there role playing involved?

Are there actors and observers?

What will be the relationship of the facilitator to the players?

4.2) Balance point: cognitive value and entertainment value

Considering factors like curiosity, challenge, fantasy, external or intrinsic motivation (see evaluation graphic), how would you recongize a balance point between the cognitive value and entertainment value? Is the game going to be central to learning a subject or is it a reinforcement or support?

For instance, in playing football the entertainment value will be dominant, in chess, the cognitive value will be dominant. You expect a chess player to have a very high intrinsic motivation in playing. In football you need an entertainment value and a high external motivation (you need two teams, a trainer, an audience). Regardless, you will always have a cognitive value in the game, for instance, in the case of football the learning of teamwork, strategy, social skills. (In this sense here is an interesting project to look at: "Reading the Game. A 12 week football and literacy project": http://www.glasgowlearning.org.uk/literaciesandsport/reading_game)

5) Outcomes and End of Game

- What are the outcomes?
- Are there winners and losers?
- Are there rewards or prizes to win?
- Will it be repeated (a second chance to play and learn)?
- Are there results to show (e.g. paintings, drawings, etc.)

6) Validation

A key point of the project is “Validation”. The goals and objectives of playing the game will be crucial in determining the validation criteria.

In the validation process we distinguish three stages:

- Monitoring
- Evaluation
- Assessment

In reality the three concepts are intrinsically connected, there are just slight differences among them.

6.1) Monitoring

By monitoring we understand the observations, notes and reflections of the facilitator regarding objectives and goals, the running of the game, rules and structures, engagement and participation, including his own.

The observations will be made

- a) before playing the game (e.g. preparation of materials , considerations about the space, timing, etc)
- b) during the play of the game (factors such as participation, focus, well being)
- c) after the game

Please describe how your game should be the monitoring?

- a) through external observers
- b) through video recordings (more direct and particularly useful for short and intensive games. They also allow you to observe particular time points of the game).
- c) Propose your own criteria.

It is important to set a frame of observations since the subjective perception may differ widely from person to person, from one occasion to the other.

The factors that are going to be observed during the monitoring will be or can be the same as the ones that we going to evaluate, especially with regard to the features to be observed.

6.2) Evaluation

Complementary to the monitoring process (observations), the evaluation process will introduce “objective” values. As a main tool we will use traditional surveys but during the project we may find more flexible methods as well.

Surveys will be devised in a non-invasive way. They will try to reflect different aspects of the game, as much from the point of view of the facilitator as from the point of view of the players. This will allow to compare the views of the facilitator against the perception of the players.

Having set the evaluation criteria we then transform the results into numerical values.

We did this kind of evaluation in our workshop “Literacy Games” and it was a useful experience as it showed us what

can be done in terms of surveys and what should be done in a different way. We see scope to explore in more detail aspects and possibilities of the surveys. Individual results showed that algorithms are more objective than simple observations and that the personal perception has to be complemented by documented evaluation standards. To differentiate between evaluating and judging is the key to success for surveys and questionnaires. This is closely related to the language in which the questions are asked.

Therefore we recommend that you formulate your questions in your own language before translating them into English. The questions are going to be discussed in our first meeting and we will try to find consensus for the English text.

Our approach of including surveys and evaluations was considered as a best practice example by our sponsors, the National Agency.

Furthermore, it is to notice that evaluation is a big subject in adult education, particularly with regard to learning new skills in informal and non-formal learning situations. Since we are in a more playful environment I hope we will be able to get some ideas in that direction. One of the projects that has made some progress in this area is Open Badge sponsored by Nord Plus. (<https://openbadge.wordpress.com>)

Therefore, evaluation will be a recurring subject in our meetings and we hope we will agree on some useful recommendations for the praxis of using Learning Games.

The evaluation will include a short survey answered by the students and a larger questionnaire answered by you, the facilitator.

The survey for the students will contain

- a) a set of general question (when we have received your Mastergame we will suggest three or four questions),
- b) your questions to the specific game.

In the actual preparation phase you only need to look at question b: What are the relevant questions you would like to ask the players? (For a reference you can consult the "Evaluation & Monitoring" report of our workshop "Literacy Games".)

