

WORKSHOPS FOR ILS CONCEPT DEFINITION / DEVELOPMENT

WP3 InnoSchool Learning System – 0.T1.1

**Second version
EUB, 21-04-2020**

Overview: Workshops completed

	Activity T1.2 ILS concept definition	Activity T1.3 ILS development
Physical workshops	3	3
Virtual workshops	4	6

1) WP3 Physical workshops

1.1) WP3 Internal workshop: ILS concept definition, Act. T1.2 – “STEP 3” serious game design concept (TUKE, EUB, all PPs), 1st Project and Steering Committee Meeting, March 19, 2019, Vienna, Austria, 12:15 – 12:35

- **Presentation of the draft idea of the game mechanics / gameplay:**

Mojmir Pridavok (TUKE) introduced his presentation about serious game and the context to the project InnoSchool. Examples of different educational games were shown: Melcity, Duolingo, Stop Disasters, 2020 Energy. TUKE presented Serious Game requirements, principles and open issues that need to be clarified in STEP 3.

1.2) WP3 Internal workshop: Development of ILS, Act. T1.3 – “STEP 3” serious game content development (TUKE, EUB, all PPs), 1st Project and Steering Committee Meeting, March 19, 2019, Vienna, Austria, 13:35 – 16:00

- **Developing six social need topics:**

Stuart Simpson (EUB) explained the structure of the workshop, in which six randomly divided sub groups developed a storyline and a virtual world (the scenario for the game) for each social need. The invitation to be creative was expressed by Jan Kubalík (LP), Arnold Gutmayer and Stuart Simpson (EUB). Mojmir Pridavok (TUKE) mentioned again the examples and took a closer look onto the scenarios. Jan Kubalík (LP), Arnold Gutmayer and Stuart Simpson (EUB) switched from group to group and helped in case of questions.

- **Presentation of the results of the group work**

All presentations were audio recorded by Mojmir Pridavok (TUKE). A photo documentation can be found in the appendix.

Group 1: Caring of an ageing population

The working group consisted of Rafael Pupovac (presenting), Natasha Zarankova, Gergana Dragoeva, Bas Angela Luminita and Cristina Mang (presenting).

The scenario: A young entrepreneur starts a business with awareness of the social issues in the community and the aim to solve them. The player (the student) creates an in game persona (avatar). He chooses a city out of four choices (city fact sheets). The background of the game depends on the city (e.g. symbols of factories to imagine the size). The aim is to make the students feel connected. The population of all cities consists of more than 60% elderly people. The student will get a mentor of a national institution. In an interview with this mentor fifteen closed questions have to be answered. For example what kind of activities (e.g. tourism, art, medicine, care) would your company provide? Based on the interview the mentor gives you ten business options (e.g. creating souvenirs for tourists, providing care services for the elderly: medical care, social care or everyday tasks assistance).

The goal is to build a business that covers most of the sub categories of this social need. Beginners will create a basic business canvas made with the help of the mentor. Advanced students will create a business plan incl. financial data.

- Stuart Simpson (EUB) asked the partners if everything was clear, which indeed was the case. Mojmir Pridavok (TUCE) pointed out that the game idea is perfect.

Group 2: Shift of society towards environmental responsibility

The working group consisted of Simona Trip, Miko Simina Maria (presenting) and Sanja Indjic.

The scenario is inspired by a book about producing no garbage. There are two avatars, the 'no waste man' with his three Rs and the 'industrial man' with his three Ps, of which the player (the student) may choose. The 'no waste man' explains the player his three Rs which mean reduce, recycle and reuse. The industrial man explains his three Ps which mean profit, power and policy. He owns a big house, drives a big car, drinks cocktails on a beach in Sardinia, owns many companies and has good friends in politics. But he pays a lot of taxes, many people rely on him and the future of the next generation depends on him. The player creates his own avatar by taking into account the two sides.

The goal is to develop a business plan based on the chosen avatar and to define a three words philosophy of life in order to help the society to shift towards environmental responsibility. The players are provided by concrete suggestions e.g. theoretical models of

economy, taxes money/for environmental sustainability, local production, restaurants, organic food, or joining advocacy groups. Sources are 2020energy or melcity.fr

- An intensive discussion took place about the black and white model of industrial man and no waste man.
- Arguments like the combination of social thinking and business is necessary if you want to run a successful business. Failure in both extreme models will occur anyway and a conversion to a third one will be necessary.
- A step by step approach was suggested. The players will have choices on different stages and options. Students could be faced with the consequences if they choose only one side instead of combining the benefits of both sides.
- The aim of the game could be to sell the oil and donate the profit to nongovernmental organisations.

Group 3: Inclusion of excluded groups

The working group consisted of Mihaela Popovici (presenting), Cscaba Bende (presenting) and Biljana Joncic.

The excluded groups are defined as migrants and few year residents, LGBTQ, minorities such as Roma, homeless people, religious groups, disabled people and elderly with weak social ties. Based upon this identification, avatars with different storylines are created.

The aim of the game is to raise awareness and to increase sensitivity and empathy towards the excluded groups by identifying with some of their daily life challenges (the setting).

The measurement could be given by a short feedback (bullet points...) and by asking questions towards their feelings: what should be changed, how, why, etc. ... The aim is to initiate deeper thinking. At this stage the business idea is not sufficiently included. Maybe the business idea will come up after having reflected the game.

- In the discussion the idea not to involve the business idea at all in the actual game was proposed. No final decision was made.

Group 4: Child welfare (poverty)

The working group consisted of Rositsa Djambazova (presenting), Ivaylo Zlatanov and Iulia Pancu.

First step is to identify the problems of child poverty in different countries. The greatest problems and differences to be dealt with are food, clothes, exclusion (feeling completely different at school and in the community) and isolation (the feeling of not being accepted).

Second step is to find solutions: which solutions can be found and by whom? Solutions can be developed by the local municipality and the community providing financial support or on a personal level by raising the individual self-confidence, by the parents giving emotional support and by the friends at school.

The games approach is to feel equal and from a perspective where one can think how solutions could look like.

Comments on the idea:

- Low degree of young people's awareness is wide spread. Empathy is a key factor. How can we motivate the students ('to get the students into these shoes')? How to get the children familiar with the problems e.g. also concerning social needs of elderly people?
- Solutions are for instance are to get in personal contact, to visit organisations with blind people, a blind exhibition or a blind dinner or to spend one day in a wheel chair, etc. ...
- Engagement is recognized as very important and therefore interaction with real people is needed.

Group 5: Workforce migration/brain drain

The working group consisted of Wilfried Swoboda (presenting), Dirzu Daniela and Ciocirlan Angela (presenting).

The main focus of the game is brain drain. The scenario consists of two countries, the host and the guests. First step is to think of the smaller community, from where people are leaving and to identify the problems appearing there (e.g. villages are less and less populated, entertainment becoming less and education is missing). By taking one of these incidents into account the problems should be worked out: e.g. toothache. What is needed and how could the problem be solved? With empathy and understanding solutions for the problem should be developed.

The game could emphasize on networking e.g. the mayor, the business lady... with the aim to realize that it is up to me to take the initiatives.

Group 6: Disadvantages in peripheral and rural areas

The working group consisted of Milos Pridavok (presenting), Slavomir Kozar and Goran Rodic.

The scenario: the player (the student) will become the mayor of a city of which he has to take care. At the beginning he will get a budget which is either high or low. Based on the

starting position the player has to play in order to raise population and thereby to earn money. Population and money are the two key factors for the competition with the classmates and could be simple measured.

Problems provided to the mayor are e.g. less money. That means that the mayor has to change the financial setting of the village by e.g. reducing public transfer followed by low bus capacity for reaching school, infrastructure like official institutions, post office etc. ... The criteria for rising population are nice environment, reachability and infrastructure.

Discussed questions and comments were:

- The lack of entrepreneurship.
- The game works on the mind-set of the students, on learning and understanding the problems of rural areas (e.g. going to the cinema needs to be organised) and on taking care of them.
- Proposed idea: the goal could be to keep the original population and to maintain the services for this population with increasing funds (no funds rise).
- Proposed idea: on the first picture the mayor will see how many people will have left his village in one year without doing anything against it.
- Dying villages lack of social services, medical and educational infrastructure.
- The aim could be to create social services like mobile clinics or libraries. As an example for social networks in rural areas the project of trained nurses, a project in Italy, was mentioned by Stuart Simpson (EUB).

1.3) WP3 Internal workshop - ILS concept definition, Act. T1.2 (TUKE, EUB, all PPs),
2nd Project and Steering Committee Meeting, September 17, 2019, Košice, Slovakia,
11:15 – 12:15

František (PP5/TUKE) presented underlying components and levels of the game.

