



Digital Inclusion of Low Skilled Adult People

I03. European Social Entrepreneurship Syllabus

I03- A6 Pilot testing the beta game

AGREGATED EUROPEAN VALIDATION REPORT

Partner: DIMITRA

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Introduction

The European Social Entrepreneurship Syllabus of the DInSAd project (IO3), aims to develop a virtual learning game for helping low skilled adults in acquiring digital competences at intermediate level, as described by DigComp 2.1.

This Agregated European report (Activity 6) is about the validation experience during the piloting phase. It contains information background information about the approach in the development of the DinSad virtual game, about the Workshop methodology and stakeholders involved as well as on the feedback on the validation activities as gathered by all the participants in the partner countries.

1. Validation background

2.1. Methodological approach and instruments for the definition and development of the virtual game

For the external piloting phase 56 end users in total from all participating countries and 5 trainers/mentors were engaged in testing the virtual game and providing feedback and suggestions for further improvement and exploitation. They accessed the game, played, and after this experience were invited to answer a questionnaire for evaluating the game (as: methodology, contents, activities, usability, etc.). Partners collected this feedback and elaborated national reports including conclusions and recommendations. DIMITRA collected the reports and draw this European report including final conclusions and list of eventual recommendations for improving the game.

2.2. Brief description of the DinSad virtual game

The methodological approach and contents of this game have a higher degree of complexity, but are customized for the actual needs and learning characteristics of low skilled adults. This output is innovative mainly because it provides a learning game for developing digital competences at intermediate level for low skilled adults.

This game embodies specific characteristics that define it as a high quality and innovative learning experience for adults since:

- a. It is based on a concrete analysis and research activity for the definition of the digital competences to be developed in low skilled adults (O1). Therefore, it addresses digital competences relevant for the labour market and for the wellbeing of the individuals;
- b. It is in line with EQF and DigComp 2.1. and customized for the specific learning needs of the target group (low skilled adults);
- c. Is accessible online for adults with fundamental digital skills (DigComp 2.1);
- d. Facilitates recognition of formal, non-formal and informal learning;

The game architecture was considered and agreed upon based on the game methodology already specified in IO2 and in accordance with the needs and learning objectives identified in IO1.

The next stage was to create a game design document that would serve as both an instructional and an assessment tool, since the player would be presented with numerous ICT "issues" that they would have to solve/overcome in order to continue to the next level. The participants had to use their expertise, as well as research and study, to tackle such challenges. To appeal to and interest players, the game offers bonuses for speed, level completion time, and gamification components, among other things. The game's atmosphere and design features numerous levels with increasing difficulty.

2. Workshop methodology and stakeholders involved

The virtual game used for the validation activity was composed of:

- Game methodology and development tools
- DinSad virtual game
- User guidelines
- Guidelines for trainers / facilitators
- Game testing with the collaboration of low-skilled trainers and adults and a European validation report

In **Romania** the validation was implemented in two phases:

1. Between 10-16 March, Centrul Labor, by his trainer Ema Marin, identified 8 learners/players in a village of the county of Ialomita and between 17-20 March these 8 players tested the game. Several technical problems (bugs) interrupted the testing of the game at the first learning area basic. They could not enter the learning areas 2 to 6. They went through all the 6 tasks of the first area. Some of them succeeded to go further on the 21st and 22nd of March. They also filled in the evaluation form. In the annex we send the participation list of these 8 players and also some photos while playing the first area.
2. The consultation workshop with learners and stakeholders took part on the 22nd of March organised by ANUPI in cooperation with Centrul Labor Slobozia at the College Alexandru Ioan Cuza, Slobozia. Trainers and stakeholders were contacted, informed and involved in the three IOs, while the invitations and the agenda was sent by mail; Present at the workshop were in total 16 persons. Generally, the workshop went well, all the 16 participants worked on the platform and finished the tasks, only 2 players did only 6 tasks, the other 14 did all the tasks. One of the trainers piloted the game by phone, and mentioned that “ *It was difficult to read the steps. Screenshots written too small*”. All the 16 participants at the workshop filled in the questionnaires. The tutorials were used randomly as the players were assisted in presence by the two trainers.

In **Greece** the participants were recruited through DIMITRA’s and personal network. The participants visited in their own time the game platform, making a registration under their personal data. In the first environment after their registration on the platform they had the chance to get informed about the story, the game instructions as well as the aim of the game. In continue the participants validated the virtual game by giving their feedback to the assessment questionnaire, which was completed through an online Google form. A declaration of participation form was also sent by email (after collecting their mails) in which stated that they participated on the virtual game.