6.3) Assessment:

This project relies on your experience and your strong know how in the field.

By structuring the work you do in the normal praxis we will try to capture, systematize and articulate your experience for other Learning Gamers thus creating "a framework" for further discussion and research.

As the central point for the best practice exchange, the assessment relies on your ideas gained through your praxis as adult educator.

At this point the task is to make a sketch or layout highlighting the aspects and perspectives you are most interested with regard to the game as well as to the project.

So please make an outline, a sketch of possible elements relevant to

- a) you as adult educator
- b) the project
- c) your mastergame



MasterGames

1.3.1. EduScape / MMU	11
1.3.2. Blind Travel / LASE	14
1.3.3. Color Associations (SU)	17
1.3.4. Circle of Knowledge (VUC)	20
1.3.5. My Own Shield (ECG)	22

EduScape

THE MANCHESTER METROPOLITAN UNIVERSITY

1) Target, Goals and Objectives

1.1) Which target group is the game addressing?

Our game aims to introduce mathematical and computer science concepts through collaborative solving of physical puzzles. It can also be used to develop teambuilding skills in any discipline. The main targets are:

- Students (aged 17+) who are considering studying maths or computing at university, particularly girls.
- University students.

1.2) What are the general goals you set for the game?

Participants have to work in small teams (3-5 people) to solve puzzles, find clues and interact with objects in order to escape from a locked room within a specified time, usually one hour or less.

1.3) What are the objectives of the game?

By playing the game, we hope to show that mathematics and computer science concepts can be useful, fun and engaging. The objectives of the games are to:

- Enthuse students about the value and application of mathematics and computer science concepts.
- Encourage teamwork, collaboration and communication.
- Provide a fun and playful experience that promotes the value of university education.

2) The Game

2.1) What is the name of your game?

EduScape

2.1a) What is the generic game it is derived from (if applicable)?

Live Escape Rooms (see, for example <https://breakoutmanchester.com/>).

2.2) How would you describe the basic structure of the game?

The game usually follows this structure:

- Teams are briefed on the game narrative and backstory (where is the room, who are they, why are they there, etc.) and game rules.
- Teams are 'locked' into a room (either metaphorically or with an emergency escape) and can interact with any objects in order to escape. There are usually a range of physical (e.g. hidden objects, boxes with secret compartments) and mental (e.g. codes, puzzles) challenges to solve, which will eventually lead to escaping the room.
- The teams are watched via a remote camera and are either provided with, or able to ask for, clues to keep the game progressing if they get stuck.
- Teams either escape the room with seconds to spare, or narrowly fail (this is managed through the provision of clues and hints).
- Teams are debriefed on the puzzles and how they worked together.

2.3) What are the rules?

- Players may interact with any object in the room except those indicated as not part of the game (e.g. stickers to indicate plug sockets).
- Players will not need to break any objects, lift anything heavy or force anything.
- Players will not need to climb on furniture.
- Smart phones or other mobile technology are not allowed to be used.

3) Playing the Game

3.1) How do you prepare the game?

The game is designed to be mobile, so that it can be set up in a variety of locations, but the room must be set out as described in the detailed guidance, with the exact objects in the exact places specified.

3.2) How will the game be staged?

The game is designed in modules so that it can be configured in several different ways depending on difficulty, types of puzzle (i.e. maths, computer science, or generic focus), and time available.

3.3) What is the time set?

Usually 1 hour, 30 minutes or 20 minutes depending on configuration, plus briefing and debriefing.

3.4) What is the time line?

00:00	Room set-up
00:20	Players briefed
00:30	Enter room for play time
01:30	Players leave room/debriefing
01:40	Reset room
02:00	Room ready to play again

With two people managing the game play, some of these activities can happen concurrently for different groups.

3.5) Which role does the facilitator play in the game?

Briefing and debriefing, managing hints to ensure maximum challenge and engagement, checking for rule-breaking, room set up.

4) The Player/Learner

4.1) How are the players engaged in the game?

Engagement in a variety of different challenges at different levels. The provision of hints allows the facilitator to adjust difficulty and the time limit gives an additional sense of challenge. Players can work together on some puzzles and individually on others.