His presentation of the Serious Game concept had the following structure:

- One social need scenario including the detailed description of step-by-step game mechanics, including the dialogues
- Visual prototype (set of key graphical visualized parts of the game in digital but static stage)
- Other parts of full requirement specification for further graphics and software development work

He presented back-end and front-end work done on serious game. Teams could be 1 person to many members. Videos will be with subtitles also, possible to play with or without sound too. Admin system is prepared to some level already. Game under another link by entering generated code. 1st video is there already with no subtitles yet. Connecting questions are there to provide some theory in interesting way. Scoring is there already to some level. Question editing and translation editing is available already.

Frantisek (PP5, TUKE) has presented graphical example prototypes and avatar options.

1.4) WP3 Internal workshop: Development of ILS, Act T1.3 (TUKE, EUB, all PPs), 2nd
Project and Steering Committee Meeting, September 17, 2019, Košice,
Slovakia, 13:30 – 15:30

This section was dedicated to the work in small teams.

Arnold (PP4, EBU) presented introductions to all 6 social needs and divided participants in 3 groups. Each group should be discussing suggestions for improvement of the texting and structure. The workshop was carried out with summarising the resulting suggestion per each social need introduction.

Task description: Refinement of the introductions to the six social need topics. General advices from the workshop "Caring for an ageing population" are mentioned below.

Re-structuring the introduction texts -> Similar structure of introductions for each social need topic:

- Start with the unmet need
- One picture per topic for visualization of this unmet need
- Provide an example that illustrates this unmet need
- At the end of the text: Call for action!

Keep the language simple and not too scientific!

Comment by EUB: At this stage, it is not necessary to show a solution. The case studies of social entrepreneurs related to each specific social need topic will be presented to the students later.

1a: CARING FOR AN AGEING POPULATION

- Add general but brief information about the unmet need in this generation in the context of digitization/new technologies.
- Delete „As you already know“
- Re-phrase call for action! New: „Do not let her be the only one (who changed her life)!“
- Short mention of other needs of this generation next to digital knowledge.

2a: SHIFT OF SOCIETY TOWARDS ENVIRONMENTAL RESPONSIBILITY

- Avoid a long list at the end of the text! -> Reduction of topics or focus on only one environmental topic: e.g. climate change?

3a: INCLUSION OF EXCLUDED GROUPS

- Decide within the WG Social what of these options to choose!

4a: CHILD WELFARE

- Avoid being too shocking and personally. Don't put a student in that situation because it might cause an emotional crisis that cannot be handled in the classroom/by the teacher.
- Show an example of a child in need: e.g. from CJRAE "Wish of a little girl: mashed potatoes"
- Cause empathy and make them find a solution.

5a: WORKFORCE MIGRATION/BRAIN DRAIN

- Agreement to keep this introduction text.

6a: DISADVANTAGES & CHALLENGES IN PERIPHERAL AND RURAL AREAS

- Refine the language -> more simple
- Urban kids cannot identify with this unmet need.
- Ask: "What would you change to live a better life there?"
- Motivate students to explore the hidden resources of peripheral and rural areas!

Next steps:

- As Mihaela suggested, Working Group Leader ACTA will involve the WG members (according to AF) into the refinement and finalization of the introductions texts.
- Separate WG SOCIAL telco: Co-creation process
- Share adjusted text version with TUKE, EUB and LP.
- Deadline: during week commencing 30th September
- Separate meeting will be organized via GoTo Meeting on Tuesday, 24th September 2019 at 9,30.

1.5) WP3 Internal workshop - ILS concept definition, Act. T1.2 (all PPs), 3rd Project and Steering Committee Meeting, February 19, 2020, Belgrade, Serbia, 11:00 – 13:00

- **Impact Questionnaire for Students** (Laura/ACTA, Vojtech/DEXIC and Csaba/CTRIA)

Vojtech/DEXIC presented the purpose of the impact questionnaire and what are the key elements of the measurement. Laura introduced the current structure of the questionnaire. Laura (social skills), Vojtech (entrepreneurial skills) Csaba (personal and relation skills) introduced their parts of the questionnaire.

Biljana agrees that the questionnaire should be shortened (students will lose concentration) and on-line version should be considered (Google forms for instance), too. Arnold thanked to Biljana for the feedback. The partnership must decide what kind of tool will be chosen (on-line, no additional papers in schools). Some PPs suggested that also other answers should be added (this does not reflect me, I do not know, etc). It will be up to the territory if the PP will choose the paper version (offline) and online version of the questionnaire.

PPs agreed that the Impact Questionnaire will contain max 40 questions.

PPs were discussing that maybe also open questions could be included in the questionnaire and the following questions, too: What was the benefit for you? What the Serious Game did bring to you? More questions to discover the profile and background of the students for statistic purpose (demographic etc.).

The language and wording must be used so the students will understand.

Workshop output:

- 3 categories (mindset, knowledge, skills)
 - measure on individual level not on team level (-> GDPR issue)
 - up to 40 questions under the above-mentioned categories
 - Game-assessment questions should be also included
- **Guidance for teachers on using ILS in education** (Teacher's handbook) (Natasha/BIGD)

Natasha introduced the objective of the document: to provide with comprehensive, practical and compact manual which will support our teachers involved in Pilot during the ILS training. It should be a detailed information/description of the ILS system, how to use the tool/ILS and provide with support/recommendations.

The structure is suggested as follows:

- 1) Social entrepreneurship – the change-making/social impact challenge
- 2) The initiative of the InnoShool project: project mission, objectives, impact – where and how, interaction with stakeholders, etc.
- 3) Description of the ILS Serious Game (technical aspects, structure, game mechanism)
- 4) Teaching ILS step-by-step guide (methodology/general instructions, assessment mechanism and guidance through the modules). Worksheets will be part of the session 1 and 3 which are offline sessions and the most demanding sessions for teachers.
- 5) Annexes: Terms/glossary, worksheets for the offline activities, impact questionnaires for students, useful resources, contact points

Workshop output:

- brief introduction of the InnoSchool project and its purpose, goals (1/2 page).
- short explanation of the ILS – combining the advantages with objectives (benefits for you).
- simple plan of the course – division of the ILS session, recommended time – teachers to be aware that they might need some more hours and to adjust the session
- how to use the ILS – explain the flow (flow diagram): 1) offline sessions, 2. online sessions
- brief guidance for the step-by-step (from content to timing for adjusting) based on the learning path – again diagram

- reflection box for teachers at the end of modules – how the level was completed
 - problems – technical issues – hopefully not, as the teachers test the training – teacher could allow repeating the task if something went wrong the student can revert the step taken.
 - scenario – reselecting
 - duration – recommended only, more time assure classed in advance
 - the handbook should be provided before the training so the teachers should get a chance to control the requirement checklist for teachers
- **Training materials to train teachers (Sanja/PREDA)**

Sanja presented the main purpose of the document:

Demonstrate and explore the ILS.

The intention is to train teachers and improve the teacher's competences to lead students through ILS:

- Information related to societal needs on project/regional/country level (mapping of social needs)
- Knowledge about social entrepreneurship
- Legal framework regarding social entrepreneurship
- Extensive knowledge

Duplications in Training materials to train teachers and Teacher's Handbook should be avoided.

The draft version of the document is attached to this Meeting Minutes as no. 3 Training materials to train teachers.

Workshop output:

- Interconnection between the handbook – training materials – training workshop
- Introduction of ILS could be in both documents (can be shared)
- The whole process of the ILS should be involved in the Handbook
- The training will be the interactive session how to use the handbook and should support the activities during the pilot

1.6) WP3 Internal workshop: Development of ILS, Act T1.3 (all PPs), 3rd Project and Steering Committee Meeting, February 19, 2020, Belgrade, Serbia, 11:00 – 13:00

- **Serious Game Demo Version** (František/TUKE):

František introduced all the parts of the full demo version.

All PPs have been guided through the Demo version of the Serious Game from the student and teacher perspective.

Link to the Serious Game (full demo version): <http://game.innoschool-learningssystem.eu/>

PPs should try to sell the Serious Game to the stakeholders.

Pitching will be part of the final stage of the ILS learning system – competition between students.

Award for students/teams was discussed – no budget allocated for it, the simple paper certificates would be nice for teachers and students involved in the Pilot.

František presented 3 kinds (MUST have, GOOD to have and NICE to have) of features that have to be considered, discussed and decided with PPs when closing the tasks for the Serious Game.

