

**IDEAL-GAME**

*Improving didactics, education and learning   
in higher education with the Online Serious Game Creator*

**O1-A1-** **Questionnaire and guideline design**

**Questionnaire**

*University of Paderborn & Ingenious Knowledge*

**Project Title:** Improving didactics, education and learning

in higher education with the Online Serious Game Creator

**Acronym:** IDEAL-GAME

**Reference number:** **2020-1-DE01-KA203-005682**

**Project partners:** P1 University Paderborn (UPB), DE  
 P2 Ingenious Knowledge GmbH (IK), DE  
 P3 Universitatea din Pitesti (UPIT), RO  
 P4 Wyzsza Szkola Ekonomii i Innowacji w Lublinie (WSEI), PL  
 P5 University of Dundee (UoD), UK  
 P6 Universidad a Distancia de Madrid SA (UDIMA), ES

Dear Participant,

We are very happy that you are taking the time to complete this questionnaire about Serious Games in higher education. In the ERASMUS+ project IDEAL GAME, we are focusing on the design of an Online Serious Game Creator to address the creation, testing and evaluation of Mini OER Serious Games within learning scenarios. Generally speaking, the approach aims to enhance didactics and learning in higher education with the help of an Online Serious Game Creator. This IDEAL GAME tool will provide the opportunity to create different types of small serious games which can be integrated into modules and lectures: e.g. (a) serious games for learning professional and subject-related vocabulary, (b) serious games for assignment of corresponding facts and terms, (c) serious games which focus on process flows, (d) competitive serious games to enhance learning as well as (e) Puzzle Games to get in contact with models and theories etc. The questionnaire results will be the basis for the tool design and the selection of the necessary mini serious games along with additional OER worksheets and topics as well as ensuring the fit to the target groups.

Therefore, the core idea of this questionnaire is to get information on the current situation; opportunities and changes; as well as future perspectives. Even so, it is important to get an impression of how people belonging to different countries of Europe related to using learning with Serious Games in higher education and what they think about this field and the developments in it.

In addition to that, it will be interesting to get information about how do you think about these aspects.  
Here are some orientations:

|  |
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| **General instructions for completing the questionnaire:**  This questionnaire consists of a quantitative and qualitative part and addresses four thematic sections:   * General information * Environment resources and appropriate media in higher education * Estimations about digitisation / e-learning/ flipped classrooms/ (Mini) Serious Games in higher education * Opportunities and Challenges   To handle all questions, you need approximately 10 minutes. All your information will be analysed and evaluated completely anonymously. If you have any queries please contact us directly at the following email address:  [Marc.Beutner@uni-paderborn.de](mailto:Marc.Beutner@uni-paderborn.de) |

|  |
| --- |
| **General Information** |

|  |  |
| --- | --- |
|  | **Gender – I am …** |

|  |  |
| --- | --- |
| Female | ⭘ |
| Male | ⭘ |
| Rather not say | ⭘ |
| Other / Diverse | ⭘ |

|  |  |
| --- | --- |
|  | **Age** |

|  |  |
| --- | --- |
| Below 20 | ⭘ |
| 21-30 | ⭘ |
| 31-40 | ⭘ |
| 41-50 | ⭘ |
| 51-60 | ⭘ |
| Over 60 | ⭘ |

|  |  |
| --- | --- |
|  | **Status – I am …** |

|  |  |
| --- | --- |
| a student/ learner at University | ⭘ |
| a lecturer/ teacher at University | ⭘ |
| A professor at University | ⭘ |
| I am another type of higher educational expert | ⭘ |
| Other | ⭘ |

|  |
| --- |
| **Estimations about the definitions of digitisation and Serious Games** |

|  |  |
| --- | --- |
|  | **Please indicate how far you agree/disagree with the following statements about definitions of digitisation** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | strongly  agree | agree | disagree | strongly disagree |
| Digitisation is the process of converting information into a digital (i.e. computer-readable) format. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is the process of converting economic processes from an analogue to a digital way of work. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is the process of digital change in society and the digital transformation which is recognized as the digital revolution. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is the digital modification of instruments and tools. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is the lossless compression of data. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation means the optimisation of  business processes using information technology. | ⭘ | ⭘ | ⭘ | ⭘ |

|  |  |
| --- | --- |
|  | **Please indicate how far you agree/disagree with the statements about the challenges associated with digitisation.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | strongly  agree | agree | disagree | strongly disagree |
| Digitisation is a process which challenges society. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is a process which challenges enterprises/companies | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is a process which challenges everyone. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is a process which challenges the VET sector. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is a process which challenges learners. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is a process which challenges lecturers. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is a process which challenges politics. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is a process which challenges the economy. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation is a process which challenges higher education. | ⭘ | ⭘ | ⭘ | ⭘ |

