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Project Career guidance game in a city full of occupations No 2019-1-CZ01-KA201-061204

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# C-Game Slovak pilot report

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**C-Game project, 03-11**

**Trenčín, Martin, October 2022**



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## 1 Involved elementary schools, pupils, and facilitators

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In the Slovak Republic piloting of C-Game was held from June till September 2022. In piloting have been involved 3 facilitators. All of facilitators are teachers and two of them are also part time educational / career guidance counsellors at their school.

Out of the total number of 68 pupils, 58 pupils passed the entire pilot testing. The tested students were between 13-15 years old.

The preparation of students took place in both classes and lasted 10-15 minutes. All groups were introduced to the game, including the functions and logic of the game. The choice of profession was discussed with the pupils only in connection with the C-Game. The students were not familiar with Holland's typology, since during the testing no one got to the 2nd level of the game, where the "player game profile" opens with this data.

The pupils' game at school lasted 30-45 minutes, and some pupils continued the game at home. It was explained to the facilitators that feedback with them is very important and they should talk to the students about their game results and their own career.

Most of the students had their own computer and played independently. 4 students had to form pairs, due to insufficient number of functional computers in their school. However, each student received their own code and they could also play the game independently later at home.

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## 2 Feedback from pupils and facilitators

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### 2.1 Pupils' feedback

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Most of the pupils evaluated the game positively; there was no need to encourage them to play. Interesting insights from their reactions are:

- Pupils also like to play the game at home.
- They commented that the game can definitely help someone who can't choose their future profession.
- They want to introduce money in the city - which would then be used to build other buildings, for example money for missions or from the increasing number of inhabitants (tax collection).

- They were mainly interested in achieving points and achievements, and they would be happy if they could build or buy something extra for those achievements and points.
- They want to add risk to the city - e.g. You didn't build a fire station, a building burned down and you lost the given workers, the number of inhabitants would decrease as well as the satisfaction of the inhabitants - maybe even the popularity of the mayor
- They missed the dynamics of the city, cars, people, etc. in the city. They want to create a livelier city, add movement, e.g. when a hospital is built, an ambulance or a person in a wheelchair will move around it, when a police station is built, a police car will move around it...
- They want to have possibility to create or choose your own graphics of buildings and for those buildings to gradually grow as individual vacant positions are occupied
- They enjoyed it, but most students didn't like a lot of text and reading.

Most of the pupils were really interested in the game and they are very happy to play the game at home. They evaluated its gameplay and ease of use very positively. They also rated the game's graphics quite positively. Most of the students missed the movement of characters, cars, etc. in the game. They rated the amount of text as the only major minus, but they understood that since the game is supposed to introduce them to a number of professions. But they are also very happy to introduce the game to their friends and evaluate it as a great tool for discovering new interesting professions that they didn't even know about.

## 2.2 Facilitators' feedback

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Facilitators like the game and said they would like to use it as part of career education at their school. It was something new for them, they don't even have experience with Holland's typology, which they will have to study, but they can imagine this game as a great tool in the career guidance process, because it can introduce children to many professions that they might not even have thought of through a playful method.

## 3 C-Game questionnaire for measuring changes in perception of career orientation

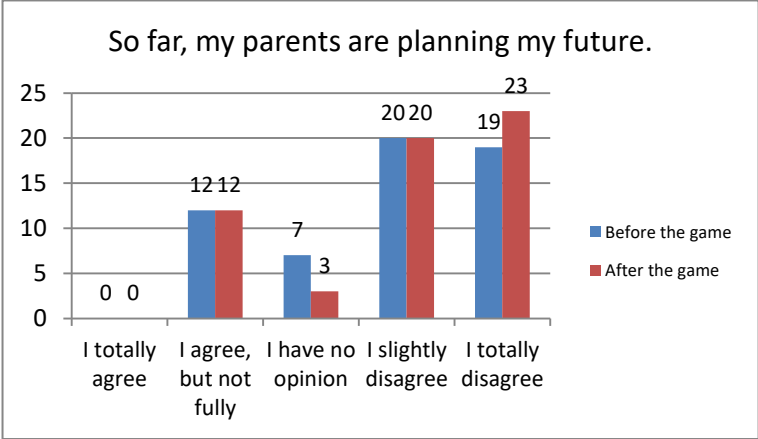
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In one part of the questionnaire, students had to express to what extent they agree or disagree with the given statements. Their answers before and after the game did not differ much and there were only small changes. The only major change was noted in the statement: We are talking about employment and the labour market with

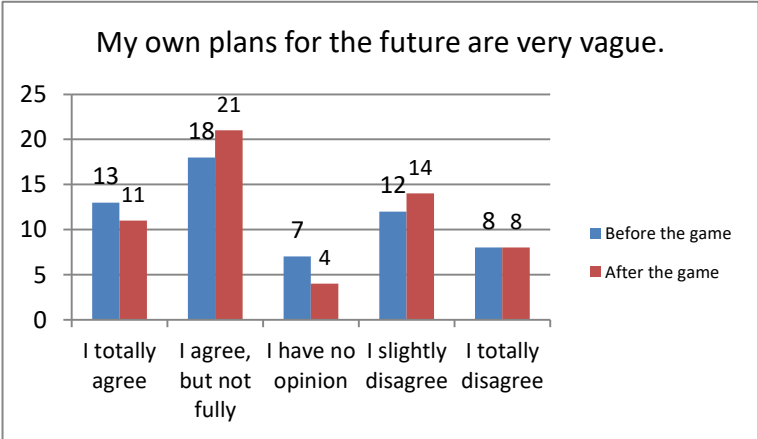
school/career/educational counsellor. After this activity, more pupils had the feeling that their guidance counsellor was paying attention to them, and more pupils ticked a positive answer than before the game. In the other statements, the students answered approximately the same as before the game.

**Indicate to what extent you agree / disagree with the following statements.**

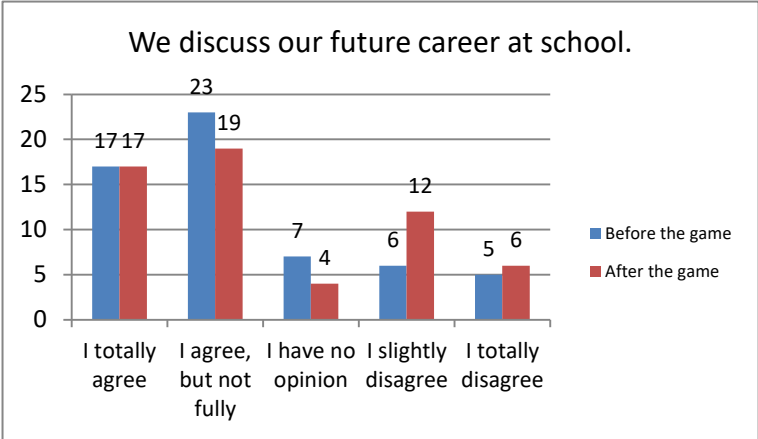
The majority of pupils (71%) believe that their parents do not decide on their future. After the game, their opinion increased by 7%.



