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Gamification of Prosocial Learning

for Increased Youth Inclusion and Academic Achievement

## **D8.4 2<sup>nd</sup> ProsocialLearn dissemination and communication report**

communication report



### Document Control Page

<b>WP/Task</b>	WP8 / D8.4
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<b>Abstract</b>	This deliverable describes de dissemination and communication activities performed during the period.
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### Document Control Page

Version	Date	Modified by	Comments
<b>0.1</b>	17/03/2018	Erik Robertson (RK)	First full draft
<b>0.2</b>	20/03/2018	Tom Felices (RK)	First version
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<b>Final</b>	23/03/2018	Pilar Pérez (ATOS)	Final and format review



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### List of Abbreviations

Abbreviation	Description
EC	European Commission

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## Executive summary

ProsocialLearn dissemination activities according to the Dissemination Plan (D8.1 ProsocialLearn Dissemination and communication plan) have followed a phased approach to defining, planning, organising and exploiting communication channels and dissemination events.

These activities, targeted to primarily to researchers, educators and game developers, but including the general public, have encompassed online dissemination via updates on the project website and in social media, and during the reporting period included the ProsocialLearn Teachers Community website and specialist online platforms for game developers in the Game Developer Support Network.

Workshop organisation and international conference participation, as well as reports, papers, brochures and other publications, were the main offline dissemination channels in the reporting period.

For this period (M19-M38), ProsocialLearn project and consortium members have consistently met, exceeded, or significantly exceeded the goals (KPIs) set for the dissemination. Any and all exceptions have been temporal and compensated for.



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## 1 Introduction

This section provides detailed information about the purpose, scope and structure of the document as well as the intended audience of the document.

### 1.1 Purpose of the document

This deliverable provides a report on the results of ProsocialLearn dissemination activities according to the Dissemination Plan (D8.1) for the period M19-M38, which followed a phased approach to defining, planning, organising and exploiting communication channels and dissemination events.

This report includes an overview of the dissemination channels and methods used, as well as measures about the effectiveness of dissemination activities in reaching and engaging with project stakeholders according to predefined KPIs.

### 1.2 Scope and Audience of the document

According to the purpose of the document the dissemination level is public. The audience of this document is primarily ProsocialLearn consortium members, but is also of interest to other stakeholders (especially researchers and educators, as well as game developers) in understanding the dissemination results of the project.

### 1.3 Structure of the document

This document is split into five high level sections.

**The first section (Online Channels, Section 2)** covers online channels (mainly website and social media) used for general information and updates (public), as well as outreach to researchers and educators (for involvement in the Teachers Community) and game developers (for engagement in the project's Game Developer Support Network).

**The second section (Events and Publications, Section 3)** covers event organisation and participation, as well as reports, publications, printed materials that were used to inform and promote engagement with ProsocialLearn research results, development platform and tools, and prosocial games among primary stakeholders (researchers and educators, game developers).

**The third section (ProsocialLearn Teachers Community, Section 4)** summarises the ProsocialLearn Teachers Community website and activities to engage with researchers and educators.

**The fourth section (Game Developer Support and Tools, Section 5)** describes the Game Developer Support Network websites and ProsocialLearn tools created for creativity support for game developers in defining and designing prosocial games.

**The final section (Annex)** includes detailed online statics and links related to the above sections for the reporting period.



## 2 Online channels

### 2.1 Overview

For the covered reporting period (M19-M38), ongoing online communication regarding project activities targeting the public, as well as researchers and educators and game developers, continued (T8.1 Communication activities).

These activities were focused on the main project website (<http://prosociallearn.eu>, see Figure 1 - Project website (landing page, “latest news” carousel in header, new subscriber form & social media links in footer) which describes the purpose and scope of the project, and features regular updates in terms of project reports, academic papers and printed information/instructional materials (public, downloadable), and news articles regarding project activities.

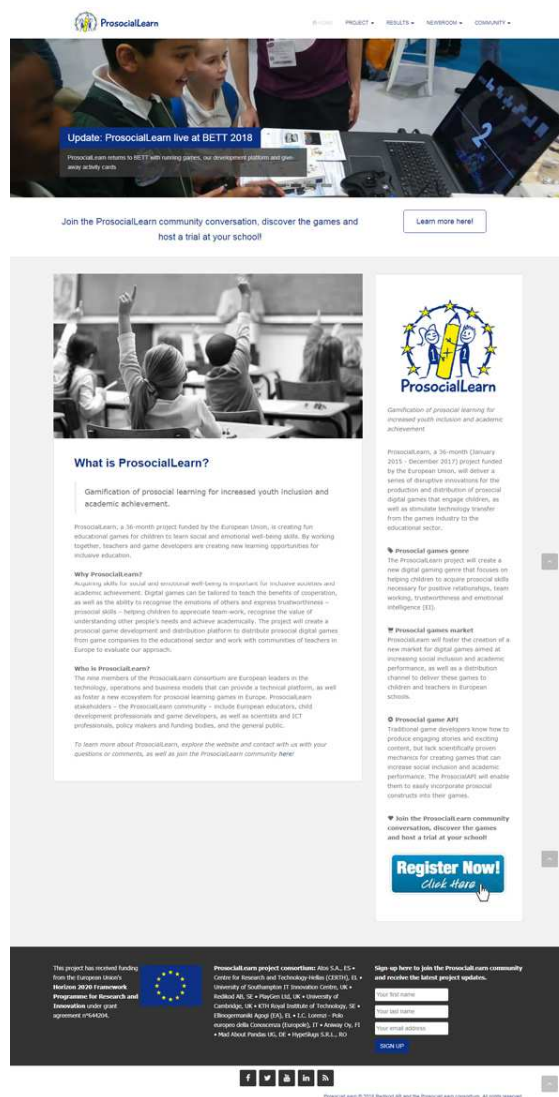


Figure 1 - Project website (landing page, “latest news” carousel in header, new subscriber form & social media links in footer)





Materials and information detailed on the project website were also further disseminated via project social media accounts on Twitter, Facebook, LinkedIn and YouTube, and in a digital newsletter (distributed via email to a list of subscribers in mainly the primary target stakeholder groups according to the Dissemination Plan (D8.1) i.e. researchers and educators, and game developers).

The following sub-sections report the results of online dissemination activities for the reporting period (M19-M38) in terms of predefined KPIs according to the Dissemination Plan (D8.1).

Detailed online statistics and links related to the dissemination KPIs for the project period can be found in the Annexes sections of this report.

## 2.2 ProsocialLearn website

News articles, covering the latest project activities, reports published, etc. were key in generating a steady flow of visitors to the website, though the most popular website pages related to detailed descriptions of the project, events and publications (see Annexes).

A monthly breakdown of unique views for the project website, as well as lists of the top ten website pages in terms views, and top ten external click destinations, is also included in the Annexes.

### Unique website visitors

(see ProsocialLearn project website, News (<http://prosociallearn.eu/news>) and Annex 2: Online statistics - website)

Period	Total unique views	KPI (>2000 expected unique visitors per year, D8.1)
M19-M24 (2016)	2287 (all of 2016: 6148)	Exceeded
M25-M38 (2017/8)	5765	Exceeded

## 2.3 ProsocialLearn social networks

Materials and information detailed on the project website were further disseminated via project social media accounts on Twitter (see Figure 2 - ProsocialLearn on Twitter (excerpt)), Facebook, LinkedIn and YouTube.

