

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

---

# D4.3 – Games and Interactive Exercises

Version: 1.0

2013-08-31



Education and Culture DG

**Lifelong Learning Programme**

*Leonardo da Vinci*

*Proposal no.: 510 364*

# Contents

- 1. Summary ..... 3
- 2. Games ..... 4
  - Type A - Drag & Drop game ..... 4
  - TYPE B - Multiple Choice game ..... 6
  - TYPE C - True-or-False game ..... 7
- 3. Interactive scenario – Quandary Simulation..... 8
- 4. Knowledge Test..... 10
- 5. Next Steps & Feedback ..... 11

# 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.

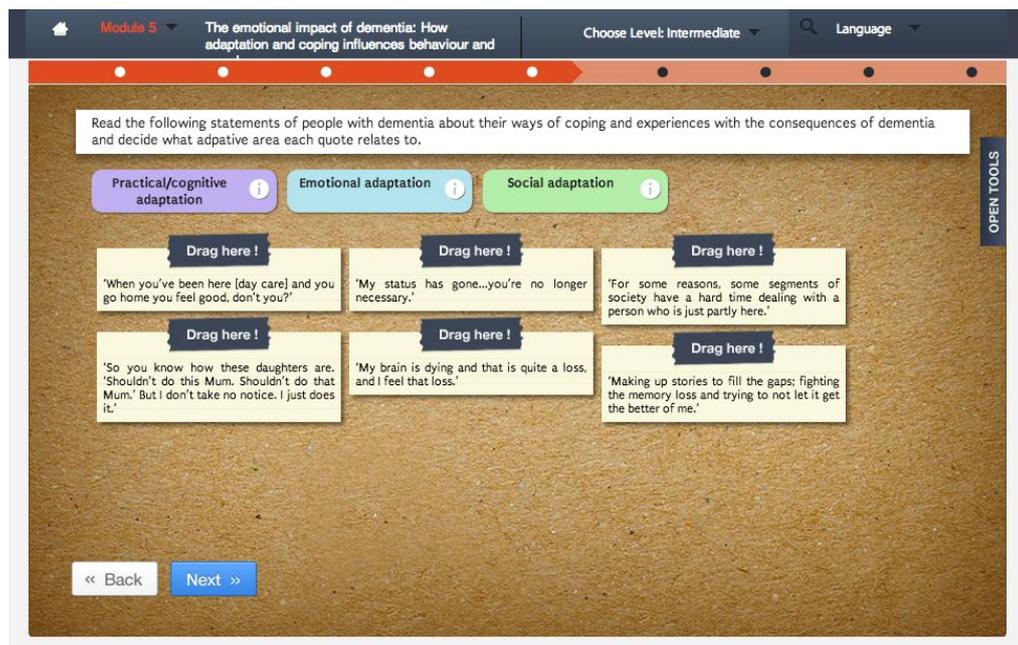


Figure 1: Drag & Drop Game

Module 3 Getting a diagnosis and why it is important Choose Level: Intermediate Language

Here is a list of people who you may want to provide support if a friend or family member has a diagnosis of dementia.  
List them in order of priority - the ones YOU think are most important first:

Children Wife - Husband - Partner Financial Advisor Family Doctor Builder  
Pharmacist Dentist Social Services Dementia Support Charities Specialist Dementia Doctor

1st 2nd 3rd 4th 5th 6th  
Drag here! Drag here! Drag here! Drag here! Drag here! Drag here!

7th 8th 9th 10th  
Drag here! Drag here! Drag here! Drag here!

