



## IDEAL-GAME

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

### **Meeting Minutes for the fourth IDEAL-GAME partner meeting in Madrid**

**The IDEAL-GAME – Learning Scenario and Book Design Meeting**

## Meeting Minutes

**Date:** 5<sup>th</sup> – 6<sup>th</sup> June 2022

**Meeting-Room:** Universidad a Distancia de Madrid (UDIMA), Spain

**Participants:** Niclas Grüttner, Sebastian Koppius, Marc Beutner, Tim Kreuzberg, Rasmus Pechuel, Ana Landeta, Silvia Prieto, Georgeta Chirlesan, Viorel Nicolae, Ionela Niculescu, Carmen Andrea Burcea, Divya Jindal-Snape, Monika Baryła-Matejczuk, Monika Wawrzeńczyk-Kulik, Alexia Barrable

**Name of transcript writer:** Niclas Grüttner

**Tuesday, 05<sup>th</sup> of July 2022 –**

**2. Meeting day**

**Venue: UDIMA**

APPROX. TIME	TOPIC	CHAIR
09:00 – 09:30	<b>Welcoming the IDEAL GAME partners</b> <ul style="list-style-type: none"> <li>▪ Warm welcome</li> <li>▪ Schedule of the meeting</li> </ul>	UPB/UDIMA
09:30 - 10:00	<b>Current Status of IDEAL GAME in general</b> <ul style="list-style-type: none"> <li>▪ Overview of the Intellectual Outputs and linkages</li> <li>▪ Project Website</li> </ul> Discussion / Q&A	UPB
10:00 – 10:30	<b>Current Status of IDEAL Game in the countries</b> <i>(each partner)</i> <i>Short PowerPoint Presentation of each partner (max 5. Minutes)</i> <i>about the project activities in partner countries</i>	All partners
10:30 - 10:45	Coffee break / Tea time	
10:45 - 12:00	<b>IO2: Creator Tool Development</b> <ul style="list-style-type: none"> <li>▪ Presentation of the IDEAL-GAME Creator Tool</li> <li>▪ Pointing out possibilities</li> </ul> Q&A / Discussions	IK
12:00 - 13:00	Lunch	
13:00 – 16:00	<b>IO3: Serious Games and learning Materials</b>	All partners



	(each partner)	
	<ul style="list-style-type: none"> <li>▪ Presentation of the generated games</li> <li>▪ Presentation of generated learning material</li> </ul>	
	Discussions	
16:00 - 16:30	<b>IO4: Development of handbooks</b>	UDIMA
	<ul style="list-style-type: none"> <li>▪ Presentation of first handbook structures</li> <li>▪ Discussion / Q&amp;A</li> </ul>	
19:30	Social dinner	

## Wednesday, 06<sup>th</sup> of July 2022 –

### 3. Meeting day

Venue: CEF

APPROX. TIME	TOPIC	CHAIR
09:00 - 09:30	<b>IO5: Policy Paper</b>	UPIT
	<ul style="list-style-type: none"> <li>▪ The core idea of Policy Paper</li> <li>▪ Insights into content and deadlines</li> </ul>	
09:30 – 10:30	<b>What's laying ahead of us?</b>	UPB
	<ul style="list-style-type: none"> <li>▪ Project timeline, work plan and responsibilities</li> <li>▪ Milestones of the IDEAL-GAME project</li> <li>▪ Next project activities</li> </ul>	
30 MIN	Coffee break / Tea time	
11:00-12:00	<b>Administrative and financial information / Evaluation</b>	UPB
	<ul style="list-style-type: none"> <li>▪ The IDEAL-GAME project website, Social Media Publications, Newspapers</li> <li>▪ Review of the Meeting / Meeting Evaluation</li> </ul>	



### Questions to Marc and Rasmus:

- Do all the partners have to translate all games into their language?
- With how many users will the testing be done?
- Since some sentences in the games are longer/shorter, is it possible to fit the time of the sentences to the lengths of them? Longer sentences appear longer, shorter appear shorter at the screen.