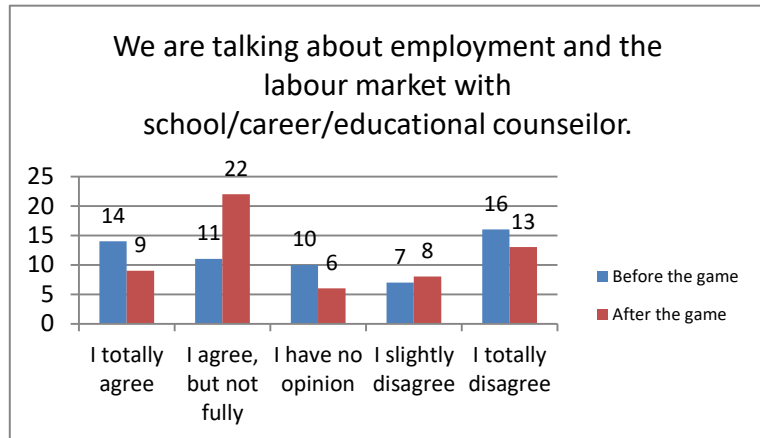
More than half of the pupils (54%) agree that their plans for the future are very vague. After the game, the number of pupils who answered neutrally decreased by 5%.



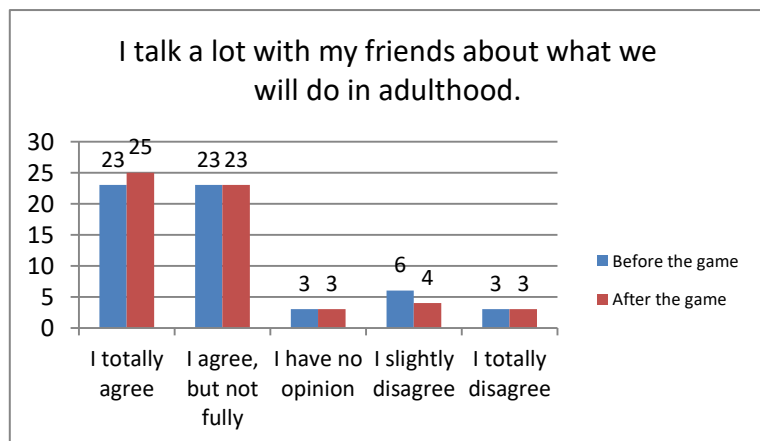
The majority of pupils (66%) agree with the statement that they discuss their future life at school. After the game, there was an increase of 17% of pupils who do not agree with this statement. It can be concluded that they realized the need to talk more about their future.



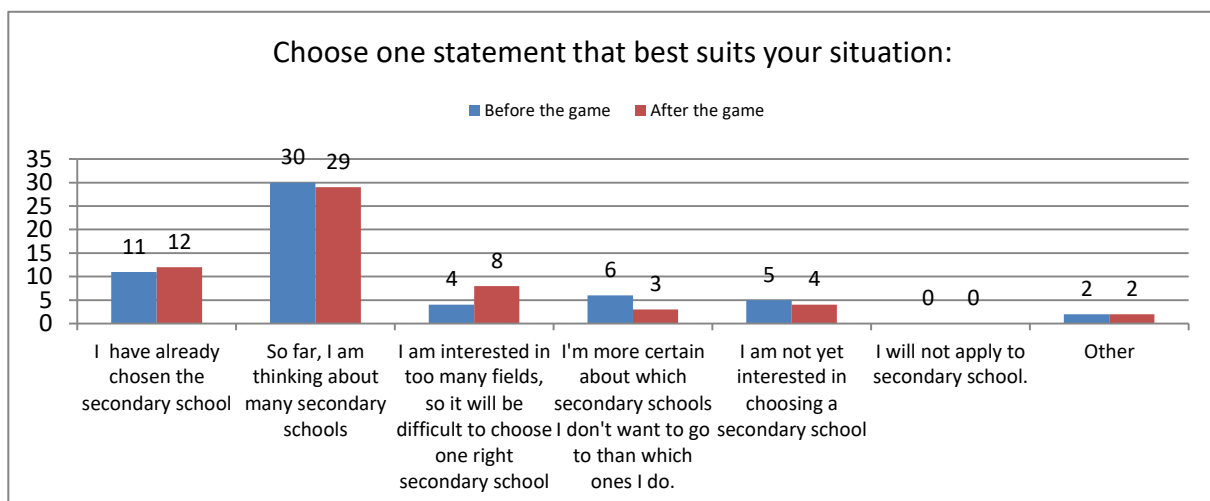
To the statement about talking about employment and the labor market with a counselor, students answered almost equally positively (43%) and negatively (40%). After the game, there was a 10% increase in positive responses, which slightly contradicts the responses to the previous statement.



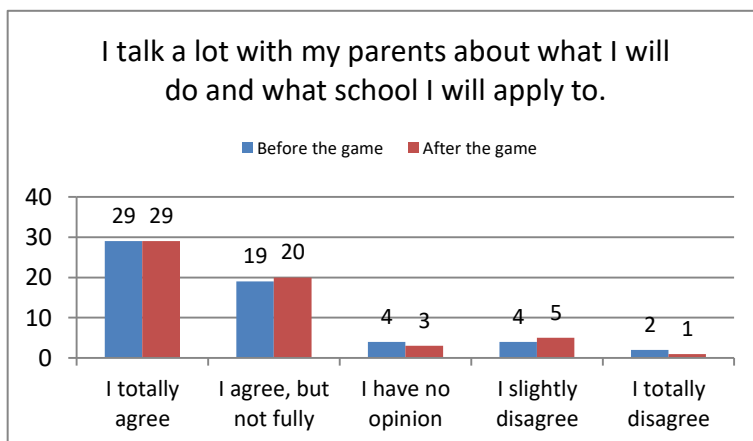
The majority of pupils (81%) agree with the statement that they talk a lot with friends about what they will do in adulthood. After the game, the positive claim increased by 3%.



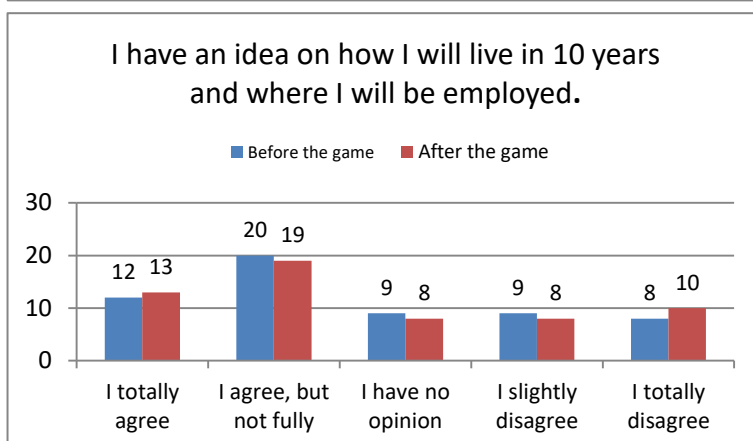
Half of the pupils (51%) is thinking about more than one secondary school and is not decided which one will choose, some 20% have already chosen secondary school. The rest of the students are undecided and none of them intend to continue in the studio.



More than ¾ of the pupils (77%) talk a lot with parents about what they I will do and what school they will apply to, which is very positive.



More than half of the pupils (51%) have an idea on how they will live in 10 years and where they will be employed.