4.2) Where would you set the balance point between the cognitive value and the entertainment value?

I don't think these need to be mutually exclusive. The majority of puzzles will focus on aspects of maths and computer science but even the generic puzzles will support collaboration, communication and problem-solving skills.

5) Outcomes and End of the Game

5.1) What are the outcomes of the game?

The players either manage to escape from the room or they narrowly fail. Times can be shared on an overall leaderboard to add an additional sense of competition.

6) Validation

6.1) How will the game be monitored?

The game will be watched, and video recorded, via a remote camera. This will enable players to communicate with the facilitator. During trials, students will be interviewed after play.

6.2) In terms of evaluation, which questions would you like to ask the players about the game?

- How appropriate were the difficulty levels of the puzzles?
- Where did they get stuck?
- Which puzzles did they enjoy/were particularly satisfying?
- What do they think they learned?
- Did they enjoy the game?

6.3) What are the aspects of the game which you would like to take into consideration for the assessment (independent of the proposed framework for the game, and solely regarding your experience and know how as adult educator)?

The game is not intended to be assessed, but reflective writing on the team experience could be considered.

Blind Travel

LATVIJAS SPORTA PEDAGOGIJAS AKADEMIJAS (LASE)

1) Target, Goals and Objectives

1.1) Which target group is the game addressing?

Target group are adults in the process of gaining knowledge and skills for their personal development. These are adults, who want to get new information, learn facts about land they would like to travel to. This land is supposed to be any European country.

In fact, the game can be played by migrants, who plan to go to live in another country. From the game they can learn a lot of useful information about the countries, they want to go to.

Game can be played in English, and, if necessary, in other European country languages. Language skills to play the game should be intermediate, but it can be adapted to lower and higher levels as well. If the language skills of the participants are low, the game can be played with photos, pictures and realia (objects from real life used in instruction by educators to improve students' understanding of other cultures and real life) from other countries.

The average age group is 30 years, but players can as well be older and younger. They have to be interested in other European countries and their cultures, eager to learn about their geography and everyday life.

Genders of the players can be both.

1.2) What are the general goals you set for the game?

Goal is to raise learner's curiosity about other cultures, compare it with their own, reduce fear of something that is different from their own, that you don't understand. Learn through engaging in physical and mental activities, thus developing also as a group.

1.3) What are the objectives of the game?

Objectives are to acquire new information (or strengthen their knowledge) about European countries they would like to travel to or choose as a place for living in future. Let learners introduce themselves with other countries in a playful and friendly atmosphere. Acquire new information through engaging physical and mental activities.

Feel insecurity and fear connected with leaving your comfort zone.

2) The Game

2.1) What is the name of your game?

Ceļojums Nezināmajā (travel into unknown). Blind Travel.

2.1a) What is the generic game it is derived from (if applicable)?

Relay.

2.2) How would you describe the basic structure of the game?

Blind Travel is a generic game, devised from relay, used in physical activity and also sports. It is played by 3 teams, 3 players in each of them. The players stand in columns, the first stands at the line, drawn on the floor, others: behind him. On the floor at the line for each team upside down are placed 3 cards with the names of 3 countries (e.g. Poland, Hungary, Estonia).

The first team member chooses 1 card, then he/she is blindfolded, turned round several times and has to go forward about 25 meters, where there is another line, on which are placed 3 (1 for each team) baskets with 3 realia about 4 countries.

While he/she is approaching the basket, the team members are telling in which direction to proceed. He/she reaches the basket, takes off the scarf from the eyes, and in the basket tries to find 3 realia from her/his country. He/she collects them and runs back.

Then the 2nd participant chooses the country and approaches the basket. This time he/she is also blindfolded, but also accompanied by a team member, who helps by taking by 1 hand. The participant should put steps one next to another. The participant reaches the basket and collects the realia.

Finally, the third team member takes the remaining country and tries to approach the basket, moving with his back forward. Again, she is supported by a team member. He collects 3 realia for his country (3 realia remain, they refer to another country, not specified) and runs back to his team mates.

2.3) What are the rules?