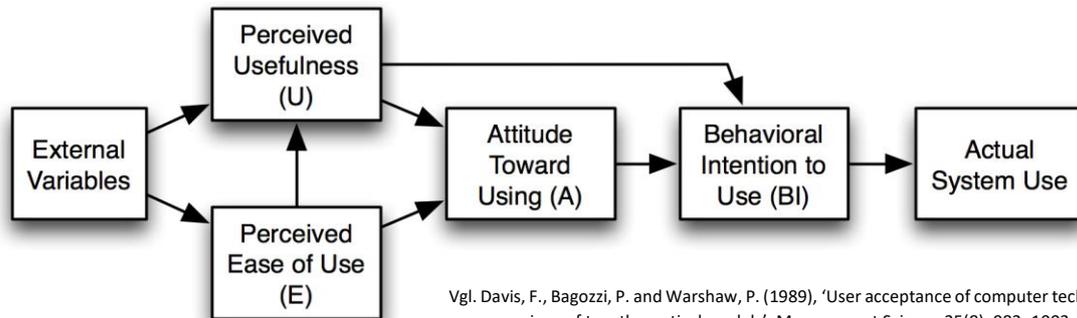
### Current status of IDEAL Game in the countries

- The University of Dundee (UoD) team worked on games and the evaluation for the usability of the games. The results were very poor, so works needs to be done one the games. Right now, the Policy Papers is being worked on as well as the multiplier event.
- Wyższa Szkoła Ekonomii i Innowacji w Lublinie (WSEI) started to implement games, but stopped due to missing structures. These structures are being discussed at the TPM. They think about the idea of spreading the key ideas of the IDEAL Games concepts, but they face multiple problems in that. Every process is stopped by now.
- The Universitatea din Pitesti (UPIT) has performed some field research trough questionnaires which was evaluated already. Ten ideas for mini serious games were provided and they also tried to create these ten games. Right now, work on the Policy Paper is being done as well as some management activities like communicating with the partners and dissemination.
- The Universidad a Distancia de Madrid (UDIMA) has translated the 1<sup>st</sup> newsletter and flyer in Spanish as well as providing the handbook. They faced some problems in creating the games, which they already communicated to UPB. During the whole time, dissemination activities are taking place via social media, YouTube, Flyers or workshop. The next workshop is taking place in October.

### IO2: Creator Tool Development

- The use of the IDEAL Game creator has to be evaluated, due to that, a usability and user-experience test has been set up. In total, the partners should try to get at least 70 participants per survey.
- The survey is set up according to the Technology Acceptance Model (TAM):

## TAM - Model



- To get access to the IDEAL-GAME Creator TAM, the following QR-Code or link can be used: <https://umfragen.uni-paderborn.de/index.php/753188?lang=de>



- **The interface of the questions is in German, it must be switched to English**

- During the meeting, a short survey is being made with the following questions:
  1. How long should serious games be?
    - The partners answered that the serious games should be in a timeframe between 10 and 15 minutes. It also depends on the topics. If the game is not for accessing students, it could also be between one to three minutes
  2. What do you think of the game creation?
    - Most of the partners say that the creation is not working and those who are created are not working well and are very low in their content. If they should be for a higher education, the content must be adapted to that level of education.



### 3. What are your experiences with the use of serious games in lectures?

- The games are useful for studying and revising the lectures topics, and they are attractive for the students as to activate them. At the same time, the students kept getting error messages. Therefore, it was difficult to create a 'serious' and complex game that would be at the right level for university students due to issues with the usability.
  
- Ingenious Knowledge (IK) states that the games should already be finished. Due to the current political situation, the Ukrainian programmer was not able to finish the tasks, which have now be compensated by another programmer. Some tasks are already finished, but IK is hardly trying to finish all the tasks by the end of July. The games will be delivered one by one. The first game is developed by the end of the meeting week. An important information is that the games are not really good yet, meaning that the animations and transitions are being worked on in another step. The existing games are being changed to the new graphics. IK now focuses on the new games since it is an easy task to work on the old ones and transfer them to the new design.
  
- It must be distinguished between private and public games. Also the new data regulations of the EU are giving limitations due to copyrights. The copyrights got strengthened, so, the provider has to make sure that there is no copyright violation. This is an enormous task for all of the partners since IK cannot check on the copyrights, which makes the games private on a first sight.
  