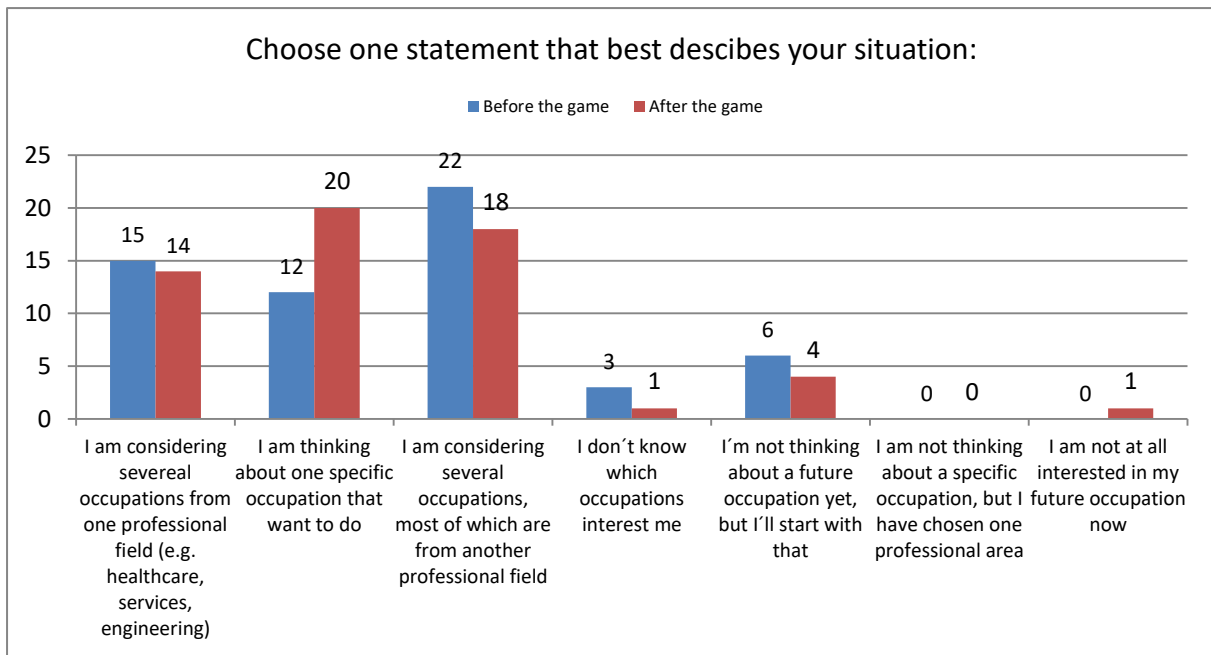
**Other:**

I know which secondary school I would choose, but there is no such field  
 I have selected several schools to which I want to apply

To the previous question, you answered that you have already chosen your secondary school. Write its name (lyceum, secondary general school, secondary vocational school, secondary school, etc.):

Before the game	After the game
Gymnázium	Grafika Tlačových Médii
Grafika Tlačových Médii	Zdravotnícka stredná škola
Zdravotnícka stredná škola	Zdravotná škola v Banskej Bystrici
Zdravotná škola v Banskej Bystrici	Hotelová Akadémia
	Zdravotnícka škola Žilina

It follows from the answers that the majority of pupils are oriented towards the professions they would like to pursue. A third (34%) of pupils is considering several occupations most of which are from another professional field, 28% of pupils is thinking about one specific occupation and 25% of pupils is considering several occupations from one professional field.



You answered the previous question that you were thinking about one specific profession. Please write about which:

**BEFORE THE GAME:** Criminal pathologist, neurosurgeon, actor, basketball player, driver, psychologist, Hotel Academy, car mechanic, masseur, policewoman

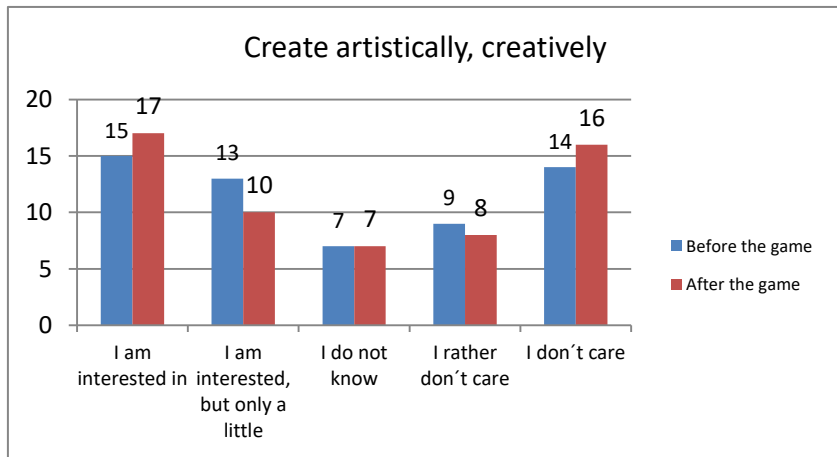
**AFTER THE GAME:** Criminal Pathologist, Neurosurgeon, Actor, Basketball, Driver, Psychologist, Cook/Waiter/Management, Auto Mechanic, and Policewoman

In the second part of the questionnaire, students indicated to what extent they are interested in individual work activities. Even in this part of the questionnaire, there were no big differences in the students' answers. What work activities were they interested in before the game, were they also interested in after the game. However, it is positive that they became familiar with many new professions and work activities, which is also visible in the changes in their answers.

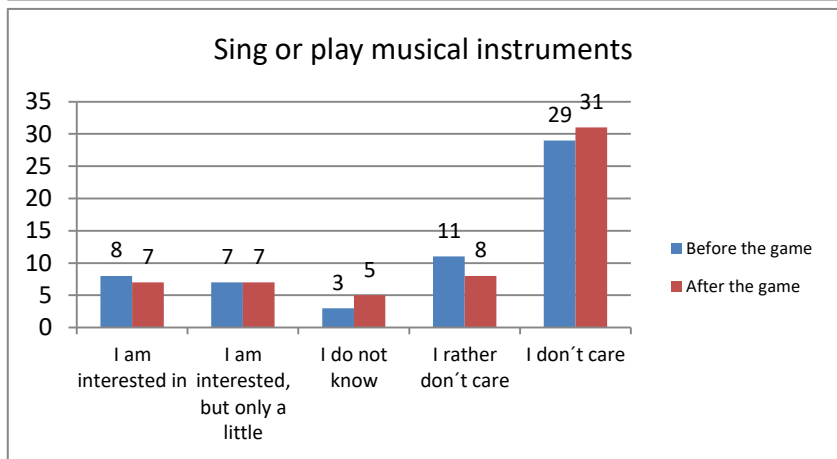
**Indicate to what extent you are interested in the following work activities. Choose one of the options for each work activity.**



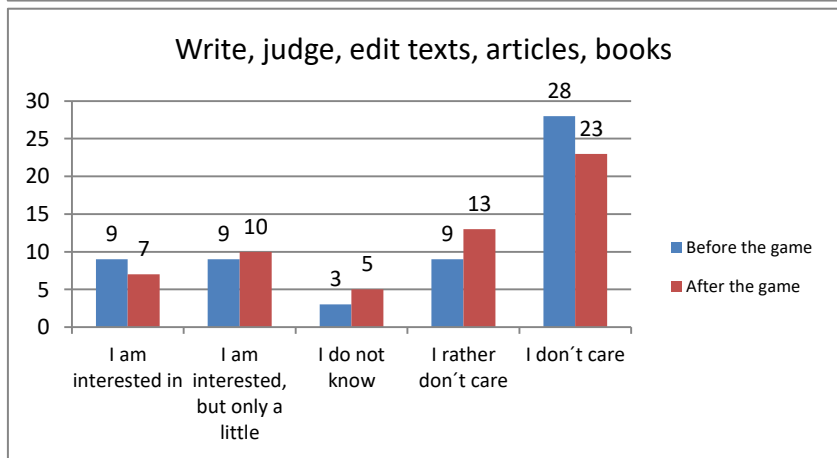
Change: -2% in positive and +2% in negative attitude.