MUST HAVE features:

1. Interface and functionalities for teachers
2. Finalization of locking off content and scenario flows
3. Posting to Facebook – 15 preprepared posts
4. Notifications as pop-ups
5. Finalization of system roles and rights
6. Production/Test/Training environments – both for students'and teachers' environments
 - Fine-tuning of visual parts
 - Fine-tuning of content – changes in content
 - Translations – all content prepared for translation via document
 - Upload and fine-tuning of the translated content
 - Translations of the content to Slovak language
7. Restrictions for upload of documents (types and size)
8. Technical support to partners and schools during the pilot period
9. Testing of the changes and their effect on other working parts
10. Hosting for 2 years during project + 3 years after project (according to AF)

SHOULD HAVE features

1. Adjustments of content/visuals according to feedback gathered during the Advisory Group meetings and Pilot phase
2. Fine-tuning of adjusted content - visual elements
3. Adjusted translations - Fine-tuning of the translations
4. Hosting for 2 extra years to cover the 5 years after project end

GOOD TO HAVE features

1. Animations - movements of characters, in the background, etc.
2. File repository for players and teachers, incl. exports to ZIPs
3. E-mail notifications to players and teachers about game achievements/news in the game
4. Mechanism for automatic archiving of all content after the school year-end (to keep the low requirements for hosting)
5. Teams could buy own logo - and its usage within several parts of the serious game
6. Advanced sounds and effects - music, advanced sound effects - with on/off functionality
7. Automatic hints for quiz - different solutions for all used types of questions
8. Creation of the polls on Facebook by students
9. Web-Portal for Serious Game (multilingual?) - for marketing purposes, access to serious game, tutorials, etc
10. Vocabulary with key terms and definitions from content at dashboard

Improvements from acceptance testing

- Game motivations not clear - office + coins vs. supporters vs. idea development
- Rewards (more supporters) when students invest their HERO coins in the social field
- Use story of superheroes later in the game more
- Students might need more time to read and answer the questions; they can pay more attention to countdown than to answers they are providing
- Exclusion of Bill Clinton (negative connotations in Bosnia and Serbia)
- Missing social topic related content in Modules 3, 4, 5 (and 6 – not needed)
- The serious game is more theoretically oriented; it would be necessary to have practical exercises during the classes – offline activities
- We can exclude theory about business canvas and paraphrase it to social business canvas only
- Some introductory part where students will see what topics will be presented in that particular Module or content on the home page (videos?)

Other open issues that will be further discussed within partnership

- Facebook pages in national languages – community dimension
- Contest among schools – principles
- Project partners as national support teams/training

Initial video in each module will be included (cooperation with WP Communication).

2) Virtual workshops

2.1) WP3 Virtual workshop: ILS concept definition, Act. T1.2, Virtual meeting of Working Group leaders

DATE: 10.07.2019 / **TIME:** 09:00 - 10:15 / VIA GOTO MEETING

PARTICIPANTS: ACTA (Simona), TUKE (Frantisek), EUB (Arnold, Judit)

Before the virtual meeting, EUB shared the draft content of Game modules 1-3.

At the beginning, Frantisek shared a PPT that shows the **structure** of the Serious Game.

TUKE started already to program this structure.

It will be also possible to make structural changes at a later stage of the Game development.

TUKE asked for more information about the duration of each task. Time estimation will be added to the draft modules.

Next to the structure, the **content** of the Game was discussed:

It still has to be decided whether each module starts with a specific introduction related to the chosen social need topic. Arnold prefers a reduction: Specific content is required when introducing to the 6 social needs and when providing case studies related to each social need topic. For other tasks (e.g. mission statement, SWOT analysis, etc.) one unified example should be enough.

EUB will continue working on the **educational part** (theory) of the content.

ACTA agreed to take responsibility for the **social part** of the content: Preparing brief introductions to all 6 social needs. Checking in detail the best practice examples of social entrepreneurs provided by PPs and making a first selection.

It was decided to involve the **other PPs** in selecting and finalizing the content. Proposals will be shared for a review with the opportunity for further input.

Timeline of the next steps:

In the next weeks (until the next virtual meeting with PPs) the content will be further elaborated.

Frantisek recommended focussing first on the content of the first modules before working on the other modules.

TUKE will organize a meeting with Marketing experts to look for possibilities of presenting the content in an attractive way.

TUKE will be able to prepare a first prototype of one single module during the summer. In general, TUKE also works in summer and will share first drafts as soon as they are available.

Other components of the Game:

Arnold mentioned the **importance** of personalization for players' profiles and the virtual environment. TUKE will work on the individual configuration of an **Avatar**. Fostering a **community** is another important aspect for a lively Game experience.

If necessary/in urgent cases, another "**Game**" **teleconference** can be organized before the virtual meeting with all PPs scheduled for 13th August 2019.

2.2) WP3 Virtual workshop: ILS Development, Act. T1.3, Virtual meeting of Working Group leaders (via GoToMeeting)

Date: 23.09.2019, 9:00 – 10:30 a.m.

Participants: EUB (Arnold, Judit), ACTA (Simona), TUKE (Frantisek) - words of welcome by DEX-IC (Lucie)

Summary of the topics discussed:

- **Stronger involvement of PPs to the 3 WGs (as agreed at the meeting in Kosice):**
 - According to the constellation described in the AF
 - It is up to the WG leaders to invite further PPs to the WG. PPs have the possibility to switch from one group to another or join more WGs in parallel.
 - WG members will be responsible for contributing to specific parts of the ILS development.

- **Next Milestone: Preparing one whole SG module as clickable prototype for a presentation to pilot schools:**
 - SG module No. 1 + Introductions to 6 social need topics
 - Pre-condition: Contributions from all 3 WGs (final content and visualization)
 - Timing: Available at the beginning of Nov. 2019

- **Next activities of the WG Social:**
 - WG Social telco: 24 Sept 2019, 9:30 a.m. (GoToMeeting)
 - Priority: Review of introduction texts -> per social need topic: feedback from 3-5 students -> Considering the feedback for finalization till the beginning of Oct 2019.
 - 2nd activity: Case studies of social entrepreneurs related to the 6 social need topics:
 - Selection and preparation of 1 case study per social need topic.
 - Describing the case studies in the same structure/length (EUB will provide a template)
 - Start of activity: After finalization of introduction texts

- **Next activities of the WG Game:**
 - Internal follow-up activities according to the outputs of the Game Workshop in Kosice (role of avatar, mechanics of the game)
 - Preparing formats for the content presentation within the SG (TUKE: animation through pictures/avatars are the first choice, since producing videos is too time consuming/ cost expensive)
 - Review by members of the WG Game

- **Next activities of the WG Education:**
 - Members of WG Education will be engaged through...
 - reviewing the educational content prepared for the SG modules

- contributing to the development of other specific ILS elements (guidance for teachers, training materials for training workshop, impact measurement,...).
- **Specifications required by TUKE:**
 - Definition of time requirements for presenting the content (duration in minutes, maximum length of the text)
 - Define modules/content that must be specifically related to the 6 social need topics -> Offering a customized approach (even if there are only minor adjustments like different words or pictures)
- **Next WGL telco: 4 Oct, 9:30 a.m. (GoToMeeting)**

2.3) WP3 Virtual workshop: ILS Concept definition, Act. T1.2 - Serious Game, WG Game, October 1st, 2019 09:30 – 11:15, (via GoToMeeting)

Participants

Invited	Present	Represented by
TUKE (moderator)	Yes	Frantisek Janke Slavomir Kozar
BIGD	Yes	Natasha Zarankova
DEX IC	-	-
CJRAE	Yes	Cristina Mang
CTRIA	Yes	Csaba Bende
PREDA	Yes	Sanja Indjic
RADEI	Yes	Marija Janjic Rafael Pupovac

Agenda:

1. Social media needs to be embedded in the serious game.
What approach should we take in terms of Social media? Which of the social media should be involved? How should they be connected to us? What features should we have in connection to Social media?
2. Community dimension - coming from the Advisory Groups meetings. Students should have the possibility to be part of larger community, virtual one, as a part of the serious game.
How should this dimension be incorporated into our game? Can we use the social media for this purpose? If yes, how?
3. Characters and their role in the game - we have heard of possible directions of the concept within the Workshop in Kosice as a proposal of the 3 groups within the workshop on day 2.
Please list the ideas from the workshop, which you liked. I enclose the recordings and pictures of posters of all three groups.

Discussion:

Topics	Discussion
Introduction by TUKE	We need to move forward with the design/development of the game building upon ideas of Workshop in Kosice. We need to discuss those ideas (and maybe new ones which came to your mind in the meantime) with budget and technical limits.