- When using the games, the creator must sign in to the platform with a valid email address as well as a password. By this time of the discussion, it is not possible to discuss if user data is being stored. This must be a separate discussion since discussing this question is of a greater scope. But, it is very important to get into discussions.
  
- Do we need to have multiple languages within a game or not? This question needs to be discussed with Marc as there are 50 games that have to be translated then. It was mentioned that EU-Survey (<https://ec.europa.eu/eusurvey/home/welcome>) could help in doing the translations for the games. The question of translation is shifted to a later point of time, when all the games are finished and available for the partners.
  
- A few games are not working. IK mentions that they have to be put up to the platform. They parallelly are working on the games as to finish them in a short period of time. All the games have to set up to the platform. Therefore, it could be that some of the games are not working now, because they are not uploaded.
  
- Tim and Rasmus are providing a ranking list that provides information of the games that are worked on and in which time.



- After the games are set up, all partners can create a wish-list of what else they want to implement in the games such as voice memos, videos or pictures. This can only happen after the games are in their latest design. At the next meeting in December, the wish-list can be created or handed over to IK. All the partners have to think about their ideas if add-ons for the games until the next meeting.
- IK is presenting how the games could be structured and set up for the students.

### IO3: Serious Games and learning Materials

- The UPB has created a set of ten games where four of them were already used and evaluated in lectures now.
- The UoD shared two games as part of a Research Methods Lecture. The first game was about testing the understanding of quantitative and qualitative research methods, where each item has to be put into the right book. Some of the feedback shows that the first game is very basic and that the potential for revision is very high. A problem is that the items were in order, so, there needs to be a potential for randomisation.
- UPIT has constructed a few games according to the elements of composition as well as determination of materials behaviour with details about the choice of materials. Another game has been implemented dealing with the purpose of the application of learning and testing software for blind people. In total, ten games are developed.
- WSEI has started to prepare parts of the games from statistics and methodology. The preparation of the games were challenging due to limited possibilities of implementation. WSEI has stopped working on the development of games. They are working in another project where they would like to develop a game that fits to the other project as well.
- UDIMA is already using five different games in their lectures. These are Escape Room, Treasure Island or Pacman.
  - A lot of development steps are done regarding the game creator. An extension for the project is being thought of. Also how the platform can be fixed, but Rasmus and Marc need to do work on this as soon as possible.
  - It would be good to implement the scores / games to the assessment tools that are used in Moodle. Maybe it is and other project to development plug-ins to Moodle or other platforms that are used in the universities. In the eyes of the partners, it is necessary to develop plug-ins as to guarantee a barrier-free use of the games. The recognition of the students (e.g. student ID) could also be identified then.

#### IO4: Development of Handbooks

4. Three handbooks need to be developed: Didactical handbook for lecturers, Tool handbook for lecturers, Tool handbook for students
5. The teams that work on Part D/E of the didactical handbook are set up and are as follows:

**Part D – Didactical Implementation**

1. Mini serious games to introduce the topic (UPB)
2. Mini serious games to repeat the topic (UoD)
3. Mini serious games to depth the topic (UPIT)
4. Mini serious games for critical evaluation (WSEI)
5. Mini serious games for reflection (UDIMA)

**Part E - Concrete examples with material input**

1. Demonstration of a self-executed use of the IDEAL-GAME Creator (UPB)
2. Demonstration of a self-executed use of the IDEAL-GAME Creator (UoD)
3. Demonstration of a self-executed use of the IDEAL-GAME Creator (UPIT)
4. Demonstration of a self-executed use of the IDEAL-GAME Creator (WSEI)
5. Demonstration of a self-executed use of the IDEAL-GAME Creator (UDIMA)

6. Moreover, UoD volunteered to work on Part A, and UPIT on Part B:

**Part A – General Information**

1. Advantages of using mini serious games in lecturers and seminars
2. The use of mini serious games in blended learning
3. The use of mini serious games in flipped classrooms

**Part B – The IDEAL-GAME project**

1. The IDEAL-GAME partners
2. Main objectives and core aspects of IDEAL-GAME
3. Developments of IDEAL-GAME
4. The IDEAL-GAME results

➔ **Deadline for the handbooks: 16<sup>th</sup> October 2022 (Sunday)**

- Regarding the tool handbook for lecturers, Part A/3. (Development of IDEAL-GAME) is deleted