Social media posts included news articles highlighting project activities, research results, project reports (public) and event activities, as well as the publication of brochures and video.

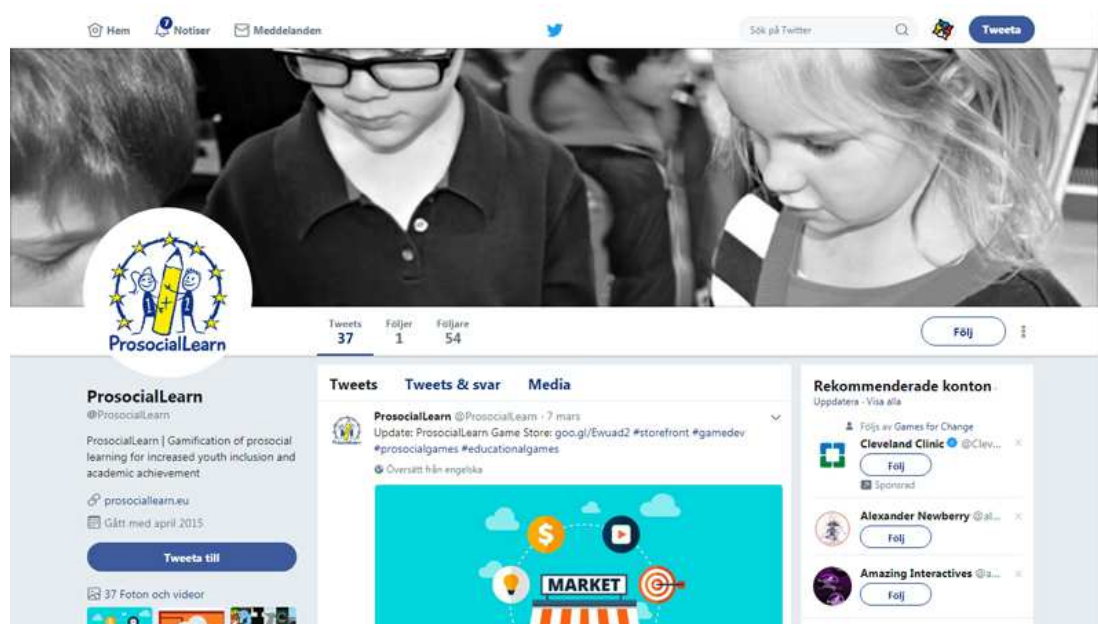


Figure 2 - ProsocialLearn on Twitter (excerpt)

Followers in the various media channels grew organically, with expected increases directly related to the amount and frequency of posts in the various channels.

Links to project Twitter, Facebook, LinkedIn and YouTube accounts, and detailed statistics regarding followers as well as the most popular posts in each channel, are included in the Annex 3 (Online Statistics – Social Media).

### Followers in social networks

(see Annex 3: Online statistics - Facebook, Twitter, LinkedIn and YouTube)

Period	Number of followers in social networks	KPI (>100 expected followers in social networks per year, D8.1)
M19-M24 (2016)	102 (as of EOY 2016: 102)	Met
M25-M38 (2017/8)	154	Exceeded

#### 2.4 ProsocialLearn Newsletter

A digital newsletter was distributed once each project year via email to a list of subscribers in the primary stakeholder groups according to the Dissemination Plan (D8.1) i.e. researchers and educators, and game developers).

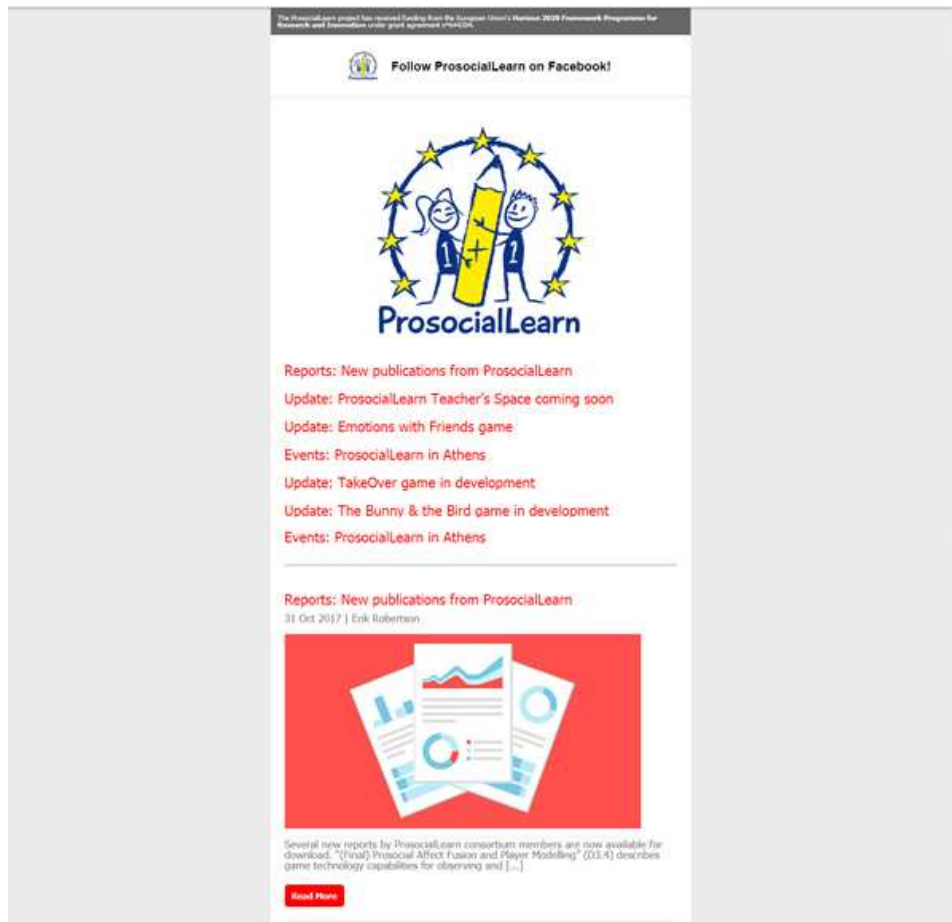


Figure 3 - ProsocialLearn newsletter (excerpt), November 2017

Detailed statistics regarding subscriber numbers, as well as links to the newsletters published, are included in the Addendum (Online Statistics – Newsletter subscribers).

### Subscribers to the newsletter

(see Annex 5: Online statistics – Newsletter subscribers)

Period	Number of subscribers to newsletter	KPI (>30 expected new subscribers to newsletter per year, D8.1)
M19-M24 (2016)	7462 (plus >30 new subscribers via ProsocialLearn Teachers Community) (as of EOY 2016: 7462 plus PTC)	Met
M25-M38 (2017/8)	7472 (plus >30 new subscribers via ProsocialLearn Teachers Community)	Met

### 2.5 Evaluation of the dissemination results of online channels

In terms of the key performance indicator for the project website, unique views were on average 264% of the target, and never below 193% which is a very satisfying result.



