HORIZON2020 FRAMEWORK PROGRAMME
ICT – 21 -2014
Advanced digital gaming/gamification technologies

Gamification of Prosocial Learning
for Increased Youth Inclusion and Academic Achievement

D7.3 2nd Experimental Planning and Community Management
WP7 / T7.2

D7.3 2nd Experimental Planning and Community Management

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In the present deliverable we report the work completed and progress made during M9-18 of the project with respect to: (a) developing and sustaining an engaged school-based community of ProsocialLearn users, with a primary focus on building a core community of teachers and ambassadors; and (b) planning and facilitating small-scale school-based evaluation studies, with a primary focus on collecting data for WP3 and WP4 modules and validating technical functionalities in the context of initial prosocial games. We examine progress in the light of the strategy and plan outlined in D 7.2. Finally, we detail the current state of our planning for activities pertaining to community development and school-based experimental studies, for M21-26.

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Table of Contents with bulleted explanations and summaries

Experimental planning section, incorporating input from partners. Abstract. Executive Summary draft

ProsocialLearn teacher community section, incorporating input from partners.

First full draft available for internal review

Complemented and revised the teacher community section
Revised the experimental planning section, based on partner input during the Madrid Plenary meeting, finalized the text for review.

Final and format review.

List of Abbreviations

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<thead>
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<th>Description</th>
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<tr>
<td>EC</td>
<td>European Commission</td>
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<tr>
<td>DOW</td>
<td>Description of Work</td>
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<td>PO</td>
<td>Project Officer</td>
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<td>PLO</td>
<td>Prosocial Learning Objective</td>
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<td>QoS</td>
<td>Quality of Service</td>
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<td>QoE</td>
<td>Quality of Experience</td>
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Executive summary

ProsocialLearn is a project that aims to create a ground-breaking digital gaming genre that will help children to acquire prosocial skills necessary for positive relationships, team working, trustworthiness and emotional intelligence; to catalyze an increase in the number of prosocial digital games that are available for use in European Schools and tailored to their needs; and to develop a European market for prosocial digital games.

By building on a game development and distribution platform for the production of prosocial games that engages children and stimulates technology transfer from traditional game industry to the education sector, ProsocialLearn will offer games developers scientifically proven prosocial game elements for development digital games, including functions such as visual sensing, identification of prosocial signals from in-game actions, personalised adaptation of game elements, player profiles, game mechanics and expressive virtual characters.

Through a multi-disciplinary collaboration between industry, researchers, psychologists, pedagogists and teaching professionals, ProsocialLearn will address complex factors associated with child development and advanced ICT in school curricula. Both short term and longitudinal studies (pilots) will be conducted at schools across Europe to build empirical evidence for the conceptual premise, technological components and game elements to be integrated into the ProsocialLearn platform.

This document is the second of a series of three deliverables that report on the work of T7.2: Experimental Planning and Community Management. The task includes all work necessary to develop and sustain an engaged school-based community of ProsocialLearn users, as well as to plan and facilitate all school-based experiments using the ProsocialLearn platform, technologies and games (including logistics for attaining the necessary human resources, space and other equipment needed), including formative technical, usability and pedagogical experiments, as well as summative longitudinal validation studies of ProsocialLearn in operational conditions.

The present deliverable, reports on work completed and progress made during months 9-18 of the project and illustrates the current state of planning for activities to be undertaken through M 26.
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1 Introduction

1.1 Purpose of the document

This document is the second of a series of three deliverables that report on the work of T7.2: Experimental Planning and Community Management. The task includes all work necessary to develop and sustain an engaged school-based community of ProsocialLearn users, as well as to plan and facilitate all school-based experiments using the ProsocialLearn platform, technologies and games (including logistics for attaining the necessary human resources, space and other equipment needed), including formative technical, usability and pedagogical experiments, as well as summative longitudinal validation studies of ProsocialLearn in operational conditions.

The present deliverable reports progress on activities undertaken in up to M18, identifies related challenges and outlines a plan for the next phase of the project.

1.2 Scope and Audience of the document

The dissemination level of this document is public. The audience for this document includes the consortium partners who will directly or indirectly partake in the school-based experiments of ProsocialLearn technologies and in fostering the ProsocialLearn teacher community. It is also of interest to other researchers who are involved in projects that require deploying and testing innovative technologies in school settings.

Naturally, the Prosocial Learn PO and reviewers will use this deliverable and the ones to follow for assessing the progress of the task.

1.3 Structure of the document

The document contains the following sections:

Section 1: Introduction – an introductory section, i.e. this present section, which describes the main purpose of the document

Section 2: Summary of the Overall Approach and Organization to Task – summarises the process to build a ProsocialLearn teacher community and plan small and large scale experiments, which was developed in more detail in D 7.2

Section 3: Presents the work completed in relation to developing a ProsocialLearn teacher community, discusses the challenges encountered and outlines the priorities and activities planned from the upcoming period.

Section 4: Presents the work completed in relation to the small scale studies describing the experimental games and summarizing the studies undertaken, during the preliminary phase and phase 1 of the evaluation. It also presents a critical review of the implementation of the studies so far.

Section 5: In light of the above, this section presents an updated plan for the 2nd phase and 3rd phase of school-based studies, outlining the scope and timeline of upcoming technical, usability and pedagogical formative studies (2nd phase) as well as planning steps and parameters towards the longitudinal studies at the conclusion of the projects (3rd phase).

Section 6: This section contains the conclusions of the present report.
2 Summary of the Overall Approach to the Task

In this section we summarize the overall approach to the task, in order to provide adequate context for the rest of the document.

A detailed version of this discussion can be found in D7.2.

2.1 Building and Managing a ProSocialLearn Teacher Community of practice

Communities of practice are dynamic social structures that require “cultivation” so that they can emerge and grow.1

In order to create and sustain a ProsocialLearn community of interest involving schools and stakeholders across Europe, the following are some key areas of work to be undertaken:

- leverage existing networks of the education partners to spread the word and enlist interested schools, teachers and stakeholders,
- organize school and teacher induction events: these are events where teachers are introduced to concepts of prosociality and prosocial games and are given the opportunity to become part of the ProsocialLearn community,
- provide a manageable stream of information and activities that sustain the interest of schools and teachers about prosocial learning and games,
- enlist the schools and teachers that will form part of the core ProsocialLearn community and engage them in more focused activities that invite their input to the project pedagogical approach,
- provide training and support in prosocial gaming and its integration in teacher practice (events and material).

Building a sustained ProsocialLearn community will also provide a pool of schools for conducting ProsocialLearn formative experimental trials and validation studies.

There are two major challenges associated with building the ProsocialLearn Community of practice:

(a) the diversity of national languages, educational systems and curricula across Europe;
(b) the need to engage teachers and secure the participation of schools, before the ProsocialLearn Platform and Games are available.

To address these challenges, our strategy is to create national communities in several European countries, centering around innovative teachers and other stakeholders in education recruited early in the project to serve as prosociality ambassadors and to scale them gradually in successive phases, taking into account the maturation of the ProsocialLearn technical solution and the corresponding needs for school-based evaluation.

We have devised a strategy for cultivating and expanding the ProsocialLearn community of interest in three phases:

1st phase (M9-15 completed): in this phase the emphasis in our work with teachers and stakeholders will be on developing awareness of prosociality concepts and skills. We combined open events that

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aim to raise awareness of the project and enlisted interested teachers and schools with more focused events that aimed to:

a) train prosociality ambassadors in school communities,
b) invite their input in the game-based learning approach of the project and,
c) engage them in the formative field testing of technical functionalities embedded initial ProsocialLearn games, as described below.

2nd phase (M16-24 in progress): in this phase we will select the most appropriate community-oriented tools to support the goals of the community, so that our members are given the opportunity to discuss, share their opinions on prosocial games and provide their feedback on piloting and schools’ involvement. In parallel we will try to recruit new members to ProsocialLearn community, introduce them to prosocial digital games, finalize and publicize a community calendar of events, so that all members have an overview of the activities and plan ahead their participation.

3rd phase (M25-30): in this phase our main concern is to focus on the sustainability of ProsocialLearn community and the finalization all procedures for its stand-alone presence after the funding period of the project.

2.2 Experimental Planning

In ProsocialLearn we conduct a series of formative studies with children in European schools. These studies are designed to investigate specific concepts and technologies developed by WP2, WP3 and WP4 and their integration as part of the ProsocialLearn platform and games in WP5 and WP6. The overall purpose of these studies is to produce initial evidence that ProsocialLearn concepts and technologies are sufficiently robust that they can be scaled up to larger longitudinal studies, which focus on their summative validation and the demonstration of their pedagogic efficiency.

A crucial aspect of experimental planning, and a major focus of T7.2 is developing a realistic and feasible plan of school-based experiments, taking into account both the gradual maturation of the ProsocialLearn technical solution and the constraints of implementing experimental trials in school contexts. Specifically, the experimental plan needs ensure that:

- the studies to be conducted are feasible within project resources
- sites for formative trials are selected carefully and scaled cautiously
- participants are provided with an attractive, engaging and pedagogically valuable experience
- classroom time and teacher good-will are respected as valuable resources of the project
- teachers, as well as students and their legal guardians know what to expect from the trials before they commit and ethical standards are observed at all times
- technical and organizational contingencies are managed in a timely fashion through good flow of information among partners and a clear timeline for each study

The evaluation process outlined in D 7.2 and D 2.5 has three distinct phases. This structure is maintained, but the timeline and the scope of these phases is revised in the present deliverable, as follows:

- First evaluation phase (initially planned for M 9-15, expended to M18 and completed): a series of small-scale experiments in operational or near operational school conditions to assess the performance of the first version of the platform and its modules, to collect data for WP3 and WP4 modules, e.g., data fusion, adaptation etc., and to validate technical functionalities in the context of initial prosocial games. This phase has been
- **Second evaluation phase** (initially planned for M16-24, revised to M21-29 and extended in scope): a series of small-scale experiments in operational or near operational school conditions to assess the final version of the platform and its components, to validate the functionality and user acceptance of the prototype games developed in T6.2, and to gather end user input regarding the pedagogical integration of ProsocialLearn games in their teaching and learning practices.