<p>1. Social media needs to be embedded in the serious game. <i>What approach should we take in terms of Social media? Which of the social media should be involved? How should they be connected to us? What features should we have in connection to Social media?</i></p>	<p>Discussing partners: all</p> <ul style="list-style-type: none"> • Posting of badges/virtual prizes should be incorporated • From the social media <ul style="list-style-type: none"> ○ Facebook and Instagram should be covered ○ The impact related to Youtube and LinkedIn is perceived as limited • It seems the Facebook can be used for direct posting, however, the Instagram does not support this – we need to analyze the technical possibilities. • Would it be possible to make one permission by a student to send the posts “automatically”? We need to analyze the technical possibilities. • We need to solve the linkage between users of serious game (teams composed of 1-4 students) and Facebook/Instagram users for posting – we need to analyze the technical possibilities.
<p>2. Community dimension - coming from the Advisory Groups meetings. Students should have the possibility to be part of larger community, virtual one, as a part of the serious game. <i>How should this dimension be incorporated into our game. Can we use the social media for this purpose? If yes, how?</i></p>	<p>Discussing partners: all</p> <ul style="list-style-type: none"> • Discussion of other possibilities for creation of internal community features <ul style="list-style-type: none"> ○ Chatting component (with teachers, other students) might increase the attractiveness of the serious game, however there is a big risk of not using it properly by students (and paying less attention to studying, losing the secrecy of content, etc.) • The impact of internal community features is not so big related to efforts invested - preference to use the social media for community dimension • Every country should have dedicated Facebook page in national language and one international one – we need to provide some extra content on such a page to be visited and used for posting. <ul style="list-style-type: none"> ○ If possible to prepare such a content, students should find some hints/help for the upcoming classes. Especially external content (like videos from Youtube can be linked here). ○ The problem comes with the language – should this content be provided in English? ○ Is it possible to prepare the translated versions (problem when linking external content)? ○ We need to think of sustainability of the community even after the project end, if possible, to prepare the content in more static way – this might be the topic for other WPs, e.g. WP5.

	<ul style="list-style-type: none"> ○ Some static content for the serious game might be uploaded via special feature of the Facebook page, so it will be not lost in historical posts. ● Beside the posts on achievements/feelings of student while playing the game, there is also space for other content to be shared by students <ul style="list-style-type: none"> ○ Students might prepare the brief presentations of their work to be able to share it (we must link it with the educational content prepared by WG GAME, then). We should be careful to avoid problematic situation like - reducing the chances of particular student to win the competition by presenting the business idea in very early stages. ○ However, maybe it is more important to make the community alive by interesting content at social media, rather than on students' works to be shared. ○ Maybe teachers might be given the possibility to post directly from the game (either via personal or school accounts). They might make the community living after the project end.
<p>3. Characters and their role in the game - we have heard of possible directions of the concept within the Workshop in Kosice as a proposal of the 3 groups within the workshop on day 2.</p> <p><i>Please list the ideas from the workshop, which you liked. I enclose the recordings and pictures of posters of all three groups.</i></p>	<p>Not yet discussed – topic for next telco.</p>
<p>Conclusions</p>	<ul style="list-style-type: none"> ● We are getting to common understanding about the direction of the development ● We will be able to develop more on topics 1 and 2 after we move forward with the story and characters of the game ● Next telco <ul style="list-style-type: none"> ○ Topic Nr.3 to be discussed ○ agreed to be on October 3rd, 9:30 ○ DEX and BIGD will confirm their participation later

2.4) WP3 Virtual workshop: ILS Concept definition, Act. T1.2, Serious Game, WG Game,
October 3rd, 2019 09:30 – 11:30 (via GoToMeeting)

Participants

Invited	Present	Represented by
TUKE (moderator)	Yes	Frantisek Janke Slavomir Kozar
BIGD	Yes	Natasha Zarankova
DEX IC	Yes	Vojtech Jira
CJRAE	Yes	Cristina Mang
CTRIA	Yes	Csaba Bende
PREDA	Yes	Sanja Indjic
RADEI	Yes	Marija Janjic Rafael Pupovac

Agenda:

1. Characters and their role in the game - we have heard of possible directions of the concept within the Workshop in Kosice as a proposal of the 3 groups within the workshop on day 2.
Please list the ideas from the workshop, which you liked. I enclose the recordings and pictures of posters of all three groups.
2. Next steps – distribution of work

Discussion:

Topics	Discussion
Introduction by TUKE	Main goal of the Telco - following with the last point of discussion from previous Telco – Characters and their role in the SG. Next steps – distribution of work.
1. Characters and their role in the game - we have	<ul style="list-style-type: none"> • Discussed ideas/topics: <ul style="list-style-type: none"> ○ Superheroes – not necessarily for students – mainly

<p>heard of possible directions of the concept within the Workshop in Kosice as a proposal of the 3 groups within the workshop on day 2.</p> <p>2. <i>Please list the ideas from the workshop, which you liked. I enclose the recordings and pictures of posters of all three groups.</i></p>	<p>for mentors?</p> <ul style="list-style-type: none"> ○ Do students feel strong enough to be superheroes? They still need to learn (from real superheroes with abilities) – students are aspiring to be superheroes ○ We have to be very careful with elderly characters (business persons etc., rather superheroes, or cool start-up guy?), target groups should be fine ○ We should involve the characters of target groups ○ Student who present questions, in the name of peers. Business people or target groups can be used for feedback provision. ○ Technical aspects of avatars – enabling the students to change the colour of hair, skin, dress enlarges the programming work – large matrix of conditions will be introduced with effort needed. At the same time, TUKE was struggling to find proper graphics for superheroes (not childish) – they are analysing what are the possibilities to make/draw superheroes from regular characters. ○ It is important to engage students from the beginning – e.g. by personalization. Students often chose cool avatars, not necessarily like them. <p>• Dynamics</p> <ul style="list-style-type: none"> ○ Follow-up for the video of Mervin – student aspire to be superheroes ○ In the stories, we might use the basic day of student, on way to school seeing problems - emphasizing (e.g. for social 6 topics-related content) ○ Avatars/players cannot be static – they have to evolve (in positive and negative?) – maybe in connection to modules – the best ones should receive something extra. There should be distinction between better and worse, and even basic/advanced? ○ Kids becoming superheroes - when moving forward, they gain rewards (ribbons, belts, part of costume, ...) at the beginning normal students - at the end - all are superheroes ○ Might show emotions when successful or not. <p>Outcomes:</p> <ul style="list-style-type: none"> • Agreed on the need of superhero mentors. At the beginning, the character of the Mervin (as the time passed by, after 5 years from the one in video) will be used. The Mervin is the
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	<p>superhero with the ability to run social enterprise, helping student to learn new things, giving hints, advices, but also navigating throughout the game.</p> <ul style="list-style-type: none"> • Agreed on presence of other target groups representatives or students/peers to perform in the serious game to increase the attractiveness of the content and the empathizing of students. • The characters for the avatars, the personalization of the environment/characters, and the way how to work with players' progress not yet decided (possibilities – work with the business entity and to personalize the team/their office, or to see the progress of the costume/armour of the student, or to place the team of aspiring superheroes in some kind of super-hero academy)
<p>3. Next steps – distribution of work</p>	<ul style="list-style-type: none"> • Based on the agreed storyline, please draft the design of the serious game components. TUKE will provide the needed inputs to perform the task and will make sure all proposed content are in-line with the story line and other aspects of Serious Game concept. If needed, details of the tasks will be discussed on bilateral basis with TUKE. • Topics and distribution of work: <ol style="list-style-type: none"> 1. Design of 6 social topics description <ol style="list-style-type: none"> a. Characters involved b. emotions, story, sequence c. texts/dialogues d. layout, example picture for background <p><i>Responsible: RADEI</i></p> <p><i>Inputs: Description of 6 social stories (WG SOCIAL)</i></p> 2. Educational content THEORY - DEMO – module 1 <ol style="list-style-type: none"> a. Characters involved b. emotions, story, sequence c. texts/dialogues d. layout, example picture for background <p><i>Responsible: PREDA</i></p> <p><i>Inputs:</i></p>

