



Progetto "POSSO..NON POSSO...VADO! Rev.2 "

CUP:G72F11000080006

Reporting of the testing phase

Result n. 14

Language of the product English

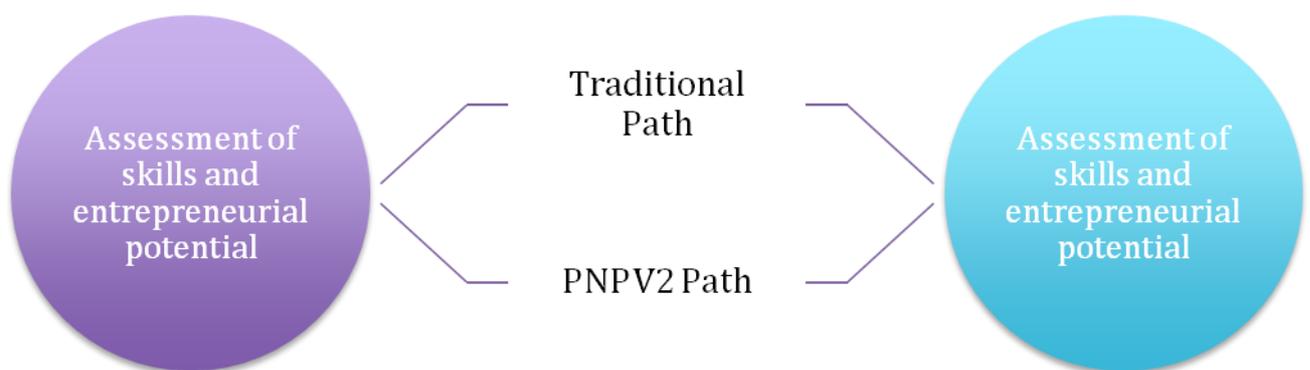


Sommario

Description of the trial phase	3
Experimentation in Italy	6
Experimentation in Finland.....	8
Experimentation in Slovenian	9
Experimentation in Spain (IES Murillo)	10

Description of the trial phase

The design of the trial phase is of the type **between groups** and it is aimed at evaluating the effectiveness of the training model proposed in relation to the traditional path made by the students.



During the initial phase (pre-test) skills and entrepreneurial potential of students have been assessed through the following activities:

- administration of a questionnaire on basic skills relating to 'entrepreneurship';
- administration of a questionnaire on entrepreneurial attitudes;

The participants have been then divided into two groups.

The first group (control group) has followed the path of traditional studies, while the second group (consisting in two classes - experimental group) has been involved in the testing of the educational model PNPV defined in the project.

At the end of the course the skills and entrepreneurial potential of both groups of students have been re-evaluated (post-test).

In addition, with the collaboration of the control group and the teachers, a monitoring of the quality of the PNPV model has been carried out through:

- administration of a satisfaction questionnaire on the activities of the serious game to students;
- administration of a questionnaire to evaluate the participation in the activities of the serious game to teachers.

The testing activities of the training model has been held in the classroom and has been organized into 12 meetings structured as follows:

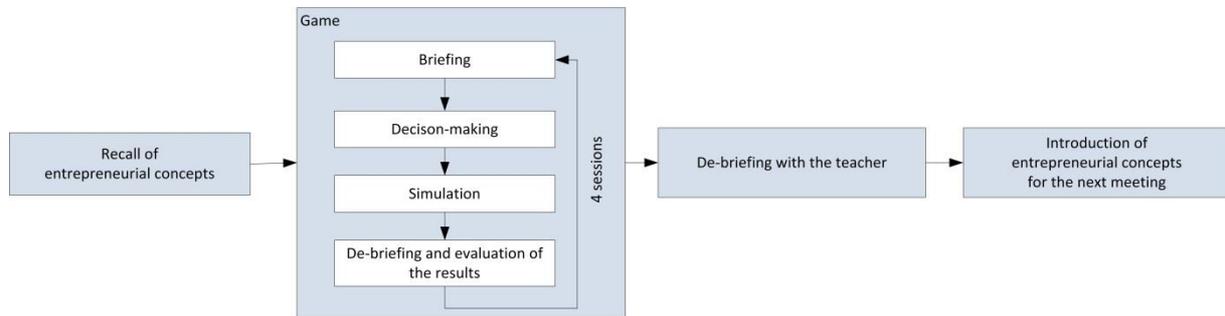
- 2 training sessions with teachers on the use of the training model, game platform, tools for monitoring the students and the teaching model ;
- 1 preliminary meeting with the students for the presentation of the game platform and tools made available;
- 7 meetings with students focused on the use of the serious game;
- 1 meeting for administration to students and teachers of the evaluation questionnaire concerning the experimentation .
- 1 final meeting with all the students and teachers who made it possible to discuss the experience gained (debriefing). All students who participated in the trial have been issued a certificate of participation and a prize.