|  |  |
| --- | --- |
|  | **Please indicate how far you agree/disagree with the following statements about the essential elements of Serious Games?** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | strongly  agree | agree | disagree | strongly disagree |
| Serious Games include an educational component. | ⭘ | ⭘ | ⭘ | ⭘ |
| Serious Games include a playful component. | ⭘ | ⭘ | ⭘ | ⭘ |
| Serious Games combine seriousness and fun. | ⭘ | ⭘ | ⭘ | ⭘ |
| Serious Games are a special form of e-learning, those using the perception from entertainment software development. | ⭘ | ⭘ | ⭘ | ⭘ |
| Serious Games foster competencies for the living environment and include them in authentic situations within the game. | ⭘ | ⭘ | ⭘ | ⭘ |
| Serious Games create and maintain fun and motivation via intrinsic creativity elements and motivational elements. | ⭘ | ⭘ | ⭘ | ⭘ |
| Serious Games integrate creativity elements in a teaching and learning context that is characterised by learning through learner engagement as well as action and process-oriented learning. | ⭘ | ⭘ | ⭘ | ⭘ |

|  |  |
| --- | --- |
|  | **Please indicate how far you agree/disagree with the following statements about the essential focus of digitisation.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | strongly  agree | agree | disagree | strongly disagree |
| Digitisation essentially focusses on data security and privacy. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation essentially focusses on digital network infrastructure. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation essentially focusses on enhancing processes. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation essentially focusses on collecting data. | ⭘ | ⭘ | ⭘ | ⭘ |
| Digitisation essentially focusses on offering information. | ⭘ | ⭘ | ⭘ | ⭘ |

|  |  |
| --- | --- |
|  | **Do you know what “flipped classrooms” are?** |

|  |  |
| --- | --- |
| Yes | ⭘ |
| No | ⭘ |

|  |
| --- |
| If yes, please specify your understanding of “flipped classrooms”: |

|  |  |
| --- | --- |
|  | **Do you know what “Serious Games” are?** |

|  |  |
| --- | --- |
| Yes | ⭘ |
| No | ⭘ |

|  |
| --- |
| If yes, please specify your understanding of “Serious Games”: |

|  |  |
| --- | --- |
|  | **Have you used “Serious Games”?** |

|  |  |
| --- | --- |
| Yes | ⭘ |
| No | ⭘ |

|  |
| --- |
| If yes, please explain the context of using “Serious Games” with examples: |

|  |
| --- |
| **Environment resources and appropriate media in higher education** |

|  |  |
| --- | --- |
|  | **At our institution there are …** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | many | several | just a few | no |
| lecturers with adequate IT skills. | ⭘ | ⭘ | ⭘ | ⭘ |
| lecturers with expertise in teaching using e-learning. | ⭘ | ⭘ | ⭘ | ⭘ |
| lecturers with expertise in teaching using Serious Games. | ⭘ | ⭘ | ⭘ | ⭘ |
| lecturers with expertise in teaching using the flipped classroom concept. | ⭘ | ⭘ | ⭘ | ⭘ |
| facilities and technical equipment which can be used for teaching with digital media. | ⭘ | ⭘ | ⭘ | ⭘ |
| PCs for the students. | ⭘ | ⭘ | ⭘ | ⭘ |
| Smart boards. | ⭘ | ⭘ | ⭘ | ⭘ |
| facilities to use learning platforms like Moodle, Blackboard, ILIAS, Learning Space, CANVAS, Schoology, Accord LMS etc. | ⭘ | ⭘ | ⭘ | ⭘ |
| rooms which can be used for teaching with digital media. | ⭘ | ⭘ | ⭘ | ⭘ |
| Other, please specify: | ⭘ | ⭘ | ⭘ | ⭘ |

|  |  |
| --- | --- |
|  | **Which learning platforms are appropriate for higher education …** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | very appropriate | appropriate | inappropriate | I don’t know |
| Moodle | ⭘ | ⭘ | ⭘ | ⭘ |
| Blackboard | ⭘ | ⭘ | ⭘ | ⭘ |
| ILIAS | ⭘ | ⭘ | ⭘ | ⭘ |
| Learning Space | ⭘ | ⭘ | ⭘ | ⭘ |
| Canvas | ⭘ | ⭘ | ⭘ | ⭘ |
| Schoology | ⭘ | ⭘ | ⭘ | ⭘ |
| Accord LMS | ⭘ | ⭘ | ⭘ | ⭘ |
| Other, please specify: | ⭘ | ⭘ | ⭘ | ⭘ |

|  |  |
| --- | --- |
|  | **Do you have or use any of such teaching materials or resources in higher education?** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | many | several | just a few | no |
| Worksheets as WORD documents or PDF | ⭘ | ⭘ | ⭘ | ⭘ |
| Single choice or Multiple choices questions | ⭘ | ⭘ | ⭘ | ⭘ |
| Interactive tasks (like drag and drop questions or ordering questions etc.) | ⭘ | ⭘ | ⭘ | ⭘ |
| Audios | ⭘ | ⭘ | ⭘ | ⭘ |
| Videos | ⭘ | ⭘ | ⭘ | ⭘ |
| Graphics and illustrations | ⭘ | ⭘ | ⭘ | ⭘ |
| Online courses | ⭘ | ⭘ | ⭘ | ⭘ |
| MOOCs (Massive open online courses) | ⭘ | ⭘ | ⭘ | ⭘ |
| OER (Open educational resources) | ⭘ | ⭘ | ⭘ | ⭘ |
| Blended learning scenarios | ⭘ | ⭘ | ⭘ | ⭘ |
| Quizzes | ⭘ | ⭘ | ⭘ | ⭘ |
| Examples of best practice (e.g. from enterprises) | ⭘ | ⭘ | ⭘ | ⭘ |
| Learning programmes/ software | ⭘ | ⭘ | ⭘ | ⭘ |
| (Mini) Serious Games | ⭘ | ⭘ | ⭘ | ⭘ |
| Other, please specify: |  |  |  |  |

