

A PATHWAY THROUGH THE GAME ON PROJECT

GAME DESIGN FOR INCLUSION

A tool to empower people to unlock their creative and innovative potential through a playful process



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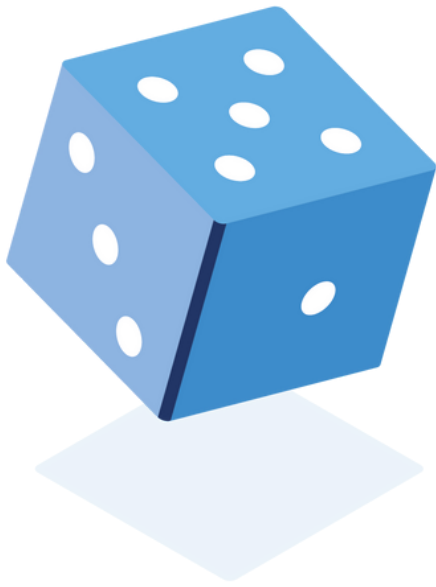
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01

Game On: origins and purpose

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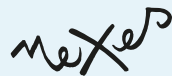
What is Game On?

Game design is a powerful tool to empower people to unlock their creative and innovative potential through a seemingly playful process. Game On project promotes and scales inclusive game design practices that benefit young people, educators and youth workers in our communities. The aim is to support youth in being more independent and critical toward the information.

The EU partners shown below mapped good practices of inclusive game design, organized international and local training workshops, created educational resources and made them accessible on the Cities of Learning platforms. Qualitative research on the learning outcomes accompanied all the activities of the project.



UNIVERSITAT DE BARCELONA



For further information we created a **GAME DESIGN MANUAL** where you can read more into the topic. In addition, we created several websites, so called platforms, for each participating city to map their game design experiences.

The Cities of Learning website can be accessed through the **MAIN WEBSITE**, where the project and its goals are extensively explained



What are the goals?

The complexity and the lack of social cohesion in the society call for an inclusive educational and training methodology that could support youth in being more independent and critical toward the information.

Game On addresses the needs to develop educational tools for inclusion able to engage different target groups at local level and promote critical thinking. The idea is to provide tools and approaches for educators to better face nowadays challenges of inclusion.

The project focuses on developing educational tools for inclusion to be used and spread in wider learning communities.

The process of game design for inclusion is a method of designing with communities to find and invent new ways for wider and more accurate participation.

Regardless of their previous experiences, competences, or level of confidence, everyone can get involved in the creative processes.



How do we reach these goals?

In order to reach the defined objectives, the project partners worked on the following outcomes and outputs:

1. Mapping of game design models

Partners gathered more information on game design experiences used at each local level (by the partners, by role models and by the local networks of other partners and experienced game designers) to promote inclusion. 10 common game design models, called Methodology Models, were created.

2. Educational game design Training Modules

Partners elaborated different educational game design concepts and steps of training modules addressed to a variety of target groups (youth workers, trainers/facilitators, teachers and other educators).

3. Game On trainings

Partners implemented training activities at the local and international level to upgrade competences about game design for inclusion, involving groups of diverse stakeholders. For this purpose, they elaborated a Manual and promoted an international seminar to share good practices about game design for inclusion.

4. Upscaling game design for inclusion

Cities of Learning platform is for young people, youth workers, and educators to find learning opportunities to master game design and get their learning validated and recognised with the use of Open Badges. More than 30 cities and regions can benefit from **Game On outcomes and outputs**. The platform Cities of Learning enabled the process to upscale good practices and promote them to other sectors, target groups, countries, and regions.

5. Impact measurement to promote inclusion

The University of Barcelona carried out a scientific research to analyse the impact of game design for educational purposes related to inclusion. A gamified tool can be used to assess impact on competences about inclusion.



02

Mapping game design experiences

The first phase of Game On was dedicated to create a European map about game design to promote social inclusion and to explore different methodologies. Steps of the research:

- finding interesting European experiences about game developing with the participation of young people
- defining the needed information of these experiences and developing tools and steps to obtain it
- create 10 podcasts collecting some of the game design experiences and elaborate the methodological models

This process allowed to gather information on game design implemented by organisations, networks, and experienced game designers as “role models”.



Podcast

We interviewed game designers about their practices and approaches to using the game design process as a way for inclusion, participation and competence development. We selected ten best practices and created a series of podcasts where experts share their game design experiences and practices.

Listen to the podcasts and reflect your learning outcomes, this will help you to earn your personal digital Open Badge on the Cities of Learning platform. [Click HERE](#) to find all podcasts.

