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INGAME
Gaming for Social Inclusion and Civic Participation

INGAME

INGAME – Gaming for Social Inclusion and Civic Participation – A holistic approach for acultural shift in education and policy

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INGAME Educational Design, Storyline and Narrative

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1. Introduction

The current document is part of WP3 **INGAME** Educational Design, Storyline and Narrative for the project. It aims to address the creation of the major output of the project, the serious game, through outlining guidelines, game samples and deadlines in order to prepare the actual game and the associated curriculum.

The main outputs of all the partners' work will ultimately lead to the creation of the game according to the learning outcomes decided by the partners based on the INGAME Transnational Report (including desk and field research - WP2).

WP3 Guidelines may be subject to revision as well as deadlines, tasks, or WP objectives; the WP leader (EAA) will be responsible for incorporating these revisions.

1.1 Aims and objectives

These Guidelines are for internal use within the INGAME partnership with the aim to support partner organisations to perform the INGAME design tasks. It provides the INGAME partners with:

- INGAME design Methodology
- Template for every one of the six action fields of the game(Annexes 1-6 of this document);

Another target of the Guidelines is to set the deadlines for the activity implementation and the delivery of the INGAME game (Section 3).

2. Overview of the WP3

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 of 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.

The storyboards/content of the INGAME will be developed with the assistance of inputs from target groups and stakeholders constituting a youth advisory board and also following possible feedback and suggestions from the pilot testing and the adaptation toolkit (WP4).

The curriculum and content development are also informed by the outcomes of the findings from the literature review and the desk research in WP2, the findings of the transnational report as well as the design of the game's technological infrastructure and its potential applications.

The purpose of WP3 is to support partners in understanding and responding to the needs of the project and materialize their goals in reaching out to the youth. In this context, the role of WP3 in the overall project is to create the educational basis for the development of the game along with its storyline.

WP3 is composed of the following activities:

- 3.1. INGAME Curriculum and Content Outline (Design/Templates/Storyboards/Formats) (Status: Completed within the deadlines)
- 3.2. **INGAME Educational Design, Storyline and Narrative** (Status: Current stage of development)
- 3.3. Translation and localization project website, online and mobile platform content (Status: Final stage/completion of WP3)

2.1 Outputs

The table below presents the main outputs of the WP3 including responsible partner, delivery time and dissemination level (completed tasks are in blue):

WP3		
<i>What?</i>	<i>Who?</i>	<i>When?</i>
Drafting the Guidelines and Templates for the development of the INGAME Curriculum and Content Outline (Design/Templates/Storyboards/Formats)	EAA	30.12.2020
Providing feedback to EAA on the Guidelines	All partners	15.01.2021
Finalizing the Guidelines	EAA	31.01.2021
Development of the INGAME Curriculum and Content Outline (Design/Templates/Storyboards/Formats)	All partners	1.02.2021 - 31.03.2021
Drafting and finalizing the Guidelines for the Development of the game INGAME plot, narrative and story line based on the outline above	EAA	1.04.2021-25.04.2021
Work jointly to sketch out the general plan of the game (action fields, particular themes as they are linked to learning outcomes)	ZB&V, CSI and OXFAM (with EAA and USAL)	26.04.2021–31.05.2021
After the presentation of the outcomes to all partners, they choose one Action Field to flesh out.	ZB&V, CSI and OXFAM	31.05.2021- 14.06.2021
All Action Fields are developed along with audio visual specs	All partners	15.06.2021-end of July 2021
Translation and localization of the project	All partners	August to September 2021

3. Review of the WP3

3.1 INGAME Curriculum and Content Outline (Design/Templates/Storyboards/Formats)

The content and the curriculum framework based on WP2 content as well as on the deliverables of the WP3.1 (curriculum and content outline) which informed the learning curriculum, its learning objectives and various sections of the game. 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 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.

3.2. INGAME Educational Design, Storyline and Narrative

EA proposes the guidelines for the INGAME Narrative after the finalization of the first deliverable (3.1) 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.

3.3 Key findings

The study of the WP3.1 deliverables revealed the following:

- 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).

3.4 Suggestions for next steps

- a) First, EAA share with all partners the guidelines for the actual development of the game incorporating the first deliverables;
- b) ZB&V, CSI and OXFAM work jointly to sketch out the general plan of the game (how many and which action fields, what will be the particular themes as they are linked to learning outcomes) and present to all partners **by 31st May**. (Note: There can be one or two short meetings of this second group of partners with USAL and EAA during this month for feedback);
- c) The consortium decides/votes on which action fields and themes to use, and ZB&V, CSI and OXFAM select one of the action fields and flesh it out (One proposal is *that each Action Field can have two narratives, one of them that interlocks broadly with a theme from a different Action Field (this will help gamers develop an understanding that the issues and problems they tackle are interconnected and not isolated – a perspective of intersectionality) and one more specific, if this is considered appropriate*);
The three partners present these action fields to the consortium **by mid June 2021**;
- d) At the next step the two broad groups, i.e. Kaunas, Symplexis, RLA on the one and ZB&V, CSI, OXFAM on the other, shall work **together** in order to decide on fitting audio-visual specs for the specific action field and flesh out the assessment plan with more quantifiable options/questions. (by end of July).

3.5 INGAME Design Methodology

The INGAME design is based on the following parameters¹:

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 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?

Please note that a training manual for players and training modules for trainers will be developed in WP 4 and WP 5 respectively.