- **Third evaluation phase** (initially planned for M25-36, revised to M 30-36): is the final evaluation phase that involves studies of longitudinal use in operative conditions for assessing overall pedagogic and psycho-social value of prosocial games.
3 ProSocialLearn Teacher Community: Progress and Planning

3.1 Overview of Progress in Key Areas of Focus

The ProSocialLearn Teacher Community aims to involve schools and stakeholders across Europe, centering on innovative teachers, eager to adopt prosociality as their daily school practice. By joining ProSocialLearn community teachers have the opportunity to play ProSocialLearn games, access educational materials related to prosociality (i.e. learning plans, hands-on activities, articles and online resources), share best practices, questions, thoughts, ideas and inspiration with colleagues from all around Europe, propose topics for discussion; additionally they are able to get advice on how to design activities that promote skills like friendship, feelings, cooperation, fairness, generosity and trust.

Under this perspective, the ProSocialLearn consortium has designed a strategy, outlined in detail in D7.2, identifying concrete steps and actions that will lead to the setup of a sustainable ProSocialLearn community. At this stage it will be assessed what has been achieved and what has to be revised taking into consideration:

- the status of prosocial games
- the progress of teachers’ community space
- how the envisioned community strategy has to be adapted to each partner county special conditions

During this phase ProSocialLearn Teachers’ community is built upon the following actions:

- develop awareness of prosociality concepts: organize school and teacher induction events and introduce teachers to the concepts of prosociality and prosocial games,
- engage teachers in seminars and feedback sessions, with the view to diffusing prosociality, aiming at continuously expanding the circle of people interested in ProSocialLearn activities
- showcase the ProSocialLearn activities in thematic portals that are thematically relevant to the project rationale and popular among the target group of the project, (i.e. the school community, students of pedagogical faculties, teachers’ associations, stakeholders and policy makers).
- leverage existing networks, spread the word of prosociality and enlist interested schools, teachers and stakeholders,
- provide a manageable stream of information and activities that sustain the interest of schools and teachers about prosocial learning and games,
- provide training and support in prosocial gaming and its integration in teacher practice (events and material).
- recruit new members to ProSocialLearn community

More specifically progress was made in the following areas.

3.2 ProSocial Learn Community Development in M9-18

3.2.1 A community strategy for use within the consortium

A community strategy document was developed on the basis of D 7.2, detailing specific areas of action and related responsibilities within the consortium (see Appendix 2).
This is an evolving working document that takes immediate priorities for community building as its starting point, specifically in the areas of:

- Engaging teachers: roles, expectations and rewards
- ProsocialLearn Ambassadors
- A Teachers’ Space Online as a top priority for the community building strategy.

This document informs all the work reported below as well as upcoming community development actions.

### 3.2.2 Introductory and Training Workshops

The emphasis of teachers’ induction and initial training workshops was placed on developing awareness of prosociality concepts, adopting the corresponding PLOs and exploring the potential of game-based approaches to learning. Teachers were invited to share their experiences with colleagues at national and European level, exchange opinions, test prosocial game prototypes and design activities tailored to the needs of their pupils.

To this end five teachers’ events have been so far organized, two introductory and three training seminars. Training seminars also involved focus group discussions, where participants tested the games, assessed their features and their usefulness for the school environment.

Given that the audience in each of the events was different, the adopted structure was the following:

- Brief introduction to educational games
- Familiarization with prosociality as a set of attitudes and behaviors within and outside classroom: how it is related to certain game features
- Presentation of prosocial games; discussion with participants: how they would fit in the curriculum.
- Hands on activities: participants tested the games and gave feedback related to their pros and cons. This session did not take place equally in all events, as it depended upon the technical maturity and stability of games and the audience’s experience, i.e. to which extend they were familiarized with such applications. However, in all training events hands-on activities and design of learning activities, related to prosocialLearn games, were highly prioritized.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Partners</th>
<th>Location</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-10-2015</td>
<td>Introductory ProsocialLearn Workshop for Teachers</td>
<td>EA (Evangelia Dimaraki, Anna Zoakou)</td>
<td>Pallini, Greece</td>
<td>12 teachers</td>
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<tr>
<td>03-10-2015</td>
<td>Workshop for Prospective ProsocialLearn Ambassadors</td>
<td>EUR (Stefano Cobello)</td>
<td>Verona, Italy</td>
<td>21 teachers, academics, administrators</td>
</tr>
<tr>
<td>29-03-2016</td>
<td>Workshop and Focus Group with Teachers who participate in the ProsocialLearn</td>
<td>EA (Evangelia Dimaraki, Anna Zoakou)</td>
<td>Pallini, Greece</td>
<td>22 teachers</td>
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Below we present a detailed description of the introductory and training workshops

### 3.2.2.1 Introductory workshops

1. **September 2015, Pallini, Greece:** “ProsocialLearn: introduction to prosociality & prosocial learning games”. An EDEN Open Classroom 2015 training workshop, which aimed to launch ProsocialLearn at national and European level and set the basis for the development of a community of interest. Participants were encouraged to register for participation in subsequent focus groups and experimental trials. (Duration: 120 minutes, # of participants: 12)

2. **October 2015, Verona Italy:** An initial training workshop for teachers from Spain, Lithuania, Turkey, FYROM and Italy. Participants were encouraged to enlist as prosociality ambassadors that promote a prosocial learning ethic in their school environment and students, and become part of the ProsocialLearn community. (Duration: 120 minutes, # of participants: 21)

Both workshops begun by asking the trainees to participate in the following “ice breaking” activity: they should split in groups of three, one member of the group would think and narrate to the others in 2-3 minutes something that has happened to him/ her the previous days, and the other members would try to guess how the narrator had felt, and should write it down to the A3 papers they were given. If they guessed correctly, they would get one point; they should play three rounds of this game and the main idea was, apart from getting to know the members of their team, to step into another person’s shoes, i.e. to get familiarized with empathy, which is one of the main features of prosociality.

The workshop continued by initiating educators to the ecosystem of prosocial games by offering a theoretical framework and engaging the audience to the process of design and development of learning activities corresponding to certain prosocial features.

As such, trainees were introduced to:

- **ProsocialLearn project, i.e.**
  - 1) Short description

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<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Location</th>
<th>Participants</th>
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<tbody>
<tr>
<td>01-04-2016</td>
<td>Presentation of Prosocial Learn at the Friends of Education Conference</td>
<td>EUR (Stefano Cobello)</td>
<td>Skopje, FYROM, 575 teachers</td>
</tr>
<tr>
<td>15-06-2016</td>
<td>Workshop for Prospective ProsocialLearn Ambassadors</td>
<td>EUR (Stefano Cobello)</td>
<td>Vilnius, Lithuania, 50 teachers, academics, administrators</td>
</tr>
<tr>
<td>05-07-2016</td>
<td>Day Long Workshop on Games and Prosociality</td>
<td>EA (Evangelia Dimaraki, Anna Zoakou)</td>
<td>Marathon, Greece, 21 teachers</td>
</tr>
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</table>
2) Aims and Objectives

b) the rationale of prosociality:
1) what do we mean by prosocial culture and prosocial learning style
2) what are the features of prosocial behaviour
3) examples of prosocial projects run within school environment
4) reference to tangible prosocial projects’ outcomes and positive correlation between the implementation of prosocial behaviour and the improvement of school climate, i.e. mitigation of social exclusion phenomena, reinforcement of communication and collaboration among teachers and pupils, adaptation of a prosocial code of behaviour, etc.

c) digital games
1) what is a game and what are its main features
2) games in education (i.e. gamification, mini games/trigger games, curriculum games/learning games, overarching game worlds
3) examples of educational games related to prosociality

In the 2nd part of the workshops participants were involved in hands-on activities.

Initially the game “Path of Trust” was presented; its rules and rationale were explained in detail. Two of the trainees played the game and afterwards a handout was given to them which identified how the main features of prosociality are related to learning objects and game elements. During Verona workshops the game “Candy Quest” was also presented, its relation to prosociality was highlighted and participants were invited to test it.

Additionally participants were asked to reflect on the following:

- Whether “Path of Trust” and “Candy Quest” could be used in didactic practice, so as to encourage cooperation and trust. What would be the challenges of such a venture?
- How could “Path of Trust” and “Candy Quest” be integrated to learning process?
- Identify the set of activities that should be added, so as to offer a complete pedagogical approach.
- What improvements/changes they would you suggest to both games?
- Provide the outline of a lesson plan related to “Path of Trust” and “Candy Quest”

Participants mentioned that one of the main challenges for the implementation of such games in classroom is the equipment, since it should not be taken for granted that all schools have internet connection and PCs. In the case of “Path of Trust” they suggested that the game itself should have additional levels of difficulty and intermediary prizes related to the acquisition of prosocial skills. Participants highlighted the importance of an induction activity related to the identification of the terms cooperation and trust, so that pupils are familiarized with the terms before playing the game.

In the last part of the workshop participants were asked to design their own learning activities/games on one of the following pairs of prosocial skills:

- Empathy–Compassion
- Cooperation –Trust
- Fairness–Generosity

They should identify which would be the learning objectives of such activities/games, in the framework of which subject area they could be implemented and how they could be evaluated.
Due to lack of time participants were asked to think about potential activities and send them by email. Some of the participants send their input selecting the pair of cooperation-trust; they suggested the activity of the “blind caterpillar”, i.e. each team is composed by six members who position themselves in a single file, blindfolded except for the last in line. The latter guides the others along a path drawn in chalk. The guide cannot talk, but communicates by pre-set non-verbal signals: e.g. a clap on the right shoulder indicates to turn right, one on the neck to go straight on …) The objective of this activity is reached, when all students are ready to change roles. They proposed to implement such a game during the after school activities or in the class of Gym.

It followed email communication with participants, thanking them for their participation and sending them all workshop materials; trainees gave positive feedback and expressed their interest to actively join ProsocialLearn community and participate in the pilot phase.

It should be mentioned that all workshops’ material are available in English and in Greek. The materials can be used for additional introductory workshops.

[3] June 2016, Vilnius, Lithuania: An introductory workshop for teachers, teacher trainers and school administrators interested in becoming “Prosociality Community members” in their school communities in the context of the ProsocialLearn project. (Duration: 4 days, 14-17/06/2016, # of participants: 50)

Aims of the event:

- develop participants’ understanding of the concept of Prosociality, the attitudes and behaviors it encompasses;
- develop participants’ understanding of the game-based approach to learning;
- familiarize participants with digital games that promote prosocial objectives;
- apply prosocial learning objectives to the design of game-based learning activities;
- develop an initial approach for engaging their school communities with the ProsocialLearn project.