	<ul style="list-style-type: none"> ○ Detailed texts of the theory for module 2 prepared by WG EDUCATION ○ Set of 6 types of questions (Multiple choice / Fill-the-gaps / Create-the-word / Order-in-proper-way / Matching couples / Categorization) <p>3. Educational content THEORY - DEMO – module 2 (based on theory prepared by WG EDUCATION)</p> <ul style="list-style-type: none"> a. characters involved b. emotions, story, sequence c. texts/dialogues d. layout, example picture for background <p><i>Responsible: BIGD</i></p> <p><i>Inputs:</i></p> <ul style="list-style-type: none"> ○ Detailed texts of the theory for module 2 prepared by WG EDUCATION ○ Set of 6 types of questions (Multiple choice / Fill-the-gaps / Create-the-word / Order-in-proper-way / Matching couples / Categorization) <p>4. Educational content QUIZ + OPEN TASKS (based on theory prepared by WG EDUCATION)</p> <ul style="list-style-type: none"> a. Mechanics for open tasks b. characters involved c. emotions, story, sequence d. texts/dialogue e. layout, example picture for background <p><i>Responsible: CTRIA</i></p> <p><i>Inputs:</i></p> <ul style="list-style-type: none"> ○ Detailed texts of the quiz questions and open tasks for module 1 and module 2 prepared by WG EDUCATION; ○ Set of 6 types of questions (Multiple choice / Fill-the-gaps / Create-the-word / Order-in-proper-way / Matching couples / Categorization) <p>5. Flow between components</p> <ul style="list-style-type: none"> a. characters involved b. emotions, story, sequence c. texts/dialogues
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	<ul style="list-style-type: none"> d. layout, example picture for background e. relation to social media (e.g. posting to FB) <p><i>Responsible: DEX</i></p> <p><i>Inputs:</i></p> <ul style="list-style-type: none"> ○ <i>Structure of the Serious Game from content perspective</i> ○ <i>Video about Social Entrepreneurship (Mervin)</i> ○ <i>Description of the 6 social topics</i> ○ <i>Detailed texts of the theory for module 1 and module 2 prepared by WG EDUCATION</i> ○ <i>Detailed texts of the quiz questions and open tasks for module 1 and module 2 prepared by WG EDUCATION</i> <p>6. Gamification in theory and quiz questions</p> <ul style="list-style-type: none"> a. description of the points/rewards (story) b. mechanics of points/rewards – how they are gained and can be used if the future? – what is their value? – what is the relation to quiz points? c. example of visualization of rewards d. concept (with examples of content) of other ideas to increase the attractiveness of the theory and quiz part (fun facts, hints, etc.) <p><i>Responsible: CJRAE</i></p> <p><i>Inputs:</i></p> <ul style="list-style-type: none"> ○ Agreed directions of the storyline ○ Agreed concept of the theory and quiz parts.
<p>4. Conclusions</p>	<ul style="list-style-type: none"> ● Next telco <ul style="list-style-type: none"> ○ agreed to be on October 14th, 9:30CET ○ topic: Partners will present the concepts for each of the topics – all the partners will review the appropriateness of the direction.

2.5) WP3 Virtual workshop: ILS Development, Act. T1.3, Serious Game Development, WG Game, October 14th, 2019 09:30 – 11:30 (via GoToMeeting)



Participants


Invited	Present	Represented by
TUKE (moderator)	Yes	Frantisek Janke
BIGD	Yes	Natasha Zarankova
DEX IC	Yes	Vojtech Jira
CJRAE	Yes	Cristina Mang
CTRIA	Yes	Csaba Bende
PREDA	Yes	Sanja Indjic Kristina Topic
RADEI	Yes	Biljana Joncic Marija Janjic



Agenda:

Presentation of work done within 6 distributed tasks.

Discussion:

Topics	Discussion
Introduction by TUKE	Main goal of the Telco – Presentation of the task outputs prepared by WG GAME members.
Design of 6 social topics description a. Characters involved b. emotions, story, sequence c. texts/dialogues d. layout, example picture for background <i>Responsible: RADEI</i>	Presentation:  RADEI GAME Introduction and 6 t
Educational content THEORY - DEMO – module 1 a. Characters involved b. emotions, story, sequence c. texts/dialogues	Presentation:  Module 1 Theory first draft.docx

<p>d. layout, example picture for background <i>Responsible: PREDA</i></p>	
<p>Educational content THEORY - DEMO – module 2 a. characters involved b. emotions, story, sequence c. texts/dialogues d. layout, example picture for background <i>Responsible: BIGD</i></p>	<p>Presentation:  Mod2.pptx</p> <p>Discussion: <ul style="list-style-type: none"> library of definitions might be available for students irrespectively of the modules (e.g. locked when playing Quiz) “Breaks” with interesting facts (or Did you know?) to increase the attention of players </p>
<p>Educational content QUIZ + OPEN TASKS a. Mechanics for open tasks b. characters involved c. emotions, story, sequence d. texts/dialogue e. layout, example picture for background <i>Responsible: CTRIA</i></p>	<p>Presented: <ul style="list-style-type: none"> Mervin should show emotions Quiz might be visualized as the open textbook/notebook with pen/pencil Time running should be present in Quiz – the time should matter for scoring Mervin for help – hints in Quiz After the quiz, the statistics of progress (with funny graphics) Open tasks could be placed in position of Mervin giving the assignments/challenges as within the tour Students should upload the documents of write the texts into text areas with max. of e.g. 500 characters. <p>Discussion: <ul style="list-style-type: none"> Plain background or not many graphical items – to make students concentrated. </p> </p>
<p>Flow between components a. characters involved b. emotions, story, sequence c. texts/dialogues d. layout, example picture for background e. relation to social media (e.g. posting to FB) <i>Responsible: DEX</i></p>	<p>Presented: <ul style="list-style-type: none"> The messages that should come from the game in the parts between the components. The content in details will be elaborated later, when other components are finalized. <p>Discussion: <ul style="list-style-type: none"> Need to elaborate more on Social media - where they should be incorporated and what should be communicated with them. </p> </p>
<p>Gamification in theory and quiz questions a) description of the</p>	<p>Presentation:</p>

<p>points/rewards (story)</p> <p>b) mechanics of points/rewards – how they are gained and can be used if the future? – what is their value? – what is the relation to quiz points?</p> <p>c) example of visualization of rewards</p> <p>d) concept (with examples of content) of other ideas to increase the attractiveness of the theory and quiz part (fun facts, hints, etc.) <i>Responsible: CJRAE</i></p>	 1_Game dynamics_Serious G;  2_Game specifications.docx Discussion: <ul style="list-style-type: none"> • continuum – students must have feeling something evolves • personalization – we need to analyse possibilities • The awards might relate to success measurement in social entrepreneurship (what does it mean? Not only money). More should be elaborated on this (e.g. turnover/income, positive change, self-esteem, innovation, perception by other people, ...)
<p>Conclusions</p>	<ul style="list-style-type: none"> • Partners will elaborate their tasks more based on the feedback • Next Telco - agreed to be on October 21st, 10:00

2.6) WP3 Virtual workshop: ILS Development, Act. T1.3, Serious Game Development, WG Game, October 21st, 2019 10:00 – 11:30 (via GoToMeeting)

Participants

Invited	Present	Represented by
TUKE (moderator)	Yes	Frantisek Janke Slavomir Kozar
BIGD	Yes	Natasha Zarankova
DEX IC	Yes	Vojtech Jira
CJRAE	Yes	Cristina Mang
CTRIA	Yes	Csaba Bende
PREDA	Yes	Sanja Indjic Kristina Topic
RADEI	No	-

Agenda:

Review of work within 6 distributed tasks.

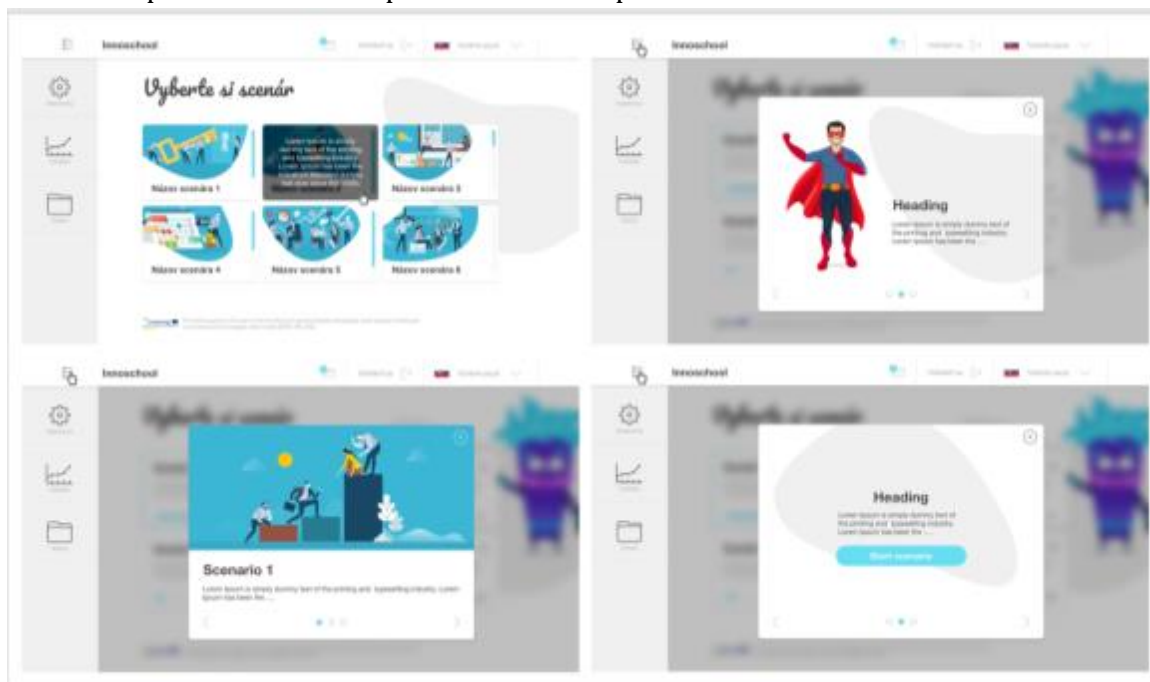
Discussion:

A. Presentation of latest visual drafts by TUKE

- Mervin character – as normal person and superhero



- Graphics for the description of 6 social topics



- Players' office premises for gamification aspect of serious game



B. Topic Nr. 6 - Gamification in theory and quiz questions

Responsible: CJRAE

- **BADGES:**
 - the badges will be received at the end of every online session-clicking on them will enable you to post your achievements on social media
 - team badges- personalized, you can see how you're doing based on the achievements
- **MEASURING THE SUCCESS:**
 - depending on how you finish a task, you will gain/lose a certain amount of followers on social media (certain time has to pass before you know how many supporters you gained, once you re-enter the game a pop-up will come congratulating you on your new supporters, telling them in advance when to expect this pop-up, Mervin might say thanks for completing the quiz and say when to expect the results)
 - upgrading things in the office
 - level bar/experience bar to show their progress
 - show ranks (within a country/class/school)
 - use money to change designs of swatches of furniture
 - office might be in old premises which is getting renovated
- **VISUALISATION OF REWARDS:**
 - office could be inherited from someone and you get to renovate it to more advanced
 - money to get help/hints (fill in some letters, mechanical hints not textual)

- **GRAPHICS:**
 - Pictures moving from one point to another, zooming in/out
 - Narration
 - Tests (serious music), good mood (light music) sad (sad music) = gentle music according to the mood, with possibility to turn on and off,
 - show the picture of a group- students will take a selfie, which can be shown either on the wall or on the table in a frame

C. Topic Nr. 2 - Educational content THEORY - DEMO - module 1
Responsible: PREDA

- **TEXTS AND DIALOGUES:**
 - case study is too long – WG EDUCATION works on shortening
 - agreed on not fully animated (expensive, big efforts vs. impact) storyline, but rather sequence of pictures (e.g. with pop-up bubbles for dialogues) arising when pressing the button/arrow to proceed
 - charts - one side regular enterprises vs social enterprises for students to see similarities and differences are feasible

D. Topic Nr. 3 - Educational content THEORY - DEMO - module 2
Responsible: BIGD

- **TEXTS AND DIALOGUES:**
 - not sure how the text will look in the boxes
 - definitions in big bright boxes, which will get the attention of students
 - if we have to present business idea, it could be sheets with many points, and you'd scroll – the scrolling should be avoided, rather to make the flow within the sequence of screens (the “single page” application is intended)
- **LAYOUT:**
 - showing a map/globe of certain enterprise – in less dynamic format is feasible (expenses, efforts vs. impact)
 - button on the screen where you'd go to a library or a resource centre, where you can always come and refresh for new info – feasible.

E. Topic Nr. 4 - Educational content QUIZ + OPEN TASKS
Responsible: CTRIA

- **MECHANICS:**
 - Repeat levels when students are not able to complete them, they won't progress to “level 2” if you they don't complete “level 1” – after discussion, for now, we will not include in the concept the need to do the quiz again because of poor points achieved – based on the discussion below:
 - teacher will have the chance to reset (for other practical reasons) – this is already in the concept
 - points won't be based on quiz but on business ideas or number of supporters

- What happens when students don't succeed? The whole class might get stuck if one person doesn't pass a quiz and must wait for one person to unlock another level
- evaluation of quizzes might attribute to the points used for renovation of the office
- CHARACTERS:
 - Marvin- mask might hide facial expressions
- LAYOUT:
 - questions listed on a notebook, after a question, students would turn the page automatically
 - design of background is something that reflects the subject of a question

Just an idea. The illustration of the (notebook (Figure 1) also ensures that students feel that it is a testing environment. It is no longer the game that they need to play but it is a more serious task, that they have to accomplish properly.



Figure 1. Example for starting the quiz part (the book)

Downloaded from <https://www.researchgate.net/publication/334014104>

F. Topic Nr. 5 - Flow between components

Responsible: DEX

 <p>What will we share?</p> <p>Facebook</p> <ul style="list-style-type: none"> • experience, knowledge, interesting facts, feelings • answers to questions that will be asked to the students at the end of the tasks <p>Instagram</p> <ul style="list-style-type: none"> • picture team, social problem, interesting screen, team logo 	 <p>How will we share it?</p> <ul style="list-style-type: none"> • at the end of each module, the mentor asks a question - a different question each time • participants' answers will be shared directly to the Facebook group (under the question) - extra point answers (voluntary) • each group on Facebook will have its moderator (PP) • the moderator will award bonus points • each team must create a team profile - they should improve the profile - team logo, photo, etc. • international group - 2-3 tasks in English - bonus points (voluntary)
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G. Topic Nr. 1 - Design of 6 social topics description

Responsible: RADEI

After the call the task outputs were shared by RADEI.

Conclusions

- Partners should elaborate their tasks more with the main aim is to finalize two main outputs needed for detailed planning of Serious Game programming:
 - Advanced concept of the storyline, gamification aspect and connection to Social media
 - Detailed list of screens to be programmed – the detailed content of the designs is not necessary (especially in the educational content, where the content is still under review), however the number of different screens should be estimated quite precisely.
- Next Telco – in the Week starting with November 4th – possible dates to be announced by TUKE.
- Until the next Telco, the work will be organized in smaller groups depending on the content.

2.7) WP3 Virtual workshop: ILS Development, Act. T1.3, Serious Game Development, WG Game, November 4th, 2019 09:30 – 11:00 (via GoToMeeting)

Participants

Invited	Present	Represented by
TUKE (moderator)	Yes	Frantisek Janke Slavomir Kozar
BIGD	No	-
DEX IC	Yes	Vojtech Jira
CJRAE	Yes	Cristina Mang
CTRIA	Yes	Csaba Bende
PREDA	Yes	Sanja Indjic
RADEI	Yes	Biljana Joncic

Agenda:

- 1) Brief presentation of the latest progress (last decisions made) within the storyline and gamification (CJRAE)
- 2) Decisions about the proposals for quiz and open tasks (CTRIA)
- 3) Distribution of new tasks

Discussion:

H. Presentation of latest progress within storyline and gamification (CTRIA)

Responsible: CJRAE

- Presented document:



InnoSchool_WP3_SeriousGame_design.

- Discussion:
 - The office room at the beginning should be even more outdated/dark/dirty
 - The overall remarks showed support of the proposed concept and appreciated the work done

I. Topic Nr. 4 - Educational content QUIZ + OPEN TASKS

Responsible: CTRIA

- Presented document:



wg_game_3_CTRIA.
docx

- Discussion:
 - New quiz layout – very nice, modern and appropriate for multiple choice questions, however, the adoption for the rest of the quiz question and tasks types (e.g. fill the gap, matching the couples) must be discussed with graphical experts.
 - Countdown- before every question, dynamic thing, good to prepare for next question- use it in bigger extent – before every question and task, not only at the beginning of the quiz as a whole
 - Preference not to limit (and show) the duration of the whole quiz question. If someone is fast he might get extra points – We need to show the time in first 30 seconds. Limiting the time for the whole question might cause problems (if internet connection is lost, they might stress because their time is running out). For the first 30 seconds, when you would receive extra points if you answer correctly, show the icon of money next to time (or flashing effect) so student know they will get extra points for it.
 - In connection to hints - If someone want to be quick - they cannot use the hints - the hints will come after the 30 seconds pass.
 - Preference of automatic hints. If we introduced more hints, the hints would need to be explained at the beginning of the game because the students need to be familiar with the system of hints. To make it easier - 1 type to be used and make them automatic - the program might automatically choose/fill the answer that is correct/incorrect.
 - Navigation - introduce skip the question functionality (to answer later) - the navigation bar is preferred.
 - Preference not show correct answer to the player during the game (can take photos and share answers) which would make the competition less trustworthy.
 - Reporting of the problems (especially during the pilot phase) - partners will be in touch with teacher - contact them every other week for feedback. If students are allowed to give feedback, they might expect direct contact/reply, we can cope with it with proper communication - send a message "thank you for reporting a problem and helping us in improvement of the game". This functionality might be optional, depending on time and efforts left.