During the 7 training sessions (held on a weekly basis and lasting 2 hours each), we have addressed a different concept regarding entrepreneurship, and the PNPVillage serious game has been used as a tool to explore both curricular content and the aspects related to process of building a tourist resort.

The students in each class have been divided into groups of 4/5 units in order to enable both cooperative learning as well as inter-group competition.

During the design phase of the serious game, experts in the field of economics and finance, together with the teachers, have selected teaching content and themes to be explored, which were distributed along the 7 levels of the game.

The activity in the classroom has been organized as described in the following figure:



Description of classroom sessions

A short opening speech of the teacher drew the concepts related to the financial management of the resort, linked to the level of play to deal with. As a result, the activity of the game (consisting of 4 sessions, each representing a different quarter of the activities of the resort) was initiated. The number and complexity of the concepts and the related decision-making levers increased gradually in a step-by-step approach.

For each session, the students were invited to use the strategic and operational levers available to them, and to make the appropriate choices in line with their strategic objectives. After this activity, we proceeded with the simulation phase, and finally, the students had the opportunity to check in real time the results of their choices and discuss them with each other in order to highlight the strengths and weakness and possibly make the appropriate changes.

At the end of the 4th session of the game (corresponding to the end of one year of activity), the teacher, with the help of the monitoring and evaluation tools provided by the platform, showed the results obtained by each group, and suggested possible changes in the strategy of the game. The day ended with the compilation of a report on the activities done and the ones planned for the next game session. In addition, the teacher introduced the teaching concepts related to the next meeting. Students could investigate, during the span of the week, the issues discussed through the game platform or the Learning Management System Moodle.

Experimentation in Italy

Experimentation in Italy took place in the period from February 2013 to June 2013 and involved the students in the 4th year of the Technical Institute for Tourism “Marco Polo”, located in Palermo.

The following are the numbers of the experimentation:

- Questionnaire on initial competences: 136 students, including 99 females and 37 males aged between 16 and 22 years.
- Questionnaire on final competences: 126 students including 95 females and 31 males aged between 16 and 22 years.
- Testing serious game: work undertaken in 2 classes of students (4 ° C and 4 ° C ITER).
 - 4 ° C: 14 students (13 females and 1 male) aged between 17 and 19 years old. The class was divided into 2 groups of 3 students and 2 groups of 4 students.
 - 4°C Iter: 13 students (13 females) aged between 17 and 21 years old. The class was divided into 3 groups of 3 students and 1 group of 4 students.
- Questionnaire on initial entrepreneurial attitudes: it has been done by all the students of the classes involved in the experiment (27 students).
- Questionnaire on final entrepreneurial attitudes: it has been done by all the students of the classes involved in the experiment (27 students).
- Evaluation of the liking of the experimental activities of the serious game: it has been done by all the students of the classes involved in the trial of serious game.
- Evaluation of the liking of the experimental activities of the serious game: it has been done by 3 teachers

Testing phase in Italy has been activated also in Rome, in the 1° CTP, a “Centro di Formazione Territoriale” (Center for territorial education) of the 1° Municipality of



Rome , and has involved six foreign people (migrants), students of an advanced course in Italian Language, and their teacher.

This testing phase has been performed between 15 April and 22 May 2013, articulated in six 2-hour sessions.

On the basis of the results of this test, it has been pointed out the need to extend the duration of the game; in fact the time length defined turned out to be insufficient for persons not of Italian mother tongue, even if with a not bad knowledge of the language.