Concerning project accounts in social networks, on average the target was met, and the trend +50% per year, which could be seen as a more than satisfactory result.

In regards to the newsletter subscriber KPI, using the Nordic Game database of WP8 lead RK' sister company from M4 led to the enormously much larger volume than the expected. This could be seen as misleading, but it is important to note that many of these recipients could have opted out, thus leading to a loss of thousands of recipients yearly, instead of a net gain of over 30 new subscribers via the ProsocialLearn Teachers Community (further details in Section 4).

The project website, social networks and newsletter were also a valuable platforms for outreach to educators for participation in the Teachers Community (see Section 4 for further details) and to engage game developers in the Game Developer Support Network (see Section 5 for further details).

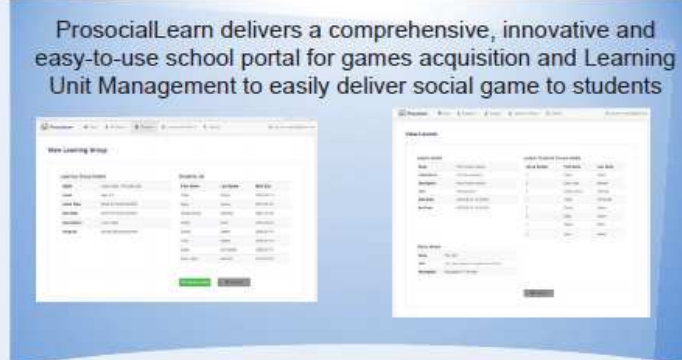
### 3 Events and publications

#### 3.1 Overview

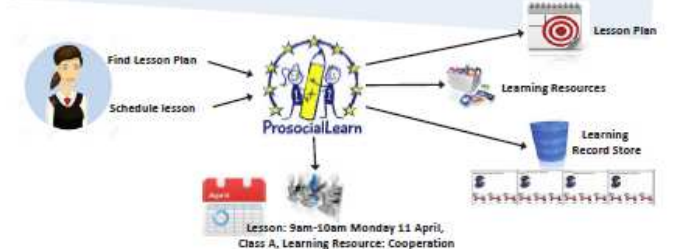
For the covered reporting period (M19-M38), this section covers A) project participation in major industry events as well as workshops organised for key stakeholders such as researchers, educators and game developers as well as B) a range of project publications produced including project reports, academic papers, informational brochures (see example below, Figure 4 - Prosocial Teacher Classroom brochure, one-sided, A4 format, December 2016).

In terms of project reports, academic papers, informational brochures, these materials were distributed at industry events and in workshops, as well as posted (and made available for download) on the project website, as a continuation of T8.1.

**Prosocial Teacher Classroom:**  
a comprehensive and accessible portal for games acquisition and delivery



ProsocialLearn delivers a comprehensive, innovative and easy-to-use school portal for games acquisition and Learning Unit Management to easily deliver social game to students



Lesson: 9am-10am Monday 11 April, Class A, Learning Resource: Cooperation

**Comprehensive**  
Fast and intuitive setup of student profiles including batch registration

**Innovative**  
Teacher sets up lesson for classes in 15 minutes; the games is playable right away

**Easy to Use**

Contact: Francesco D'Andria, ATDS, SP  
Email: [francesco.dandria@atos.net](mailto:francesco.dandria@atos.net)  
Web: [www.prosociallearn.eu](http://www.prosociallearn.eu)

Figure 4 - Prosocial Teacher Classroom brochure, one-sided, A4 format, December 2016

The following sub-sections report the results of event and publication dissemination activities for the reporting period (M19-M38) in terms of predefined KPIs according to the Dissemination Plan (D8.1).

Detailed statistics and links related to event and publication dissemination KPIs for the project period can be found in the Annexes section of this report.



### 3.2 Peer-reviewed publications in journals, conferences and workshops

A significant number of peer-reviewed papers were published in academic journals as well as presented at professional conferences and workshops during the reporting period, the majority of which are available for download at <http://prosociallearn.eu/deliverables-publications>.

These included:

*Exploring the Prosociality Domains of Trust and Cooperation, through Single and Cooperative Digital Gameplay in Path of Trust* K. Apostolakis, A. Psaltis, K. Stefanidis, K. Kaza, S. Thermos, K. Dimitropoulos, E. Dimaraki, P. Daras, International Journal of Serious Games (IJSG), Vol: 3, No: 3, pp. 39-57, September 2016

*Multimodal Affective State Recognition in Serious Games Applications* A. Psaltis, K. Kaza, K. Stefanidis, S. Thermos, K. Apostolakis, K. Dimitropoulos, P. Daras, IEEE International Conference on Imaging Systems and Techniques (IST 2016), Chania, Greece, October 4-6, 2016

*Body Motion Analysis for Emotion Recognition in Serious Games* K. Kaza, A. Psaltis, K. Stefanidis, K. Apostolakis, S. Thermos, K. Dimitropoulos, P. Daras, HCI International 2016, Toronto, Canada, 17 – 22 July 2016

*ProsocialLearn: a digital distribution platform for pro-social games* F. D’Andria, M. Boniface, S. Modafferi, S. Crowle, K. Apostolakis, K. Dimitropoulos, P. Daras, L. Middleton, J. Garrido, Proceedings of the 9th International Conference on Virtual Worlds and Games for Serious Applications (VS-Games 2017), Athens, Greece, September 2017

*Offline and Online Adaptation in Prosocial Games* K. Apostolakis, K. Stefanidis, A. Psaltis, K. Dimitropoulos, P. Daras, Proceedings of the 9th International Conference on Virtual Worlds and Games for Serious Applications (VS-Games 2017), Athens, Greece, September 2017

*Expressive Virtual Characters for Social Demonstration Games* F. Yang, C. Li, R. Palmberg, E.V. Van der Heide, C. Peters, Proceedings of the 9th International Conference on Virtual Worlds and Games for Serious Applications (VS-Games 2017), Athens, Greece, September 2017

*When Facial Expressions Dominate Emotion Perception in Groups of Virtual Characters* R. Palmberg, A. Qureshi, C. Peters, Proceedings of the 9th International Conference on Virtual Worlds and Games for Serious Applications (VS-Games 2017), Athens, Greece, September 2017

*The Value of Establishing a Community of Teachers for the Gamification of Prosocial Learning: Pedagogical, Social And Developmental Aspects of a Teachers’ Community Space Experience* S. Cobello, P. Pérez Berganza, E. Milli, N. Zygouritsas, Proceedings of the 9th International Conference on Virtual Worlds and Games for Serious Applications (VS-Games 2017), Athens, Greece, September 2017

*ProsocialLearn: A Prosocial Games Marketplace* F. D’Andria, J. Garrido, M. Boniface, S. Modafferi, S. Crowle, L. Middleton, K. Apostolakis, K. Dimitropoulos, P. Daras, 9th IFIP International Conference on New Technologies, Mobility & Security, Paris, France, February 2018

#### Peer reviewed publications in journals, conferences and workshops

(see ProsocialLearn project website, Deliverables & Publications (<http://prosociallearn.eu/deliverables-publications>))

Period	Number of peer-reviewed publications in journals, conferences & workshops	KPI (>5 expected peer-reviewed publications to
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		be disseminated per year, D8.1)
M19-M24 (2016)	3 (all of 2016: 3)	Underperformed
M25-M38 (2017/8)	7	Exceeded

### 3.3 Special sessions co-organised with international conferences

Project members also participated in and co-organised a variety of sessions at international conferences during the period, targeted primarily to researchers and educators, as well as game developers.