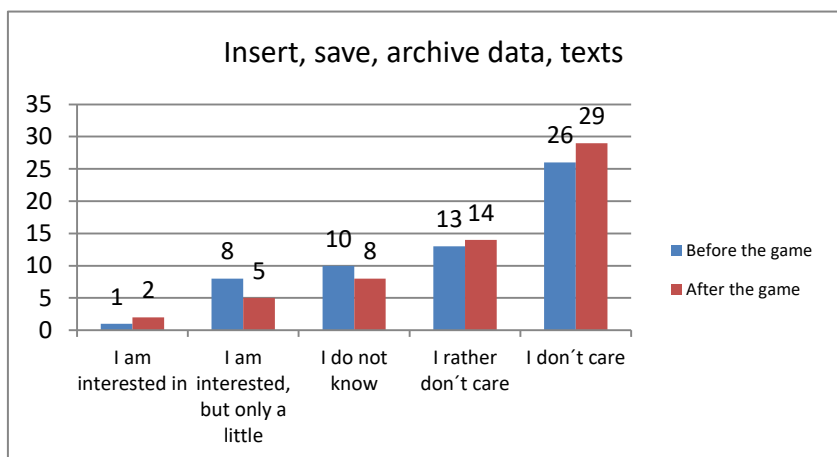
Change: +3.4% in favour of neutral stance, -1.7% decreases in positive and -1.7% from negative stance.



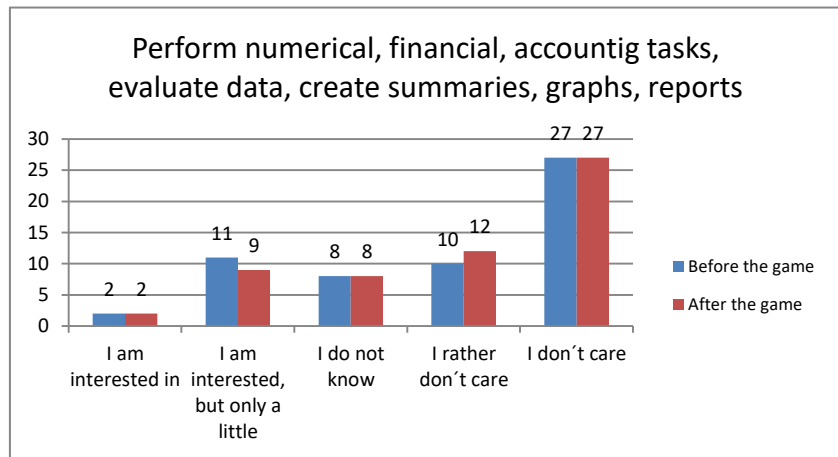
Change: +3.4% in favour of neutral stance, -1.7% decreases in positive and -1.7% from negative stance.



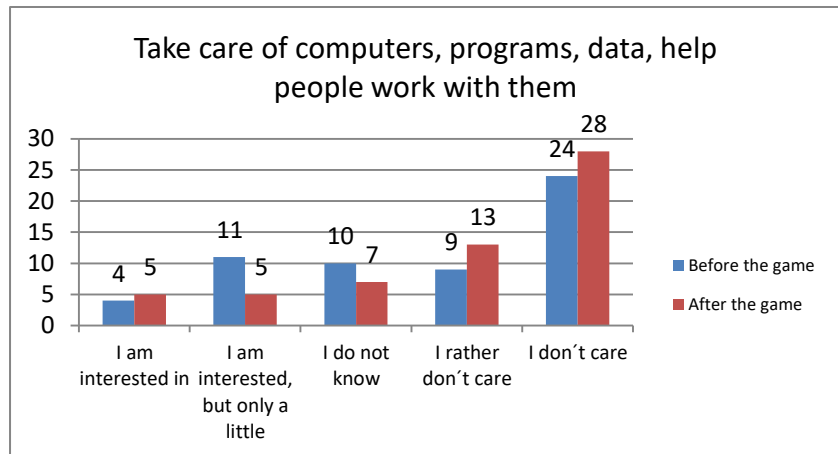
Change: +6.8% in favour of negative attitude, decrease -3.4% in positive and -3.4% from neutral attitude.



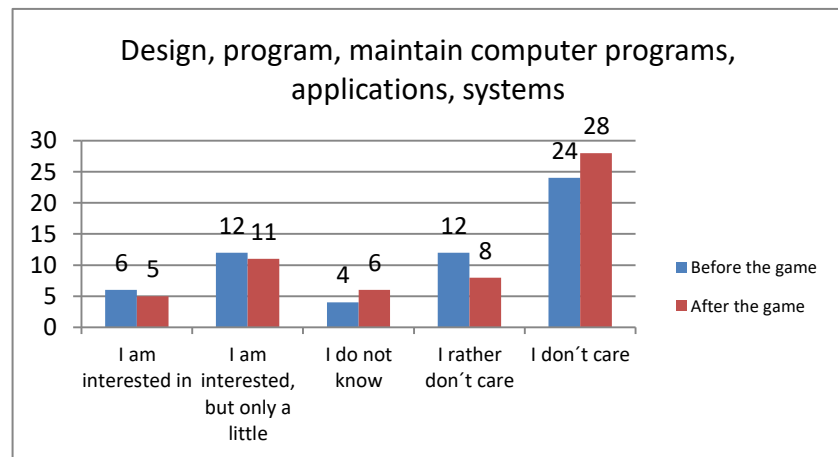
Change: +3% in favour of positive attitude, decrease -3% in positive attitude.



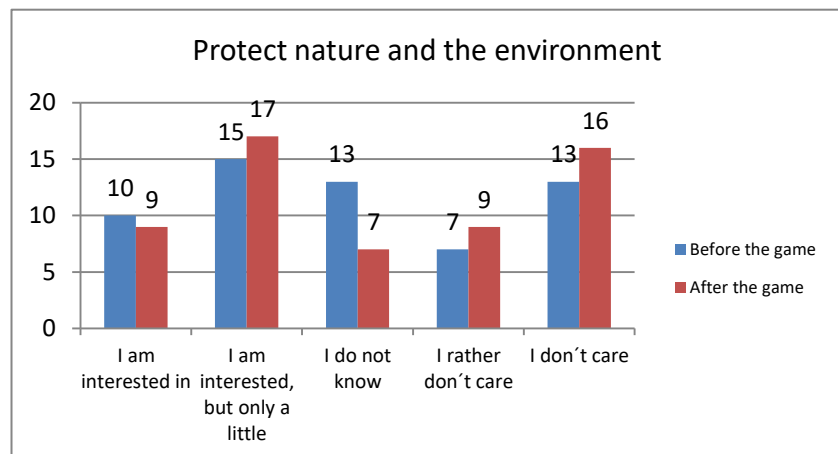
Change: +14% in favour of negative attitude, decrease -9% in positive and -5% from neutral attitude.



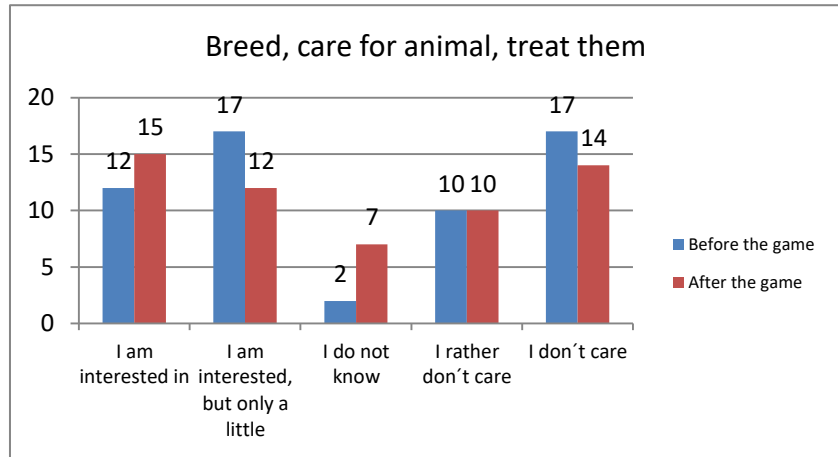
Change: +3% in favour of neutral attitude, decrease -3% from positive attitude.



