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EduGame

**Serious Games for Creativity and Social Cohesion in Teacher Education**

**1st Internship of the EduGame Erasmus + project**

Valencia 15-19 april 2024

# WP1 Preparation

The challenges and new opportunities of game-based learning in two Mediterranean regions will be studied and specified.

Preparatory activities:

- 1) an in-depth analysis of the best practices in the field of serious games in school education and other educational areas;
- 2) a stakeholder survey in Regions 1 and 3;

# WP1 Preparation

## Deliverables:

Report 1: detailed desk research on best practices of the use of serious games and game-based learning in education;

Report 2: an in-depth survey of stakeholders on serious games and opportunities to apply game-based learning.

# Report on survey of stakeholders

- surveys and questionnaires of students;
- surveys and questionnaires of the graduates;
- surveys and questionnaires of academic staff at the universities;
- *other?*

- The survey takes into account the results previously obtained during the application preparation.
- The aim of the in-depth survey is to expand understanding of the need to use innovative digital techniques such as serious games.
- The survey's focus is to identify the challenges of game-based learning and refine the tools to successfully overcome them.

# The first version of survey:

- „more descriptive data to better understand our stakeholders, including their competencies, age, years of experience in the education field, etc.”

Current status:

- A primary school teacher
- A high school teacher
- A university professor
- A student
- Other (please write)

My area of expertise is:

- Classroom teaching
- Social sciences
- Humanities
- ICT
- Other (please write)

## COMPONENT 1: knowledge & skills (of technology, GBL)

- I use available digital materials in my work. YES/NO
- I create digital content for my work. YES/NO
- I know how to create and edit videos. YES/NO
- I know how to add sounds, graphics and narration to videos using simple and effective tools like Microsoft Photos, Weebly or Canva. YES/NO
- I know how to create Infographics templates (charts, tables and charts). YES/NO
- If you use other tools (not mentioned here), please write.
- I am already familiar with the term 'game-based learning'. YES/NO

If you are a teacher, please answer:

- I use game-based learning in my work simply as means of creating games for students to play (e.g. as a warm-up activity).
- I use game-based learning to combine the fun of games with specific learning goals.
- I use game-based learning to present new course content in my subject.
- I turn my students into co-designers of game-like activities.
- I can determine what content is being taught through a game.
- I can repurpose an existing game for educational use.
- I can find relevant pedagogical solutions in serious game design, e.g. aligning the game's learning objective(s) with the curriculum.
- I can adapt my teaching style to different learners in a game-based learning classroom.
- I am comfortable with using digital games in my classroom.



# COMPONENT 2: Opinions and attitudes

Digital technology is simply a new tool to be used with traditional teaching methods.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Innovative digital technologies will fundamentally change literacy teaching (information literacy, visual literacy, media literacy, technological literacy).

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

It is important to adapt the choice of digital materials according to the simplicity, i.e. the level of the students (classroom teaching, subject teaching, high school).

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

The use of digital materials in teaching increases students' interest in exploring new ideas.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

The use of digital materials in class facilitates discussions on topics.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Using digital materials in class makes abstract or conceptual content more understandable.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

The use of digital materials in teaching improves the interest, attention and motivation of the "digital generation".

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

The use of digital materials in teaching improves problem-solving skills.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

The inertia of changes in our teaching practice is an obstacle to the use of digital technologies.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Professional training would contribute to my knowledge and greatly help me to use some of the digital tools to facilitate the achievement of educational outcomes for students.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Game-based learning is an effective educational approach .

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

The development of “serious games” is challenging educators to rethink the role of information, tools, and aesthetics in a digital age.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

# If you are a university professor, please answer:

Mastering the strategies of game-based teaching would make future teachers more competitive on labour market.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Serious games would help promote human rights, democracy, and social cohesion in my institution.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

# If you are a student, please answer:

I understand the content of an academic course better when the professor presents it using digital materials.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

I create game-like activities or game-based learning apps as part of my course assignments.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree



we could include open-ended questions like you suggested:

- What are possible obstacles of using digital technologies in your institution? What would be possible solutions to overcoming these? (*please write*)
- The content of my course is suitable for a game-based assessment. (*please write*)
- If the game is simple enough to play (without questioning its effectiveness to test the learning objective), would you incorporate it in your course? (*please write*)
- Would further strengthening of your IT skills make you more comfortable in incorporating game-based learning in your work? (*please write*)

# To think about – Research questions:

- To show the differences of people's perceptions in different *cultures or countries* ??? (of the consortium) regarding game-based learning, the following research questions were explored:
- How are educators, students and others using game-based learning to support the educational process?
- Are there cultural differences when using game-based learning in education? or : How do people's perceptions show differences about using game-based learning in different cultures?
- What are people's perceptions about learning when using game-based learning in education?
- To what extent does the lack of technological skills affect respondents' attitudes about the application of game-based learning in their personal work?

# Thank you for your attention!

We look forward to your suggestions.