Keep in mind that our focus here lies within the process, more than the resulting games. Enjoy and learn how to:

- gain knowledge of existing game design experiences, creators and organizations in Europe;
- get inspired to try some new educational games;
- understand how to build game design experiences on different topics;
- reflect on what kind of game design experience you want to make.

Methodology Models (MeMos)

Based on the research, 7 methodological models (MeMos) have been identified. They are divided into: participative, transformative, collaborative, formative, consultative, curricular and mixing methodologies.



Through the interviews of 10 facilitators of game design processes - in the podcast series "Unfolding Game Design" - we got to know more about the different approaches used in the game design journey. They vary according to participation level of young people in the process, purpose of the process and context of application.

Explore and download them in different languages:

[ENGLISH](#)

[LITHUANIAN](#)

[CATALAN](#)

[SERBIAN](#)

[ITALIAN](#)

[SPANISH](#)



03

Facilitation of a process of “game design for inclusion”

Inclusion paper

“Game Design for Inclusion” training module

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Manual on game design for inclusion

Game Design and inclusion videos



Inclusion paper

To contextualise needs, challenges, and realities of inclusion, Game On partners made a short research. "Inclusion paper" is a background document of orientation on the meaning of inclusion and a summary of the situation in the different project countries.

Three elements were highlighted:



Main inclusion challenges and discrimination issues



Development of a spirit of critical thinking



Initiative taken by practitioners to address these challenges and needs

[Find "Inclusion paper" HERE](#)



"Game Design for Inclusion" training modules

The game design process examples and the Methodology Models served as inspiration for creating educational modules on game design for inclusion. Partners defined the module flow, the topics and the learning objectives for each topic. After, each partner defined on its own the approach and structure of the module, the methods and the different target groups with whom to test it. There are different ways to train educators in game design for inclusion.

FIND HERE 4 PROPOSALS OF TRAINING MODULES:

[LITHUANIA](#)

[SERBIA](#)

[SPAIN](#)

[ITALY](#)



“Game Design for Inclusion” training courses process

After elaborating the training modules, adapted to the specificity of each country, partners tested them in a training cycle that included:

- 8 local training prototypes
- 1 international training course
- 4 local training courses
- 1 international seminar of good practices

The idea was to apply the training modules involving educators (youth workers, teachers and others) to validate them and introduce the needed improvements. The training courses were aimed at participants to acquire knowledge and skills on facilitating a game design process with their youth groups to promote inclusion and critical thinking. We wanted to go from "just using games" to designing them: the process of designing a game is itself a powerful and valuable learning process!

Local training prototypes

Spring 2022

8 prototype training courses on “game design for inclusion” were implemented at local level, 2 per each partner country, with 84 participants. The implementation was successful and gave ideas for adjustments and new elements. The main challenge was to connect game design and inclusion, due to the different visions of educators about inclusion.

International training course

Lithuania, summer 2022

The training was attended by 25 participants from 4 countries. The major result was the improvement on how to develop a game design experience to their own target groups.

Find here the **PROGRAMME** and the final **REPORT**.

Local training courses

Autumn 2022 and spring 2023

After the experience of the local prototypes and the international training course, it was the moment to take all the feedback and prepare a revised edition of the local training course, 1 per country. These courses saw a step forward in the connection between game design and inclusion.

6 learning playlists on educational game design were tested during the training activities, to upscale the gameplay and game design as tools for inclusion, participation and critical thinking. **Find them [HERE](#)**.

International seminar of good practices

Italy, autumn 2022

The international seminar in Cagliari (Italy), wanted to:

- allow participants to share practices about game design for inclusion (inclusion in game design processes, designing games which purpose is to promote inclusion, and multiplying game design for inclusion through training and workshops);
- promote new international partnerships;
- scale up Game On outcomes through dissemination and multiplying activities. 31 people participated.

The main achievements were to share knowledge and experiences; to reflect on the applied methodologies; to enable a full understanding of the relationship between games, game-based learning, game design and inclusion while showing different approaches to it on varied targets.

Find here the **PLAYLIST WITH THE PROGRAMME**.



Game On Educational Manual

GAME DESIGN FOR INCLUSION

Based on the training modules designed and training courses implemented (and all the work done previously), the Manual collects good practices and provides an overview of how it's possible to facilitate step-by-step a process of game design for inclusion.

[You can download **HERE** the manual](#)





Game Design and inclusion videos



Steps in a game design process

This video will guide any educator (teacher, youth worker, youth leader,...) through the steps of game design, helping those willing to facilitate a game design process with a group.



Inclusion in a game design process

This video helps any educator (teacher, youth worker, youth leader,...) to facilitate a game design process for inclusion with a group.



