

# NEWSLETTER N°4, November 2021

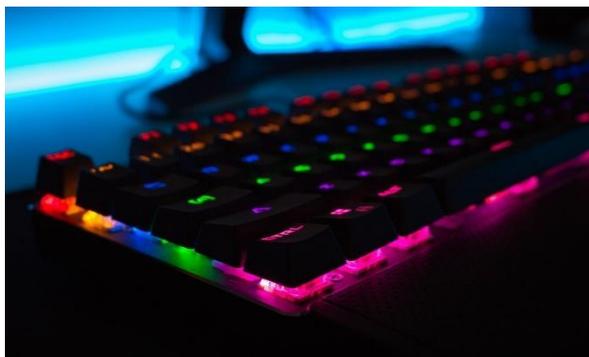
## NEWSLETTER CONTENT

-  **OVERVIEW OF THE WP3**
-  **INGAME CURRICULUM AND CONTENT OUTLINE**
-  **INGAME EDUCATIONAL DESIGN, STORYLINE AND NARRATIVE**
-  **INGAME DESIGN METHODOLOGY**

### Overview of the WP3

*by project coordinator*

WP3 encompasses 3 deliverables for the overall output which is the INGAME Educational Design, Storyline and Narrative and the overall content for fostering EU citizens' positive attitudes towards social inclusion, gender equality, civic participation developing intercultural skills and competencies. The development of the INGAME Educational Design, Storyline and Narrative will be led by EAA, while all partners will contribute substantially.



The game storyboards and content outline have been successfully completed and workload was divided among partners. Thematic topics/action fields comprised of sections with

specific learning objectives, learning activities, related learning material and tools based on the philosophy of puzzle/adventure games were used. The curriculum (which outlines the overall learning process of the game) and the content (developed within the storyboards) will be integrated into the technological (web, visuals, digital and graphic designs) infrastructure of the game, which will be developed in parallel with the content by DANMAR.

### INGAME Curriculum and Content Outline

The content development should comply with the following standards, addressed by the Curriculum and Content Outline Design /Templates/ Storyboards /Formats: -

- **Curriculum Adequacy.** This standard addresses whether the INGAME content under development is compatible with the styles of learners, easily incorporated into existing structures, and compatible with activities and procedures foreseen. Critical aspect of this standard is the ability of the content to be adapted in various contexts, cultural, social, affordances envisioned for the game.
- **Instructional Adequacy.** The instructional adequacy component refers to the extent to which the content under development provides the necessary kind of support for learning and meeting the instructional objectives as set in the theoretical framework and the curriculum.

- **Visual and Audio Adequacy.** This component refers to what the INGAME content under development actually looks like. Areas of concern include the interconnection of images, animations, text and music, and the type and format of content communicated to the user.
- **Technical Adequacy.** This component refers to the actual content as it is delivered online and how it is interconnected with the technical features of the game.
- Key competences we aspire to develop through INGAME. This component refers to the key life and civic skills that youth will develop through playing INGAME.

## INGAME EDUCATIONAL DESIGN, STORYLINE AND NARRATIVE

EAA proposes the guidelines for the INGAME Narrative after the finalization of the first deliverable with the learning objectives, creation of content outlines based on the game chapters, determine content and assessment instruments, select and apply appropriate instructional strategies, provide an overall plan for the development of the content and its integration to the INGAME. The INGAME content will be eventually integrated in a template developed by the instructional designers and the web developers.

### **Key findings**

1) We have identified certain overlaps especially between the inputs of CSI and OXFAM, which is deemed as positive since it points to the direction we should go. In addition, ZB&V has developed specific scenarios as a basis for discussion of the game narrative.

2) Further discussion needs to go into the outlook on the – themes e.g. to what extent we allow for a more open, exploratory approach vs. a very specific, clear-cut scenario (e.g. patriarchy vs. feminism by ZB&V) or whether we decide on scenarios related to real life characters and situations vs. fictional ones (e.g. the Yeti story suggested by CSI).

3) Overall, there seem to emerge two (broadly speaking) distinct groups: one focusing on procedural/technical/pedagogical issues (Kaunas, Symplexis, RLA) and another focusing on the issues related to the content, learner profile and learning outcomes (ZB & V, CSI, OXFAM).

## INGAME Design Methodology

**The educational scope** - relates to the social and civic skills, values along with associated knowledge to be gained by the players during gameplay. (Required skills for players to interact with the game and the skills and knowledge will gain via interaction and gameplay, also see relevant learning outcomes – which of the game activities help to reach the learning outcomes).

**The narrative and story line** - which relates to the background story of the game – the ‘world’ of the game, including the description of the characters and how they act and interact, the settings, the action fields, plot points, ethical dilemmas, the resolution of conflicts at the end of the game and also design the problems of the game. Design one or two scenarios and possible solutions. What is the best solution that will provide the ultimate award?

**The game genre** - relates to the genre category of the game (puzzle/adventure/narrative game in our case) as well as to the character(s). What are the motivations for action and types of actions

that the player can take, for how long and what will the outcome be?

**The experience of the players** – relates to the emotions that players develop during the gameplay. How would music or narration be used? Would there be mini maps or menus and score tables? Would they get feedback at the different level? Can they share their results with other players?

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