



EN.GA.G.E III LTTA (C3) REPORT

Challans (Nantes), 2-8 February 2019

The 3rd LTTA (C3) represented an important milestone in the implementation of the EN.GA.G.E. project. During the Workshops, participating teachers have been involved in a wide set of activities dedicated to:

- test and assess the Beta Versions of the EN.GA.G.E digital games;
- share experiences in the field of Entrepreneurship Education (EE) focusing on the integration of the entrepreneurial competence into the existing school curricula.

• State of the Art of the EN.GA.G.E. project

The Teachers of IC PPP (Project Coordinator) presented the different steps run to fulfill all the expected objectives, with a special focus on the Project IOs:

- IO1: [Research consolidation and guidelines for entrepreneurial education](#)
- IO2: Beta Testing of the EN.GA.G.E digital games for Primary and Secondary schools

Participating teachers had the chance to present and discuss the feedback collected during the previous activities. The students' active involvement in all partner countries during the previous phases (Focus Groups for IO1 and the Production of Material for IO2/A2) played a key role in enhancing their motivation towards EN.GA.G.E. project.

All Practice Partners pointed out that the learners are looking forward to testing the EN.GA.G.E. digital games.

• Promoting EE



Teachers worked in small groups to debate about the following crucial issues related to EE:

1. *What is “entrepreneurship”?* -Teachers have been asked to give their own definition
2. *What is the best picture that sums up your own concept of “entrepreneurship”?*
3. *Acquisition/consolidation of entrepreneurial competence: benefits and obstacles in your daily teaching activity.*

• Beta Testing and Evaluation of EN.GA.G.E. digital games for entrepreneurship

Participating teachers had the chance to test and evaluate the two games co-created by the Knowledge and Practice Partners.

Before playing, the Teachers of IC PPP introduced the Digital Scripts of the EN.GA.G.E. digital games co-created by the Greek and Italian Knowledge Partners.



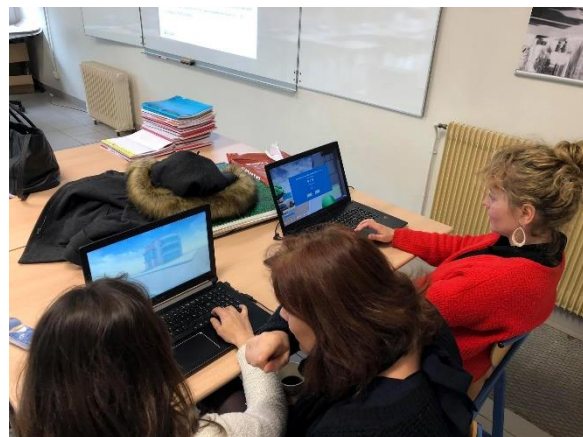
Each Practice Partner presented the activities carried out from the teachers and learners for producing the resourced needed for co-creating the game:

- IC PPP (IT) Quizzes (Landmark) + 3D Modelling (Skecthup)
- MUSIC SCHOOL OF TRIKALA (GR): Quizzes (Landmark) + Sound effects
- L.P. RENE COUZINET (FR): Quizzes (Landmark+ Recycling + Entrepreneurship)
- COPIILOR PITESTI (RO): Quizzes (Landmark) + Drawings

Then, a more detailed session devoted to introduce the EN.GA.G.E. games' dynamics took place.

As for the digital script of the EN.GA.G.E. digital game for Primary Schools, the main concept has been developed during the II LTTA in Foligno (Italy). The 2nd LTTA (C2) took place in Foligno during [SHU](#), where two international teams competed for the realization of a digital game that facilitates primary and secondary school teachers in developing entrepreneurial competencies of kids and youngsters. One of the game designed during the 2nd LTTA was a 3D game (the prototype was designed using *Unreal Engine*) based on waste reduction and recycling. The EN.GA.G.E teachers were part of the team and they came up it this idea. Afterwards, AKETH and EGIInA (Knowledge Partners) implemented the idea.

The digital script of the EN.GA.G.E. digital game for Secondary Schools has been designed by AKETH. All project partners contributed providing feedback.



After testing the EN.GA.G.E. digital games, teachers have been asked to provide a feedback filling an online evaluation form (based on the *EN.GA.G.E Sheet for assessing digital games* designed in the IO1) provided by EGIInA.