In **Italy** the methodology used followed the methodological approach indicated. The stakeholders indicated in the project were not directly involved, as now they have only been informed and will be involved after the fine tuning.

Therefore, the participants, although not coming from stakeholders, but recruited through personal knowledge, respect the characteristics of the poorly trained adult, especially as regards digital.

In **Sweden**, according to the questionnaire, the participants were satisfied that they took part in the project. They received a lot of new, useful information that will allow them to simplify their lives, and use the latest services available on the Internet.

It was not difficult for the participants to register and start playing the game. Of course, at the beginning of the game, they were a little confused because they needed to understand how to play the game, what to look for, how to complete tasks, what to click to complete tasks and move on to the next one. After passing the 1st field, the participants understood how to play the game and they could already work on tasks on their own, some participants did not even need the help of a facilitator.

The participants understood the design and content of the tasks, the main idea for the participants, especially the story/plot that was presented at the beginning of the game interested the participants and it was attractive to them. The participants liked the idea with screenshots because it gives them an opportunity to get an idea of how all these steps and tasks will look in practice. According to the participants, it was a great idea to involve the facilitator, who coordinated them and helped if the participants had any questions.

They liked the game in general, the game and validation process were well organized, the game helped them to improve their skills, which they will use them now in their everyday life. They will definitely recommend the game to others.

3. Feedback on the validation activities

For **Romania**, the participation of so many and different stakeholders at the workshop was considered a very useful contribution to understanding the game, for its dissemination and usability in the future. We can say that it is a strong point for the sustainability of the project in the future.

For Italy, despite the technical difficulties encountered, the results of the virtual game are positive. The question “Are the 6 learning areas covering the needs you have in professional and daily life” collects positive opinions for 73%. The content of the tasks is understandable for the 73% of the participants, and the sequence of steps in achieving the task is clear and understandable for the 91% of the

participants, the tutorials supporting the acquisition of digital knowledge collect positive opinions for 100%. The 73% liked the virtual game and the 82% of participants would recommend the game to other people.

In Greece, the comments from the participants were very good. According to their feedback, most of the participants enjoyed playing the game and they found it very useful, understandable, attractive, interesting and interactive. Also, they agreed that the tutorials were helpful in acquiring digital skills and for their future work and/or in situations of daily life.

Almost all of the participants (15 out of 16) agreed that they would recommend the virtual game to other persons.

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In general, all the participants (56 in total) from all involved countries enjoyed playing the game and they found it very useful, understandable, attractive, interesting and interactive.

All experienced some technical issues with the game platform in terms of “bugs” as some of the participants couldn’t enter some fields. In some languages the participants found that there was a mixed language texting in the “users” environment while in some fields especially when the users were trying to go “back” the platform was switching to the English version. Also, all the participants agreed that the size of the text in some parts of the platform was quite small and that dragging the images into the correct texting was quite difficult when the image was magnified.

However, all participants agreed that the tutorials were helpful for acquiring digital skills and for their future work and/or in situations of daily life and that they will definitely recommend the game to others.

4. Suggestions for improvements

For the improvements of the Game platform was developed an excel report where all partners could write down online their comments and feedback in order to revise the game where needed and after discussing with the whole partnership and have the final version of the game. Based on those piloting results, DIMITRA implemented those improvements considered to be opportune since they bring added value to the game and provide the final version of the game.

More specifically and in detail:

In Romania the participants stated that “Not only technical problems that will be solved with the final tuning of the game, but also the comments are useful and contribute to the improvement of the online platform. In other words, the game was found interesting and interactive by the participants, who quickly guessed how to solve the tasks, which proves that it was thought in a logical and at the same time easy to understand.

In Italy the results are very positive for what concerns the contents and the virtual game, in fact the ease with which you can play and practice through the devices are

remarkable. All participants considered the virtual game areas to be sufficiently developed and the contents relevant to their training.

The difficulties encountered, as already mentioned, are of easy technical resolution and certainly necessary for the fine tuning and release of the final version of the virtual game. The two major difficulties, from which all the inconsistencies found by the participants in the virtual game have descended, depend on two facts. Upon selection of the Italian language, there is a login bug, if you choose a different language before logging in, it does not recognize the access data. Which together with the problem of the changing of the language (from Italian to English) which occurs automatically, prevents the operation, therefore the rest of the problems reported are of minor importance. In this regard, it was pointed out that the “it.dinsadplatformtexting” file has been corrected.