The players should support each other on their way to the basket, but cannot ask each other advice about “their” countries. Wins the team which has collected more correct realia. Relay finishing time is also important: it is counted as just 1 more correct realia.

3) Playing the Game

3.1) How do you prepare the game?

Have to draw 2 lines on the floor, are needed 3 baskets for realia about countries, 3 scarfs to blindfold the participants. Finally, are needed altogether 12 realia (or texts, or photos, or pictures) about 4 countries

3.2) How will the game be staged?

It can be played anywhere, both indoors and outdoors. The players have to be observed, but setting should be recreational.

3.3) What is the time set?

There is no special time set.

3.4) What is the time line?

The game starts, when the 3 teams have arrived at the 1st line (baseline), and ends when the last member of the teams has reached the baseline. The duration: up to 20 minutes.

3.5) Which role does the facilitator play in the game?

The facilitator is not involved. He/she observes the participants, encourages them.

4) The Player/Learner

4.1) How are the players engaged in the game?

The players are challenged both physically and mentally. It is played in teams with members actively encouraging each other. The same does the facilitator: encourages.

4.2) Where would you set the balance point between the cognitive value and the entertainment value?

The players will feel external support (team mates leading them by hand and voices), but their judgements on realia reference to different countries have to be individual, challenging cognitive skills.

5) Outcomes and End of the Game

5.1) What are the outcomes of the game?

There will be winners and losers, but everyone will have learned something new about other countries, will have felt team member support and have the sense of accomplishing challenging intellectual and physical activity task.

6) Validation

6.1) How will the game be monitored?

The observations should be made before playing the game (preparation of realia, a.o. objects, free space for running – about 30 m), instructions about playing the game (by facilitator). During the game: team support, participant well-being. Observation will be carried out by facilitator.

6.2) In terms of evaluation, which questions would you like to ask the players about the game?

1. Vai Jūs uzzinājāt ko jaunu par citām Eiropas valstīm?
 2. Vai nostiprinājāt savas zināšanas par citām valstīm?
 3. Vai spēle rosināja interesi par šīm valstīm?
 4. Vai informācija vai reālijas par citām valstīm Jūs pārsteidza, izbrīnīja?
 5. Vai tagad jūtaties drošāk, ja dosieties uz šīm valstīm?
 6. Vai jūtāt komandas biedru atbalstu?
 7. Vai jūtāt spēles vadītāja atbalstu?
 8. Vai jums patika apgūt ko jaunu neformālā atmosfērā?
 9. Vai šī spēle veicināja Jūsu personīgi izaugsmi?
 10. Kāda bija visvērtīgākā mācīšanās pieredze no šīs spēles?
-
1. Did you learn something new about other European countries?
 2. Did you strengthen your knowledge of other countries?
 3. Did the game promote your interest in these countries?
 4. Did the information on the realities of other countries surprise, confuse you?
 5. Will you feel safer now, if you go to these countries?
 6. Did you feel teammate support?
 7. Do you feel the facilitator support?
 8. Did you like to learn new things in an informal atmosphere?
 9. Did the games contribute to your personal growth?
 10. What was your most valuable learning experience from the game?

6.3) What are the aspects of the game which you would like to take into consideration for the assessment (independent of the proposed framework for the game, and solely regarding your experience and know how as adult educator)?

a) Adult educators in my institution try to teach in a playful and meaningful way. Thus, one of the tasks is to teach something new to all the class (including teacher, who also is an adult learner). We have set the criteria – what should good learning include. The criteria refer both to the learning process and its results (they definitely have to be!). Thus we have learned, e.g. basics of Hindi language (from our international student from India), basics of origami: how to fold a tulip, etc. The questions could be: are you satisfied with the result achieved, how will you use it?

b) As to the project it is relevant to ask the same as about the Game: What was your most valuable learning experi-

“Color Associations”

SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI

1) Target, Goals and Objectives

1.1) Which target group is the game addressing?

The game is addressing adult students at the University who learn foreign languages, pedagogy, psychology and other social sciences as well. The game might be used in different courses of foreign/second languages out of the University as well.

1.2) What are the general goals you set for the game?

