

Newsletter

NEWS JANUARY 2020: FIRST VERSION FOR INTERNAL TESTING

Co-funded by the Erasmus+ Programme of the European Union



During the year 2019 all reality-based scenarios for the game modules have been developed. The entrepreneurial scenarios stand for following company sizes:

- Start up
- Small Company
- Medium sized company
- Large company
- Tycoon

No. 2 - February 2020

Project info

TYCO(O)NSTRUCTOR
Mini-Games that Foster Entrepreneurial Competence for the Construction Sector

Project Number
2018-1-NL01-KA202-038926

Project website
tycon-project.eu

Duration
September 2018 - October 2020



These scenarios have been developed along real situations in countries to demonstrate topics, which are related to the size of companies and their enlarging scope of activities while growing. This coincides with the following competences, which are most commonly required when operating as an entrepreneur like:

- Taking initiative
- Learning through experience
- Mobilising others
- Ethical and sustainable thinking
- Motivation and perseverance

Disclaimer

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The scenario for a start-up has been designed by the Open University and has then undergone a small scale testing at Coventry University. The assessments have shown that the alignment of the project is good.

During spring 2020 there will be more tests of other modules in the partner countries.

SMALL-SCALE PILOT RESULTS

On January 20th, 2020 a small-scale pilot was carried out at Coventry University. Respondents were 18 first year students of Construction and Environment at Coventry University. They studied the (fully implemented) first case lead of the game during a regular class. All students could study the game without technical problems. The feedback form consisted of 5 closed questions. A sixth question asked them to select a term (from a list of 5 positive and 5 negative qualifications) that best characterises the game to their opinion.

FEEDBACK FORM
Serious Game Construction Tycoon

What do you think of this learning game?
(circle the emoji)

This game would motivate me to learn

The game has an appealing narrative

The displayed characters are relevant for the construction sector

The instruction videos are too long

How would you describe the game?
(circle one)

Can you explain why you choose that one?

What did you like most/least about the game?

Do you have any tips for us?

THANK YOU

Small-scale feedback forms

First of all, we note that some students are more positive than others. Average student scores on the closed items range from mildly positive to mildly negative. Overall, students seem to be positive about the overall game quality and it's motivating quality. They are mildly positive about the (appealing) narrative and the (relevance of) characters. They are mildly negative about the length of the videos. The game is being characterised on 11 positive terms and 7 negative terms: 5 x relevant, 5 x boring, 4 x engaging, 2 x fun, 2 x too technical, and 1 x satisfying (0 x entertaining, confusing, difficult, frustrating).

Comments made in the open questions (items 7 and 8) fields can thus be summarised:

Nice game concept and storyline (idea of building business in various countries)

- Good simulation of entrepreneurship
- Relevant videos and information
- Good presentation and graphics
- Videos are too long and should be broken up (now too 'boring')
- Documentation too long (now too 'boring')
- Navigation is not always clear (bit chunky and not user-friendly, too many tabs open, not always clear when / where to click), should be made easier to play
- Too much dialogue (now too 'boring')
- Funny was Mr. Bean video

Conclusion of this small-scale pilot is that the project team will improve navigation (less tabs) and limit video / documentation / dialogue size.

The next pilot, medium-scale with 60 users in 5 countries will start in February.

EXTERNAL REVIEW AND NATIONAL ADVISORY GROUPS

In December 2019, the project "TYCO(O)NSTRUCTOR, Mini-Games that foster Entrepreneurial Competence for the construction sector" was assessed by an external reviewer, Prof. N. Whitton. Her conclusions were as follows: *"The project is generally on track, producing high-quality outputs, and undertaking activities to a timescale and level that will enable completion of the project as planned."*

Her evaluation has focused on five areas: project management; communication and partnership; progress of workplan; goals, results and products; and dissemination and exploitation.

Project Management

Project management is generally of high quality

Communication and Partnership

Evidence of consistently high collegiality and added value through collaboration and partnership. Some evidence that project partners do not all share the same vision for the finalised game.

Progress of workplan

Activities are progressing to plan and project is on track to meet its aims. It is important that partners do not underestimate the game testing and remedial works cycle as there is a risk of project slippage in the final stages.

Goals, results and products

Generally, outputs are high quality, however there needs to be further attention paid to the usability and (re) playability of the game.

Dissemination and exploitation

Dissemination plan comprehensive and activities appropriate, additional consideration should be given to social media and web promotion strategies within existing EU and Erasmus+ networks.

Furthermore, the demo version of the game has also been reviewed by the various National Advisory Groups (NAGs).

At the beginning of the project, each partner has formed a NAG in order to get support from key institutions and authorities in their countries, by the establishment of collaboration agreements in order to:

- Do external evaluation and validation of results and milestones of the different stages to ensure the quality and strengthen project's outputs.
- Facilitate the insertion of learning outcomes in VET curricula.
- Assure project's high impact and long-term sustainability.
- Propose actionable policy recommendations, if necessary.
- Set up the basis for the standard recognition of the learning outcomes

Each NAG consists of 5 to 10 members, with different areas of expertise and influence: VET institutions and authorities, social agents, professional associations, employment agencies, trainers and experts in restoration, entrepreneurship agencies, and so on.

Through an online form, the NAG members gave feedback on the demo version of the game, based on their own expertise. This, very valuable information is taken into account by the project team in the further development of the game.



4th project meeting in Ljubljana (Slovenia)

PROJECT MEETINGS:

4th project meeting on 07-08 of November 2019 in Ljubljana / Slovenia:

Mainly the Open University presented a first prototype for one module of the game – start-up. That module was then subject to the small scale testing in the Coventry University. The game design report was presented as ready. The pathway for the other prototypes like small, medium and large companies as well as tycoon was drafted including partners rough schedules, when testing will take place between 4th and 5th meeting.

5th project meeting will take place on 05-06 of March 2020 in Düsseldorf / Germany.

6th project meeting will take place on 04-05 of June 2020 in Madrid / Spain