15/06/2016: Workshop 1st part

Workshop was held in Panevezys District Education Centre, which provides pedagogical assistance to the region’s schools, employing 500 pedagogues as well as special pedagogues to help students in learning. The trainer Stefano Cobello gave two workshops for teachers titled “ProsocialLearn values in games for students” and “What does it mean to be disabled in European schools”.

30 primary school teachers and special education teachers participated in the workshops, which were both very interesting and informative. The lecturer presented the project ProsocialLearn ideas, and possibilities to use games during lessons. E.g. the Chase is an educational game for up to 4 students supporting peer education, learning by doing, cooperative learning and how to reach a goal in a non-competitive way.

In the evening an informal meeting with Naujamiestis community Culture Centre took place. Stefano Cobello met the local community members and gave a concert.
16/06/2016  Workshop 2nd part

In the morning the trainer met Panevezys district municipality staff. The project rationale was discussed with Panevezys district municipality administration, Head of Department of education, culture and sport Algirdas Kestutis Rimkus. He underlined that this project is very significant to Panevezys region because 35% of the students’ special needs, and ProsocialLearn highlights inclusion.

Stefano Cobello also met the region’s vice Mayer Antanas Pocius and administration manager Eugenijus Lunskis. Both politicians agreed that the Education centre could become “Prosociality Ambassadors in the prosocialLearn community” in Lithuania.

After the meeting with the politicians Stefano Cobello organised workshops presenting “ProsocialLearn values in games for students” and „What does it mean to be disabled in Europe school in Ukmerge Education Centre (Vilnius country)” 20 teachers took part in the workshop.
All participants really interested to be informed and later discuss about the project opportunities in schools of Lithuania. Stefano Cobello had a lot of ideas how to work differently with students in order to teach them basic ProsocialLearn skills, such as friendship, collaboration and other human feelings or so-called social and emotional wellbeing skills through interactive digital games.

ProsocialLearn project aims at creating attractive educational games for children (7-10 yrs.) to learn social and emotional wellbeing skills. By working together teachers and game developers are creating a wide range of learning tools and opportunities for future citizens. All teachers agreed that these skills are really significant and the games could facilitate their teaching. The trainer explained how to use and be registered in the project’s official website www.prosociallearn.eu and how to become a member of European teacher’s platform and use the games. Participants received handouts about the project activities.

17/06/2016: Networking with local stakeholders
Discussion with Education Centre Manager, Jurgita Vaitiekuniene, regarding further cooperation opportunities and activities in Lithuania. The Manager is expecting close cooperation implementing project activities in Lithuania.

3.2.2.2 **Training workshops**

[1] **March, 2016, Pallini, Greece:** a training workshop held at Ellinogermaniki Agogi premises. During this event it was briefly presented the rationale of digital games and the concepts of prosociality and we mainly focused on getting feedback regarding the prosocial games.

**Aims and objectives of the workshop**

- Setting up of the ProsocialLearn community; getting to know teachers
- Familiarization of participants with prosociality and prosocial game ecosystem
- Presentation of prosocial projects and educational materials
- Presentation of the “Path of Trust”; participants play the game
- Open discussion and feedback session about the game following the SWOT (Strengths, Weaknesses, Opportunities, Threats) framework
- Presentation of the “Chase”; participants play the game
- Open discussion and feedback session about the game following the SWOT (Strengths, Weaknesses, Opportunities, Threats) framework
- Presentation of “Candy Quest”; participants play the game
- Open discussion and feedback session about the game following the SWOT (Strengths, Weaknesses, Opportunities, Threats) framework
- Introduction to ProsocialLearn Teachers’ Community; rationale, activities, benefits

**Agenda**

- Welcome, Introductions and icebreaker activity (30 minutes)
- Presentation of ProsocialLearn project (10 minutes)
- What is prosociality and how it is related to inclusion and better academic achievements (10 minutes)
- Presentation of “Path of Trust” (10 minutes)\(^2\)
- Feedback session following the SWOT framework (20 minutes)
- Coffee break (10 minutes)
- Presentation of the “Chase” (10 minutes)
- Feedback session following the SWOT framework (20 minutes)
- Presentation of “Candy Quest” (10 minutes)
- Feedback session following the SWOT framework (20 minutes)
- Introduction to ProsocialLearn teachers’ community (10 minutes)
- Conclusions and next steps (10 minutes)

**General description**

The workshop begun by asking the trainees to participate in the following “ice breaking” activity: they should split in groups of three, one member of the group would think and narrate to the others in 2-3 minutes something that has happened to him/her the previous days, and the other members would try to guess how the narrator had felt, and should write it down to the A3 papers they were

\(^2\) Path of Trust presentation and feedback session was cancelled due to technical reasons.
given. If they guessed correctly, they would get one point; they should play three rounds of this game and the main idea is, apart from getting to know the members of their team, to step into another person’s shoes, i.e. to get familiarized with empathy, which is one of the main features of prosociality.

The workshop continued by initiating teachers to the ecosystem of prosocial games by offering a theoretical framework and engaging the audience to the process of giving their feedback to the prosocial games that were presented.

As such, trainees were introduced to:

- **d) ProsocialLearn project, i.e.**
  1) Short description
  2) Aims
  3) Objectives

- **e) the rationale of prosociality:**
  3) what do we mean by prosocial culture and prosocial learning style
  4) what are the features of prosocial behaviour
  5) examples of prosocial projects run within school environment
  6) reference to tangible prosocial projects’ outcomes and positive correlation between the implementation of prosocial behaviour and the improvement of school climate, i.e. mitigation of social exclusion phenomena, reinforcement of communication and collaboration among teachers and pupils, adaptation of a prosocial code of behaviour, etc.

- **f) digital games**
  1) what is a game and what are its main features
  2) games in education (i.e. gamification, mini games/ trigger games, curriculum games/ learning games, overarching game worlds
  3) examples of educational games

In the 2nd part of the workshop two games were presented, namely the “Chase” and “Candy Quest”, their rules and rationale were explained in detail. Then, participants were asked to give their feedback following the SWOT framework.

Initially the game the “Chase” was presented. It was decided to play the game with the workshop participants; as such, 4 players were assigned and every 4-5 moves a new group of 4 players tested the game. When it ended, participants gave their feedback on the following axes:

- **Strengths**
  o Pupils learn to think of their peers before deciding either to keep balloons for themselves, and/ or offering them to their co-players
  o Pupils learn that they have to discuss with their co-players, to agree and disagree and develop a common strategy on the steps to follow
  o Pupils realize that their individual success is related to the group success

- **Weaknesses**
  o Long gaps between the players’ moves
  o The game takes too long to be completed
  o The graphic environment is not particularly attractive
No sound signal; there should be such a provision, when something new happens in the game
Although you help your peers by offering them the balloons, you are in fact punished and you lose points; this does not look really fair
The position of the players is not that clear; zoom in and out should be available
The game does not correspond well on the screen; work on the screen resolution is needed
It is not clear how points are given to the players; it was not obvious and we (workshop facilitators) had to explain to them.

- **Opportunities**
  - When you change the strategy of the game, the game itself changes, i.e. how the group decides each time to move on and share/ or not the balloons.

- **Threats**
  - -

**Other suggestions:**
- There should be developed a short and longer version of the game
- Players should be given certain accessories, for example a shield to protect themselves from enemies

Later on “Candy Quest” was presented; workshop participants played the game in pairs. When the game ended, participants were asked to give their feedback on the following axes:

- **Strengths**
  - The target audience of the game is pupils of first grades of primary school, not suitable for older ones
  - It encourages cooperation among players and not competition; this is crucial for young pupils
  - It encourages discussions related to the sense of fairness and sharing and how is can be perceived by youngsters

- **Weaknesses**
  - It is a game that cannot be played more than once
  - Lack of a common target, which is important for young pupils

- **Opportunities**
  - n/a

- **Threats**
  - n/a

**Other suggestions:**
- Teacher should have a general overview of pupils’ baskets and a visual representation, so that they are able, after the end of the game, to initiate a discussion about fairness and sharing
- When the game is completed, it appears on the screen a message encouraging pupils to express their opinion about the game; this last step should be left out and substituted by a message encouraging pupils to engage in a discussion about fairness and sharing
At the end of the game pupils should be asked the following question: capture in one word how did you feel when you got a lot/a few sweets.

- Instead of sweets, the game could have fruits.
- Apart from the sweets, there should also have other objects, that pupils should not collect, and, thus, lose points.
- Alternative ways of presenting the score should be implemented, since young children maybe do not know to count up to 200.

The last part of the workshop was devoted to the presentation of ProsocialLearn teachers’ community space. Participants had to chance to briefly navigate to ProsocialLearn environment and get informed how to register and become active members of this aspiring learning community.

As such they were informed that they would have immediate access to educational materials related to prosociality (i.e. learning plans, hands-on activities, articles and on line resources) and share their best practices, questions, thoughts, ideas and inspiration with colleagues from all around Europe.

Participants’ feedback was positive, but teachers asked for translation of teachers’ community space in Greek, so that better communication is facilitated. They also suggested that translation could be a community-based endeavour if the functionalities were provided.
An email communication with participants followed, thanking them for their participation, sending them all workshop materials and links to the games; in due course and as soon as the platform is more functional and with more content, teachers will be updated and asked to register.

[2] 2016, Mati, Greece: a training workshop that took place within the framework of Discovery Space Academy, Summer School 2016, “Games as a catalyst for school innovation”

With the view to consolidating and strengthening the development of a sustainable ProsocialLearn teachers’ community along with disseminating prosocial games at national and European level, it was decided to organize the abovementioned training activity and thus actively work on:

- following and further enriching the ProsocialLearn teachers’ community plan, as delivered in D7.2 focusing on scheduling face-to-face meeting opportunities for community members incorporating their community experience
exploiting synergies with other EU projects in relevant thematic axes aiming at diffusing prosocial rationale and attracting new members to the ProsocialLearn teachers’ community in a sustainable manner.

To this end, within the framework of the summer school ProsocialLearn cooperated with four EU projects:

- **c2learn project**, [http://www.c2learn.eu](http://www.c2learn.eu), is related to creativity, creative thinking, learning, and digital games in formal and informal learning settings
- **UDLnet-Universal Design for Learning**, [http://udlnet-project.ea.gr/](http://udlnet-project.ea.gr/), aims to cater for inclusive and quality education, towards reaching a society where equal opportunities are guaranteed for all
- **Magellan project**, [http://www.magellanproject](http://www.magellanproject), enhances the creativity of game designers by establishing a web platform for cost-effectively authoring, publishing, executing, and experiencing location based games
- **@MINDSET project**, [http://bdfprojects.wix.com/mindset](http://bdfprojects.wix.com/mindset), actively supports diversity management and inclusion within education settings, by equipping teachers with the appropriate tools to deal with diversity issues

21 teachers attended the summer school, four already belong to the so far developed ProsocialLearn teachers’ community; the rest are teachers interested in digital games, to whom the prosociality and prosocial games were presented.