In Greece, among their comments and recommendations was suggested to:

- update the texting in the Greek version of the tasks as in some Tasks it was missing the instruction
- change the print screen from task 2.5

From Sweden it was noted that:

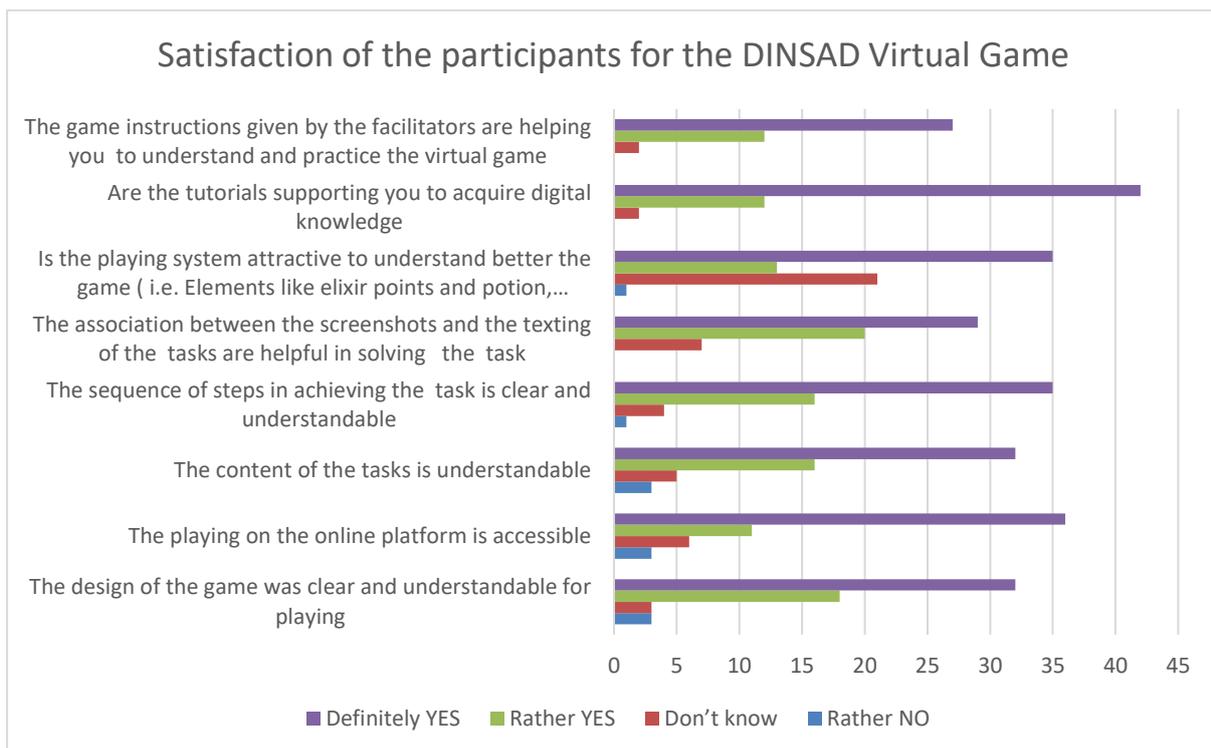
- Font size is too small to read
- Some words are not readable due to color.
- The gray text used on a white background were invisible to the participants and they could not see or read them.
- There are also some technical issues with the screenshot. It was difficult to drag them.
- When the image becomes larger, it takes some time to return to the small size and drag it to the correct position. Sometimes we didn't even have to click on the whole screen to see the bigger picture, because as soon as the participants placed the mouse anywhere on the picture, the image became large and impossible to drag.