The general goals are the following:

- To provide learning environment for development of communicative skills and team work
- To develop creative thinking, common knowledge and artistic skills
- To improve language skills
- To explore individual and national thinking of adult students

1.3) What are the objectives of the game?

The objectives of the game are the following:

- To use game as an instrument to explore and develop social skills of adult students
- Game becomes the real challenge for adult students' thinking, imagination and artistic skills.
- Game is very useful and effective in foreign/second language education. It provides a funny and natural environment for speaking, describing associations, making conclusions, discussing in foreign language.
- Through this learning game is possible to explore common and differences in individual and national associations (in international groups of adult students)

2) The Game

2.1) What is the name of your game?

The name of the game is “Color associations”.

2.1a) What is the generic game it is derived from (if applicable)?

This game is a good combination between psychological, language and art activities.

2.2) How would you describe the basic structure of the game?

The basic structure of the game consists of expressing by words, symbols and pictures personal associations connected with the different colors and to discuss the results. The game structure includes these activities: making personal associations, describing them in the group, making conclusions, preparing a collective colorful cardboard with personal ideas.

2.3) What are the rules?

The rules are the following: Every participant has a color pencils/markers and sheet of paper devised in 8 squares for different colors (white, black, yellow, red, green, blue, orange, violet). Trainer says the names of colors and gives a little time to students to draw something associated with this color or to write some words and symbols. Then everyone has to explain his/her associations. During discussion in the group have to be found differences and common things and finally all participants make a common colorful poster with their associations.

3) Playing the Game

3.1) How do you prepare the game?

For this game is necessary to prepare sheets of paper size A4 according the number of participants, pencils/markers for everyone, scissors and sticker. The paper is divided into 8 parts for every color. A cardboard of bigger size is necessary for making collective project which insists of individual associations. This cardboard in divided in 8 parts as well.

3.2) How will the game be staged?

The stage management is simple. The players are placed into a circle or semicircle facing each other. This position is he best for interaction and keeping emotional contact during the game activity. Every participant makes his own color associations in definite time. Then everyone describes his association and the group makes conclusions about common and differences. At the end everyone cut and sticks your association in relevant place of common cardboard.

3.3) What is the time set?

For playing this game is necessary to have about 55-60 minutes in learning process: 25-30 minutes for doing individual association and 30 minutes for description, making conclusions and collective cardboard.

3.4) What is the time line?

For each color master gives players 3-4 minutes to make different associations. Then there is 20 minutes for describing own associations and make conclusions and finally 10 minutes to create the collective cardboard.

3.5) Which role does the facilitator play in the game?

The facilitator is only organizer and coordinator during the process of game. The master tells the name of different color and check time for each color association activity. After that he organizes description of color associations and helps making common conclusions in the group.

There is another version: facilitator to take part in doing color associations.

4) The Player/Learner

4.1) How are the players engaged in the game?

To find connection between color and own associations is interesting and creative task that players do with pleasure. They are engaged by complete approach: through emotions and thinking.

4.2) Where would you set the balance point between the cognitive value and the entertainment value?

I think that in this learning game there is a good balance between cognitive and entertainment values. On one hand ,the game is a real fun and has its own entertainment value. On the other hand, game provokes imagination, language skills and social skills that has a great cognitive values.

5) Outcomes and End of the Game

5.1) What are the outcomes of the game?

The outcomes of this game are strong positive:

- Participants overcome psychological and language barriers in learning process (especially if they are a new student's group or if there is a language difficulties because of low language level)
- Adult students show their individual and national differences in way of thinking and mentality (especially in international groups)
- Adult students develop their language skill through funny and creative activity.

6) Validation

6.1) How will the game be monitored?

Game might be monitored by external observers and through recording devices as well. The records by video camera gives the possibility to examine and discuss on the game process and its outcomes.

6.2) In terms of evaluation, which questions would you like to ask the players about the game?

I would like to ask players these questions:

What gives you as a person this learning game?

Which kind of experience is this game for you?

Did you have fun playing it? What did you learn playing this game?

What do you think: Which skills develops this game?

What are advantages of game activity in comparison with traditional training?

Are there any disadvantages in this learning game?