**General description**

The curriculum of the summer school focuses on school innovation and development through the following key-aspects:

1) Games as a catalyst for school innovation
2) Educational design, with particular reference to Universal Design for Learning Principles
3) Opening the school to the community

**Aims and objectives of the ProsocialLearn workshop**

- Expansion of the ProsocialLearn community;
- Brief presentation prosociality and prosocial game ecosystem
- Hands on activities; playing and testing prosocial games
- Design of prosocial learning activities that fit in the curriculum, related to prosocial games
- Registration to ProsocialLearn Teachers’ Community; rationale, activities, benefits

**Agenda**

Tuesday 5/7/2016, Workshop: Practical ideas for educational design: Games for creativity, prosociality, and location-based learning experiences

9.30-10.15: Games, game-based learning, gamification. Potential strengths and barriers
10.15-10.45: Your experience; Games, Learning; discussion and brainstorming session
10.45-11.15: Learning with games
11.15-11.30: Break
11.30-12.15: Location-based learning, games, activities and experiences
12.15-13.00: Creativity, creative thinking and games
13.00-13.30: Designing educational activities for games; hands on, part 1
13.30-15.00: Lunch
15.00-16.00: Prosociality and games
16.00-17.00: Designing educational activities for games; hands on, part 2

Results and conclusions

Trainees had an overview of digital games, they realised how gaming elements could be integrated in their daily practice and had the chance to understand how a learning scenario should be structured.

In terms of prosocial games, Path of Trust, Candy Quest and Chase were presented to them and they were asked to test them either with the tutors of with their colleagues. During this hands on session, there were several problems identified that need to be addressed prior to classroom deployment:

- Path of Trust took a lot of time to load. Trainees mentioned loading time as a major consideration for classroom implementation and suggested that this should be resolved.

- Chase was presented by the tutors and as soon its rules were explained we asked two volunteers to play with us. Technical problems arose as many participants attempted to log in, so we asked participants to log out, so that only four players were connected and we would try to play together; this scenario worked quite satisfactorily in terms of internet connectivity and participants find the game very interesting.

- When we asked the rest of participants to test whichever game they preferred, internet connection turned out to be not satisfactory and trainees could not connect. Additionally in the case of Chase, many participants choose to test it, but the system recognised them as individual players and no co-player was identified. A similar problem was identifies with the Candy Quest Game.

- Generally speaking all participants found prosocial games interesting and useful in terms of pedagogical and support, when teaching prosocial skills. However they are sceptical when it comes to classroom implementation, since a) schools’ infrastructure is in certain cases lacking and/or outdated, b) internet connection at school cannot easily support applications as the presented ones.

At the end of the session participants were asked to think on a learning scenario that would fit in with the prosocial games they were presented and elaborate on the following:

- Could a game like this be used in the classroom, to teach about prosociality concepts?
- How could they integrate it into the learning process?
- What activities surrounding the game would need to be designed?
- How could this game be improved or modified to make it more useful for classroom use?
The form used for this activity is available in Appendix 4: ProsocialLearn learning scenario

3.2.3 Network of ProsocialLearn Ambassadors and Teachers

The role of ProsocialLearn Ambassadors is related with major challenges in building up the ProsocialLearn Community of practice:

(a) the diversity of national languages, educational systems and curricula across Europe and the need for committed teachers and educators (in general) to support ProsocialLearn rationale in a sustainable manner

(b) the need to engage teachers and secure the participation of schools during and after the funding period of the project

To address these challenges, our strategy is to create national communities in several European countries, centering on innovative teachers recruited early in the project to serve as prosociality ambassadors and to scale them gradually in successive phases, taking into account the maturation of the ProsocialLearn games and schools’ response

To this end the role of Ambassadors is described as follows:

- Create national ProsocialLearn communities in several European countries
- Set up a sustainable communities of practice that will encourage teachers and pupils to learn from one another’s experiences, share resources, adopt a prosocial learning style, exploit
networking and mobility opportunities and involve from an early stage policy makers and stakeholders

- Explore all face-to-face meeting opportunities, i.e. info-days, training sessions, conferences, etc., with the view to diffusing prosociality, informing on the project activities and continuously expanding the circle of people interested in ProsocialLearn activities
- Set a tentative schedule for the community (weekly, monthly, quarterly, and/or annually), so as to inform all current and future members at frequent intervals about the project progress, the piloting phases, the scheduled training activities etc.
- Select the most appropriate community-oriented tools to support the goals of the community, so that members are given the opportunity to discuss, share their opinions on prosocial games and provide their feedback on piloting and schools’ involvement
- Recruit new members to ProsocialLearn community, introduce them to prosocial digital games, finalize and publicize a community calendar of events, so that all members have an overview of the activities and plan ahead their participation
- Set up the most appropriate communication channels (news, announcements, newsletters, integration with face-to-face meetings, etc.)
- Highlight and share stories of community successes (e.g., how the implementation of prosocial digital games has led to the mitigation of social exclusion phenomena, etc.)

Under this perspective a working document has been delivered (available in Appendix 1: ProsocialLearn Ambassadors- working document); it describes in detail ambassadors’ main tasks, their core characteristics, their benefits from participating in this procedure, along with a draft application from. Since different conditions apply to all different partner countries, consortium members involved in teachers’ communities are the ones that will have to finalize and adapt the current description to their national standards and needs and provide to their national Ambassadors all necessary documentation, so as to accomplish their role. The scheme, for providing the benefits of Ambassadors regarding their access to ProsocialLearn games during and after the funding period of the project, need also to be factored into the design of the ProsocialLearn platform.

3.3 Prosocial Learn Online Teacher Community Space

The Online Teachers’ Community Space holds an important role in our community strategy and constitutes the central meeting point of ProsocialLearn Teachers and Ambassadors at national and EU level; as it has been already highlighted in the document describing Teachers’ Community specifications (see in the
Appendix 2: Strategies for Developing the ProsocialLearn Teacher Community (Internal Working Document), it should regarded as a common space, where ProsocialLearn key players are able to:

- Communicate with other
- Exchange experiences related to prosocialLearn games
- Share and disseminate good practices
- End up with a set of guidelines, i.e. “Dos and Don’ts”, when designing and implementing prosocial learning activities
- Have access to educational resources and learning materials

At the same time teachers’ space serves the dual purpose of supporting community development and surveying schools on their needs and technological capacities. To this end a certain questionnaire has been developed and revised several times by consortium members, so that it is tailored to the needs and particular conditions of all participant countries.

The collection of reliable information is highly prioritized, especially for the phase of the longitudinal studies; both the schools’ technical infrastructure and the demographics of students’ population are issues of major importance for the smooth implementation of prosocialLearn games and the compliance with the socioeconomic specifications of longitudinal studies’ research sample. The updated version of this questionnaire is available in Appendix 3.

We are currently in the process of redesigning this space, with a goal of creating a welcoming, attractive, simple and action-driven user experience for teachers and ambassadors.

The education partners (EA, Europole) are engaged in providing initial content for the community space, including a welcoming message and a text explaining the benefits of joining the community.

In parallel EA is closely working with partners in charge of the design and the technical implementation of the Community Space, i.e. ATOS and REDICOD with a dual purpose:

- Ending up with a teachers’ space attractive in terms of design and user friendly in terms of functionality, so that its members opt for contributing to the enrichment of its content and invite other members to do the same.
- Building upon the sustainability of the project aiming at disseminating ProsocialLearn games during and after the funding period of the project.

To this end EA team suggested a few teachers’ communities as good examples, so as to propose some improvement suggestions:

- [https://apcommunity.collegeboard.org/](https://apcommunity.collegeboard.org/)
  This portal was proposed for its great variety of functionalities; indicatively the following were mentioned and suggested to the technical team of Atos: teachers should be able to send their feedback on how they would like to collaborate with other teachers and how the community could be improved, discussion board should be implemented; it was also posed the issue of email Digests and Communication; all members should decide on their profile, i.e. how often they wish to receive updates, when members post new resources, comments and more.

- [http://teacher2teacher.education/](http://teacher2teacher.education/)
  This portal was suggested for its interesting graphic outline and the topics that highlight the presence of teachers’ community; applying such an outline to ProsocialLearn community space (i.e. boxes in different colors) would make it much more attractive.
It was agreed that the technical team in cooperation with the partner in charge of the dissemination will decide on which extend these suggestions will be implemented, depending on the technical feasibility and the available resources.

### 3.4 Challenges

The setting up of a successful and sustainable teachers’ community is directly related to four pillars:

- **a)** the delivery of games that can support educators, when teaching prosocial values; such games should have straightforward rules and objectives, and be easy to implement in terms of technical specifications.

- **b)** the delivery of a user friendly teachers’ community space in terms of design, usability and content; such a space should function as a virtual meeting point of teachers, where they could find relevant educational resources, topics of discussion and share their experience from ProsocialLearn games.

- **c)** a clear action plan regarding the status of ProsocialLearn games during and after the funding period of the project, in terms of users’ rights, access, technical specifications, etc.

- **d)** the role of prosocialLearn Ambassadors.

The challenges encountered during the first half of the project touch upon all four of these pillars.

The delivery and translation of games is the critical factor for teacher engagement, classroom implementation (including small-scale studies) and deepening of the community through more substantial work such as designing learning activities and lesson plans for their classrooms. So far we are working with preliminary games, designed as vehicles for technical testing. In anticipation of the demonstrator prototype games are produced through T 6.2, is imperative that existing preliminary games become available in versions that can be used for implementation in real operational conditions in the classroom, so that we are able to really engage teachers. This was discussed and agreed upon in the project plenary meeting in Madrid, in July 2016.

Additionally, the limited functionality of the ProsocialLearn Teachers’ Community Space- along with the refinements that need to be implemented, are major obstacles to the further development of the ProsocialLearn Community and fulfilment of the timeline of the community strategy, as identified in D7.2.