During the reporting period these included booths and sessions at the ECA International Conference in New Delhi, India, TTTNet in Verona, Italy, GALA in Utrecht, Holland and BETT in London, UK. A full listing is available at <http://prosociallearn.eu/events>.



Figure 5 – ProsocialLearn booth at BETT 2018

The above picture shows the ProsocialLearn booth at BETT 2018, 24-27 January 2018 in London, UK. Several hundred booth visitors and a range of enthusiastically received prosocial game demos made this event one of the project’s highlights. Details about this event can be found at: <http://prosociallearn.eu/update-prosociallearn-live-bett-2018>

### Special sessions co-organised with international conferences

(see ProsocialLearn project website, Events (<http://prosociallearn.eu/events>))

Period	Number of special sessions co-organised with international conferences	KPI (>2 expected special sessions co-organised with international conferences per year, D8.1)
M19-M24 (2016)	3 (all of 2016: 5)	Exceeded
M25-M38 (2017/8)	2	Met

### 3.4 Events organised for user requirements

These events, primarily for user requirements, included acceptance testing and other more general user-oriented activities. A full listing is available at <http://prosociallearn.eu/events>.



Figure 6 - ProsocialLearn workshop at VS-Games, September 2017 in Athens, Greece

#### Events organised for user requirements

(see ProsocialLearn project website, Events (<http://prosociallearn.eu/events>))

Period	Number of events organised for user requirements	KPI (at least three events organised for user requirements expected to M3, D8.1)
M19-M24 (2016)	3 (all of 2016: 5)	Met
M25-M38 (2017/8)	3	Met

### 3.5 Events organised for tutors training, game developers and the general public

These training events, primarily for educators and game developers, were organised and disseminated during the reporting period via the ProsocialLearn Teachers Community (for educators, see Section 4) and the Game Developers Support Network (for game developers, see Section 5).

#### Events organised for tutors training, game developers and the general public

(see ProsocialLearn project website, Events (<http://prosociallearn.eu/events>))

Period	Number of events organised for tutors training, game developers and the general public	KPI (at least one event organised for tutors training, game developers & the general public expected/year, D8.1)
M19-M24 (2016)	1 (all of 2016: 2)	Met
M25-M38 (2017/8)	2	Exceeded

### 3.6 Evaluation of the dissemination results of events and publications





In terms of peer-reviewed publications in journals and presented at conferences, the target was marginally exceeded, a satisfactory result.

Regarding events organised for user requirements, this included acceptance testing and other more general user-oriented activities over the reporting period. But still, a highly satisfactory achievement.

Events organised for tutors training, game developers and the general public were outside and above what was initially planned, and as such KPI fulfillment is not very relevant. Rather, the demonstrated willingness and ability of the consortium membership to go outside the original, grasping opportunities and throughout the project striving for maximum impact must be noted.

## 4 ProsocialLearn Teachers' Community Space

### 4.1 Overview

The ProsocialLearn Teachers' Community Space (launched in the previous reporting period within the activities of T7.2 Experiment planning and community management) is a teachers' space online with the aim to provide a place where the teachers can share their own material, see the other's activities and contribute and participate to discussions.

This online community has different roles/type of users, A) teachers (the basic user of the community, B) Institutional Ambassador (an entity that can involve several schools (at least 20) and teachers in the prosocial activities it sponsor and C) Teachers Ambassador (representative of one (or more) schools, animator of the actions and local events).



Figure 7 - ProsocialLearn Teachers Community landing page (excerpt)

### 4.2 ProsocialLearn Teachers' Community Space participants

Through dissemination activities on the main project website (including a FAQ, contact form and link to Teachers Community registration (<http://prosociallearn.eu/introducing-prosociallearn-community>), promotion via social media channels, in the project newsletter, to subscribers and efforts of consortium members in their own networks, well over 650 educators and other learning professionals have become aware of the site.

### 4.3 ProsocialLearn Teachers' Community Space Events

The Teachers Community has organised a variety of events during the reporting period to present the project and help educators to understand the value of integrating prosocial games into their curricula, some examples of which (including some from the previous reporting period) are listed below.



Date	Event	Partners	Location	# of Participants
<b>29-03-2016</b>	Workshop and Focus Group with Teachers who participate in the ProsocialLearn Community	EA (Evangelia Dimaraki, Anna Zoakou)	Pallini, Greece	22 teachers
<b>01-04-2016</b>	Presentation of Prosocial Learn at the Friends of Education Conference	EUR (Stefano Cobello)	Skopje, FYROM	575 teachers
<b>15-06-2016</b>	Workshop for Prospective ProsocialLearn Ambassadors	EUR (Stefano Cobello)	Vilnius, Lithuania	50 teachers, academics, administrators
<b>16-06-2016</b>				
<b>05-07-2016</b>	Day Long Workshop on Games and Prosociality	EA (Evangelia Dimaraki, Anna Zoakou)	Marathon, Greece	21 teachers

#### 4.4 Evaluation of the dissemination results of the ProsocialLearn Teachers' Community Space

The ProsocialLearn Teachers Community is part of T7.2: Experimental Planning and Community Management and as such not directly connected with the dissemination activities of WP8, nevertheless targeted to an important project stakeholder group (educators) and has been an invaluable resource in disseminating the project, as well as in evaluating the concepts, tools and prosocial games developed over the reporting period.



## 5 ProsocialLearn Game Developer Support Network

### 5.1 Overview

The ProsocialLearn Game Developer Support Network (GDSN) assists SMEs in the creative and collaborative development of prosocial games using ProsocialLearn methodology and game components in the 3rd year of the project.

As a component of WP8 T.8.3, the ProsocialLearn GDSN includes platforms, online channels and tools, and also proposes a dedicated prosocial games developer support network website as an open resource beyond the end of the project to be presented as part of the ProsocialLearn platform as a more ‘consumer’ oriented presentation of material developed for creative development of prosocial games.

A wide range of platforms, channels and tools were used to carry out task 8.3 game developer support network. The aim has been to assist SMEs in the creative and collaborative development of prosocial games using ProsocialLearn methodology and game components. We have also described the establishment and operation of a dedicated prosocial games developer support network site as an open resource which can be used by game developers or those looking for games, developer and tools for creating prosocial games beyond the end of the project.

### 5.2 Dissemination activities of the ProsocialLearn Game Developer Support Network

The digital versions of the game design tools are hosted on the project’s main website, and form a part of the ProsocialLearn platform, and are intended to be a part of the offer to game developers wanting to join and develop games for the platform.