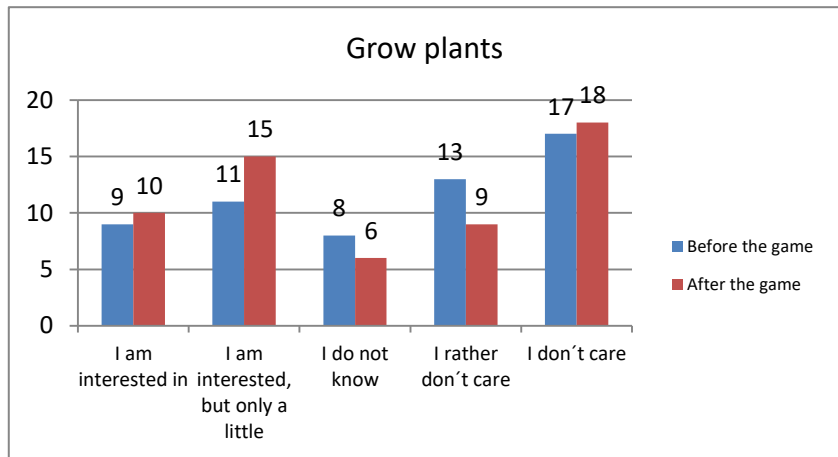
Change: +8% in favour of negative attitude, decrease -10% from neutral and -2% from positive attitude.



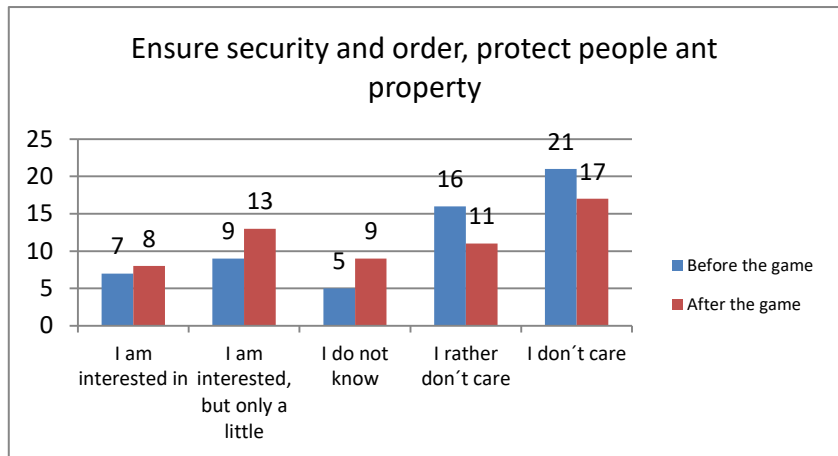
Change: +8% in favour of neutral stance, decrease -3% from positive and -5% from negative stance.



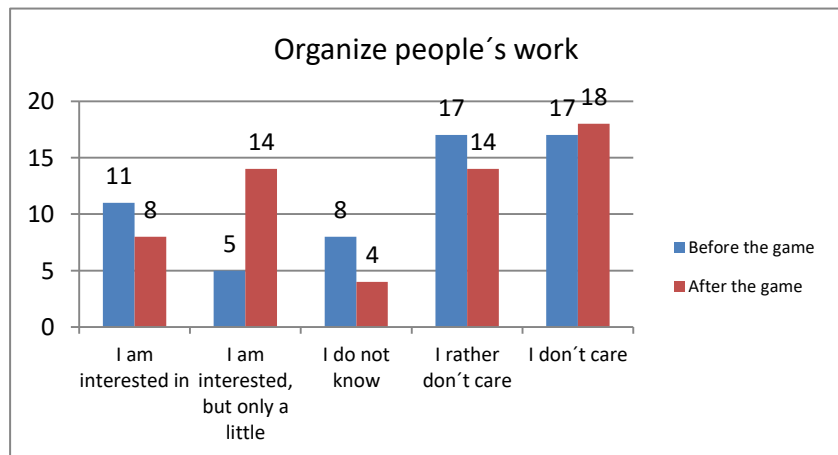
Change: +8% in favour of positive attitude, decrease -3% from neutral and -5% from negative attitude.



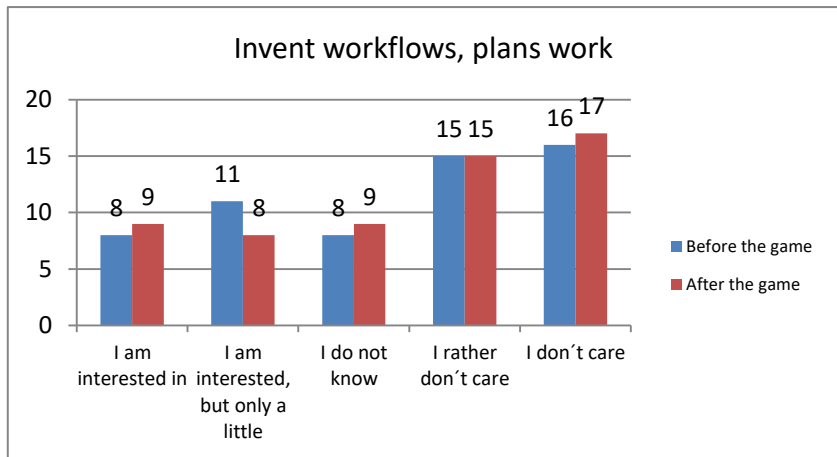
Change: +8% in favour of positive +7% from neutral stance, decrease -15% in negative stance.



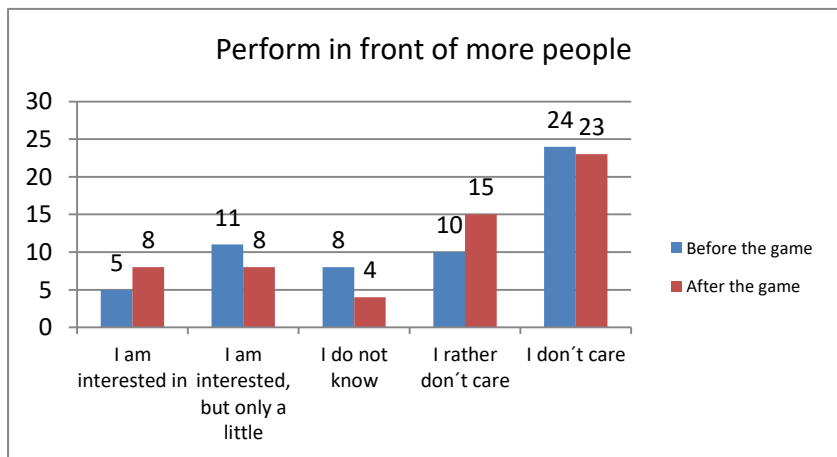
Change: +10% in favour of positive attitude, decrease -7% in neutral and -3% in negative attitude.