Conclusions

- Redefinition of the tasks and responsible partners:
 - PREDA and BIGD – continuation the work with final version of the educational content for Modules 1 and part of Module 2.

- RADEI – clarification process with ACTA and creation of the draft designs for exemplar social case study for Module 2.
- CJRAE, DEX, CTRIA and TUKE - joint work on storyline, gamification aspects, social media and quiz/open tasks.
- Smaller groups are asked to elaborate their tasks more with the main aim is to finalize the needed output - Detailed list of screens to be programmed – the detailed content of the designs is not necessary (especially in the educational content, where the content is still under review), however the number of different screens should be estimated quite precisely.
 - **Deadline: Wednesday, November 6th** (Friday 8th, at latest – in case there were relevant changes in the content)
- Other, detailed outputs, which are the inputs for visual designers and programmers should be elaborated by the groups and sent to TUKE gradually.
 - **Latest deadline: Wednesday, November 13th**
- Next Telco – no need for joint Telco next week. The work should be organized in smaller groups. In case of questions and uncertainties, please contact the TUKE team. Possible dates for later joint Telco to be announced by TUKE.

2.8) WP3 Virtual workshop: ILS development, Act. T1.3, virtual meeting of WG leaders

DATE: 4. 11. 2019 / **TIME:** 16:45 - 17:30 / VIA GOTOMEETING

PARTICIPANTS: LP/DEX IC+ PP4/EUB + PP2/ACTA + PP5/TUKE

AGENDA:

WP3 MILESTONES FOR SERIOUS GAME DEVELOPMENT: The aim of the meeting was to discuss the status quo of the WP3 tasks and its milestones.

- **WP 3/WG Social – ACTA, Simona**

- introductions of 6 social needs: done and provided to WG Education and WG Game. WG Game is currently working on it with graphic designers and programmers.

- 1 case study:

It was prepared by ACTA: feedback from EUB (Arnold and Judit) that the content is fine. The participants agreed on sending the 1 case study to RADEI for their feedback but the 1 case study will be used by TUKE for further game development withing the WG Game.

Template for case studies – first, the answers and information will be collected and then the template will be adjusted if necessary needed.

The idea is to have 6 examples of good practices from every country.

The other 5 case studies for module 3 will be finished by 15th November (in line with Timeline of Milestones).

- **WP 3/WG Education – EUB, Arnold**

- delivering on schedule (31st Oct 2019): module 1 and ½ of module 2. Both parts were reviewed by PREDA and BIGD since there are experienced PPs with needed expertise. All the comments were coped. Time frame of the content was considered and just delivered to WG Game.

- František mentioned that a lot of quiz questions have been moved to module 1 from module 2 which he appreciated. František also mentioned that he will use a reward of money for quiz questions and students may use this money later within the Serious Game. For open questions, there will be a different kind of reward.

- František and Arnold discussed the structure of the content from WG Education. Arnold said that WG Education used the structure of an excel template provided by WG Game. Only the format was changed into word. The template does not show the order.

- **WP 3/WG Game – TUKE, František**

- keep working on the Serious Game with inputs from WG Education and WG Social:
Gamification concept and Storyline
Basic flow of Module 1 and first ½ of Modul 2 (incl. feedback from WG Game members)

- getting ready to share the 1st draft of the current part of Serious Game on 8th Nov 2019 with PPs (storyline and gamification). All PPs will be asked for feedback (5 days will be opened for feedback).

- Arnold what is the scope of work of RADEI on the task assigned by TUKE. For example (a few other PPs received the task from TUKE). František explained that RADEI received the plain text from the WG Social – the 1 case study. RADEI will suggest the creative solution – what can be on 1st screen, what will be on the 2nd screen, what is the storyline etc. Arnold pointed out that it is very important to unify all the inputs. The Serious Game must be smooth and consistent. TUKE agreed and intends to review all the inputs.

- „very close“ schools/teachers can be involved in the development process if they wish so. They should not be participated in the Pilot, though! Frantisek emphasized that we should remember that the Serious Game will still show bugs and we really need to select very carefully who will be participating in the development process.

2.9) WP3 Virtual workshop: ILS development, Act. T1.3, virtual meeting of WG leaders

DATE: 03. 12. 2019 / **TIME:** 11:00 - 12:30 / VIA GOTOMEETING

PARTICIPANTS: LP/DEX IC+ PP4/EUB + PP2/ACTA + PP5/TUKE

AGENDA:

All the participating PPs agreed on 4 topics that need to be discussed:

1. The current state of feedback from PPs
2. Is the upcoming milestone for Beta version (11th December 2019) feasible?
3. Next milestones for development of Serious Game and setting up the dates
4. Milestones for development of other ILS elements and setting up the dates

1. The current state of feedback from PPs

- testing by PPs: the deadline was set up for 29th December 2019 but a few PPs did not deliver anything yet (ACTA, RDE and FACLIA). Arnold reminded them via TeamWork.

- TUKE:

- 92 tickets/issues received
- 10 % of them are duplicates
- TUKE is working on structuring of all the received tickets
- 45 urgent tickets/issues will be incorporated into the Beta version (high priority)
- some tickets/issues needs to be explained with PPs (looking back in the process) – TUKE will contact the PP and explain it one more time.
- other issues should be decided in a wider round of PPs (WG Game or WP 3)
- Beta version will reflect the student's/player's perspective (not teacher's perspective yet).
- budget issue will be discussed with DEX IC next week.

2. Is the upcoming milestone for Beta version (11th December 2019) feasible?

Unfortunately, some PPs (3) will send their feedback from testing late (2 – 3 days) that is why the milestone will be postponed for 2 more days until 13th December 2019/Friday.

3. Next milestones for development of Serious Game and setting up the dates

InnoSchool WP 3/ A3.3: Serious Game Development
Milestones until the 1st version of the Serious Game in English
(Version: 04.12.2019)

Milestone	Details	Responsible	Delivery date
Reviewed educational content M1 + half of M2 – for DEMO version only	<p>Finalization of educational content + Reviewing by WG Education</p> <p>Content ready for M1 + half of M2:</p> <ul style="list-style-type: none"> - theory, - case studies related to Education - quiz part - open tasks <p>All for Module 1 and beginning of Module 2</p>	EUB (+ WG EDUCATION)	Oct 31
Reviewed social content M1 + half of M2 – for DEMO version only	<p>Finalization of social content + Reviewing by WG Social</p> <p>Content ready for M1 + half of M2:</p> <ul style="list-style-type: none"> - description of 6 social need topics - one case study in full extent about social entrepreneurship related to one of the social need topics - list of other case studies with draft content. <p>All for Module 1 and beginning of Module 2</p>	ACTA (+ WG SOCIAL)	Oct 31
Reviewed concept for Serious Game design and mechanics – for DEMO version only	<p>Finalization of Serious Game design and mechanics + Reviewing by WG Game</p> <p>General Concept for :</p> <ul style="list-style-type: none"> - Gamification (SCORING – YES; COMPETITIVE LANDSCAPE – NO; RULES OF PLAY – NO; GAME MECHANICS – YES) - Storyline of the Game – YES; OTHER ELEMENTS – NO; FORMULATED IN DOCUMENT – NOT PRESENTED - Story about characters and their roles in the SG) - YES - Social media/ community dimension - NO 	TUKE (+ WG GAME + ext. experts)	Oct 31