The following are the numbers of the experimentation: 6 migrants.

Experimentation in Finland

One of Omnia's business and administration student-group played The Village –game in April-May 2013.

First the idea of Village-game was presented to two teachers by Sini Nykänen. We were not able to do the questionnaires electronically in the beginning (did in paper). Minna Järvinen was the responsible teacher for the group and Jonna Haltia was the tutor of the group. All teacher's participated in game-sessions. The game-session were played once a week except the last two weeks when Minna played two times a week with the students.

Student's were enthusiastic about the game and its functions but as the weeks went by they didn't seem to have tolerance to go to game's details and instructions. It was hard to get together with the teachers (different schedules) and to go through the next level of the game. This group was also very shortsighted and needed very much guidance. The game seemed to be very attractive to them anyhow.

The feedback from the teacher was how to get the business back "on track" after "bad decisions". In many cases the student's lost their money and they couldn't get money to try to solve the problem. There wasn't an opportunity to sell your property or houses or rent them or to try to find solutions outside Village. Also the different tactics within the game and possibilities to change the strategy didn't show on graphics (at least we couldn't solve that one). So if you invested "too much" in the beginning was the game "over" afterwards. So more information about success in the game and the things that affect to that would have been helpful.

Also there were some minor problems with translations. We should have had a business teacher in a translation group because some of the terms were not used in a classroom. Also thinking of the curriculum would help to adapt the game to the studies in the future. In the future we should go to further details about the game itself and its function and also the content of the game adapted to Omnia's and student's needs.



Experimentation in Slovenian

RDA has organized the testing phase of the product PNPV Serious game in August 2013. The tutor of the course for students was Mr. Sc. Bruno Mihelj (Head of Department for SME's consulting).

The participants of the course within the testing phase have been selected according to their qualifications and educational field.

The goal was to select students of different profiles (different secondary schools) to assure the optimal feedback information on the educational content. The course was divided in two parts, the first part was the lecture on »Basics of entrepreneurship« by Mr. Sc. Bruno Mihelj, and the second part was implementation of the Serious Game and gathering of completed questionnaires for evaluation of the product.



Experimentation in Spain (IES Murillo)

The development of the pilot phase of the game occurred when students had finished their classes and therefore were aware of many of the files had to work with this group of testing.

The selected students was of age (20 years to 26 years) and performed studies Vocational Tourism Management (Tourism accommodation), was not difficult management concepts and the program as it is their specialty. The teacher in charge was Manuel Cordobés who was with them for the duration of the experience.

As for the comments of the students on the program (game) already mounted the platform.

It has been a positive experience.

In the two years of the project we have seen the development of a draft work needed modifying the group of people to which was to address the work done. We always thought that would be the students of the school but as we moved forward in the realization of the game has been observed that , for the Spanish education system , should be done with students in vocational education as they are the ones who can , upon completion of their studies is when you begin to look for work and have also acquired some of the knowledge needed for game development (marketing, market research, etc.).

Was also the possibility of using this form of work in basic training for students who may not follow pre- university vocational training, curriculum diversification programs (15-16 years)

It probably would have to modify the game model , though not his philosophy , to different vocational studies , curiously at the Institute Murillo students who took the test the game, were vocational students ' hospitality and tourism " that had already acquired the skills to use the game.



Experimentation in Spain (IES Federico Mayor Zaragoza)

The development of the pilot phase of the game occurred when students began classes in May and September and therefore had already taken the subject of training and guidance that teaches many of the skills provided by the game. The students were studying Electronics at ages between 17 and 20 years, age was not difficult using the program, it was only necessary to consolidate the knowledge.

The teachers in charge was Cristobal Gavira y Evangelina Ortiz who was with them for the duration of the experience.

As for the comments of the students on the program (game) already mounted the platform.

It has been a very positive experience.

For the experiment carried out with students of electronics (IES Federico Mayor Zaragoza) who had not yet seen absolutely nothing related to the workplace, this form of labor facilitated the introduction of the concepts of business, and the business and therefore was seen as a good tool to facilitate training in this regard.

From our centers will spread the game between the training centers of the province and also climb to the website of the game both centers.

We would like to propose a working group among teachers related to this training to know and use in the classroom.