How do you evaluate effectiveness of this learning game?

6.3) What are the aspects of the game which you would like to take into consideration for the assessment (independent of the proposed framework for the game, and solely regarding your experience and know how as adult educator)?

As foreign language teacher my assessment of this game is very positive.

I think that the game has a complex good influence to adult students in learning process. This game provides:

*emotional comfort,

*development of personal and interpersonal relations

*development of language skills

*it is a challenge to artistic skills and common knowledge

*game stimulates players and supports their motivation in learning process.

Circle of Knowledge

VUC Holstebro-Lemvig-Struer

1) Target, Goals and Objectives

1.1) Which target group is the game addressing?

The game structure can be used in different subjects and at different levels, depending of what you as the facilitator puts into it.

The game has shown its effectivity in language-, math-, history, art-, chemistry-classes.

As the facilitator you set the level and the contents of the game and since it is easy to grade it is also very useful in groups where there is a big dissimilarity between the top and the bottom.

1.2) What are the general goals you set for the game?

To work with specific proficiencies and skills which has been introduced but needs to be used and seen in different contexts in order to make the knowledge active.

By repeating you can consolidate knowledge and by using it in a different coherence, you make that knowledge active and useful and that is the goal.

1.3) What are the objectives of the game?

The game is useful when you want to train e.g. grammar, vocabulary, style of arts ect.

equation, formulas, historical dates,

2) The Game

2.1) What is the name of your game?

Circle of Knowledge (domino)

2.1a) What is the generic game it is derived from (if applicable)?

Domino

2.2) How would you describe the basic structure of the game?

The game can be played with slips of paper with the text/pictures needed for the theme or you can make it as a computer-game. If you do it right you will have a circle of knowledge

2.2) What are the rules?

As a start same rules as for Domino, but you can easily change them or let the students find their own rules and let them explain why they think their rules are better than the original rules.

3) Playing the Game

3.1) How do you prepare the game?

Think of the group and the subject and make the game. It can easily be differentiated within a group, or adapted from one level to another

let the game begin:

1. e.g. learn a grammar rule.

2. explain the simple rules of Domino

3. A: let the students play the game/games

B: let the students make the game themselves and play each others games.

3.2) How will the game be staged?

It can be played at the table, on the floor, moving around in the room, as a computer-game, in groups, individually

3.3) What is the time set?

The game can be played by one of a group of student if they have time between other exercises in class or more organized in allocated time slots.

3.4) What is the time line? From 10 minutes to ?,

Depending on how many and how comprehensive games you want to play from 5 minutes to ?.

3.5) Which role does the facilitator play in the game?

The first time a group plays the game the facilitator has to explain the rules and walk around and help the student getting started, but after that they can manage themselves – maybe you have to be the judge in a discussion about what is right and what is wrong.

4) The Player/Learner

4.1) How are the players engaged in the game?

It can be played at the table, on the floor, moving around in the room, on the computer.....

It can be played as a “we help each other” game, when you want someone to learn something by heart, when you want to train already “learned” skills, as a completion and therefor there will be a way of doing it for everyone decided by the teacher or by the students themselves.

It gives an opportunity of letting the students get away from their chair and e.g. sit on the floor or walking around for 10 minutes.

It gives the student something to hold in their hands, which for some people is important for the learning process.

They can play in their own speed and use knowledge, books, each other to find the right circle.

They can make games for each other – which is very good because then knowledge is necessary

4.2) Where would you set the balance point between the cognitive value and the entertainment value?

I would say it is all cognitive value set in an entertaining frame.

I do believe that most people remember thing better when they had fun doing learning them.

5) Outcomes and End of the Game

5.1) What are the outcomes of the game?

No prizes, no winners or losers – you can do it a second/third time and get better /quicker, more secure and thereby maintain what you have been training.

6) Validation

6.1) How will the game be monitored?

The game will be played after working with a theme in class.

During the game the teacher walk around and listen to what the students are talking about when playing and hereby you will know if something need extra explanation, or see if there are any problems.

After the game you can go over the subject once again if needed.

The most important value of the game is self-evaluation, where the student find out whether he needs to work more with that subject or just needs to maintain knowledge.