Other dissemination is carried out through the project’s main communication tools including the social media channels. This includes game development channels to promote the availability and access to the tools. Including:

- Game Developers Group – 100,000 Members
  - <https://www.linkedin.com/groups/59205>
- Applied Games and Gamification Linked Group – 5300 Members
  - <https://www.linkedin.com/groups/3889283>
- Serious Games LinkedIn Group – 6000 Member
  - <https://www.linkedin.com/groups/137156>
- Social and Emotional Learning Skills Forum – 480 Members
  - <https://www.linkedin.com/groups/8287989>

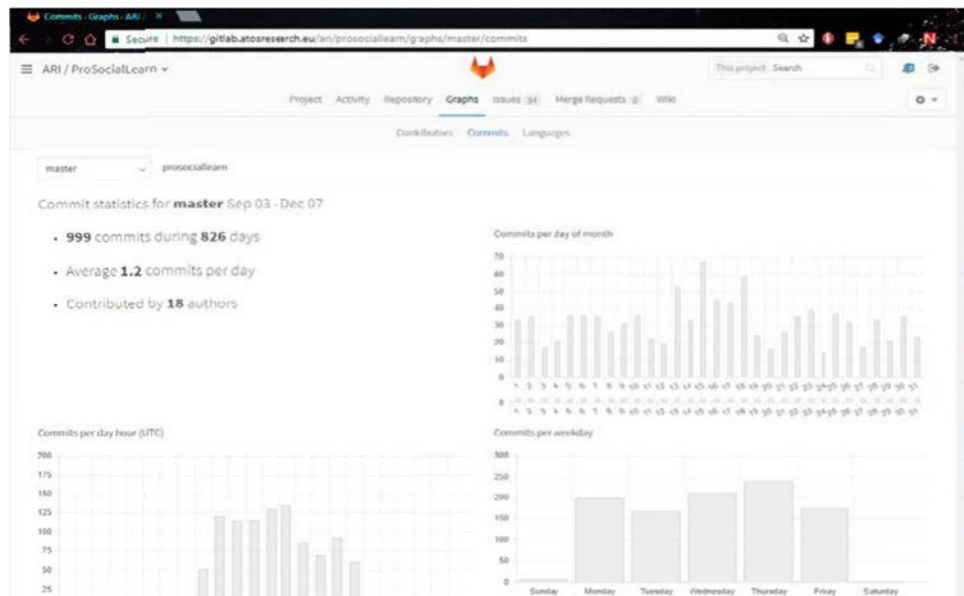
Over 900 physical copies of the Prosocial Game Design cards are distributed at:

- 200 Packs at Develop 2017 in Brighton targeting game developers.
- 150 Packs at Pocket Gamer 2018 in London targeting game developers and publishers.
- 300 Packs at BETT 2018 in London targeting teachers and educators.
- 50 Packs to teachers and schools in Barcelona.
- 50 Packs at Romanian Game Developer Association, to game developers, studio owners.
- 50 Packs at Ludicious Game Festival 2018 in Zurich.
- 30 Packs to Blackfield Primary School, to students and teachers.
- 25 Packs at Sweden Game City and Media
- 25 Packs at Nordic Game Conference

- 15 Packs to Avrohom Zeidman Gift Foundation.
- 8 Packs to PGCE Trainees at University of Southampton as part of Workshop
- 50 Packs to Polo Europeo della Conoscenza for teachers and schools in Italy

### 5.3 Game Developer Support Network tools and materials

The GDSN includes technical support platforms for developer collaboration, like Gitlab (<https://gitlab.atosresearch.eu/ari/prosociallearn>, Fig. 8) and Slack (<http://prosociallearn.slack.com>).



**Figure 8 - ProsocialLearn Gitlab**

Creativity support tools developed to help designers generate new ideas and assist their thinking included:

- Prosocial game design methodology guides (in collaboration with WP2, WP4 and WP6), aimed at anyone interested in designing games with a positive social skills impact, and presented in D2.2 Prosocial Game Scenarios, D2.6 Prosocial Game design methodology, D4.3 1st Prosocial game mechanics and D4.4 2nd Prosocial game mechanics.
- The Prosocial Game Design Canvas, a visual one-page tool that lays out what prosocial games are and how one goes about creating them (see Fig. 9).
- Prosocial Game Design Cards, to effectively support the exploration of prosocial game design by reducing the vast amount of information available into discrete chunks which could be readily accessed and used (see Fig. 10).
- Prosocial Game Mechanics Cards, a design tool that draws on a wealth of research (as detailed in D4.4 2nd Prosocial game mechanics), in order to derive a practical toolkit to quickly design cooperative games, simplify the decision making process and provide quick access to the key dynamics that define the nature of the game (see Fig. 11).





Figure 11 - Prosocial Game Mechanics Cards

#### 5.4 Evaluation of the dissemination results of the Game Developers Support Network activities

A wide range of platforms, channels and tools were used to carry out the task 8.3 Game developer support network for the period M19-M38. The aim has been to assist SMEs in the creative and collaborative development of prosocial games using ProsocialLearn methodology and game components. ProsocialLearn has also established a dedicated prosocial games developer support network site as an open resource which can be used by game developers or those looking for games, developer and tools for creating prosocial games beyond the end of the project.



## Annex 1 – Online statistics, content publishing

Content below is online on the ProsocialLearn project website, News (<http://prosociallearn.eu/news>) and Deliverables & Publications (<http://prosociallearn.eu/deliverables-publications>).

Period	Number of project reports published on website
M13-M24 (2016)	16
M25-M38 (2017/8)	7
Period	Number of news articles published
M13-M24 (2016)	4
M25-M38 (2017/8)	13
Period	Newsletters published
M13-M24 (2016)	1
M25-M38 (2017/8)	1

ProsocialLearn Newsletter - June 2016:

<https://us9.campaign-archive.com/?u=5624814fb342aa64b5524f813&id=3d78defa09>

ProsocialLearn Newsletter - November 2017

<https://us9.campaign-archive.com/?u=5624814fb342aa64b5524f813&id=944bb777d7>





## Annex 2 - Online statistics, unique views and most popular content/links

This data provides a monthly overview of traffic to <http://prosociallearn.eu> as well as the most popular content and external links for the period M1 (2015) - M38 (2017/18).

