STAR | Skills Training and Re-Skilling for Carers of People with Dementia

D4.3 – Games and Interactive Exercises

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Education and Culture DG

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Contents

1. Summary

This report documents (as a placeholder) the different games created by the STAR project partners – mostly thanks to University of Ulster (UK) and Synopsis (RO) who were in charge of this activity

The main aim of having these exercises was to allow users to have something more entertaining whilst they are going through the STAR course materials. This has statistically shown to keep users more engaged on eLearning materials and to keep them motivated enough to finish the module. It is also another tool (apart from the knowledge test) that helps them in self-evaluation and to see if they are understanding or not the materials.

The following pages give an overview of the game engines and how to use them, with screenshots. The games are also embedded into the course modules on http://courses.startraining.eu (in the various languages).

2. Games

Type A - Drag & Drop game

- With the use of categories, usually found in the upper part of the screen, to be dragged over the POST-IT notes covering the inferior area.
- Each label (categories) will have an (i) button next to them so when the user hovers it and the same popup mentioned earlier will appear on place, describing what each concept means.
- Succinctly describe each label (categories) with no more than 35-40 Words.
- The POST-IT note usually contain not more than 35-words
- As with most of the games, these activities are found at the end of each module. However in cases where the module is long, other games are to be implemented. The games are their to test the user if he has read the description provided by us and that it is not a stand-alone learning system.

Below are screenshots that show variations of Type A games.

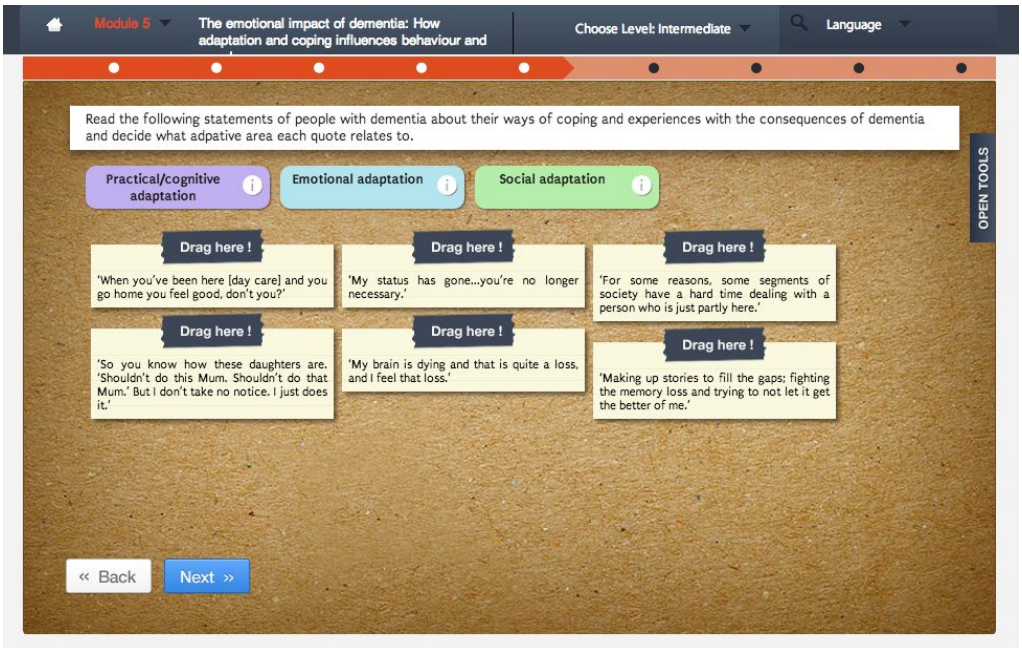


Figure 1: Drag & Drop Game

Figure 2: Drag & Drop game

TYPE B - Multiple Choice game

- The multiple choice game will contain statements, followed by 3 potential answers.
- Images can also be used to compliment the statements.
- Each statement is no more than 20-30 English words
- Only of the answers is correct
- A description of the correct answer will be displayed to the user if they have incorrectly answered the question. (This description can have a max. Word of 70 English words)

An example below illustrates how these have been implemented in the http://courses.startraining.eu ePlatform.