The aim of the evaluation of the Beta Testing is to support project partners to:

- assess the quality of the digital games designed for the IO2 EN.GA.G.E. digital games for entrepreneurial education in primary and secondary schools;
- identify those areas where some improvement or further action is needed for the final version of the games.

The main areas assessed are: usability, pedagogical value, game graphic and game dynamics.



- **Age of the Players**

After testing and assessing the games, teachers have been asked to determine the range age of the players for each games.

EN.GA.G.E digital game for Primary Schools: 8-12 years old.

EN.GA.G.E digital game for Secondary Schools: 14-17 years old.

- **Games 'Titles**

Before the 3rd LTТА, Practice Partners have been asked to identify two possible titles per each game. During the workshop, teachers agreed on suggesting the following titles:

- Option 1: *Recyclock Party* ; Option 1: *P.E.T.R.A "Party enjoying through recycling abroad"* - for the EN.GA.G.E. digital game for Primary Schools.
- *MYTOP - Manage yourself to opportunities powerfully-* for the EN.GA.G.E digital game for Secondary Schools.

The final titles will be selected through a Doodle Poll, where all Partners will be asked to express their own preferences among the games' titles suggested during the III LTТА and IV TPM.

- **Learning Scenarios**

Participating teachers have been asked to work in small groups on designing their own GBL scenarios needed for introducing the use of digital games at school. Following the [material and templates](#) provided by the EU funded project [PROACTIVE](#), participants have been asked to design a Creative Game-Based Learning Scenario for the EN.GA.G.E game addressed to Secondary Schools (see Annex I).

- **Serious game: session with CNAM Expert**

The Expert Jacques Moreau introduced the key concepts of educational games and their benefits in terms of interaction and personalized learning.





ANNEX



Annex I - EN.GA.G.E digital game for Secondary Schools: Learning Scenarios Session

GROUP 1 (Participants: Teachers from Italy and Romania)

The first group presented the results of their brainstorming taking into account that the subjects mainly involved in the lesson based on the EN.GA.G.E. digital games for Secondary schools were Math, English and Law. The methodological approach established was of course game-based learning: learning by doing in a safe environment thanks to which students should be able to develop both entrepreneurial and social skills.

The group designed the following Scenario:

TITLE OF THE LEARNING SCENARIO: EN.GA.G.E. LEARNING SCENARIO N.1			
GOALS	Step 1 HOW TO LEARN (1 lesson)	Step 2 HOW TO EVALUATE STUDENTS	Step 3: FINAL BRIEFING
Improve entrepreneurial and management skills, risk management, getting to know adult life, time management, respect for social rules and peers.	<p>I. Before the game:</p> <p>a. brainstorming about what does it mean to make money; how important it is to achieve results with fair means, understand the difference between a game and a contest.</p> <p>b. organize the classroom into small groups</p> <p>II. During The Game:</p> <p>a. 5 to 10 minutes to test the game</p> <p>b. Interactive Sessione (Comments and questions)</p> <p>c. Let's play!</p>	<p>a. Game final score</p> <p>b. Collaboration among peers</p> <p>c. Inclusivity</p>	<p>a. Students discuss among them how was the game</p> <p>b. Assessment of the game</p>



GROUP 2 (Participants: Teachers from France and Greece)

The first group presented the results of their brainstorming starting from EntreComp, considering as main subject Economy. The learning scenario the group elaborated is meant for 14-17 years students and it has as main objective to have the students improve as many EntreComp skills as possible through the game. According to the group, this game-based lesson should take place at the beginning of the year, allowing teachers to spot the different skills each student already has and then confront the progresses at the end of the year.

The group designed the following Scenario:

TITLE OF THE LEARNING SCENARIO: EN.GA.G.E. LEARNING SCENARIO N.2		
BEFORE THE GAME	DURING THE GAME	AFTER THE GAME
<ul style="list-style-type: none"> -Classroom briefing and explanation about EntreComp (1/2 hour) -Presentation of the game (1/2 hour) 	<ul style="list-style-type: none"> -Students play the game with the supervision of the teachers (1 hour) 	<ul style="list-style-type: none"> -Students self-evaluation of the game: identify strong and weak points -Teachers identify gaps and missing competences to work on during the year