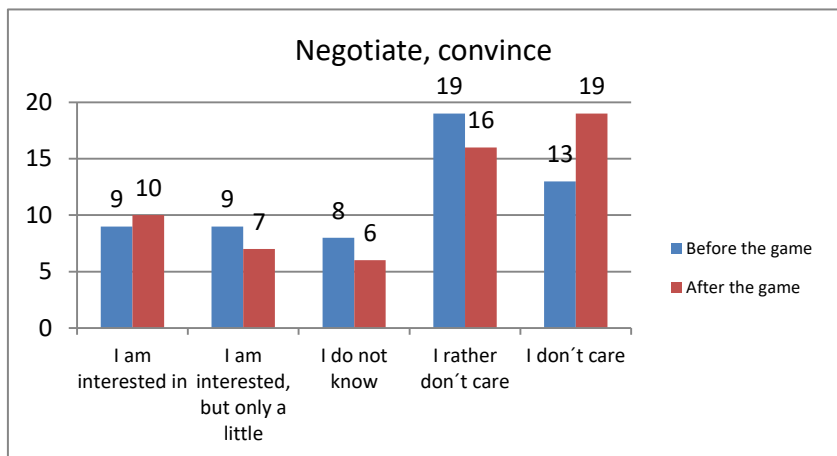
Change: +2% in favour of neutral and 2% negative attitude, decrease -4% in positive attitude.



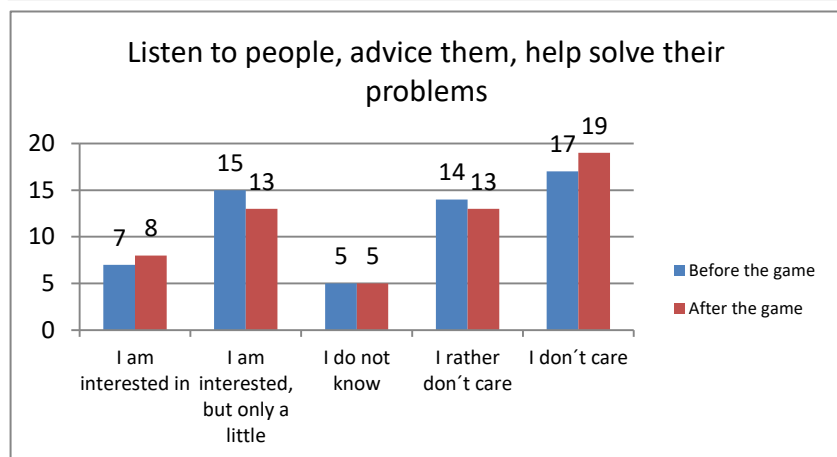
Change: +7% in favour of negative stance, decrease -7% in neutral stance.



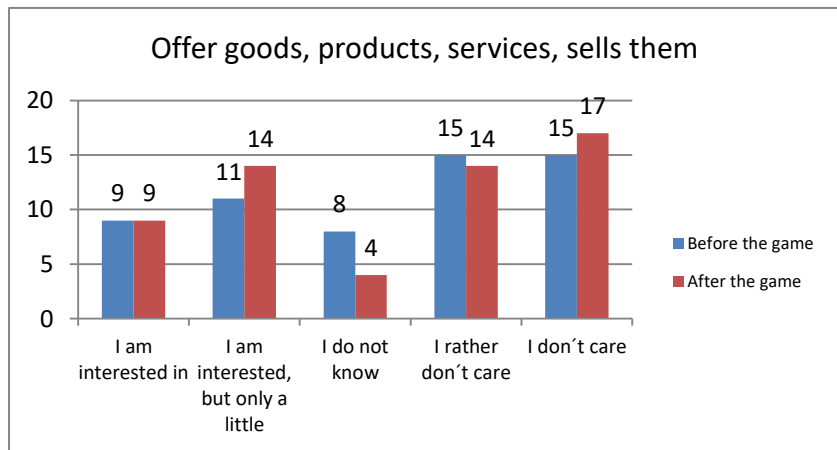
Change: +5% in favour of negative attitude, decrease -2% in positive and -3% in negative attitude.



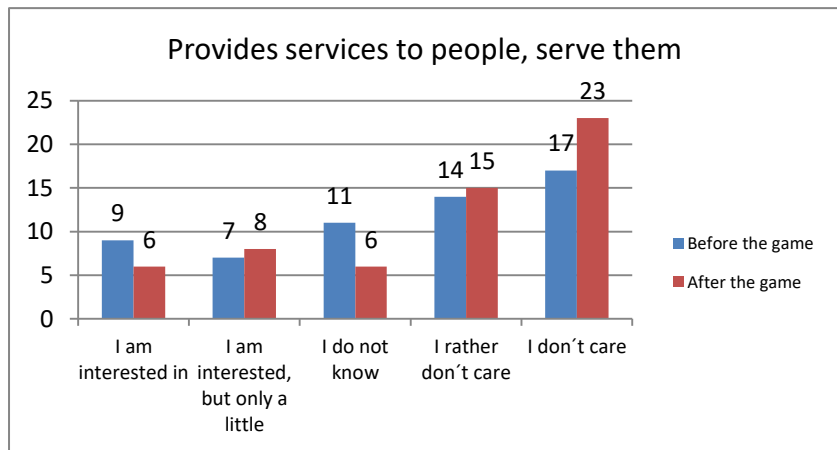
Change: +2% in favour of negative attitude, decrease -2% in positive attitude.



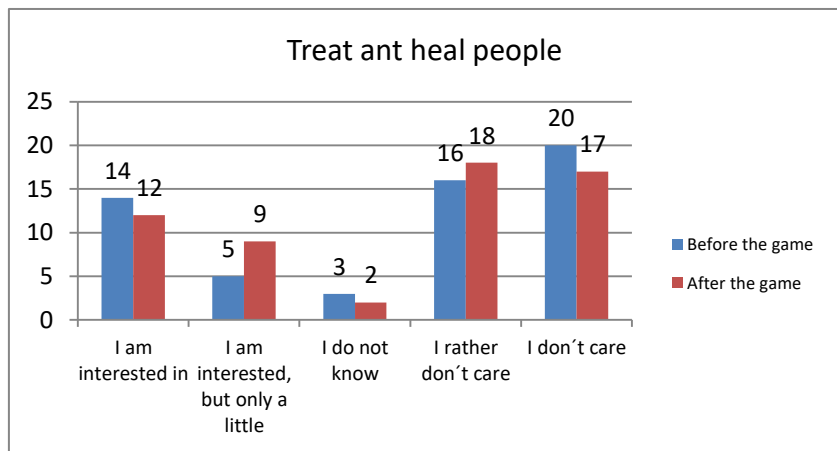
Change: +5% in favour of positive attitude, decrease -7% in neutral and -2% in negative attitude.



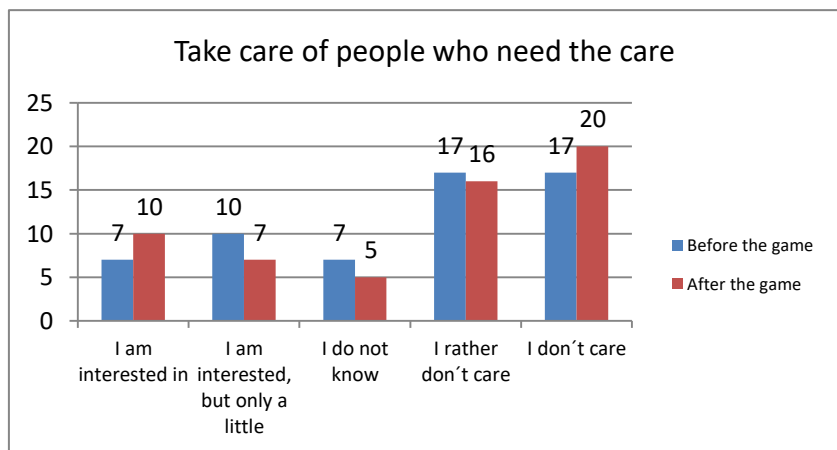
Change: +12% in favour of negative attitude, decrease -3% in positive and -8% in neutral attitude.