The community development efforts will be greatly facilitated if a more long term perspective is given to the teachers who are early adopters How are ProsocialLearn games going to be handled in terms of rights, access, etc., especially after the funding period of the project? will a teacher belonging to the ProsocialLearn community have access to these games, and for how long? Of particular importance are similar clarifications with respect to the benefits of the ProsocialLearn Ambassadors. Given that a significant part of both the project’s and Teachers’ Community strategy is based on Ambassadors’ role, they should be granted certain privileges regarding their access and rights to prosocialLearn games, with the view to recruiting new members and enriching...
prosocialLearn teachers’ community. These issues need to be taken into consideration in the refinement of the ProsocialLearn Business and Exploitation plan.

Teachers’ commitment to an online community – at a long term basis, like the one we envision in ProsocialLearn project - is related to the assets they are going to enjoy, both in terms of professional development and teaching and learning tools; when these two axes are vague, teachers easily decide to participate in a different project with a clearer action plan.

After a strong start in raising awareness to a sizeable number of teachers, we need to ensure that initially interested teachers do not become frustrated and lose their interest, if they feel that the games do not really support their work and they would rather teach prosocial skills in a traditional way, or that the technical difficulties of playing the game in classroom outweigh the pedagogical value of the games. Or if they find the online community space takes too much time and effort for the resources that it has to offer.

While these challenges are identified at the consortium level, and steps are taken to address them, it is important to identify them as the can undermine the community development achieved so far, but also the recruitment of new members and thus, in the long run, the sustainability of ProsocialLearn.

3.5 Planning the Prosocial Learn Community Development for M18-27

3.5.1 Key areas of Focus

Within the next phase of community building we will intensively work towards the strengthening and enriching of ProsocialLearn teachers’ community. To this end the following actions are envisioned:
- Select the most appropriate community-oriented technology features to support the community
- Seed the community with content, i.e. upload to the community space educational materials and hands on activities, inviting teachers to contribute and share their resources with their colleagues
- Facilitate events and activities to test all available prosocialLearn games, focusing on achieving short and long term value added events
- Assign certain roles to members of ProsocialLearn community and ensure that these roles are clear and that support structures are in place, e.g. the role of ProsocialLearn Ambassadors will be launched.
- Document and report the results of the ProsocialLearn games classroom implementation to teachers’ communities and stakeholders
- Set up communication channels and a community calendar of events to recruit new members

3.5.2 Prospective activities

The following activities are currently being designed for both broadening and deepening the ProsocialLearn community of teachers.
- focus groups about games and platform. Focus groups will aim at encouraging participants to design prosocial learning activities, working together under the framework of prosociality, and provide feedback about the ProsocialLearn games, platform and other assets.
- self-reflective focus groups about the community. Initiating discussions about setting up of a ProsocialLearn community that can work independently and autonomously after the funding period of the project, whose members would be committed in the recruitment of new ones, the
enrichment of platform resources, the design of new games, and the exploitation of synergies with other communities.

- **developing learning units with teachers**: we plan to engage teachers in the design of learning units related to prosocial games, mainly highlighting how these games may fit in the curriculum and support the teaching of prosocial skills at the most creative manner.

- **supporting teachers who will participate in small-scale and longitudinal studies**: all teachers involved in small scale and longitudinal studies will be supported by ProsocialLearn consortium, both in terms of technical support and pedagogical guidance, when needed.

- **expanding the community in the UK and in Spain**: we will explore the possibility of involving a larger number of schools in UK and Spain and strengthening ProsocialLearn network of schools.

- **eTwinning**: eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a EU school, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe. It promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools. To this end partners interested in the further implementation and dissemination of prosocial games at local and European level should encourage teachers, they are currently cooperating, to register ProsocialLearn project in eTwinning platform, link up with other teachers and share prosocialLearn experiences. To this end Ellinogermaniki Agogi has already registered ProsocialLearn project to the national eTwinning project and is planning new collaborations for the next school year.

- **“Prosociality Week”**: organization of prosocial seminars and hands on activities; teachers will be trained on prosocial framework and design of prosocial learning scenarios. Along with their students they would organize various activities (e.g. theater performances, painting exhibitions, concerts, etc.) based on the scheme of prosocial skills with the view to expanding and strengthening prosocial community of interest.

- **Parental Engagement and Prosociality**: apart from teachers’ training, parental training to prosocial approach is also envisioned. Prosociality begins within family life and engaging parents and caregivers would only add to development of a sustainable community that will support its further establishment and support children’ lifelong development.

- **a prosocial game contest**: a contest organized at local and/or EU level among schools. This may be a contest for teachers design learning scenarios focusing on prosocial skills and the implementation of prosocial games; or, be a contest for students to design prosocial games.

The realization of these activities is contingent upon the maturity of the ProsocialLearn platform and games. Further, it will be adjusted to local conditions, depending on the response of national ProsocialLearn teacher’s communities and their interest in prosocial games and activities.

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For more info you may visit eTwinning web site available at [https://www.etwinning.net](https://www.etwinning.net)
4 Small-Scale Studies M 6-18

4.1 Small-Scale Studies Completed

As described in D 7.2, a number of small-scale studies were planned for the first evaluation phase. These studies were primarily technical experiments in the context of initial prosocial games. They focused on collecting user data for training the algorithms involved in the WP3 and WP4 modules and for validating technical functionalities of these modules. End-user feedback on games and game elements was also collected.

The table below presents a chronological overview of the small-scale studies that have been completed to date. It includes preliminary studies, which have already been reported in D 7.2 (Studies 1-3), as well as studies conducted during the first evaluation phase, which extended from M11 (November 2015) to M18 (June 2016) (studies 4-10).

<table>
<thead>
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<th>#</th>
<th>Evaluation of ...</th>
<th>Technical Partner(s)</th>
<th>Evaluation Phase</th>
<th>When/Where</th>
<th>~# of Players</th>
<th>Testing ‘Kit’/ Game</th>
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<td>CERTH, EA</td>
<td>prelim</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; June 2015, Greece</td>
<td>18 pupils</td>
<td>Path of Trust (two-player)</td>
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<td></td>
<td>Gesture recognition algorithm</td>
<td></td>
<td></td>
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<td>18 pupils</td>
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<td>prelim</td>
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<td>Date</td>
<td>Location/Participants</td>
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<td>Concept Validation</td>
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Table 2 – Small Scale Experiments M6-M18

As this table indicates, the studies were conducted using as vehicles four experimental games. These games were produced to serve the data collection needs for the technical tasks. At the same time, significant effort was dedicated in their conception and refinement to make the games attractive and viable prosocial learning experiences. Specifically:

- **Path of Trust**, is a game about trust. Two adventurers, the Guide and the Muscle, venture into an ancient labyrinth-like tomb to uncover hidden treasures. The Guide can provide directions, but does not have the strength to move around. The Muscle is able to run
through the labyrinth, but cannot see its layout. The Guide and the Muscle have to collaborate to collect treasure and avoid monsters lurking in the dark corridors of the tomb. However, they also compete against each other, each trying to collect more for themselves. The sense of trust built between them determines the outcome of the game. There are two versions of the game. In the two-player version, the players use different computers, taking the roles of Guide and Muscle. Some corridors of the tomb have a portal. Once the two characters pass through the portal they switch places. In the single player version of the game, the players take on the role of the Muscle character, while the Guide is controlled by the game’s AI. There are two single player scenarios: the “cooperation scenario” the two characters collect shared resources and have equal opportunity to access the same amount of points. The “competitive” scenario in which some treasures can only be claimed by the human (Muscle) and others can only be claimed by the NPC (Guide). These scenarios are further enhanced by the AI controlling the Guide player to be configured with respect to its trustworthiness. There is also a ‘light’ version of the single-player game, which is stripped of graphics sounds and narrative, and used for experimental purposes.

- **The Chase**, is a cooperative game that teaches children the value of cooperating to fulfill a common goal and how by helping others everyone can benefit. It is turn-based, dice-based board-like game where 4 players need to reach a hot-air balloon to escape a monster. Each player starts with 25 small-balloons. The dice gives moves either to the players, the monster or both. Players lose 5 small-balloons if they are caught by the monster. Players can help each other from being caught, by offering their turn but that costs 1 balloon. There are two winning parameters in the game: the group needs enough balloons in total to inflate the hot-air balloon and fly away, while each individual wants to have the larger possible number of small balloons at the end of the game.

- **Kitty King’s Candy Quest**: is played by two players on different computers and focuses on decision points that deal with prosocial concepts of Fairness and Generosity. Players initially complete a short round of collecting candy by clicking fast on a candy jar. When the time is up, one player is assigned the role of the giver: this player gets all of the candy collected and has to decide how much to share with the other player. The receiver then decides if the sharing was done fairly. There are two variations of the game. In the first variation each players collects candy individually and then shares it with the other player. In the second variation they collect together the candy and then take turns doing the sharing.

- **Emotions with friends**: players are shown animations of emotions made by computer characters and select words describing them. Afterwards, they see how their choices have compared with others in the class. The game is aimed at supporting broader classroom scenarios for teachers and children relating to the expression and interpretation of emotions and social behaviours. It is currently in a very early version, which was used for eliciting feedback from teachers.

Studies were conducted in actual school settings in 8 different locations in Greece (5) Italy (2) and Spain (1) and in a teacher workshop in FYROM. A total of 225 pupils, ages 7-10, participated as well as 31 teachers. The classroom studies were conducted in controlled conditions by the researchers, with teachers in supporting and observing roles. The outcomes of these studies are presented in D 7.8 and are integrated in the outcomes of the respective WP3 and WP4 technical tasks.

### 4.2 Review of Progress and Challenges
In this section, we present a critical review of the 1st phase of the small-scale studies, which is used as a basis for the planning of the 2nd phase.

As documented above, the plan of small scale studies from D 7.2 was fulfilled with few modifications. The timeline of the 1st phase was extended, and studies were completed by M18. One study was added, while the objectives all studies were revised or elaborated, based on the progress in the technical tasks of the project. Overall, the collaboration between technical and educational partners was productive and the feedback from teachers and pupils about participation in the experiments was positive.

As we foresaw in D 7.2, small-scale experiments are contingent upon the technologies and games designed in the technical WPs of the project, as they address questions that serve as input to the work conducted in these WPs. Therefore, the challenges that arose during this phase of evaluation, are mostly related with aligning the needs of data collection, which was subject to the technical progress in the project, with the purposes, constraints and cycle of activity of schools. Specifically the following are the most important challenges encountered.