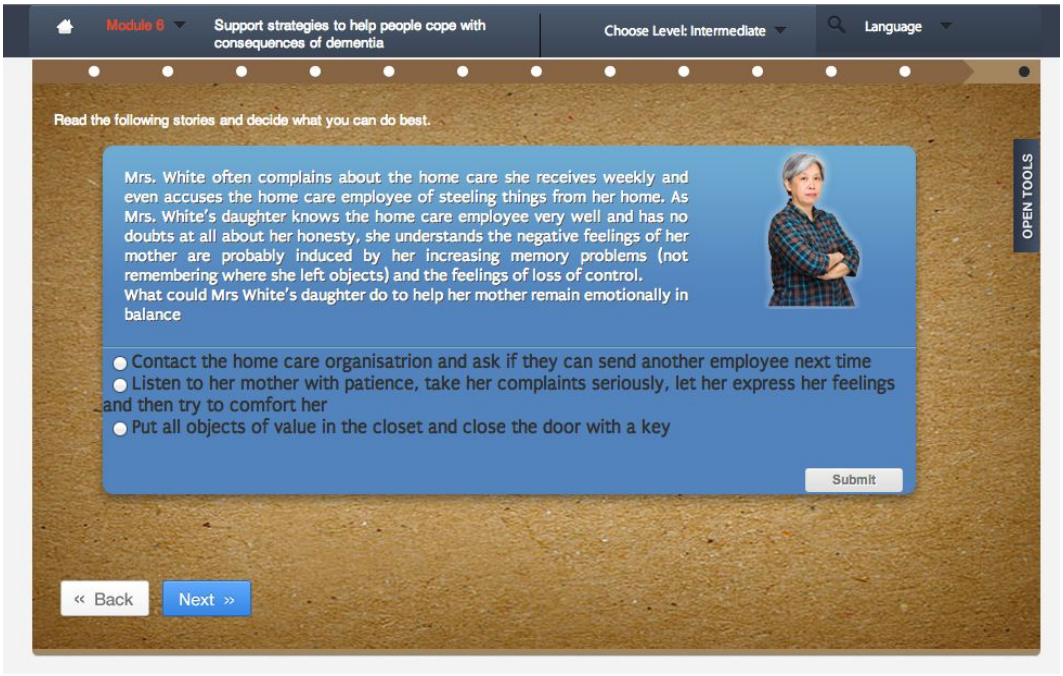


Figure 3: Multiple Choice Questions

TYPE C - True-or-False game

- The screen will hold 4 statements followed by a TRUE or FALSE response
- Each statement is no more than 20-30 English words
- User selects and submits their answer
- A description of the correct answer will be displayed to the user if they have incorrectly answered the question. (This description can have a max. Word of 70 English words).