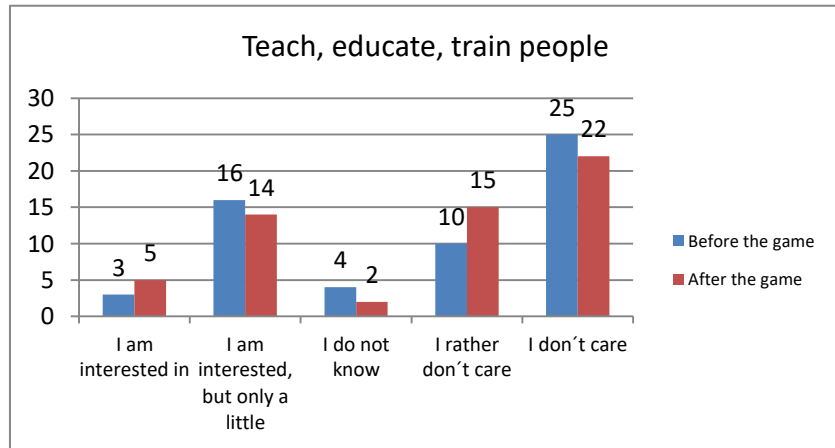
Change: +3% in favour of positive attitude, decrease -1.5% in neutral and -1.5% in negative attitude.



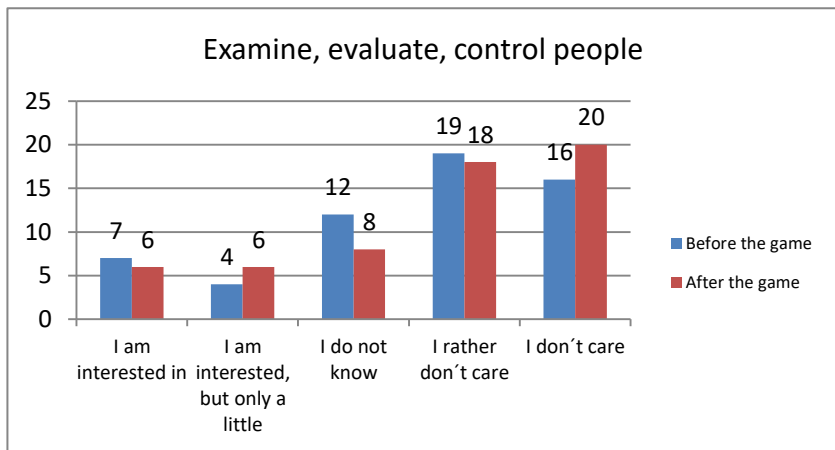
Change: +3% in favour of negative stance, decrease -3% in neutral stance.



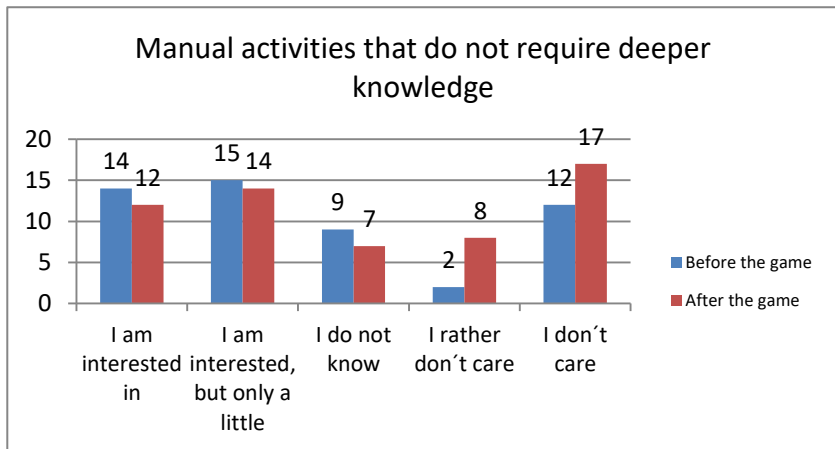
Change: +3% in favour of negative stance, decrease -3% in neutral stance.



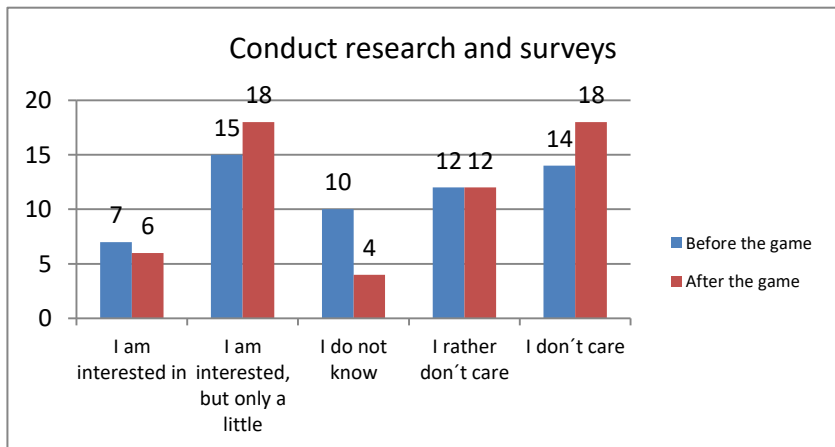
Change: +5% in favour of negative and +2% positive attitude, decrease -7% in neutral attitude.



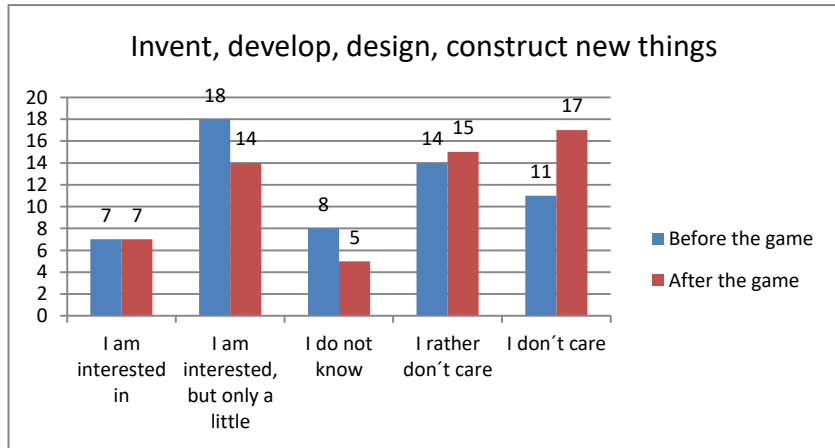
Change: +9% in favour of negative stance, decrease -5% in positive and -4% in neutral stance.