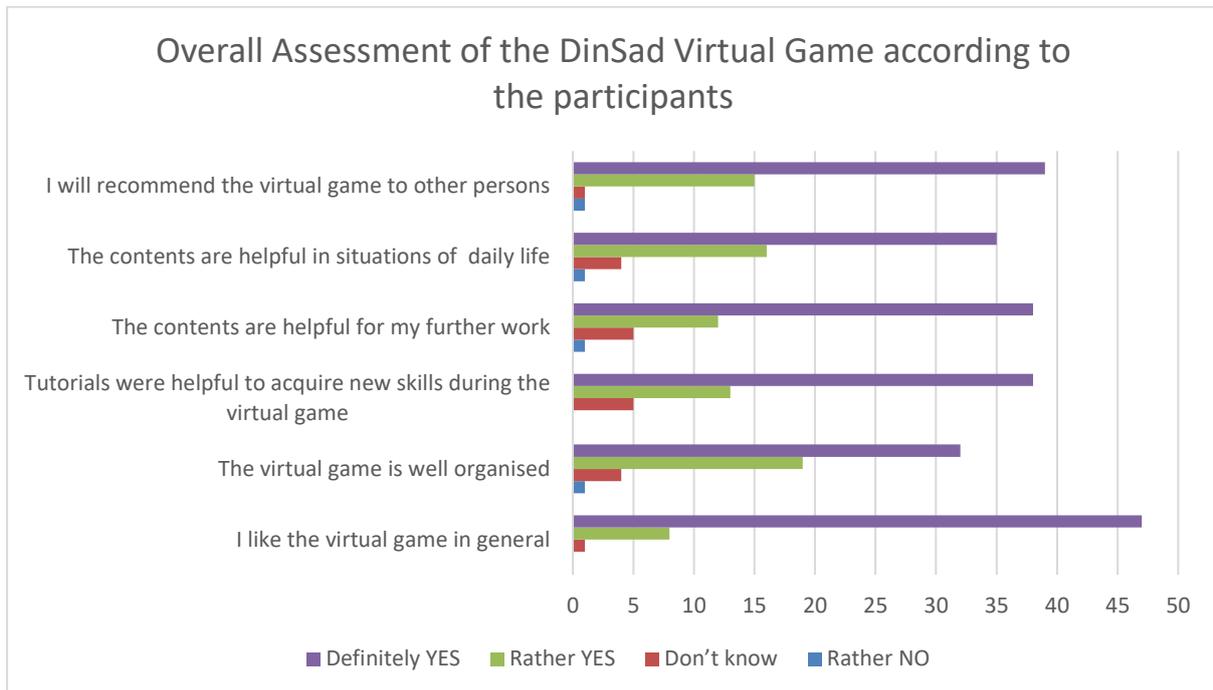
5. Level of satisfaction

Generally, the Virtual Game was found by all partner countries involved, interesting and interactive by the participants, who quickly guessed how to solve the tasks, which demonstrates that it was worked out in a logical and easy-to-understand manner. The participants appreciated the content and the preparation of the game as a solid work.

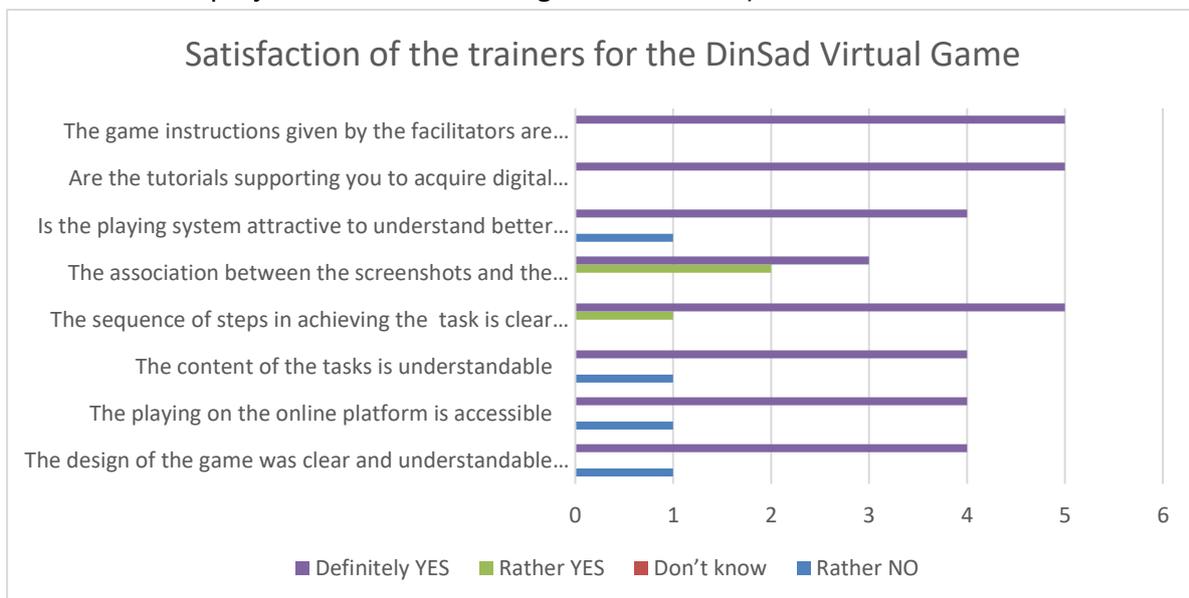
More specifically:

- 91.07% of the participants in the consultation and testing activities declare that the Board Game and that the Virtual Game represent two efficient learning instruments for low skilled adults to develop digital skills (70% was the goal indicator to measure the quality of the project's results according to the participants)

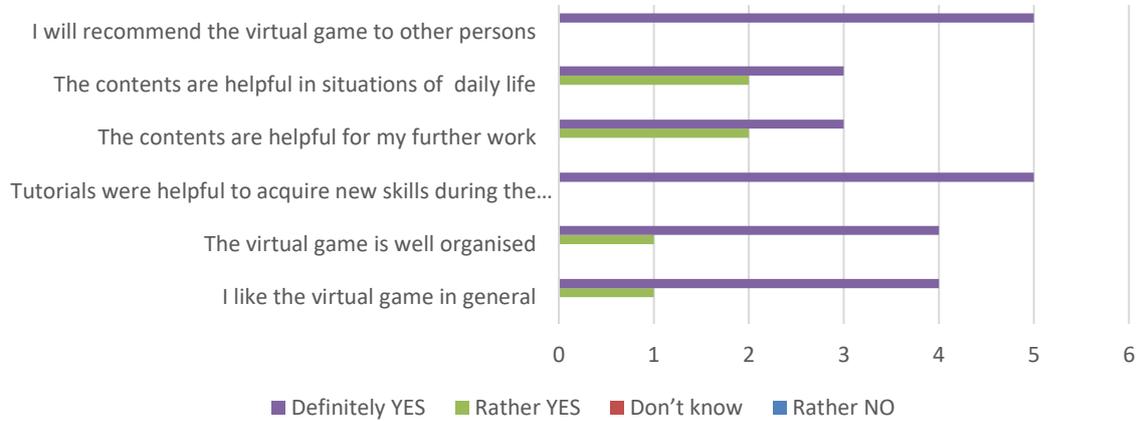




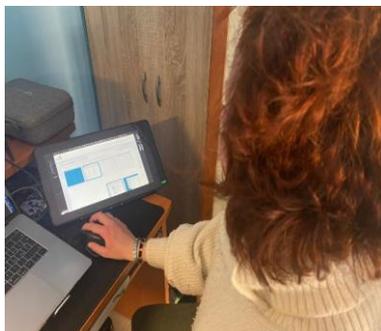
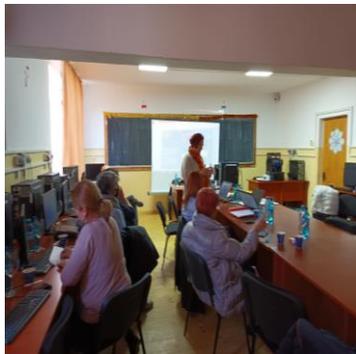
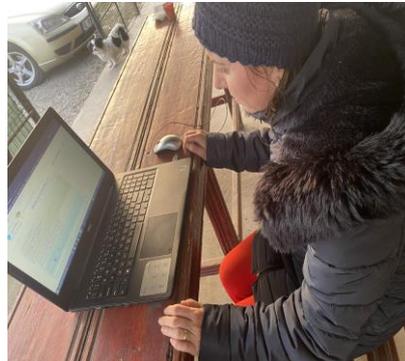
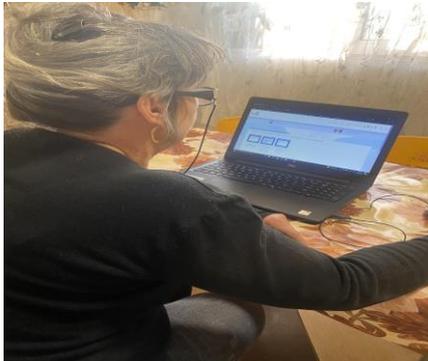
- 100 % of the Trainers/mentors involved declare the learning instruments and related guidelines provided are valuable for their teaching activity and for their professional development (75% was the goal indicator to measure the quality of the project's results according to the trainers)



Overall Assessment of the trainers for the DinSAd Virtual Game



6. Photos of the workshops





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