- **Aligning technological readiness with timeframes for school implementation.** School implementation requires a 2-3 month period between the availability of the technologies and research protocols to be used in the study and the actual experimental trial. This is primarily due to the need to obtain formal permissions from educational authorities (which includes their ability to review and approve the games to be used). Further, the window for school implementation is affected by their own activity loads that relate to the beginning and end of the year, major holidays, fieldtrips, projects and other events. Therefore, relatively small delays in technological readiness (which were associated with legitimate difficulties in coordinating the outcomes of several technical tasks) resulted in major challenges, with respect to obtaining necessary permissions and finding a window for implementation.

- **Delivering game-based testing ‘kits’ that are compatible with the infrastructure and network security policies of the schools.** During the 1st phase of the small-scale studies, we relied heavily on researchers fetching their own equipment, including setting up their own LAN for the experiments. Most schools were we conducted the studies did not have their own adequate equipment and network connection for running the games. This was the case for example with loading the graphics for the Path of Trust game. But, it was the case even with the Kitty King’s Candy Quest trial in Spain (see D7.8) which is the lighter of all the three experimental games. Or, to give another example, firewall adjustments were necessary to play the Path of Trust game over the school computers for demonstration purposes, and The Chase game triggered a security warning in some school computers. As the ProsocialLearn technological solution matures, and the experimental studies move from heavily supported trials run by the researchers towards classroom implementations run by the teachers, taking into account the technological capacities of schools becomes a central concern. Indeed, this needs to be part of our evaluations, as it will affect the sustained adoption the ProsocialLearn platform in schools.

- **Keeping in the foreground the pedagogical value of the ProsocialLearn games, even while the focus of the studies is on technical validation.** While the teacher input has confirmed that they see pedagogical potential in all three games, and the students both enjoyed the games and understood the prosociality concepts underlying each game’s premise, the emphasis in all trials was primarily on gathering user data necessary for technical purposes. The games served primarily as the vehicles for data collection. Providing a valuable
pedagogical experience was not foregrounded during the 1st phase. In addition, the pedagogical soundness of the games was at best a peripheral concern of the evaluation. We need to add pedagogical value to the technical pilots and introduce pedagogical parameters to the objectives of evaluation in the next phase.

While these challenges were successfully overcome or by-passed in pragmatic terms during the 1st evaluation phase, it is important that they are taken into consideration in planning the 2nd phase and in anticipation of the 3rd phase studies.
5 Planning of Upcoming Experimental Studies

The plan for the 2nd and 3rd phase of the experimental studies outlined in D 7.2, has now been revised, based on the progress made and the lessons learned during the first phase. The changes also reflect the revision of the project schedule in terms of the delivery of the ProsocialLearn technologies, platform and games, as agreed in the plenary meeting in Madrid (July 2016).

### 5.1 Planning 2nd Phase Studies

The 2nd phase of experimental studies has now been extended both in duration and scope. It now comprises a set of school-based studies spanning September 2016 (M21) to May 2017 (M29). During this phase, formative studies with end-users will be conducted in three areas of interest, described in more detail below:

- Small-Scale Technical studies for the refinement and validation of ProsocialLearn modules
- Usability studies of the ProsocialLearn platform
- Pedagogical pilots for the validation of ProsocialLearn prototype games

#### 5.1.1 Technical refinement and validation of ProsocialLearn modules

These studies will continue and conclude the work of 1st phase, by collecting user data for the purposes of training algorithms and technical validation of module functionalities. The following table presents the studies are planned.

<table>
<thead>
<tr>
<th>#</th>
<th>Evaluation of …</th>
<th>Technical Partner(s)</th>
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<th>Where</th>
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<th>Testing ‘Kit’/ Game</th>
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<td>September</td>
<td>GREECE</td>
<td>20</td>
<td>Path of Trust</td>
</tr>
<tr>
<td>2</td>
<td>Collection of data for the training of Adaptation algorithm</td>
<td>CERTH</td>
<td>September</td>
<td>GREECE</td>
<td>20-40</td>
<td>Path of Trust</td>
</tr>
<tr>
<td>3</td>
<td>Collection of data for the training of Adaptation algorithm</td>
<td>CERTH</td>
<td>October</td>
<td>GREECE</td>
<td>20-40</td>
<td>Path of Trust</td>
</tr>
<tr>
<td>4</td>
<td>Evaluation of Adaptation Algorithm</td>
<td>CERTH</td>
<td>October-November</td>
<td>GREECE</td>
<td>20-40</td>
<td>Path of Trust</td>
</tr>
<tr>
<td>5</td>
<td>Voice Analysis Module Emotion Detection in Voice</td>
<td>ITTINOV</td>
<td>October-November</td>
<td>UK</td>
<td>~50</td>
<td>The Chase</td>
</tr>
</tbody>
</table>
5.1.2 Pedagogical validation of Prosocial Learn prototype games

The need for pedagogical validation studies is an elaboration of the original plan that arose from on the critical review of the 1st phase of the evaluation above. ProsocialLearn games have been tested so far in schools, by creating an exceptional activity designed by the ProsocialLearn researchers. While we did collect student input for all games, indicating that students enjoyed the games and understood the prosociality concepts that underlie the gameplay, we have not yet addressed the question of whether the ProsocialLearn solution can be integrated by teachers in their regular practice, to introduce prosociality concepts and foster prosocial skills. The pedagogical validation studies planned for this fall aim to fill this gap.

Two rounds of pedagogical pilots are being planned. The first will be a formative set of studies, in close collaboration with teachers examining the possibilities and barriers of pedagogical integration, using the existing prototype games. The second, will focus on the two demonstrator prototype games to be developed in the context of T6.2 by Playgen and Redikod using the full functionalities of the ProsocialLearn platform.

5.1.2.1 Pedagogical integration of early prototype games

The first round (M 21-25), will focus on the existing early prototype games: Path of Trust, The Chase, Kitty King’s Candy Quest, Friends and Emotions. For this purpose the games will be optimized for classroom use, taking into consideration class-size (~24 students) and existing infrastructure and network security policies in participating schools, so that teachers can use the games in the ordinary conditions of their schools with minimal support (staff or equipment) from the project.

From mid-September to mid-October 2016 (M21-M22), we will work with teachers in enlisted schools to design learning scenarios around the games, for an activity that will take 1-2 class periods to complete. Teacher input during this design process will be part of our data collection. We will also aim to involve a small number of students in the design process, to review the games and provide design ideas and suggestions relating to the existing games, as well as proposing new ideas.

Based on the above, pilot implementation of learning scenarios centred around ProsocialLearn games will be scheduled in collaboration with schools, from October 2016 through January 2017 (M22-25). The data collection during these pilots will address questions of game appeal and prosocial awareness from the point of view of the pupils, as well as questions of pedagogical potential and curriculum fit from the point of view of the teachers. Some technical data collection will also occur in this context, as some of the technical studies may be consolidated with the pedagogical pilots.

Specifically these pilots take two forms:

- in depth studies of implementation in four classrooms, two in the UK and two in Greece. In these intensive studies the researchers will observe the implementation, gather in depth student responses about their experience of the ProsocialLearn challenges and elicit pedagogical feedback from the teachers. A total of approx. 100 students and 4-6 teachers and teaching assistants are expected to be part of this in depth studies
• implementation in a larger number of classrooms (approx. 8-10 classrooms in several countries), with a less intensive data collection. Teachers will use the games within learning activities, use simple forms for recording the student experience and provide feedback either in the context of a group feedback session, or for teachers remotely located, through an interview. These pilots will provide a breadth of perspective to complement and validate the conclusions of the in depth studies.

5.1.2.1 Pedagogical evaluation of demonstrator prototype games

The second round of pedagogical evaluation (M 25-29) will focus on the two demonstrator prototype games to be developed in the context of T6.2 by Playgen and Redikod. A similar procedure of co-designing learning scenarios with teachers, supporting them in their implementation and gathering teacher and student feedback will be devised for the two prototype games that will become available through T6.2. In addition, there will be particular emphasis in providing timely feedback from teachers and students to game designers. Thus, the evaluation process will commence prior to the delivery of the games, so that formative feedback from end-users can inform the game design.

Starting in January 2017 (M25), we will work with teachers in enlisted schools in focus groups to provide input about the new game designs. At this point, we expect that the game developers will be able to provide design documents such as storyboard and non-digital prototypes, as well as small non-interactive demos that will convey to the teachers the premise and the gameplay for each of the two games. Since, at this point we will be working with teachers who are already seasoned members of the ProsocialLearn community and have participated in some piloting activities, we expect them to be more open to working in such a challenging co-design context. Teachers will provide input on the games and the opportunities and problems that they see with classroom implementation. We will also aim to involve a small number of students in the design process, to review the games and provide design ideas and suggestions.

Starting in March 2017 (M27), as the game development reaches its completion we will work with teachers to design learning scenarios around the games, for an activity that will take 1-2 class periods to complete. At this point, early functional version of the games will be available, even if not yet optimized for classroom use. Teacher input during this design process will be part of our data collection.

Finally, pilot implementation of learning scenarios centred around the two demonstrator ProsocialLearn games will be scheduled in collaboration with schools, in April and May 2017 (M28-29). The data collection will again address questions of game appeal and prosocial awareness from the point of view of the pupils, as well as questions of pedagogical potential and curriculum fit from the point of view of the teachers, and will follow the same two tier model of data collection, as in the previous round. The specific number and distribution of schools will be decided during the winter of 2017, based on the experience from the previous round and the experimental protocol that will be specific to these games.

5.1.3 Usability of the ProsocialLearn platform

A QoS and QoE evaluation of the ProsocialLearn platform is planned for the 2nd phase prior to scaling up end-user participation in the final phase. User acceptance, performance over school networks and ease-of-use in the course of school-based activities are the key parameters that need to be examined. We are planning two gather the end-user input in three distinct activities:
• In November 2016 (M23), we are will hold a co-design participatory workshop with teachers to elicit their feedback on planned platform features: using the existing version of the platform, together with design representations, we will ask teachers who are already involved in preparing lessons for the pedagogical pilots, to examine the transparency and usefulness of the tools provided by the platform, for selecting a game, setting up a lesson and implementing it with students. Their input will be incorporated to the refinement of platform features.

• In January-March 2016 (M25-27) we will engage teachers in testing the fully functional version of the platform, with respect to the functionalities addressed to the teachers to support lesson preparation. Specifically, they will be set tasks such as implementing their existing lesson plans from previous classroom implementation in the platform and creating new lesson plans for the upcoming pilots.

• Finally, in May-April 2016 (M 28-29), the platform functionalities addressed to both students and teachers to support lesson implementation will be evaluated in real classroom contexts. The platform performance in operational school conditions, together with user feedback, will serve to finalize aspects of the platform, including graphics, virtual characters, adaptation and natural interaction.