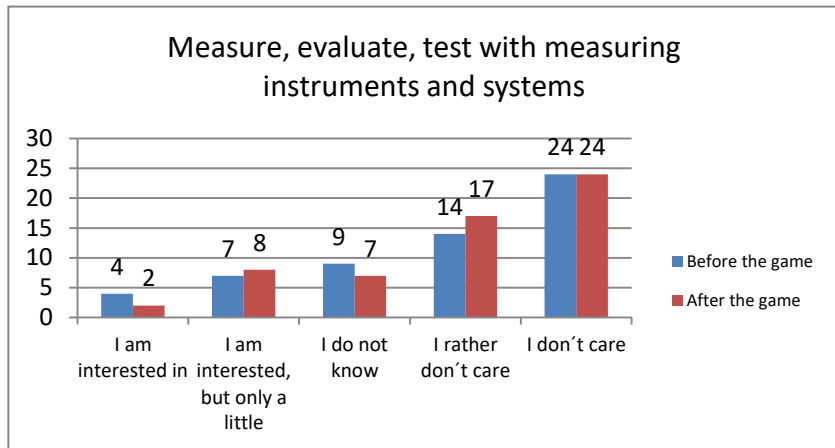
Change: +7% in favour of negative and +3% in positive attitude, decrease -10% in neutral attitude.



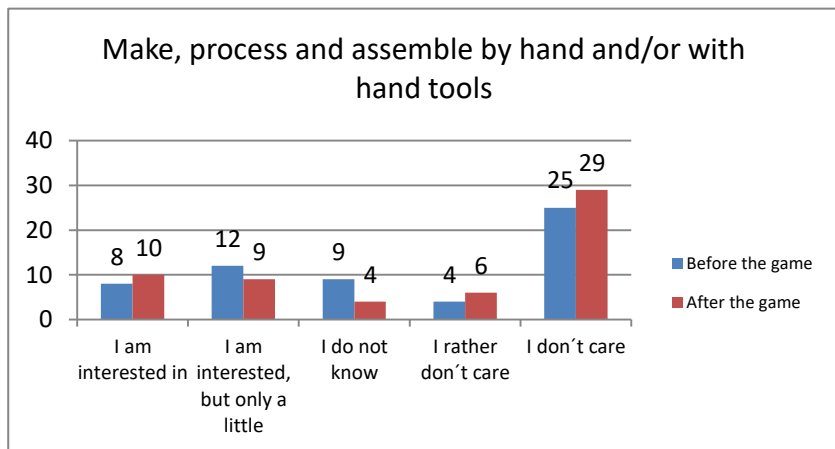
Change: +12% in favour of negative stance, decrease -7% in positive and -5% in neutral stance.



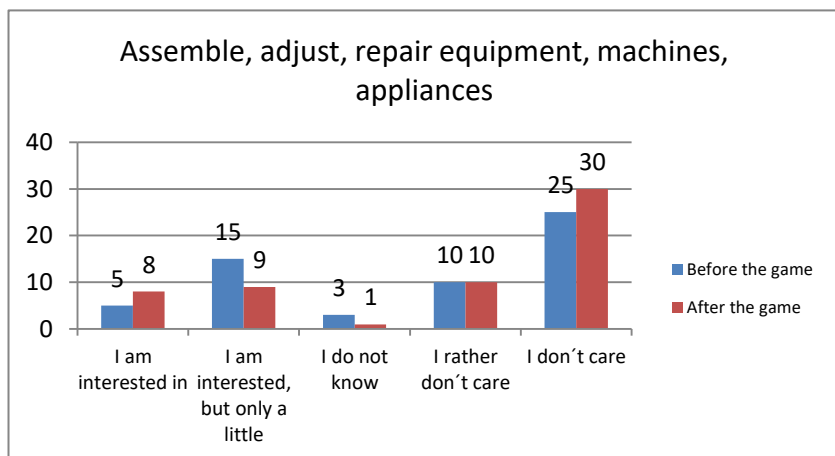
Change: +5% in favour of negative stance, decrease -2% in positive and -3% in neutral stance.



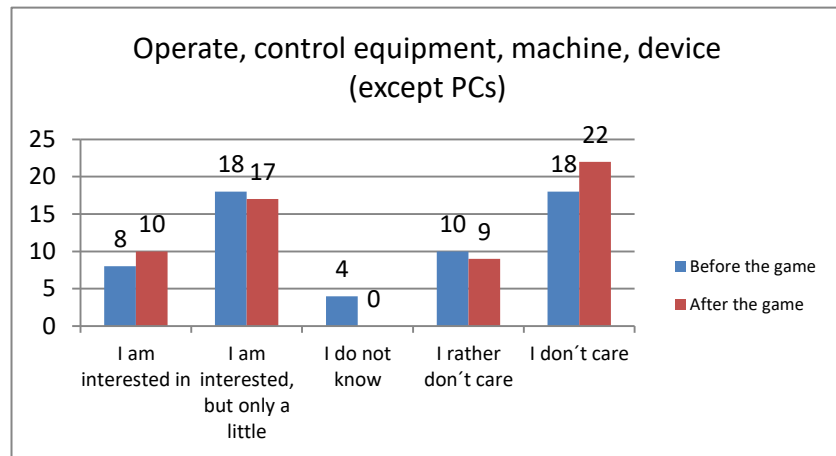
Change: +10% in favour of negative stance, decrease -2% in positive and -9% in neutral stance.



Change: +9% in favour of negative stance, decrease -5% in positive and -4% in neutral stance.



Change: +5% in favour of negative and +2% positive attitude, decrease -7% in neutral attitude.



From the pupils' attitudes towards 29 work activities, it can be concluded that their views on what they would not like to do in their working life were profiled to a certain, albeit small, extent during the game.

#### 4 Conclusions from C-Game piloting in Slovakia

In Slovakia, schools were approached for testing on the basis of previous experience and cooperation with them, through email and telephone communication. Due to the holidays and the difficult accessibility of rooms with computers, we managed to carry out testing in two primary schools out of the few schools approached: Kláštor pod Znievom Primary School and Horná Súča Primary School. A few students also tried the game individually at the request of their parents, who learned about C-game through our Facebook profiles. The schools involved in the testing greatly appreciated the opportunity to be part of the pilot verification and expressed interest in this tool in the future for other students.

Employees participating in the project as well as other internal staff of partner organizations from Slovakia were involved in the pilot verification. The participants communicated with each other, exchanging observations by e-mail. These were subsequently processed by Zuzana Súčanská and sent in summary to the game programmer and the project coordinator.

Participants in the pilot testing were tasked with building as many buildings as possible, occupying as many vacancies as possible, and at the same time clicking through all the functions of the game, including the player's profile.

The malfunctions, errors, observations were recorded through screenshots, which were described and processed in a word document.

The most frequently reported errors were:



- errors in the quiz when filling vacant positions,
- inconsistencies in the data uploaded in the online database (level of education, skills, tools),
- comments on Slovak translations and descriptions of to missing translations and descriptions,
- incorrect displays of some items in the game,
- non-opening of some items

These errors were discovered thanks to pilot testing and could therefore be eliminated. The Slovak partners of the project were mainly responsible for the Slovak version of the data in the database, on which many hours of work were spent. However, this work has borne fruit and C-Game has huge potential in our opinion. For career counsellors, it is a wonderful tool for their guidance at school, but it is also a great help for the students themselves, who, thanks to the C-Game, will learn about many professions that they may not have even heard of before. It can help many students to find their way in their future career and help them choose a school.

## ***C-Game Slovak pilot report***

<b>Project</b>	C-Game: Career guidance game in the city full of occupations No 2019-1-CZ01-KA201-061204
<b>Output</b>	O3-11
<b>Financed from</b>	ERASMUS+ program, 2019-2022
<b>Partners</b>	Asociace výchovných poradců, ČR Národní vzdělávací fond, ČR K.A.B.A. Slovakia, SK TeCeMko, SK Znam i Moga, BG ISON, GR
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