Allocation of work among partners shall follow their **expertise** and will be done **by sections across all action fields**. Such suggested allocation pending approval by the partners is the following:

1	Work specifically on the determination of final action fields and flesh out one as example	ZB&V, CSI and Oxfam
2	Work on audiovisual and other technical	Symplexis, KUT, RLA

¹ The text draws on the guide, The Art of Serious Game Design. *A hands-on workshop for developing educational games: Facilitator guide*. Digital Education Strategies, The Chang School of Continuing Education, Ryerson University, available at: <https://pressbooks.library.ryerson.ca/guide/>

	specifications, impact and outreach and assessment plan	
3	Work along with the first group for the determination of final action fields at the first stage	EAA and USAL
4	Work for the materialization of all action fields along with the technical aspects	All partners

Partners to have the overall review of the inputs and piece together the different action fields:

- USAL
- EAA
- Danmar

Following all the inputs in the aforementioned fields, a collective development of the game will be achieved.

4. References

In case you need to cite your sources please use APA style

Examples of APA Referencing

For articles:

Snowball, C. (2005). Teenage reluctant readers and graphic novels. *Young Adult Library Services*, 3(4), 43-45.

For books:

Spiegel, D. (1981). *Reading for pleasure: Guidelines*. Newark, DE: International Reading Association.

For articles or books retrieved from the Internet:

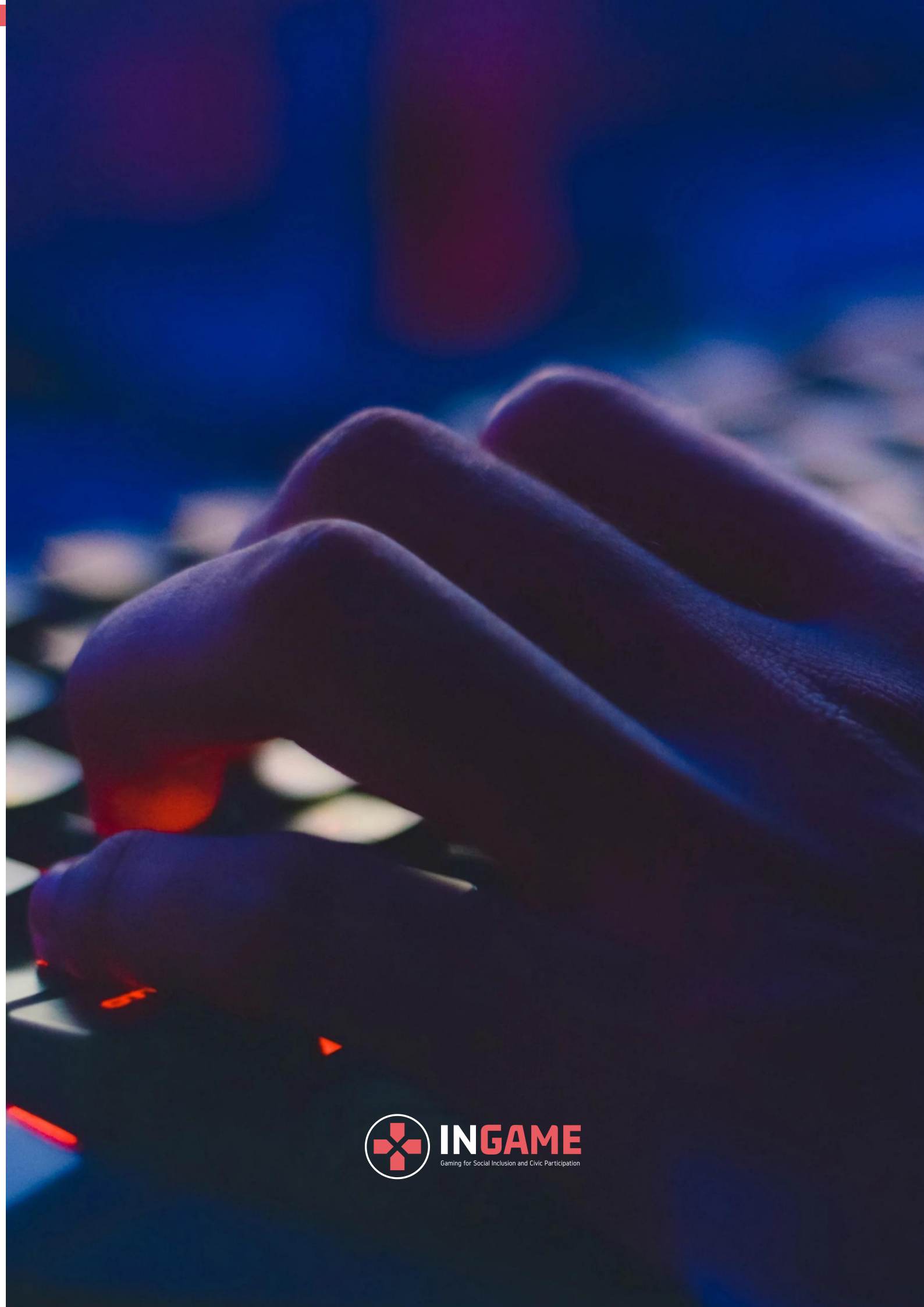
The Kaiser Family Foundation (2002). *Children and Video Games*. Retrieved on November 20, 2017

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http://www.google.com.cy/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CCsQFjAC&url=http%3A%2F%2Fkaiserfamilyfoundation.files.wordpress.com%2F2013%2F04%2F5959.pdf&ei=3Bu1VPCWC4LsarqkgmA&usg=AFQjCNGHGm9DNRYPb_eu6RHwo5QJ4owYWg

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