M	Y	Month	Unique views
13	2016	Jan	484
14	2016	Feb	703
15	2016	Mar	902
16	2016	Apr	677
17	2016	May	525
18	2016	Jun	600
19	2016	Jul	391
20	2016	Aug	340
21	2016	Sep	531
22	2016	Oct	355
23	2016	Nov	325
24	2016	Dec	345
Subtotals			6178

M	Y	Month	Unique views
25	2017	Jan	465
26	2017	Feb	440
27	2017	Mar	518
28	2017	Apr	326
29	2017	May	489
30	2017	Jun	373
31	2017	Jul	295
32	2017	Aug	191
33	2017	Sep	402
34	2017	Oct	371
35	2017	Nov	517
36	2017	Dec	306
Subtotals			4693

M	Y	Month	Unique views
37	2018	Jan	583
38	2018	Feb	489
Subtotals			1072



**Top posts/pages, all time M1-38 (2015-2018)**

<i>Post/page</i>	<i>URL</i>	<i>Views</i>
What is ProsocialLearn?	<a href="http://prosociallearn.eu">http://prosociallearn.eu</a>	6526
Deliverables & Publications	<a href="http://prosociallearn.eu/deliverables-publications">http://prosociallearn.eu/deliverables-publications</a>	981
Consortium	<a href="http://prosociallearn.eu/consortium">http://prosociallearn.eu/consortium</a>	962
Description	<a href="http://prosociallearn.eu/description">http://prosociallearn.eu/description</a>	808
News	<a href="http://prosociallearn.eu/news">http://prosociallearn.eu/news</a>	754
Home/Archives	<a href="http://prosociallearn.eu">http://prosociallearn.eu</a>	591
Outcomes	<a href="http://prosociallearn.eu/outcomes">http://prosociallearn.eu/outcomes</a>	562
Objectives	<a href="http://prosociallearn.eu/objectives">http://prosociallearn.eu/objectives</a>	506
Contact ProsocialLearn	<a href="http://prosociallearn.eu/contact-join">http://prosociallearn.eu/contact-join</a>	412
Introducing the ProsocialLearn community	<a href="http://prosociallearn.eu/introducing-prosociallearn-community">http://prosociallearn.eu/introducing-prosociallearn-community</a>	353

**Top 10 external click destinations, all time M1-38 (2015-2018)**

<i>Website</i>	<i>URL</i>	<i>Views</i>
prosociallearn2.atosresearch.eu	<a href="http://prosociallearn2.atosresearch.eu">http://prosociallearn2.atosresearch.eu</a>	268
ProsocialLearn on Facebook	<a href="https://www.facebook.com/ProsocialLearn">https://www.facebook.com/ProsocialLearn</a>	105
ProsocialLearn on Twitter	<a href="https://twitter.com/ProsocialLearn">https://twitter.com/ProsocialLearn</a>	82
ProsocialLearn on LinkedIn	<a href="https://www.linkedin.com/company/prosociallearn">https://www.linkedin.com/company/prosociallearn</a>	49
ec.europa.eu	<a href="http://ec.europa.eu/programmes/horizon2020">http://ec.europa.eu/programmes/horizon2020</a>	47
vcl.iti.gr	<a href="http://vcl.iti.gr/pathoftrust">http://vcl.iti.gr/pathoftrust</a>	38
ProsocialLearn on YouTube	<a href="https://www.youtube.com/channel/UC3wgYxdwArbqpbudJ31h1AQ">https://www.youtube.com/channel/UC3wgYxdwArbqpbudJ31h1AQ</a>	35
redikod.com	<a href="http://redikod.com">http://redikod.com</a>	35
playgen.com	<a href="http://playgen.com">http://playgen.com</a>	34
rageproject.eu	<a href="http://www.rageproject.eu">http://www.rageproject.eu</a>	34



### Annex 3 - Online statistics, social media

This data below provides an overview of the number of followers in the project's various social media channels, well as most popular social media posts for the period M1 (2015) - M38 (2017/18).

**Facebook (Start date: April 2015 - <https://www.facebook.com/ProsocialLearn>)**

M	Y	Month	Posts	Reached	Likes	Total followers
1	2015	Jan	N/A	N/A	N/A	N/A
2	2015	Feb	N/A	N/A	N/A	N/A
3	2015	Mar	N/A	N/A	N/A	N/A
4	2015	Apr	4	4	4	3
5	2015	May	0	0	0	3
6	2015	Jun	2	33	4	8
7	2015	Jul	4	136	13	15
8	2015	Aug	0	0	0	13
9	2015	Sep	2	50	6	19
10	2015	Oct	5	172	4	27
11	2015	Nov	4	293	4	28
12	2015	Dec	3	230	5	30
Subtotals			24	918	40	30

M	Y	Month	Posts	Reached	Likes	Total followers
13	2016	Jan	0	0	0	30
14	2016	Feb	1	143	2	37
15	2016	Mar	0	0	0	37
16	2016	Apr	1	18	1	41
17	2016	May	1	21	0	43
18	2016	Jun	1	338	1	52
19	2016	Jul	0	0	0	49
20	2016	Aug	0	0	0	50
21	2016	Sep	0	0	0	52
22	2016	Oct	0	0	0	48
23	2016	Nov	0	0	0	51
24	2016	Dec	0	0	0	52
Subtotals			4	520	4	52

M	Y	Month	Posts	Reached	Likes	Total followers
25	2017	Jan	0	0	0	52
26	2017	Feb	1	10	0	53
27	2017	Mar	0	0	0	50



28	2017	Apr	0	0	0	49
29	2017	May	0	0	0	43
30	2017	Jun	2	86	1	53
31	2017	Jul	0	0	0	49
32	2017	Aug	0	0	0	51
33	2017	Sep	2	187	2	57
34	2017	Oct	2	245	0	66
35	2017	Nov	0	0	0	67
36	2017	Dec	0	0	0	69
Subtotals			7	528	3	69

M	Y	Month	Posts	Reached	Likes	Total followers
37	2018	Jan	3	69	3	71
38	2018	Feb	1	35	3	73
Subtotals			4	104	6	73

Project totals			39	2070	53	73
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### Top Facebook posts, all time M1-38 (2015-2018)

Post	URL	Reached	Clicked	Shared
Events: ProsocialLearn in Lithuania	<a href="http://goo.gl/EyOdlh">http://goo.gl/EyOdlh</a>	338	2	3
Update: Emotions with Friends game	<a href="https://goo.gl/yXrQJz">https://goo.gl/yXrQJz</a>	170	4	7
The Chase Game: teaching children the value of cooperation	<a href="http://prosociallearn.eu/research-the-chase-game">http://prosociallearn.eu/research-the-chase-game</a>	143	4	6
Discover how to implement ethical oversight for research into serious digital games	<a href="http://prosociallearn.eu/update-prosociallearn-workshop-at-c2learn">http://prosociallearn.eu/update-prosociallearn-workshop-at-c2learn</a>	130	3	2
Summary of the ProsocialLearn workshop at the C2Learn conference on 30 October in Athens	<a href="http://prosociallearn.eu/events-or-watch-us-live">http://prosociallearn.eu/events Or watch us live!</a>	113	9	4
Path of Trust prototype prosocial title gets a new Christmas look and single-player mode!	<a href="http://prosociallearn.eu/research-pilot-study-at-greek-primary-school">http://prosociallearn.eu/research-pilot-study-at-greek-primary-school</a>	92	7	8
Greek primary school children played the prosocial game "Path of Trust" in a study this Nov.	<a href="http://prosociallearn.eu/report-ethical-oversight-for-research">http://prosociallearn.eu/report-ethical-oversight-for-research</a>	63	5	2
Join ProsocialLearn in Athens on 30 October	<a href="http://prosociallearn.eu/events">http://prosociallearn.eu/events</a>	39	9	4
Update: ProsocialLearn games in development	<a href="https://goo.gl/pejccC">https://goo.gl/pejccC</a>	35	7	3
Update: ProsocialLearn live at BETT 2018	<a href="https://goo.gl/a8bC95">https://goo.gl/a8bC95</a>	33	8	1