« Back END Knowledge test

OPEN TOOLS

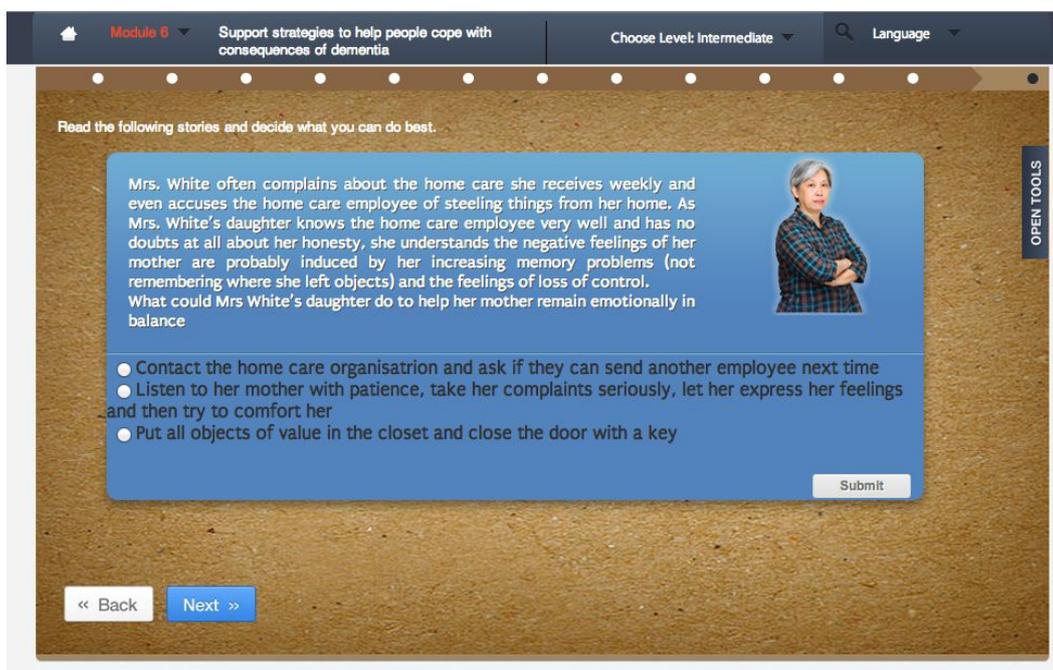


Figure 2: Drag & Drop game

## ***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.

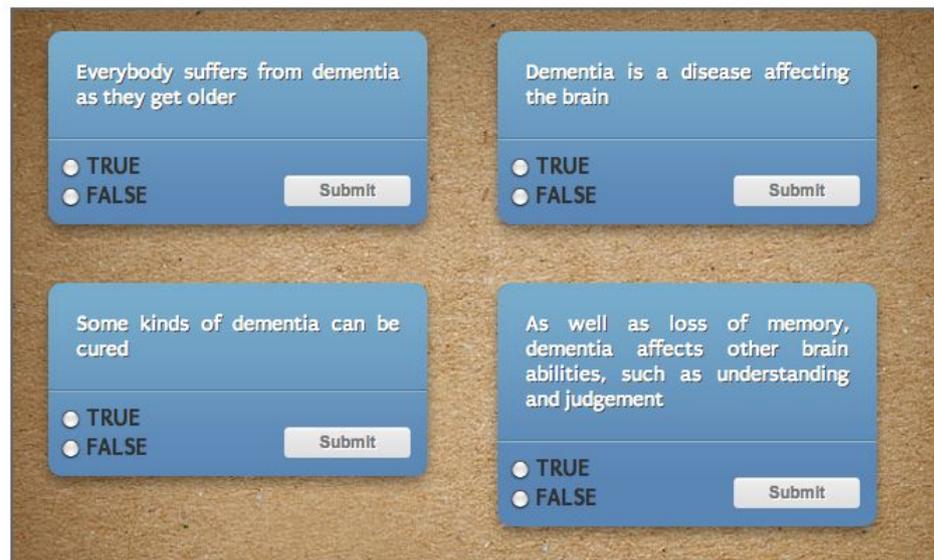


The screenshot shows a user interface for a multiple choice question. At the top, there is a navigation bar with a home icon, 'Module 6', a dropdown menu, the text 'Support strategies to help people cope with consequences of dementia', 'Choose Level: Intermediate', and a search icon with 'Language' and a dropdown menu. Below the navigation bar is a progress indicator with several dots. The main content area has a brown background and contains the text: 'Read the following stories and decide what you can do best.' Below this is a blue box with a text area on the left and a small image of an elderly woman on the right. The text area contains a paragraph about Mrs. White and her daughter, followed by the question: 'What could Mrs White's daughter do to help her mother remain emotionally in balance'. Below the text are three radio button options: 'Contact the home care organisatrion and ask if they can send another employee next time', 'Listen to her mother with patience, take her complaints seriously, let her express her feelings and then try to comfort her', and 'Put all objects of value in the closet and close the door with a key'. A 'Submit' button is located at the bottom right of the blue box. At the bottom of the main content area are two buttons: '<< Back' and 'Next >>'. On the right side of the main content area, there is a vertical button labeled 'OPEN TOOLS'.