- The tasks for the partners on the handbook for lecturers is as follows:

**Part D – Possible Implementation**

1. Mini serious games to introduce the topic (UPB)
2. Mini serious games to repeat the topic (UoD)
3. Mini serious games to depth the topic (UPIT)
4. Mini serious games for critical evaluation (WSEI)
5. Mini serious games for reflection (UDIMA)

**Part D – First experiences – What to look out for when using it**

Regarding the conducted survey

1. Experiences with regard to the Mini serious games use in Germany (UPB)
2. Experiences with regard to the Mini serious games use in UK (UoD)
3. Experiences with regard to the Mini serious games use in Romania (UPIT)
4. Experiences with regard to the Mini serious games use in Poland (WSEI)
5. Experiences with regard to the Mini serious games use in Spain (UDIMA)

## IO5: Policy Paper

- There is already a first draft of the Policy Paper, which will be sent to the partners after the meeting. The most important part for the Policy Paper are the recommendations for a course action.
- A few parts have to be inserted in the Policy Paper after the testing and evaluation of the games. Therefore, it cannot be finished until that point.
- To finalise the Policy Paper, texts for IO2 and IO4 need to be written.

## What's laying ahead of us?

- As soon as the games are set up and being online, IK is providing a workshop of how the games could be set up.
- All partners are requested to have a look to the workplan as to get further details on the next project activities and their deadlines.
- Dissemination activities have to take part by all of the partners. Some Face-to-Face activities are wanted. The question is how to set them up then?
- The multiplier event is ahead of us in September/October as a one day workshop.
- Next project meeting: Germany. Date has to be announced.

## Administrative and financial information / Evaluation

- The next meeting was planned for December (29<sup>th</sup> November – 1<sup>st</sup> December). Due to a national holiday in Romania, it cannot take place. Therefore, a Doodle is created to decide on the date for the next meeting. Sebastian will send it to all of the partners.
- The application to create the games does not work, there needs to be some discussion on that.
- A interim report has to be conducted by the 15<sup>th</sup> July 2022.

## Discussions

- What kind of data about the learners should be saved is a critical question. At the moment the idea is to save as little as possible. Saving data is work, but from a learning research point of view, saving data is a treasure of observing the learning process. Therefore, analytics could be preserved from the learners and the games, but it must be agreed on if there is a need or if the partners want to have these data. There is the ethic component as well as the collection component. Where does collecting data start and where does it end? At least there are some opportunities as well as a lot of work.

If data is collected, a moral model must be set up. As ethics is very important, the learners must note that data is collected. But, another important aspect is the GDPR of people using the games abroad in another countries outside of the EU. The server location is also very important due to the different regulations that the servers have. It is clear that the server is based in the EU, but the teacher is responsible of the storage of the data. The time the user agrees to use the game, our data regulations are also accepted. IK is still searching for an optimal solution for the server and that it is covered by the GDPR.

### Important questions:

- Under which circumstances is the data collected?
- How is the data used on a later stage?
- How can the data be accessed by the partners?
- When, how and by whom is a research plan set up?
- How can the data collection guarantee sustainability of the IDEAL-GAME project?
- How can teachers get student data and how can they work with it?
- Who gets to see what kind of data is collected and what can they do with the data?
- Should the learners be able to be anonymous or not (giving them selves other names as it is possible in Kahoot)
- What are the international privacy laws that we have to stick to?



- To put it in a nutshell, it is very complicated to come to an agreement at the meeting. So, from a research point of view, Divya is setting up a written concept of the research interests. The focus should be on why we would like to collect the data. After the document is sent to all the partners, a decision is being made on how we would like to handle the data. All partners agreed on that idea. Divya will finish the document by the beginning of August.

Rasmus will write a concept on how the teachers can be supported with the data of the games. In all cases he tries to stay in the boundaries of GDPR and privacy policy. Since there are no resources in this project, we are not able to work on a concept of the performance data together.

- ➔ **An additional project is requested / wanted by the partners that deals with the data collection and research. The UK team tries to find out how they could be part of the follow-up-project as soon as they are back in the UK. Maybe Marc / Rasmus have ideas on how to realise a follow-up-project that deals with the data collection and the research connected to it.**