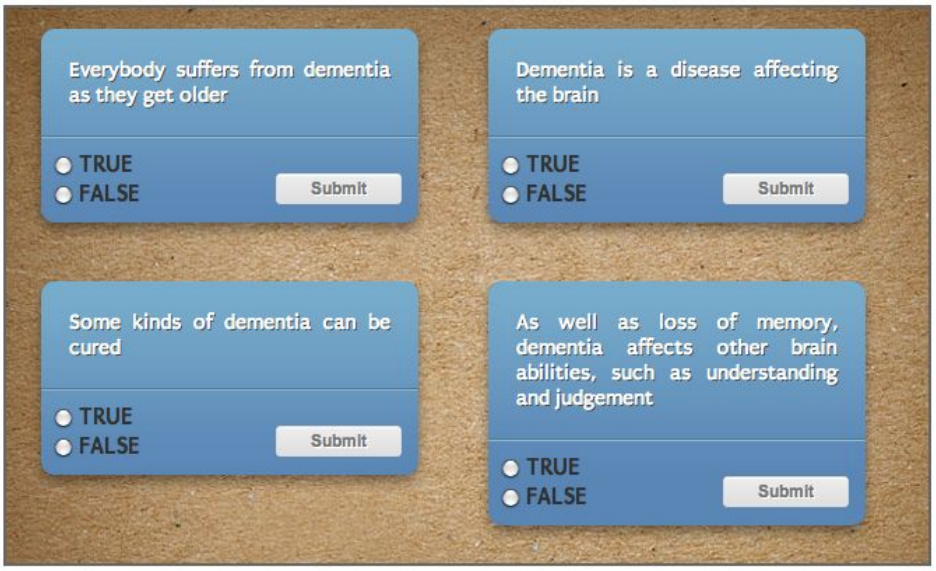


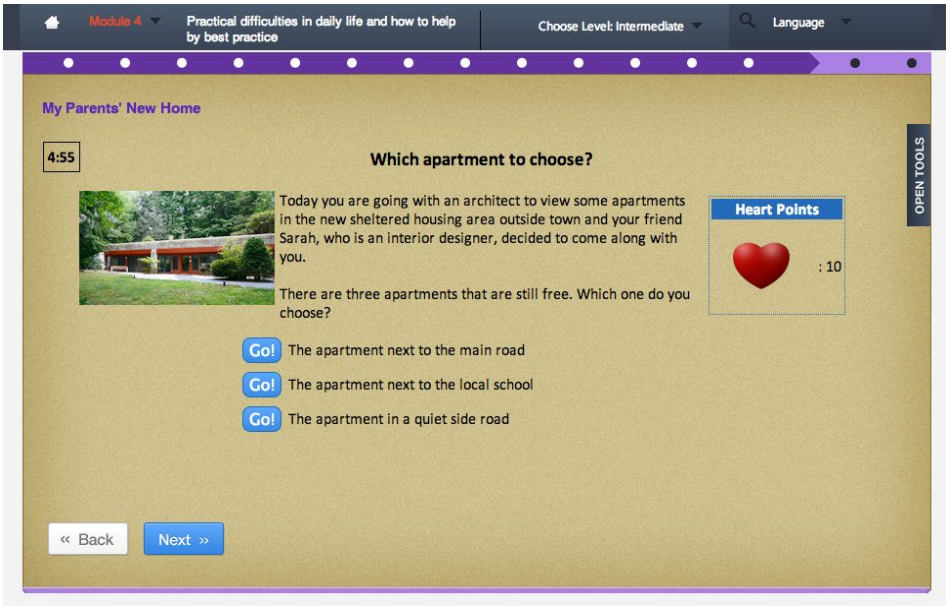
Figure 4: True & False game

3. Interactive scenario – Quandary Simulation

A quandary simulation (serious game style) was also created to be used in one of the modules whereby the user is given a first person seat in doing particular decisions based on knowledge gained during the module.

There is a decision tree structure internally which gives points for making the right decision and takes away others if this is the wrong one. There is also a timer so that users need to think fast and race against the clock.

The below screens illustrates the implementation of this interactive scenario.



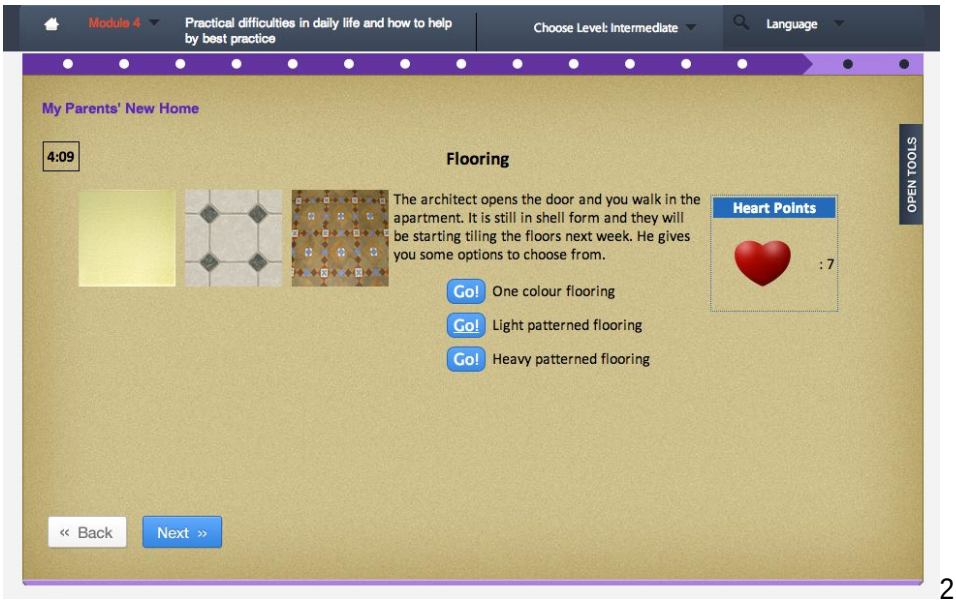


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Figure 5: Interactive Scenario game