**Twitter (Start date: April 2015 - <https://twitter.com/ProsocialLearn>)**

M	Y	Month	Tweets	Retweets	Likes	Total followers
1	2015	Jan	N/A	N/A	N/A	N/A
2	2015	Feb	N/A	N/A	N/A	N/A
3	2015	Mar	N/A	N/A	N/A	N/A
4	2015	Apr	0	0	0	0
5	2015	May	0	0	0	0
6	2015	Jun	2	2	0	4
7	2015	Jul	4	1	1	9
8	2015	Aug	0	0	0	10
9	2015	Sep	2	0	0	12
10	2015	Oct	5	7	2	18
11	2015	Nov	4	2	2	23
12	2015	Dec	3	2	2	21
<b>Subtotals</b>			<b>20</b>	<b>14</b>	<b>7</b>	<b>21</b>

M	Y	Month	Tweets	Retweets	Likes	Total followers
13	2016	Jan	0	0	0	20
14	2016	Feb	1	0	0	23
15	2016	Mar	0	0	0	24
16	2016	Apr	1	1	0	29
17	2016	May	1	1	1	28
18	2016	Jun	1	1	0	31
19	2016	Jul	0	0	0	33
20	2016	Aug	0	0	0	36
21	2016	Sep	0	0	0	38
22	2016	Oct	0	0	0	37
23	2016	Nov	0	0	0	35
24	2016	Dec	0	0	0	35
<b>Subtotals</b>			<b>4</b>	<b>3</b>	<b>1</b>	<b>35</b>

M	Y	Month	Tweets	Retweets	Likes	Total followers
25	2017	Jan	0	0	0	34
26	2017	Feb	1	0	0	37
27	2017	Mar	0	0	0	36
28	2017	Apr	0	0	0	39
29	2017	May	0	0	0	39
30	2017	Jun	2	8	3	44



31	2017	Jul	0	0	0	45
32	2017	Aug	0	0	0	42
33	2017	Sep	2	4	2	47
34	2017	Oct	2	9	0	49
35	2017	Nov	0	0	0	46
36	2017	Dec	0	0	0	46
Subtotals			7	21	5	46

M	Y	Month	Tweets	Retweets	Likes	Total followers
37	2018	Jan	3	6	8	50
38	2018	Feb	1	1	0	53
Subtotals			4	7	8	53

Project totals			35	45	21	53
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### Top tweets, all time M1-38 (2015-2018)

<i>Tweet</i>	<i>URL</i>	<i>Retweet</i>	<i>Like</i>
Update: ProsocialLearn Teacher's Space coming soon	<a href="https://goo.gl/zZhLDj">https://goo.gl/zZhLDj</a>	8	0
Update: TakeOver game in development	<a href="https://goo.gl/Vqm7tu">https://goo.gl/Vqm7tu</a>	6	2
Update: ProsocialLearn live at BETT 2018	<a href="https://goo.gl/a8bC95">https://goo.gl/a8bC95</a>	4	3
Download an analysis of the emerging digital prosocial games market from ProsocialLearn	<a href="http://prosociallearn.eu/analysis-the-new-digital-prosocial-games-market">http://prosociallearn.eu/analysis-the-new-digital-prosocial-games-market</a>	3	1
Candy Quest: a game created to measure prosocial intent and behaviour in children	<a href="http://prosociallearn.eu/research-candy-quest">http://prosociallearn.eu/research-candy-quest</a>	3	1
Experts at "No One Left Behind" aim to unlock children's full potential with games	<a href="http://prosociallearn.eu/gamification-no-one-left-behind-project">http://prosociallearn.eu/gamification-no-one-left-behind-project</a>	2	2
The Chase Game: teaching children the value of cooperation	<a href="http://prosociallearn.eu/research-the-chase-game">http://prosociallearn.eu/research-the-chase-game</a>	2	1
Update: The Bunny & the Bird game in development	<a href="https://goo.gl/pNys7M">https://goo.gl/pNys7M</a>	2	1
Learn about potential prosocial game scenarios in a new study	<a href="http://prosociallearn.eu/report-potential-prosocial-game-scenarios">http://prosociallearn.eu/report-potential-prosocial-game-scenarios</a>	1	1
ProsocialLearn at the Second International Educonference	<a href="http://goo.gl/CbOmhh">http://goo.gl/CbOmhh</a>	1	1

**LinkedIn (Start date: April 2015 -**  
**<https://www.linkedin.com/company/prosociallearn>)**



M	Y	Month	Posts	Impressions	Likes	Total followers
1	2015	Jan	N/A	N/A	N/A	N/A
2	2015	Feb	N/A	N/A	N/A	N/A
3	2015	Mar	N/A	N/A	N/A	N/A
4	2015	Apr	0	0	0	0
5	2015	May	0	0	0	0
6	2015	Jun	2	64	0	2
7	2015	Jul	4	134	1	5
8	2015	Aug	0	0	0	4
9	2015	Sep	2	0	0	5
10	2015	Oct	5	111	0	7
11	2015	Nov	4	107	0	9
12	2015	Dec	3	86	0	9
<b>Subtotals</b>			<b>20</b>	<b>502</b>	<b>1</b>	<b>9</b>

M	Y	Month	Posts	Impressions	Likes	Total followers
13	2016	Jan	0	0	0	9
14	2016	Feb	1	29	1	11
15	2016	Mar	0	0	0	10
16	2016	Apr	1	24	0	12
17	2016	May	1	33	1	13
18	2016	Jun	1	28	0	15
19	2016	Jul	0	0	0	15
20	2016	Aug	0	0	0	15
21	2016	Sep	0	0	0	14
22	2016	Oct	0	0	0	14
23	2016	Nov	0	0	0	14
24	2016	Dec	0	0	0	14
<b>Subtotals</b>			<b>4</b>	<b>114</b>	<b>2</b>	<b>14</b>

M	Y	Month	Posts	Impressions	Likes	Total followers
25	2017	Jan	0	0	0	13
26	2017	Feb	1	25	1	15
27	2017	Mar	0	0	0	15
28	2017	Apr	0	0	0	14
29	2017	May	0	0	0	14
30	2017	Jun	2	127	0	18
31	2017	Jul	0	0	0	18
32	2017	Aug	0	0	0	17
33	2017	Sep	2	70	0	19
34	2017	Oct	2	100	0	22



35	2017	Nov	0	0	0	22
36	2017	Dec	0	0	0	21
Subtotals			7	322	1	21

M	Y	Month	Posts	Impressions	Likes	Total followers
37	2018	Jan	3	135	0	24
38	2018	Feb	1	18	0	25
Subtotals			4	153	0	25

Project totals			35	1091	4	25
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### Top LinkedIn posts, all time M1-38 (2015-2018)

