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This newsletter aims to keep people informed of the progress made in the PROACTIVE project. It is a three monthly communication available both in print and digital format.

www.proactive-project.eu

ProActive's Concepts: The success factors for GBL

Within a previous study performed in ProActive, a set of success factors have been identified, which should be taken into account for designing successful Game-Based Learning (GBL) scenarios. Three different dimensions have been pointed out.

Gaming aspects

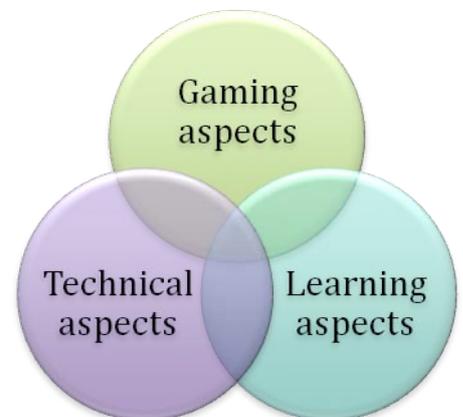
- > **Goals:** The game should include final objectives, but might also have intermediate, short-term goals in order to facilitate the player in reaching the final ones.
- > **Rules:** The game's rules should be clear and consistent throughout the whole game.
- > **Challenge:** The level of difficulty should be balanced so to
- > **Feedback:** Players should be able to perceive the impact of their actions in the game world, so to be informed of their progress continuously, and eventually adjust their actions.
- > **Engagement:** The game should engage the player, which can be achieved using game elements like an interesting plot, an immersive environment, challenging goals, etc.
- > **Adaptability:** The game experience should vary from a player to another or between different game runs.
- > **Replayability:** The player should feel willing to play the game more than once.
- > **Competition:** The game should promote "good" competition and collaboration, between peers or individually.
- > **Entertainment:** The game should include fun oriented elements, such as humor and chance.

Learning aspects

- > **Educational objectives:** The game should fit with the learning goals (i.e. learning concepts to be taught).
- > **Students' profile:** Contents and puzzles should be adapted to students' age, skills, social context, etc.
- > **Evaluation:** The rewards system should be adapted to evaluate the players' performance within the game.
- > **Comprehensive learning scenario:** The game should be included in a wider learning scenario including other learning activities (discussion sessions, group activities, homeworks, etc.)
- > **Progressive acquisition of knowledge:** The level of challenge of the learning experience should be high enough to keep students engaged but without surpassing their abilities so they do not become frustrated.
- > **Level of autonomy:** Learners should be free to explore the game without the requirement of the intervention by an instructor.

Technical aspects

- > **Usability:** The game should be user friendly so the player can concentrate on the objectives.
- > **Flexibility:** The game should be reused in different contexts without the need of complex modifications.



Activities: GBL scenarios designed

In the last months, ProActive partnership has been involved in training and co-design activities with teachers / trainers belonging to the different target groups. As a result, about 60 GBL scenarios have been created, and are currently being tested in real teaching contexts. Have a look at the achieved outcomes!

Spain

With the support of the **UB team**, Spanish teachers have created 14 GBL scenarios (10 have been designed with <e-Adventure> and four with EUTOPIA). These scenarios are directed to primary and secondary school students, and are related to different topics, such as Physics, Mathematics, History and local Spanish culture. Four games have already tested in real teaching contexts. The experience was highly positive for both students and teachers.



The **UCM team** followed the development of eight GBL scenarios using <e-Adventure>. Teachers from Clinical Surgery, Marketing and Communication, Software Engineering and Artificial Intelligence as well as from primary schools, designed high quality games to introduce students to many different fields.



Italy

In Rome, thanks to **DPPSS research group**, teachers are currently developing their games focusing on the added value of using GBL with their students. They mainly decided to use EUTOPIA, since they would like to foster participation and collaboration among their students and they see in role-playing games an amusing chance for doing this.

... and Naples

Teachers belonging to university and PhD field have been helped by **UNINA team** to design 10 GBL scenarios employing EUTOPIA platform. Teachers focused above all on the soft skills improvement through a game editor that helps relational issues thanks to a role-playing game. Two scenarios will be tested in real contexts in September.



Romania

The co-design activities carried out in Bucharest with **UNIBUC** had as main purpose the development of creativity in learning scenarios. The results are encouraging for further development of our project. Since now there were created 10 learning scenarios applicable for professional training. The game creators had the chance to apply their creativity designing interactive games, with high educational value. Games are meant to bring a new approach in teaching and learning: "learning by doing". In these safe environments learners can explore, discover, communicate, exercise and acquire knowledge without a fear of failing.