In terms of scheduling, the evaluation of the platform will be consolidated with pedagogical validation studies above, as part of an integrated experience of participation in the ProsocialLearn community of practice.

5.2 Preparing for the implementation of a 2nd phase study

In order for any one small scale study to be conducted, there are some requirements that need to be fulfilled. Similar to the 1st phase, the following general requirements will be enforced:

• An experimental protocol will be prepared in accordance to the templates included in D 7.2 (Appendix 1 &6).

• Ethics clearance, DPA registration and all necessary permissions will be acquired in accordance to local regulations in each country. Experimental protocols may need to be adjusted accordingly. This process has been largely completed for the 2nd phase, though some amendments may be necessary.

• School enlisted through the community building activities will be informed on a tentative schedule of upcoming studies and asked to indicate their availability. School-based experiments will be scheduled within school time constraints.

• A summary will be prepared for participants, parents and teachers describing the game and the purpose of the research, in accordance to the protocol of ethical practices (see appendix 6). Other illustrative material (e.g. demos, videos) may be used if possible.

• Informed consent forms (see appendix 6) will be gathered from participants and responsible adults (parents or legal guardians).

• All experimental studies will be adequately supported on-site by the ProsocialLearn research team, to create the conditions necessary for the efficient conduct of the trials (e.g. managing the flow of the activity, providing technical support, administering data collection, appropriate briefing and debriefing of participants).

In addition, the following are requisites for the specific focus of the 2nd phase:

• Planning and training sessions will be conducted with participating teachers, for the purpose of co-designing the learning activities that will be used in conjunction with the games during
the 2nd phase pilots. In these sessions, the teachers will become conversant with the games and the platform, develop an understanding of underlying prosociality concepts, review proposed learning activities and design together with the researchers the final lesson plans for the implementation of the pilots.

- Ensuring that the ProsocialLearn games and platform can be evaluated in real school conditions, with respect to technical infrastructure and network policies. While some pilots (especially technical validation tests) may still require the research teams to bring some dedicated equipment on-site for the studies, the goal is for the 2nd phase studies to be run, as much as possible, by the teachers with the schools existing infrastructure. For that purpose, during the preparatory activities in September and October 2016 (M21-22) we will collect information from the schools enlisted to participate about technical parameters corresponding to the specification of the ProsocialLearn platform and games. We will also visit the schools in advance of the studies and test the games and the platform.

Overall, the goal of the 2nd phase of studies is to establish the pedagogical and technological soundness of the ProsocialLearn solution, before it scales in the next phase. Especially the pedagogical validation studies are more ambitious than the small-scale studies originally envisioned, both in terms of the number of schools involved and in terms of sustained involvement with schools over an extensive period. They are essentially an intermediate scale leading towards the studies of the 3rd phase.

5.3 Preliminary Planning 3rd Phase Studies

The 3rd phase of studies involves the summative empirical validation of the complete ProsocialLearn approach, including the platform, the games and the services provided, through longitudinal studies in a larger distribution of schools and real operational conditions.

Given the project schedule in terms of the delivery of the ProsocialLearn technologies, platform and games, as agreed in the plenary meeting in Madrid (July 2016), we expect that the 3rd phase studies will commence in June 2017 (M30), in terms of preparatory work with the teachers, with actual classroom implementation September-December 2017 (M 33-36). These are going to be studies of sustained use in schools, for a minimum of 6-8 weeks, that will involve the development and use of game-based learning units in prosociality through the games, assets, tools and services available in the integrated ProsocialLearn platform. In terms of data collection, the same two-tier model as in the previous phase will be considered, in order to balance breadth with depth in the data that can be collected and analyzed within the project timeframe and resources.

In preparation for the 3rd phase of the studies, the following planning tasks will be undertaken in the coming months:

- revise and elaborate the longitudinal evaluation methodology outlined in D 2.5 into an evaluation protocol, based on subsequent developments of the project, and taking into consideration the pragmatics of school participation
- enlist specific schools to participate from at least four European Countries, starting with the schools already enlisted and expanding the candidate schools through the ProsocialLearn community
- survey and test the technological capacity of candidate schools and forward the information to the technical partners
- obtain ethics clearance, DPA registration and all necessary permissions accordance to local regulations in each country
• monitor technology readiness and develop a realistic plan, taking into account research requirements, technology readiness and school constraints
• develop a secure structure for collection and storage of data from several locations across Europe

The availability of experimental results from the 2nd phase of the studies, with respect to the use of the ProsocialLearn platform and the pedagogical integration of games, will be of vital importance in detailing the longitudinal studies plan. The detailed plan for the longitudinal studies will be reported in the next version of this deliverable in M25.
6 Conclusions

As this deliverable documents, solid progress was achieved during the first half of the project, both with respect to end-user community development and with respect to planning and conducting evaluation studies. This is despite the challenges introduced by the contingencies of putting together multiple pedagogical, technological and administrative pieces while coordinating with the education systems of different countries.

We expect that this progress will be accelerated during the upcoming months covered by the planning described in this deliverable, as the ProsocialLearn modules, games and platform mature. As we continue to expand our network of schools, teachers and students, we will also be able to deepen their engagement in designing and carrying out ProsocialLearn learning activities in operational school conditions.
Appendixes

Appendix 1: ProsocialLearn Ambassadors - working document

ProsocialLearn Ambassadors

Aim
- Create national ProsocialLearn communities in several European countries
- Set up a sustainable community of practice that will encourage teachers and pupils to learn from one another's experiences, share resources, adopt a prosocial learning style, exploit networking and mobility opportunities and involve from an early stage policy makers and stakeholders

Main tasks
- Be part of an important EU project promoting prosocial learning activities and educational games
- Carry out dissemination activities (i.e. organize implementation of pilots, schedule teachers’ seminars and info days on prosociality and the pedagogical impact of prosocial activities) at national level
- Support ProsocialLearn project both at European level and national level (i.e. compile a list of stakeholders, policy makers, teachers’ associations and schools, to whom they will provide at frequent intervals updated info on the project developments
- Develop, sustain and expand ProsocialLearn community of teachers

Teachers’ characteristics
- Basic knowledge of English (understanding, reading, speaking)
- Interest in learning and sharing experiences and good practices
- Basic knowledge of spreadsheets, email and social media
- Interest and experience in presenting to teachers
- Eager to contribute to the dissemination and sharing of experiences in Prosociality and digital games

Detailed Tasks
- Explore all face-to-face meeting opportunities, i.e. info- days, training sessions, conferences, etc., with the view to diffusing prosociality, inform on the project activities aiming at continuously expanding the circle of people interested in ProsocialLearn activities
- Set a tentative schedule for the community (weekly, monthly, quarterly, and/or annually), so as to inform all current and future members at frequent intervals about the project progress, the piloting phases, the scheduled training activities etc.
- Select the most appropriate community-oriented tools to support the goals of the community, so that members are given the opportunity to discuss, share their opinions on prosocial games and provide their feedback on piloting and schools’ involvement
- Recruit new members to ProsocialLearn community, introduce them to prosocial digital games, finalize and publicize a community calendar of events, so that all members have an overview of the activities and plan ahead their participation
- Set up the most appropriate communication channels (news, announcements, newsletters, integration with face-to-face meetings, etc.)
- Highlight and share stories of community successes (e.g., how the implementation of prosocial digital games has led to the mitigation of social exclusion phenomena, etc.)

Benefits
- Continuous support by ProsocialLearn partners, focused on the national prosocialLearn teachers’ communities created across Europe
- All Ambassadors will be awarded with a certificate verifying their role in the project, describing their tasks and duties
- Prosocial badges will be given to schools having participated in prosocialLearn activities
- Access to prosocialLearn games
Draft application form

[1] Surname
[2] First name
[3] Email address. Please make sure you write your email address correctly
[5] Name of your school. If not teaching at the moment, please write: "n/a" and add the name of the organization you work
[6] Age of your students. Select all the relevant ages. If not teaching any longer, choose the ages of students you have taught in the past

<table>
<thead>
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<td>14+</td>
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<tr>
<td>10-11 years old</td>
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</tbody>
</table>

[7] Give us some reasons why you would like to be part of this project
Appendix 2: Strategies for Developing the ProsocialLearn Teacher Community (Internal Working Document)

Context and scope

This document builds upon the strategy for building a Teacher Community of Practice within the ProsocialLearn project that was explicated in D7.2. Especially, users of the present document should be very familiar with the following sections of D 7.2:

2.1 Building and Managing a ProSocialLearn Teacher Community of practice (pp. 11-14)
4.2.3 Steps towards the development of a sustained community of practice (pp.22-23)

Appendix 1 ProsocialLearn Community Building; phases and activities (pp.32-36)

In brief, the steps outlined in D 7.2., for the first 15 months of the project include:

• Create a mission and vision statement for the community
• Create a mailing list and/or a blog, through which teachers and stakeholders, directorates of education, NGOs and universities communicate, share info and project updates.
• Identify any face-to-face meeting opportunities for community members and define how these will be incorporated into the community experience (conferences, etc.).
• Lay out a tentative schedule for the community (weekly, monthly, quarterly, and/or annually); Create a public calendar, where all community activities will be available, along with a short description and all training materials, encouraging participants to add their own touch as well.
• Create a timeline for the community’s development, for all members to know the current stage of the community and what it is expected the following months, to realize that they are part of this process and develop a sense of ownership for the ProsocialLearn community.
• Create a directory or folder structure for organizing discussions, documents, and resources, where the members ProsocialLearn community will have access to all available documentation, i.e. vision statement, multilingual resources, etc.
• Determine facilitator roles and recruit the first community facilitator(s)

Based on on-going discussions within the consortium, the present document elaborates on some of these steps, for the purpose of reaching specific decisions about practical tasks for consortium partners.

This is an evolving working document that takes immediate priorities for community building as its starting point.

Specific Strategies under development

Engaging teachers: roles, expectations and rewards

To enlist the support of the teachers in conducting the pilot studies and to maintain their interest in adopting ProsocialLearn games in their practice, it is imperative that:

• We set clear expectations, about what we can deliver and when, how we envisage the teachers’ and schools’ participation in the project, what workload and responsibilities they assume by agreeing to participate, what is the timeline of the project, as it unfolds (what they should expect immediately, in a few months or in the next year).
• we describe clearly the added value that the participating teachers and schools will gain from their participation. Added value may include specific rewards for example: free access to
ProsocialLearn games and resources; access to teaching material on prosociality; invitations to training events; equipment (e.g. tablets) etc. They may include also specific forms of recognition that are of value in teacher professional development, such as a certificate or credits for certification.