Post	URL	Impressions	Clicks
Update: ProsocialLearn platform and games video	<a href="https://goo.gl/HzPAUh">https://goo.gl/HzPAUh</a>	104	1
Update: ProsocialLearn Teacher's Space coming soon	<a href="https://goo.gl/ZhLDj">https://goo.gl/ZhLDj</a>	56	1
Update: TakeOver game in development	<a href="https://goo.gl/Vqm7tu">https://goo.gl/Vqm7tu</a>	70	3
Update: The Bunny & the Bird game in development	<a href="https://goo.gl/pNys7M">https://goo.gl/pNys7M</a>	80	3
Reports: New publications from ProsocialLearn	<a href="https://goo.gl/vdAky6">https://goo.gl/vdAky6</a>	54	0
Update: Emotions with Friends game	<a href="https://goo.gl/yXrQJz">https://goo.gl/yXrQJz</a>	45	0
Update: ProsocialLearn live at BETT 2018	<a href="https://goo.gl/a8bC95">https://goo.gl/a8bC95</a>	40	0
Update: Prosocial Game Design Cards toolkit	<a href="https://goo.gl/vG3Gne">https://goo.gl/vG3Gne</a>	46	1
Events: ProsocialLearn in Athens	<a href="https://goo.gl/DNTA7r">https://goo.gl/DNTA7r</a>	39	0
Update: ProsocialLearn games in development	<a href="https://goo.gl/peljcc">https://goo.gl/peljcc</a>	22	0

### YouTube (Start date: April 2015 -

<https://www.youtube.com/channel/UC3wgYxdwArbqpbudJ31h1AQ>)

M	Y	Mo nth	Vid eos	Vie ws	Lik es	Total followers (subscribers)
	20			N/	N/	
1	15	Jan	N/A	A	A	N/A





	20			N/	N/	
2	15	Feb	N/A	A	A	N/A
	20			N/	N/	
3	15	Mar	N/A	A	A	N/A
	20					
4	15	Apr	0	0	0	0
	20	Ma		42		
5	15	y	1	2	0	1
	20					
6	15	Jun	0	0	0	1
	20					
7	15	Jul	0	0	0	1
	20					
8	15	Aug	0	0	0	1
	20					
9	15	Sep	0	0	0	1
1	20					
0	15	Oct	0	0	0	1
1	20					
1	15	Nov	0	0	0	1
1	20					
2	15	Dec	0	0	0	1
Subtotals				42		
			1	2	0	1

M	Y	Month	Videos	Views	Likes	Total followers (subscribers)
1	20					
3	16	Jan	0	0	0	1
1	20					
4	16	Feb	0	0	0	1
1	20					
5	16	Mar	0	0	0	1
1	20					
6	16	Apr	0	0	0	1
1	20	Ma				
7	16	y	0	0	0	1
1	20					
8	16	Jun	0	0	0	1
1	20					
9	16	Jul	0	0	0	1
2	20					
0	16	Aug	0	0	0	1
2	20					
1	16	Sep	0	0	0	1
2	20	Oct	0	0	0	1



2	16					
2	20					
3	16	Nov	0	0	0	1
2	20					
4	16	Dec	0	0	0	1
<b>Subtotals</b>						
			0	0	0	1

M	Y	Mo nth	Vid eos	Vie ws	Lik es	Total followers (subscribers)
2	20					
5	17	Jan	0	0	0	1
2	20					
6	17	Feb	0	0	0	1
2	20					
7	17	Mar	0	0	0	1
2	20					
8	17	Apr	0	0	0	1
2	20	Ma				
9	17	y	0	0	0	1
3	20					
0	17	Jun	0	0	0	1
3	20					
1	17	Jul	0	0	0	1
3	20					
2	17	Aug	0	0	0	1
3	20					
3	17	Sep	0	0	0	1
3	20					
4	17	Oct	0	0	0	1
3	20					
5	17	Nov	0	0	0	1
3	20					
6	17	Dec	0	0	0	1
<b>Subtotals</b>						
			0	0	0	1

M	Y	Mo nth	Vid eos	Vie ws	Lik es	Total followers (subscribers)
3	20					
7	18	Jan	1	52	0	3
3	20					
8	18	Feb	0	0	0	3
<b>Subtotals</b>						
			1	52	0	3



Project totals	2	47	4	0	3
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### Top videos, all time M1-38 (2015-2018)

<u>Video</u>	<u>URL</u>	<u>Views</u>	<u>Likes</u>
What is the RAGE project?	<a href="https://www.youtube.com/watch?v=8ipfXs3Oslc&amp;list=PL9KvEObAefGjzn6WbuvnmSUGgkb84Ge8L">https://www.youtube.com/watch?v=8ipfXs3Oslc&amp;list=PL9KvEObAefGjzn6WbuvnmSUGgkb84Ge8L</a>	42	2
What is ProsocialLearn?	<a href="https://www.youtube.com/watch?v=LJmywAULoIE">https://www.youtube.com/watch?v=LJmywAULoIE</a>	52	0



## Annex 4 - Publications and other informative material

This data provides an overview of the number of brochures and other printed materials produced, well as videos created for the period M13 (2016) - M38 (2017/18).

Materials listed below are available for download on the ProsocialLearn project website, Deliverables & Publications(<http://prosociallearn.eu/deliverables-publications>). The video is featured at <http://prosociallearn.eu/update-prosociallearn-platform-and-games-video>.

Period	Number of promotional/instructional brochures produced
M13-M24 (2016)	6
M25-M38 (2017/8)	2
Period	Number of promotional/instructional videos produced
M13-M24 (2016)	0
M25-M38 (2017/8)	1



## Annex 5 - Subscribers

This data provides an overview of the number of subscribers to the ProsocialLearn newsletter the period M1 (2015) - M38 (2017/18), though not including the 650+ registered users in the Teachers Community and Game Developer Support Network (estimated at 100+).

**Newsletter (Start date: April 2015 - content via website RSS, sent to subscribers from consortium mailing lists and subscribed via website (see footer sign-up form, <http://prosociallearn.eu>))**

M	Y	Month	Newletters	Subscribers
1	2015	Jan	N/A	N/A
2	2015	Feb	N/A	N/A
3	2015	Mar	N/A	N/A
4	2015	Apr	0	2
5	2015	May	0	2
6	2015	Jun	0	2
7	2015	Jul	1	7442
8	2015	Aug	0	7442
9	2015	Sep	0	7443
10	2015	Oct	0	7447
11	2015	Nov	0	7447
12	2015	Dec	0	7447
Subtotals			1	7447

M	Y	Month	Newletters	Subscribers
13	2016	Jan	0	7448
14	2016	Feb	0	7449
15	2016	Mar	0	7449
16	2016	Apr	0	7451
17	2016	May	0	7454
18	2016	Jun	1	7457
19	2016	Jul	0	7460
20	2016	Aug	0	7461
21	2016	Sep	0	7461
22	2016	Oct	0	7462
23	2016	Nov	0	7462
24	2016	Dec	0	7462
Subtotals			1	7462

M	Y	Month	Newletters	Subscribers
25	2017	Jan	0	7462



26	2017	Feb	0	7462
27	2017	Mar	0	7462
28	2017	Apr	0	7462
29	2017	May	0	7462
30	2017	Jun	0	7464
31	2017	Jul	0	7464
32	2017	Aug	0	7464
33	2017	Sep	0	7466
34	2017	Oct	0	7468
35	2017	Nov	1	7470
36	2017	Dec	0	7470
Subtotals			1	7470
M	Y	Month	Newletters	Subscribers
37	2018	Jan	0	7472
38	2018	Feb	0	7472
Subtotals			0	7472
Project totals			3	7472