	<p>For M1 + half of M2:</p> <ul style="list-style-type: none"> - Basic flow - YES - Visualization: Review of the visual prototypes (layout, colours, graphics) YES 		
Feedback on SG concept prepared by WG Game	Feedback on the concept for Serious Game design and mechanics from all other PPs out of WG Game (open 5 days for feedback)	All	Nov 8th
Reviewed educational and social content of Module 2	Full content of Module 2 finalized by WG Education and WG Social	EUB, ACTA/ (+ WG EDUCATION/GAME)	Nov 15
Development of the Serious Game – M1 + half of M2	<p>Development of the SG components of M1 + half of M2 as finalized by the WGs and reviewed by all PPs</p> <p>For M1 and half of M2:</p> <ul style="list-style-type: none"> - Development of an attractive content presentation – theory, case studies, quiz questions, open tasks. - Preparation of visual components for the characters to be used in the SG - Connection to Social media (posting, login) - Development of Community Dimension 	TUKE (+ ext. experts)	Nov 15
Programming of the Serious Game – Alpha version M1 + half of M2	Alpha version of M1 + half of M2 ready for first testing	TUKE (+ ext. experts)	Nov 24th
Testing of Serious Game Alpha version M1 + half of M2	Testing by the partners from consortium. (No external testing with the target group)	TUKE (+ all)	25-29 Nov
Serious Game Beta version M1 + M2	Fixing the bug and fine-tuning the content/components based on internal testing. Preparing the Beta version of M1 + M2	TUKE (+ext. experts)	Dec 13
Finalization and Development of Modules 3-6	Repeat the iteration of previous steps but related only to the content which is missing. Finalized content (theory, quiz, open tasks) of M3-M6 will be shared with TUKE/WG Game on a rolling basis.	All WGs	Dec 5 - Jan 31

Programming of Serious Game Demo version M3-M6	Demo version of M3-M6 ready for internal testing	TUKE (+ ext. experts)	Feb 12
Testing of Serious Game Demo version M3-M6	Internal testing one week before 3 rd PM in Belgrade; clarification round at PM	All	Feb 19-20
Presentation of the Serious Game DEMO version at the 2 nd Advisory group meetings	First full DEMO version presented and feedback gathered from the 2 nd AG meetings	All	Beginning of March
Change requests coming from AG meeting	Final list of improvements to be incorporated in the Serious Game discussed within WGs	EUB, ACTA, TUKE (+all)	Mid of March
Content for change requests	New content delivered for the EDUCATION, SOCIAL and GAME topics	EUB, ACTA, TUKE (+all)	End of March
Development/programming the Serious Game DEMO version – release Nr.2	Programming of the advanced DEMO version of the Serious Game	TUKE (+ext. Experts)	Mid of April
Testing of the Serious Game DEMO version – release Nr.2	Internal testing of the full Serious Game by the partners from consortium (Optionally: with the target group)	TUKE (+ all)	Mid of April
Serious Game version release => final version in English (proofread)	Fixing the bug and fine-tuning the content based on internal testing.	TUKE (+ext. experts)	End of April
Translations of Serious Game content into local languages	PPs are responsible for translating the Game content into local languages and deliver the proofread translations to TUKE	All	May
Testing of Serious Game in local languages	Testing the Serious Game in local languages with territorial target groups	All	Beginning of June
Final Serious Game versions in local languages	Last adjustments of the Serious Game in local languages	TUKE (+ all)	End of June

4. Milestones for development of other ILS elements and setting up the dates

InnoSchool WP 3/ A3.3: Development of other ILS elements (Version: 04.12.2019)

Start in January 2020

- > Finalization of concepts at 3rd PM Belgrade
- > Development of ILS elements according to 2nd AG feedback and final Serious Game version
- > Other ILS elements prepared in English (proofread) for translations into local languages

WG Education (coordinated by EUB):

- Guidance on teachers for using ILS (Teachers' handbook) -> BIGD (supported by PREDA)
- Training materials to train teachers -> PREDA (supported by BIGD)

WG Social (coordinated by ACTA):

- Impact questionnaires/tools for students -> DEX+CTRIA

Milestone	Details	Responsible	Delivery date
Final concept of Guidance on teachers for using ILS (Teachers' handbook)	Conceptual form presented, discussed and improved at the PM in Belgrade	WG Education (BIGD)	Feb 19-20
Final concept of Training materials to train teachers	Conceptual form presented, discussed and improved at the PM in Belgrade	WG Education (PREDA)	Feb 19-20
Final concept of Impact questionnaires/tools for students	Conceptual form presented, discussed and improved at the PM in Belgrade	WG Social (DEX+CTRIA)	Feb 19-20
Final concepts of other ILS elements presented at 2 nd AG meetings	Final concepts of other ILS elements presented and feedback gathered from the 2 nd AG meetings	All	Beginning of March
Development of ILS elements	Development of other ILS elements according to 2 nd AG feedback and final Serious Game version	WG Education (PREDA + BIGD) & WG Social (DEX+CTRIA)	Mar-Apr

		A)	
Final version of other ILS elements in English (proofread)	Other ILS elements prepared in English (proofread), ready for translations into local languages	WG Education (PREDA + BIGD) & WG Social (DEX+CTR I A)	End of April
Translations of other ILS elements into local languages	PPs are responsible for translating the content of other ILS elements into local languages	All	May
Review of other ILS elements in local languages	Other ILS elements in local languages reviewed by territorial target groups	All	Beginnin g of June
Final version of other ILS elements in local languages	Last adjustments of the other ILS elements in local languages, ready for printing	All	End of June

2.10) WP3 Virtual workshop: ILS concept definition and development, Act. T1.2-3, Virtual meeting of Working Group Education

DATE: 07. 02. 2020 / **TIME:** 10:00 - 11:45 / VIA SKYPE

PARTICIPANTS: PP4/EUB + PP2/BIGD + PP5/PREDA

- Guidance for teachers on using ILS (=Teacher's handbook = THB)
- Training materials to train teachers (=TM)

Clarifications:

- InnoSchool project has limited resources to provide teachers with a comprehensive training course in Entrepreneurship Education. The aim is to provide guidance and training materials to train teachers on using ILS.
- Game to be played in teams (max. 4 students): in order to train/practice how to work in teams - > strengthen social and communication competencies
- Selection of social need topics:

Ideally, students should be allowed to freely choose one of the six social need topics -> higher motivation to be expected. However, teachers have the chance to pre-select specific social need topics for their class. Nevertheless, students have to read all 6 topics.

Note: The territorial PP cannot influence that all 6 social need topics are elaborated by territorial students.

Decisions made:

- Guidance for teachers on using ILS will be prepared in a more „general“ form
 - ➔ In order to adjust the ILS implementation to the specific situation and the local requirements, teachers will have more freedom and enough space for flexibility and creativity.
 - ➔ PP will be responsible for adding any territorial specifics (e.g. legal aspects/framework related to running a social business) to the final version in local language.
- THB: Content structure
 - ➔ Description of each module: short summary, learning outcomes, online/offline activities
 - ➔ Worksheet per activity: schedule/estimation of time, how to introduce to students, how to use materials, how students work, assessment (automatically vs. by teacher)
- Information about Learning Outcomes is most important:
 - e.g. Social need identification: students are able to list social need topics
 - ➔ THB will provide suggestions on how ILS helps to reach them.
 - ➔ Teachers can decide to include additional materials or how to spend the total time of classroom activities for specific activities.
 - ➔ Glossary will be included to THB
- During teachers' training workshop, teachers should get the chance to play/explore/try the Game.

To be discussed with LP/PP:

- Design of interschool-competition (= part of THB):
 - 2nd territorial event (InnoSchool Day seminar) will be held at the end of ILS Pilot.
 - ➔ Suggestion: Combine the event with a pitch session+jury!

- ➔ Best scoring team per CLASS (1 basic level team and/or 1 advanced level team) will be sent to the territorial event to participate in the pitch session (presenting the team's output in front of the jury).
 - ➔ Territorial Winners will be awarded in the two categories Basic and Advanced.
- Suggestions for WP3 internal workshop:
- ➔ THB: Check the content: Are you missing something important?
 - ➔ Role of teachers: How to become mentors?
 - ➔ How to handle possible problems during pilot?
 - ➔ TM: What in general needs to be included in a set of training materials for teachers?

Next steps WG Education:

Until Tuesday, 11 Feb: Monthly virtual call	Until Tuesday, 19 Feb: PM in Belgrade
<ul style="list-style-type: none"> • EUB prepares updated version of ILS Learning objectives/ Online+Offline Activities per module -> to be shared with all PPs 	Presented in detail, concepts discussed and refined/finalized during internal workshops
<ul style="list-style-type: none"> • BIGD prepares the draft content of THB and one worksheet of an ILS task 	
<ul style="list-style-type: none"> • PREDA prepares a draft list of training materials for teachers' training workshop 	
<ul style="list-style-type: none"> • Collecting suggestions for internal workshop (in Belgrade) on THB, TM, Inter-school competition 	
<ul style="list-style-type: none"> • EUB prepares updated version of ILS Learning objectives/ Online+Offline Activities per module -> to be shared with all PPs 	
<ul style="list-style-type: none"> • BIGD prepares the draft content of THB and one worksheet of an ILS task 	