UK

CAST is implementing GBL scenarios within the following fields: support teachers to write a game that will help autistic children to become more independent, help parents to improve their parenting skills and finally guide young professionals in identifying their desires and goals.

ProActive fourth meeting

Naples, June 16- 17, 2011

The fourth ProActive meeting took place in UNINA premises in Naples (Italy) and lasted two days. All the partners of the project were represented. The consortium discussed the GBL scenarios created within partners' pilot sites, as well as their implementation in real teaching settings. Moreover, the further steps of the project have been discussed, such as the project evaluation and the organization the final conference.



Dissemination Activities

› **Third "Ponte dos Brozos" project symposium – Arteixo (Galicia, Spain) – April 27**

The Ponte dos Brozos project (<http://www.proyectopdb.org/>) aims to promote the use of technologies in the educational environment of the council of Arteixo. Twelve of the participating teachers are involved in the ProActive project. The conference started with a keynote presentation on ProActive by Silvia Alcaraz and Frédérique Frossard (UB): *Development of creative educational practices based on digital games*.

› **GBL2011- Summer School Game Based Learning 2011 – Autrans (France) – June 26-July 1**

The 7th CNRS School on Technology Enhanced Learning was organised in collaboration with the community of the STELLAR network of excellence, and focused on GBL. The UB team, represented by Frédérique Frossard, disseminated ProActive outcomes in a poster entitled: *ProActive project - Fostering Teachers' Creativity through GBL*. The poster is available at: http://www.ub.edu/euelearning/gbl_proactive_poster.pdf

› **7th eLearning and Software for Education Conference**

UNIBUC has presented ProActive through the paper *GBL in Open Distance Learning*. This conference was attended by more than 300 participants.

› **AISC Newsletter**

UNINA research group, represented by NAC lab, produced the first issue of the **AISC Newsletter** (Associazione Italiana di Scienze Cognitive): **UPDATE**. AISC is a young organization aiming to foster research and applications of cognitive science in Italy. Moreover it aims to shed light on innovative technologies applied to behaviour study. A paper about ProActive project (by Cristian Fuschetto, a scientific journalist) has been published.

› **Festival della Scienza (www.festivalscienza.it) – Genoa (Italy) – October 21- November 2**

ProActive will be presented at the most important and awaited appointment focused on scientific dissemination in Italy.

Next steps: ProActive final conference

GACET'11 Games and Creativity
in Education and Training

Rome, Italy, 17-18 November, 2011

GACET'11 is a **refereed scientific conference** acting as a forum for scientists, teachers / trainers, and practitioners to present their latest research, results, ideas and developments on games and learning. The focus will be on **the use of educational games in creative teaching methodologies**, both in formal and informal learning settings, as well as on educational game-design.

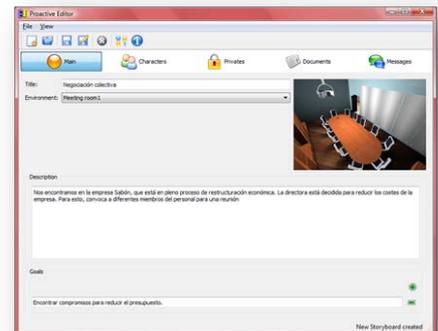
More information on: <http://www.ub.edu/euelearning/proactive/conference/>

SPECIAL FOCUS: EUTOPIA

EUTOPIA is an on-line platform that allows the production of educational **Multiplayer On-Line Role Playing Games (MORPGs)**. This software is based on the classical psychological paradigm of RPGs. It aims to build up scenarios for playing the RPGs online in a 3D environment supervised by a tutor/facilitator.

EUTOPIA is designed to support **distance learning**. The platform provides functionalities, usually, featured by MORPGs, as well as additional functions that allow a trainer to set up games, interact during the game flow, record specific phases of a game session, note down recordings, give feedback to the trainees, and share understanding with them.

The game development process in EUTOPIA is quite straightforward. Teachers just need to select one of the predefined **3D scenarios** (e.g. a city or a meeting room), select the roles that will take part (i.e. define the personality and choose a predefined avatar for each character) and assign them to each participant/student. Then the teacher must set up a virtual session (i.e. simulation) in a server using the created scenario (a dedicated EUTOPIA server is available for ProActive users). Participants and teacher join the session and then they interact with each other, following the teacher's plan.



Learn more about EUTOPIA, GBL, and other topics on our website.
▶▶ Visit www.proactive-project.eu

MEET OUR TEAM

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