6.2) In terms of evaluation, which questions would you like to ask the players about the game?

6.3) What are the aspects of the game which you would like to take into consideration for the assessment (independent of the proposed framework for the game, and solely regarding your experience and know how as adult educator)?

“My Own Shield”

ECG - Cooperativa Cultural CRL

1) Target, Goals and Objectives

1.1) Which target group is the game addressing?

Our game is addressing adults in the process of gaining knowledge and skills for their personal development and that want to gain/add new skills to their field of competence. The learners integrate the annual training program of our cooperative. They are Portuguese and, also, immigrants from countries like Senegal (larger community), Bangladesh, India, Ivory Coast, Brazil, Colombia, Uzbekistan, Ukraine and Guinea. The majority of the Portuguese learners have very basic language skills (few learners have degrees and, among them, also few have some knowledge of English and French) and the immigrants have also basic language skills (the majority speaks French as their official country language, Wolof as their African language and also elementary Portuguese). The average age group has fifty years old and the majority are male (eighty percent). Because Braga (our headquarter city) is a town where the urban area is very near and perfectly integrated with its larger rural area we can say that the majority of the Portuguese learners come from the peripheral area but inside Braga district. The immigrants come from urban areas (Dakar, for example) but also from rural areas. The large majority of our learners are living, in this moment, in an urban environment.

1.2) What are the general goals you set for the game?

We are dealing with people that, despite their low IT skills, need or desire to communicate frequently by e-mail, by Skype and social networks with their relatives that are living more or less far away (a lot of them outside Europe) and also with those that still want to keep in touch with the “digital society” taking advantage of the benefits of using IT to access online stores, public and institutional electronic services (like Social Security and Tax and Customs Authority portals, Banks, etc). They feel that they need to use those technological facilities but they also know that, out there, are plenty risks of getting caught in a “net” that can take their money, their private photos, their important documents with critical personal information...

Therefore, the goal that we set for the game is help to provide the trainees with the technical skills and sufficient knowledge to protect themselves from the risks of cyber attacks aimed, but not limited to, “identity theft” and violation of computer files.

1.3) What are the objectives of the game?

The objectives of the game are to help learners to effectively understand:

- The efficient way to deal with personal passwords;
- To avoid virus and spyware attacks;
- How to use WI-FI on a secure way;
- The need of control browsing history on PC’s, tablets and smartphones;
- How to buy online securely.

2) The Game

2.1) What is the name of your game?

“My Own Shield”.

2.1a) What is the generic game it is derived from (if applicable)?

The game derives from the “Who Wants to Be a Millionaire?” game.

2.1.b) How would you describe the basic structure of the game?

The basic structure of the game is a quiz divided in five thematic groups (that represents a specific kind of security shield) with fifteen questions and sixty possible answers each. The game must be played from a computer, tablet or smartphone with the objective of achieve the top level that activates that thematic shield.

2.2) What are the rules?

The player will be asked to choose one of five different thematic groups of fifteen questions of varying degrees of difficulty. The player must choose the most correct answer of the four possible answer choices provided.

There are some three “Lifelines” that the player can use only once per thematic group with the purpose of “discover” the correct answer.

“Fifty-Fifty”

The player will have one “Fifty-Fifty” lifeline, whereby two of the possible answer choices are eliminated. Following to the use of this lifeline, two answer choices will remain, one of which is the correct answer. The player has, then, the opportunity of selecting one of the two remaining answers or using another available lifeline.

“Ask the Class”

The player is given one opportunity to select an option available in the game that gives the opportunity to all classmates to advise on the correct answer by placing a paper in a small bag/box with the right answer. The player will then receive the results from the facilitator and then will have the opportunity of selecting an answer or using another available lifeline.

“Plus One”

The player is given one opportunity to “call” upon his/her “Plus One” companion (one of the classmates), who will indicate the answer that “he/she” feel is the most correct. The player will have then the opportunity of selecting an answer or using another available lifeline.

Time Limit - Players who fail to answer a question within a reasonable period of time, as determined in the sole discretion of the facilitator, may be disqualified for that particular round.