|  |  |
| --- | --- |
|  | **Do you think such teaching materials or resources are important for engaging and/or motivating learners in higher education?** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | very engaging/ motivating | engaging/ /  motivating | less engaging/ / motivating | not engaging/ / motivating |
| Worksheets as WORD documents or PDF | ⭘ | ⭘ | ⭘ | ⭘ |
| Single choice or multiple choices questions | ⭘ | ⭘ | ⭘ | ⭘ |
| Interactive tasks (like drag and drop questions or ordering questions etc.) | ⭘ | ⭘ | ⭘ | ⭘ |
| Audios | ⭘ | ⭘ | ⭘ | ⭘ |
| Videos | ⭘ | ⭘ | ⭘ | ⭘ |
| Graphics and illustrations | ⭘ | ⭘ | ⭘ | ⭘ |
| Online courses | ⭘ | ⭘ | ⭘ | ⭘ |
| MOOCs (Massive open online courses) | ⭘ | ⭘ | ⭘ | ⭘ |
| OER (Open educational resources) | ⭘ | ⭘ | ⭘ | ⭘ |
| Blended learning scenarios | ⭘ | ⭘ | ⭘ | ⭘ |
| Quizzes | ⭘ | ⭘ | ⭘ | ⭘ |
| Best practice examples (e.g. from enterprises) | ⭘ | ⭘ | ⭘ | ⭘ |
| Learning programmes/software | ⭘ | ⭘ | ⭘ | ⭘ |
| (Mini) Serious Games | ⭘ | ⭘ | ⭘ | ⭘ |
| Other, please specify: |  |  |  |  |

|  |
| --- |
| **Estimation of the importance of digitisation/e-learning/ flipped classrooms/ (Mini) Serious Games in higher education** |

|  |  |
| --- | --- |
|  | **Please give us your opinion: Currently, digitisation is …** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| important | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | unimportant |
| interesting | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | uninteresting |
| motivating | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | demotivating |
| fun | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | boring |
| innovative | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | old-fashioned |
| helpful | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | not helpful |
| useful | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | useless |
| necessary | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | unnecessary |
| easy to use in teaching | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | hard to use in teaching |
| easy to use in learning | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | hard to use in learning |

|  |  |
| --- | --- |
|  | **Please give us your opinion: Currently, flipped classrooms in higher education are …** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| important | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | unimportant |
| interesting | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | uninteresting |
| motivating | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | demotivating |
| fun | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | boring |
| innovative | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | old-fashioned |
| helpful | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | not helpful |
| useful | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | useless |
| necessary | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | unnecessary |
| easy to use in teaching | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | hard to use in teaching |
| easy to use in learning | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | hard to use in learning |

|  |  |
| --- | --- |
|  | **Please give us your opinion: Currently, (Mini) Serious Games in higher education are …** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| important | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | unimportant |
| interesting | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | uninteresting |
| motivating | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | demotivating |
| fun | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | boring |
| innovative | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | old-fashioned |
| helpful | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | not helpful |
| useful | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | useless |
| necessary | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | unnecessary |
| easy to use in teaching | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | hard to use in teaching |
| easy to use in learning | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | hard to use in learning |

|  |  |
| --- | --- |
|  | **Please give us your opinion: Currently, e-learning courses in higher education are …** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| important | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | unimportant |
| interesting | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | uninteresting |
| motivating | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | demotivating |
| fun | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | boring |
| innovative | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | old-fashioned |
| helpful | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | not helpful |
| useful | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | useless |
| necessary | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | unnecessary |
| easy to use in teaching | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | hard to use in teaching |
| easy to use in learning | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | hard to use in learning |

|  |
| --- |
| **Opportunities and Challenges** |

|  |  |
| --- | --- |
|  | **What, in your view, are the opportunities for digitisation and Serious Games in higher education?** |

|  |
| --- |
| Opportunities for digitisation: |
| Opportunities for Serious Games: |

|  |  |
| --- | --- |
|  | **What, in your view, are the challenges of digitisation and Serious Games in higher education?** |

|  |
| --- |
| Challenges of digitisation: |
| Challenges of Serious Games: |

|  |  |
| --- | --- |
|  | **Please provide other comments you may wish to share on the topic in the space below.** |

|  |
| --- |
|  |

*Thank you for completing the survey!*