- we determine different levels of involvement and rewards for different schools and teachers, depending on the project capacities and their commitment: from casual community members, to active participants in design and piloting activities, to ProsocialLearn ambassadors who support other teachers in their area.
- we nurture a sense of ownership for the ProsocialLearn community, by allowing teachers to share their lessons and discuss their experiences.
- we build the ProsocialLearn identity by providing them with tangible tokens of participation to ProsocialLearn such as online badges for their websites, or actual banners to display schools

**ProsocialLearn Ambassadors**

Ambassadors are motivated, dynamic teachers or school principles that serve as nodes for the ProsocialLearn project in their respective local or national context.

The ambassador approach was briefly explained in D 7.2: we believe that ambassadors (supported by educational partners of the project), are the only viable approach when dialing with such variety of languages, cultures and school systems.

Ambassadors need to be recruited early in the project, participate in formative design and evaluation activities that will develop their ownership of the project, receive training to have a clear understanding of the project and of their role.

Ambassadors need to be nurtured and supported in their own close knitted group, while also participating into the broader community. Projects that adopt the ambassador approach often include some form of compensation, such as a stipend, for this role, but other forms of reward and recognition are possible, as described above.

**Partner responsibilities**

- explore various options for teacher rewards, and reach a consortium level agreement on what we can offer/promise (Europole and EA make recommendations, ATOS leads the decision process)
- define the ambassador role specifically (responsibilities-rewards), using the experience of other projects (Europole and EA make recommendations, ATOS leads the decision process)
- a clear sense of what we can promise teachers on the technical side (games, dashboard), during the project and a timeline for delivery (ATOS leads technical partners)

**Teachers’ Space Online**

This is a top priority for the community building strategy.

It is important that as we contact teachers and schools and introduce them to the ProsocialLearn project and approach, we can direct them immediately to register for the Teachers’ Space Online. We aim to make this online space a buzzing teacher community, as the project progresses, but it is imperative that it is available from the beginning.
It is also desirable that the teachers’ space online is attached to the official project site, as a dedicated area of the site: this way community building efforts will also serve project dissemination objectives and vice versa.

**Preliminary Specifications for Teachers’ Space Online**

The envisaged teachers’ space online will contain the following:

- **Profile of members.** This will include basic personal information, grade level and subject of teaching, and a profile picture. Badges are also useful if they can be implemented, e.g. a special graphic identifying ProsocialLearn ambassadors, or ProsocialLearn researchers.

- **Creation of groups.** These may be separate groups for different countries. It would be good also to have a special group for ProsocialLearn ambassadors, where they can share ideas, projects, and activities.

- **Access to the ProsocialLearn School Community Questionnaire** (see appendix 3) and a mechanism for submitting it to EA and Europole.

- **Storage of materials:** A directory or folder, where the members ProsocialLearn community will have access to available documentation and resources such as teaching materials; the option of uploading documents such as lesson plans in a repository is also desirable.

- **Scheduling of activities via a common calendar.**

- **A blog for adding pictures and information in the community platform or website.**

- **A forum of discussions and feedback on the values and the way to mediate those values through the games.**

- **A map** where the location of participating schools and contact information for the closest ProsocialLearn ambassador can be seen: when one school or one teacher join the prosocial community, it appears on the map a star of the respective country contact point, where anyone can write to the ambassador.

**SOME SCREENSHOTS**

**HOME:** you see all the groups available (although you are not member of the group you can see the content but you cannot participate)

**GROUPS:** Group of user interested on a group of related topics (books). Groups are created by administrator. E.g.: ALL (group of all users for administrative issues or general topics), Cooperation game (group of users focus on Candy Quest game, the group content different books (topics))
BOOKS: books are created by Ambassadors. Books are topics of interest within a group. E.g.: within Candy Quest group, the Ambassador can create a book (topic) about Learning objectives.

ARTICLES: articles can be created by Teachers within a book. Articles are threads within a topic. E.g: within the book “Learning Objectives” of the group “Candy Quest game”, one teacher creates the Article “Material”. The user can comment the book and the articles and add files.
Partner responsibilities

- Creation of the online platform (RK and ATOS)
- Initial content for the online space; on-going content updates (EA, Europole, UCAM)
- Community platform editorial group, with special permission to organize events and publish them on the platform (EA, Europole, RK, other partners?)

Companion Materials for teachers

All requests for use of ProsocialLearn games in the classroom need to start with providing teachers with a concise, but clear framework for the classroom activity. A prerequisite for this is that a clear pedagogical approach is elaborated for ProsocialLearn.

We propose that there is a teacher guide that accompanies each game, or each instance of piloting in real classroom conditions. There, also need to be a stream of teacher-friendly material about prosociality and about game-based learning that will be first shared through the online space and will eventually be integrated in an information kit. Finally, by providing teachers with a simple form for reporting their lessons, experience and feedback, a lot of useable resources for ProsocialLearn teaching practices could be accumulated from the participating teachers themselves.

Teacher guide for using ProsocialLearn games in the school

The following is a proposed table of contents for a teacher guide, developed by Stefano Cobello

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of the project (4 lines)</td>
</tr>
<tr>
<td>Introduction to the value of prosocial learning (one page)</td>
</tr>
<tr>
<td>Introduction to the games / the values of serious games, (one page)</td>
</tr>
</tbody>
</table>
Games
Games available for testing (explanation about the games of the project (3 - 4 pages)
How to use the games / instruction (Game by game 1 or 2 pages)
Environment / context where to use the games (game by game - few lines)
Necessary equipment (for every game)
Time (time for testing, average time for every game)
Trainer’s necessary skills

Pedagogical assessment
Pedagogical assessment tool for the game (we should be able to provide some assessment tools for the teachers to measure the level of involvement, motivation, attitude, before and after every game)
How and when to use it (instruction to use the pedagogical assessment tool)

Online Entries leading to the creation of an Information Kit
This can be done through blog entries that are appropriately tagged and are eventually edited and integrated into a booklet. The starting point for this will be the leaflet and factsheet that have already been prepared. They should be followed by more specific entries, for example about different prosociality concepts, or about game-based learning or about specific games. Ethical provisions in exposing students to online games and platforms should also be included. Periodically posting lesson plans with prosocial activities, with and without the games, is also an important ingredient to make these entries relevant to teachers.

Accumulation of online resources
Useful resources for teachers may be accumulated by encouraging teachers to share their own experiences with ProsocialLearn in a structured format. A reporting form for lessons, or a questionnaire to be completed by teachers could be such formats.

Partner responsibilities
- EA will lead in outlining the necessary content and eliciting contributions
- Technical partners who are developing games will provide the description of the games as well as the technical requirements for them to run (CERTH, ITTINOV, RK, PG).
- EA and Europole will be responsible for revising some of this content to put it in teacher-friendly language and format.
- EA will develop resources about prosociality concepts and pedagogical practices, as well as some sample lessons. The work that we have started together with PG and UCAM on pedagogy could fit into this.
- EA will develop a form for teachers to record their experiences, and will refine it in consultation with teachers to make sure that it is can capture quality information without excessive effort
- Material will need to be translated: we need to decide in what languages and how.
Appendix 3: ProsocialLearn Teacher Community Questionnaire

Estimated time for completion: 5 minutes


[2] Type and name of school: ..........................................

[3] Which of the following choices mostly describes the community in which your school is located? (tick one)
   □ A village, hamlet or rural area (fewer than 3 000 people)
   □ A small town (3 000 to about 15 000 people)
   □ A town (15 000 to about 100,000 people)
   □ A city (100 000 to about 1 000 000 people)
   □ A large city (over 1 000 000 people)

[4] Number of teachers working in your school: ......................

[5] Average number of students in each class: ..........................

[6] Approximately how many students in your class come from disadvantaged contexts? (tick one)
   □ 0 to 10%
   □ 11 to 25%
   □ 26 to 50%
   □ more than 50%
   □ Not applicable

[7] Approximately how many immigrant students are there in your class? (tick one)
   □ 0 to 10%
   □ 11 to 25%
   □ 26 to 50%
   □ more than 50%

[8] Approximately how many of the immigrant students in your class use a different language at home from that used in lessons? (tick one)
   □ 0 to 10%
   □ 11 to 25%
   □ 26 to 50%
   □ more than 50%
[9] Have you ever experienced events of bullying, exclusion, aggressive behavior among pupils in your teacher’s working life? (tick one)
- Frequently
- Sometimes
- Rarely
- Never

[10] How much time do you dedicate to the development of pupils’ social skills each week? (tick one)
- more than 2 hours
- 1-2 hours
- less than 1 hour
- none

[11] Do you think that ICT tools can be useful to teach prosocial skills to the pupils?
- yes
- no
- maybe

If Yes or Maybe, in which way these tools can be used? ..........................................

[12] Are there computers available for educational use in your school? (tick all that apply)
- Yes, desktop computers in a computer lab
- Yes, laptop computers for use in the classroom
- Yes, tablets for use in the classroom
- No

If yes, please specify, how many computers can be available for a lesson: ..................

[13] What operating system do they run? (tick all that apply)
- Windows
- Apple OS
- Linux
- Other (specify) ......................

Are they connected to the Internet?
- Yes
- No

[14] Do teachers in your school use ICT in their daily teaching?
- Frequently
- Sometimes
[15] Have teachers in your school used educational digital games in their daily teaching?
- Frequently
- Sometimes
- Rarely
- Never

[16] How would you describe the overall computer literacy of teachers in your school?
- Basic
- Intermediate
- Proficient

[17] How would describe the overall computer literacy of pupils in your school?
- Basic
- Intermediate
- Proficient

Thank you for joining the ProsocialLearn Community!
Appendix 4: ProsocialLearn learning scenario

Prosociality games

Could a game like this be used in the classroom, to teach about prosociality concepts?

<table>
<thead>
<tr>
<th>Potential:</th>
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</table>

<table>
<thead>
<tr>
<th>Difficulties:</th>
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</table>

How could you integrate it into the learning process?

What activities surrounding the game would need to be designed?

How could this game be improved or modified to make it more useful for classroom use?

Below, please attempt to outline a scenario centering on this game

<table>
<thead>
<tr>
<th>Learning objectives</th>
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<table>
<thead>
<tr>
<th>Innovation</th>
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<td></td>
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</table>
Curriculum areas / domains

Preparation

Implementation

Assessment