3) Playing the Game

3.1) How do you prepare the game?

The game is a web application (JavaScript, HTML5, CSS) previous installed in a web-server and can be played from a sound capable PC, a Tablet or a SmartPhone browser (Internet Explorer, Chrome, Firefox, Opera, etc) with connection to the Internet. We will need also some sheets of white paper, a small bag or box and one pencil for each learner.

3.2) How will the game be staged?

The environment where the game can be played is in the classroom where each learner plays one of a time in successive rounds.

3.3) What is the time set?

The game is going to be played during class.

3.4) What is the time line?

The game will be played within a reasonable period of time as determined in the sole discretion of the facilitator.

3.5) Which role does the facilitator play in the game?

The facilitator has the following roles:

1. It indicates what will be the first player and what should be the following as soon as each player receives the “You loose all your energy” message;
2. Determines what is the reasonable period of game playing time for each player;
3. Receives the small papers when activated the “Ask the Class” lifeline, puts all of it in a small bag/box and, with the help of another learner, separates the answers and give the results to the player.
4. Records the name of the players that, receiving the message “Congratulations! You’ve activated your own shield,” reaches the top level of each thematic group and, therefor, are authorized to go to the next stage (thematic group).
5. Ends the game when all the players get their five “own shields” each or suspend the game if the expected time for class is achieved before.

4) The Player/Learner

4.1) How are the players engaged in the game?

The player is intellectually and individually challenged to find the correct answer to each question but, when he/she is not playing, he/she could be involved in role playing when the player asks for the “Plus One” lifeline or as a facilitator assistant when helping to separate/sum the results when the player asks for the “Ask the Class” lifeline.

4.2) Where would you set the balance point between the cognitive value and the entertainment value?

The game will be a reinforcement and support to the learning of a particular chapter - the security procedures - of the IT basic course that we offer to our cooperators.

We think that there is a good balance between the cognitive value and the entertainment value of this game. In fact, we have a game that is intended to be played individually but there is place, also, for the involvement of all the class when the player asks for the timelines "Ask the Class" and "Plus One" where we are able to reinforce the teamwork, strategy and social skills of the player and his/her classmates. For sure we intend (that is our goal) that the player/learner assimilate knowledge and skills on how to protect him/her self from the risks of a cyber attack and we are perfectly aware that it is no easy matter to be assimilated but, because we give him/her a entertaining path to get there the effort of accomplish those objectives turn out to be much lower when playing the game.

5) Outcomes and End of the Game

5.1) What are the outcomes of the game?

The first learner to obtain the five "own shields" is the absolute winner of the game but all the others players that reaches that target (5 shields) are winners too because they accomplish to "turn on" the global shield that will protect him/she from be cyber attacked. So, the learner will be directly rewarded in his/her day-to-day life when using IT and also by the teacher for is good results in the class when receiving his/her "Own Shield" certificate.

6) Validation

6.1) How will the game be monitored?

I think that the game should be monitored through three external observers and, if possible, video recordings.

6.2) In terms of evaluation, which questions would you like to ask the players about the game?

1. The player started by selecting the first set of questions?
 - a) Yes
 - b) No. Which group was selected by the player?
2. The player asked if he could turn off the background sound?
 - a) Yes b) No
3. The player felt that the background sound was:

motivational_ stressful
4. The player arrived at use lifelines. At what level? Level - -
 Wich lifeline? (*)_ - (**)_ - (***)
5. What is the efficacy obtained in the use of each lifeline? (*)__Hit/ Missed - (**) Hit/ Missed - (***)__Hit/ Missed
6. Number of "rounds" needed to complete the five levels:

6.3) What are the aspects of the game which you would like to take into consideration for the assessment (independent of the proposed framework for the game, and solely regarding your experience and know how as adult educator)?

1. What is the initial level of interest generated in the players taking into account that the game it is:
 - A game to be played through electronic means;
 - A production based on a well known game (at least in Portugal);
 - A game based on a quiz.
2. The interest in playing the game decreased or increased with the action of playing ?
3. What is the possible cognitive value that the game can achieve on a scale from 1 to 5? And what about the entertainment value (same scale)?