

# NEWSLETTER N°5, February, 2022

## NEWSLETTER CONTENT

 **ABOUT THE GAME** **GAME DEVELOPMENT**

### INGAME Curriculum and Content Outline

The EEA team suggested to the project leader, the University of Salamanca, the possibility of including an advisory board of College students that will assist the development of WP3. The leader agreed and right now we have two advisory groups of volunteer students (one in EAA and another in the University of Salamanca) to which the project deliverables were already explained; students contribute to the project areas of interest and the action fields design and work along with the researchers for the creation of the INGAME. Related to this topic, the EAA researchers (Kyriakidou and Patsarika) presented the paper titled: "Ingame: Enacting Youth Citizenry through Serious Gaming" to the European Sociological Association conference in September 2021.

### DEVELOPING THE GAME NARRATIVE AND LEVELS

In consultation with EEA and their (students) focus group and CSI, ZB&V have fully worked out the game's narrative for the six chosen themes: 1. gender equality; 2. education; 3. social inclusion; 4. urban living; 5. Environment, climate and sustainability; 6.

(current and recurring) global issues, and where relevant, long-term future scenarios. Each theme is at the same time a game level which has to be completed, including (additional) assessment questions. After all, it's a serious game...

The intention of the game is to create awareness and engagement by offering information and knowledge through challenges and stimulating interaction. It will also offer open questions related to the topics and invite the player to reflect and to share reflections and insights with peers, relatives and/or colleagues.

The idea is also that the game can be played with students and will offer opportunities for deepening conversations, discussions and further investigation.



The creation of games is an opportunity to gain practical experience and build up valuable knowledge at the same time. Digital games in the form of serious games or commercial games with didactic guidance have a highly positive influence on the lessons in the classroom or during after-school activities.

By correctly using such games for educational purposes, they can offer motivational effects that would otherwise be difficult to achieve. Sadly, such potential remains underrated both in literature and applied projects while such games as presented by the INGAME project can be successfully used as a teaching method. This is especially important in teaching on sensitive topics or those related with human behaviour or interpersonal communication.

Player, in the role of a humanoid avatar is able to enhance his/her awareness by dealing with tasks analysing or discussing human nature. Learner is given the opportunity to face reflective questions in an engaging manner and that could be an efficient tool for both, playing alone or together with other learners, encouraging discussions on presented topics.

## PROJECT PARTNERS:



<https://ingame.erasmus.site/>



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