4. Knowledge Test

In order to understand both from a learner point of view, and also from a consortium point of view, of how the learner is are doing, a Knowledge test was implemented at the end of every module (Beginner and Intermediate level). The Knowledge test contain 10 questions related to the current module begin in. With no timer, the student can answer freely, while rechecking himself, before submitting the answer. Additional to this, the learner can take as many attempts as they wish. Thus ensuring good motivation to continue other units.

The below are screenshots taken from one of the knowledge tests available.

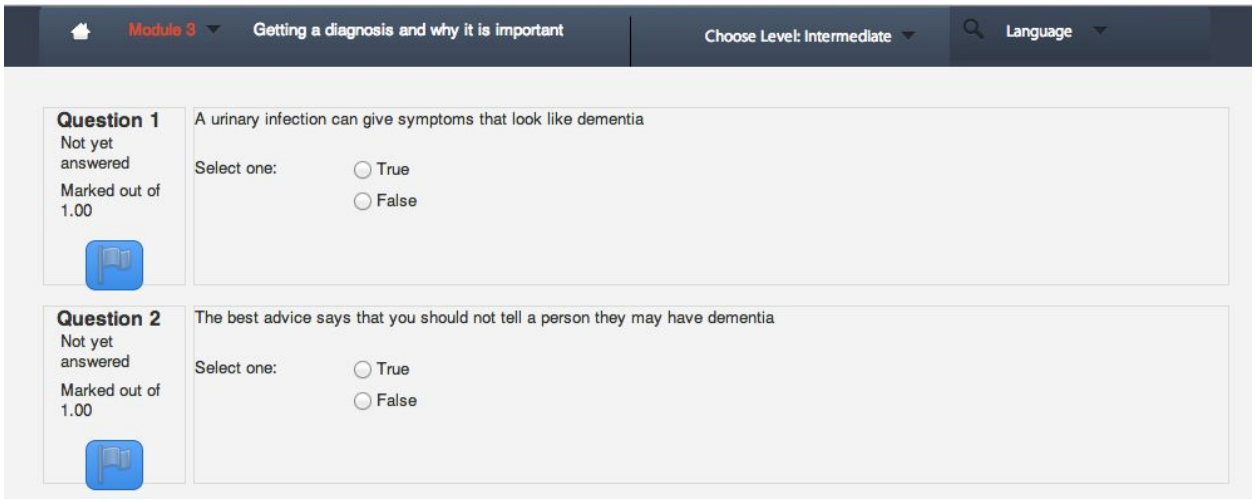

Figure 6: Some questions from the knowledge test

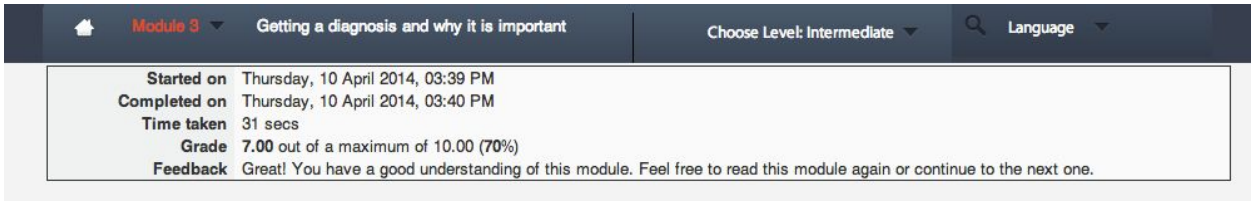

Figure 7: Feedback on Knowledge Test

5. Next Steps & Feedback

Now that the games are ready and they are set up within the training modules, the next step is to evaluate how the users in the piloting feel about them as elements of the courses, and see if they want more or less of them, or maybe even different topics or styles.

The advantage of having game engines or using third party tools as described above, is that the authors themselves can now continue to create more games in a simple and intuitive way.