04

**Incluship, a gamified tool
to assess inclusion competences**



Incluship, a gamified tool to assess inclusion competences

INCLUSHIP is a gamified tool to evaluate the evolution of the social inclusion competencies of participants in a game design process. INCLUSHIP allows young people to be the protagonists and aware of this evolution, with the guide of facilitator. The facilitator must know the mechanics and contents of the gamified evaluation tool to adapt its use to the specific characteristics of the project and of the group of young people that participates in it.

[Find here the Incluship: gamified tool](#)

Assessing inclusion competences during the learning process

We identified 12 key social inclusion competences during the development of the methodology models and the mapping of European good practices to promote social inclusion through game design with the participation of young people.

PERSONAL COMPETENCES

creativity
resilience
problem solving
adaptability
communication
critical thinking

SOCIAL COMPETENCES

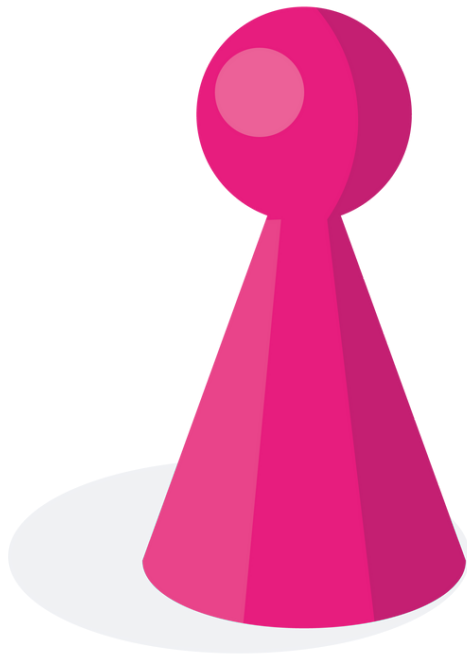
collaboration
involvement
respect
empathy
democratic decision making
active citizenship practices

We thought of a way to evaluate and keep track of these competencies at the beginning, during and after the process of Game Design. To do so, we create a gamified tool.

Incluship

Incluship proposes to the participants of a game design process to become explorers of the competence islands of social inclusion. In this exploration, the participants will acquire the necessary elements to construct, in a collaborative mode, a ship to travel new horizons. The ship symbolizes the social inclusion challenge or goal of the game design process chosen by the facilitator or by the group. The islands symbolize the 12 personal and social competences to promote social inclusion. Each island contains elements (Skills, knowledge, attitudes and behaviors) to construct the ship (achieve the group challenge or goal).

In some moments of the process of game design (chosen by facilitator from 2 up to 5), the participants reflect on their actions done in the process, and will identify which skills they have used, which knowledge they have acquired, or which attitude or behavior they have shown. Each of these elements identified (using explorer cards) will add an exploration value in one or more competence islands of the gamification tool (mandatory to construct the ship and achieve the group challenge or goal).



05

Game design and research

Game On involves as a partner the University of Barcelona. The UB serves as quality assessors, taking part in the mid-term and final report from the quality assurance perspective. Their side of scientific researchers will provide significant evidence and conclusions whether and to what extent Game Design (and game-based-learning in the testing phase) increase inclusion and provide meaningful learnings related to it.



Research of UB on the impact of Game Design for Inclusion

The research seeks to develop a qualitative assessment about the effects of training on game design and its uses. To reach this aim, personal interviews with participants before the training have been organized, followed by another batch of interviews a year after. The results of the research will be available on Game On website by Autumn 2023.

Scientific Article of the University of Barcelona



The University of Barcelona carried out a scientific article to quantify the impact of game design for educational purposes related to inclusion and learning about social and civic competences. It benchmarks and provides evidence on whether and to what extent the game designing process promotes learning among the game creators, as well as the game players.



Research of UB on the impact of Game Design for Inclusion

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[Find here the reseach summary.](#)

[Find here the research](#)

Conclusion

Games are important tools to support and empower formal and non formal methods to improve the learning experience of young people while also developing further other competences such as following rules, adaptation, problem solving, interaction, critical thinking skills, creativity and teamwork.

Games enhance youth to learn new things overcoming standardized barriers while they are developing new skills and building emotional connection to learning.

Game On project adopted the focus on game design with the main aim of providing tools for a wide range of actors such as educators and youth workers to better face nowadays inclusion challenges.



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GAME DESIGN FOR INCLUSION

A PATHWAY THROUGH THE GAME ON PROJECT - GAME DESIGN FOR INCLUSION was created by **NEXES INTERCULTURALS**, in collaboration with **ASSONUR, BALKANIDEA NOVI SAD, IDEALÚDICA. CONOCIMIENTO EN JUEGO, NECTARUS, UNIVERSITAT DE BARCELONA**.

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