**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).



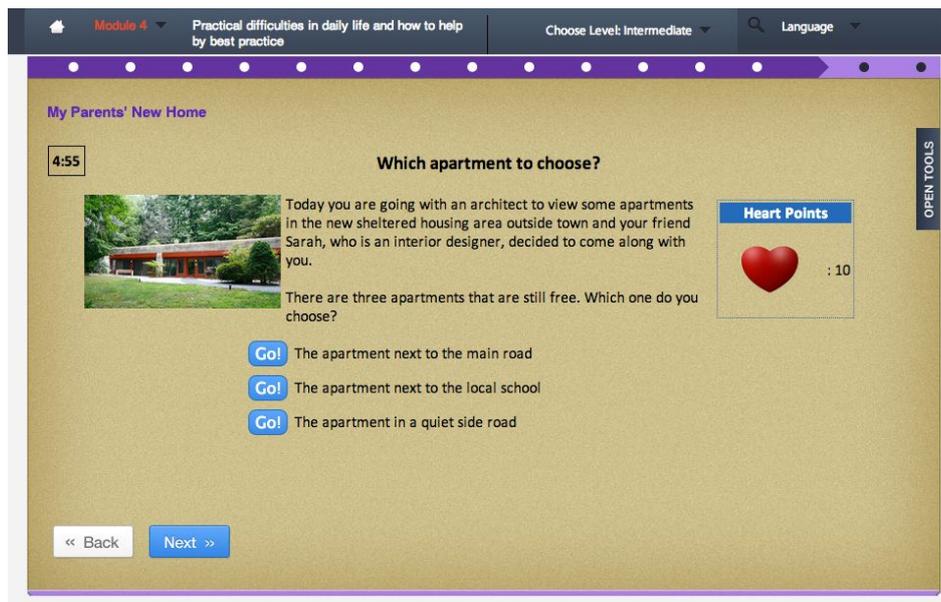
**Figure 4: True & False game**

### 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.



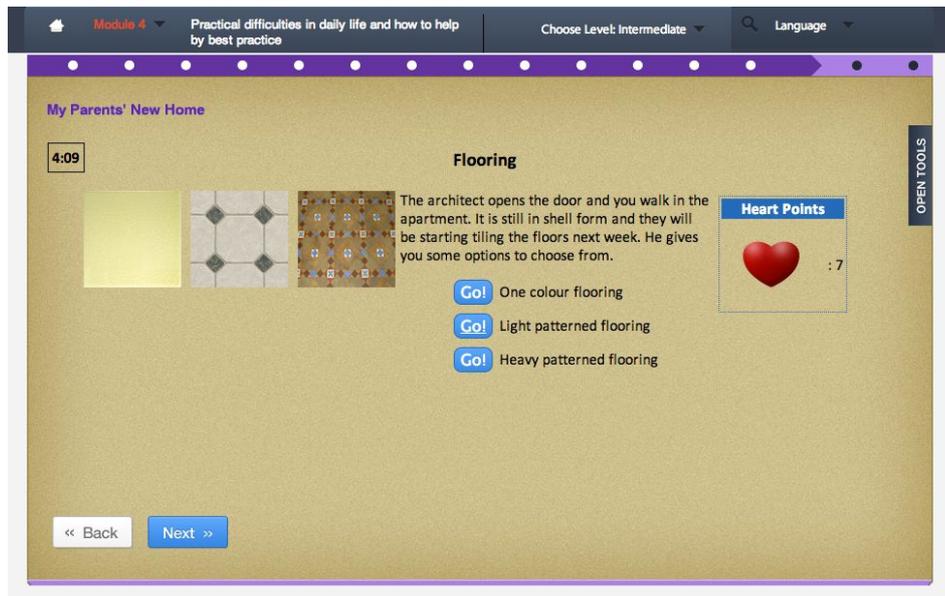
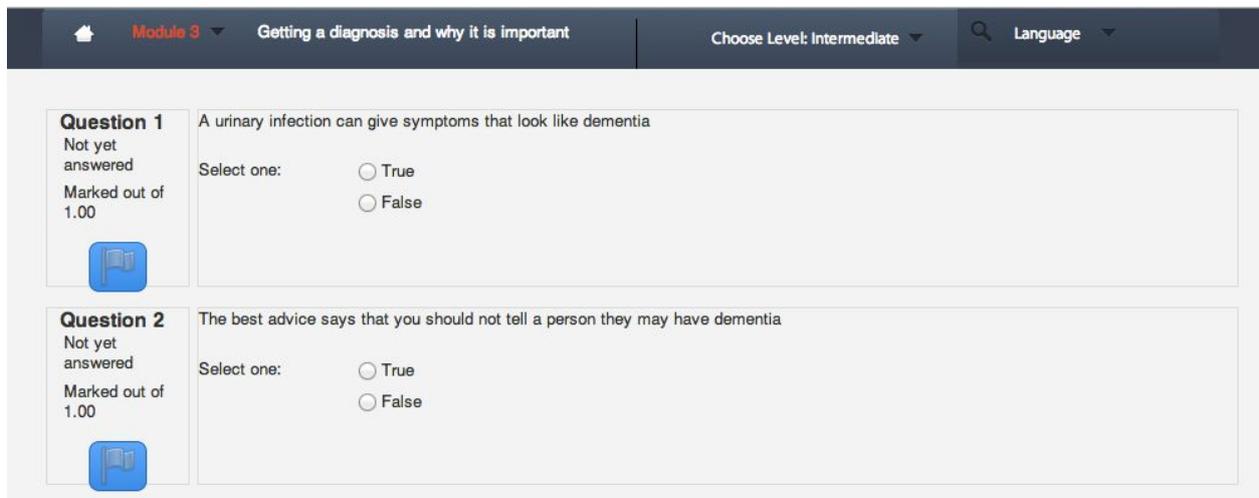


Figure 5: Interactive Scenario game

## 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.



The screenshot shows a user interface for a knowledge test. At the top, there is a dark blue header with a home icon, 'Module 3' with a dropdown arrow, the title 'Getting a diagnosis and why it is important', 'Choose Level: Intermediate' with a dropdown arrow, and a search icon followed by 'Language' with a dropdown arrow. Below the header, there are two question cards. Each card has a left sidebar with the question number, status 'Not yet answered', and 'Marked out of 1.00'. The main area of each card contains the question text and a 'Select one:' prompt with two radio button options: 'True' and 'False'. Question 1 asks 'A urinary infection can give symptoms that look like dementia'. Question 2 asks 'The best advice says that you should not tell a person they may have dementia'. Each question card also features a blue icon of a computer monitor.

Figure 6: Some questions from the knowledge test



The screenshot shows a feedback message box. At the top, it has the same dark blue header as Figure 6. The feedback box contains the following information:

<b>Started on</b>	Thursday, 10 April 2014, 03:39 PM
<b>Completed on</b>	Thursday, 10 April 2014, 03:40 PM
<b>Time taken</b>	31 secs
<b>Grade</b>	7.00 out of a maximum of 10.00 (70%)
<b>Feedback</b>	Great! You have a good understanding of this module. Feel free to read this module again or continue to the next one.

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.