Co-funded by the Erasmus+ Programme of the European Union

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

C-Game Greek pilot report

C-Game project, O3-11

Athens, October 2022

Contents

1 Pilot process overview

1.1 Involved elementary schools, pupils and facilitators

In Greece, the piloting of C-Game was held from 26 October to 28 October 2022. One elementary school, located in Patras Greece, participated in the pilot (Table 1). In total, the piloting involved 30 pupils aged 13, of which 14 of them were girls and 16 of them were boys.

Involved, in the piloting session, were 2 class groups and 1 facilitator (teacher).

Table 1: List of participating elementary schools, involved facilitators and pupils

No	Elementary school	Involved facilitators	Involved boys/girls	Pupils´ age	Number of paired questionnaires #3[1]
1	Arsakeio Elementary School	1	14/16	12	30
	Total	**--**	**---**	**--**	**---**

1.2 Pupils´ preparation before the game

The preparation of the pupils was done before the class for 10 minutes. All of the participants were introduced to the game by the facilitator. Lastly, pupils were slow playing the game. As a result, the majority of them did not complete the first level of the game.

1.3 The course of the game (in minutes)

During playtime, the facilitator monitored all the activities of the students and helped them if they had any questions. On average the total playtime of the pupils was 50-60 minutes. A lot of them expressed the need to continue the game at home.

[1] Questionnaire No 3 C-Game Questionnaire for measuring changes in perception of career orientation was filled in by pupils twice: before and after the game. Its aim was to find out whether and to what extent the game has potential to influence pupils interest in their future vocational choice and selection of secondary school. See results of the questionnaire No 3 in chapter 4.

1.4 Equipment used during C-Game piloting

For the piloting testing, all the pupils (100%) used the schools' digital equipment and played the C-Game independently on one digital device (Table 2).

Table 2: Equipment used during C-Game piloting

No	Elementary school	PCs	Tablets	Note-books	Mobile phones	Total
1	Arsakeio Elementary School	30				30
	Total	**30**	**0**	**0**	**0**	**30**

2 Pupils´ feedback after C-Game

The feedback that we received from the pupils after the piloting of the game, was very positive. They were very happy to play the game and they expressed their interest in finding useful information about many of the occupations that there were on the game. Also, the game was running smoothly, there was a reliable internet connection and, the game was played on the school computers. Lastly, the pupils seemed to be very familiar with the school equipment, so there was not any delay regarding that aspect.

2.1 Evaluation of the "fun" of the game

Students, really liked the game. They found it very informative and enjoyable as well. Unfortunately, due to the limited time, many of them did not manage to make it through the second level. A lot of students expressed their need to continue and play the rest of the game at home.

2.2 Reading is part of the game

From the feedback information that was provided by the facilitator, the students seemed to not like a lot the fact that there were many texts in the game. Nevertheless, they continued to play the game with joy.

2.3 The City

We had very positive feedback from the pupils about the structure and the graphic design of the city.

2.4 Occupation card

For the occupation card, there was not any suggestion for improvement from any student.

2.5 Number of inhabitants of the city

The students seemed to like the system that counted the number of inhabitants of the city.

2.6 Mission

For the missions inside the gameplay, there was not any suggestion for improvement from the students or any bug.

2.7 Achievements

The achievements section of the game was understandable by the pupils and they seemed to understand its' importance to the game.

2.8 What could be improved in the game

Some of the elements that according to the students could be improved in the game are:

- To place more animated graphic design elements
- The game to be faster in loading
- The game to be feasible to be played offline as well
- To support the game with more occupations
- The game to be more vivid

3 Facilitators´ feedback

3.1 Pupils´ behavior during playing C-Game

The facilitator told us that the students, during the game were very excited, and they were talking a lot to each other in order to see how their friends were doing and to compare their progress.

3.2 Pupils' questions during the game

There were some questions mainly on how is the best way to play the game, how to see the results of their actions when they reach the second level in the game, and some tips on how to play the game.

3.3 Pupils' questions after the game

Students after the end of the game session had to fill out another questionnaire. After that, they said to the facilitator if they need to do anything else, and also if there were able to have their unique code and continue to play at home. Lastly, they expressed their enthusiasm about the game.

3.4 Facilitators' opinion of the game

The feedback that we had from the facilitator was very positive. He said to us that the students really liked the game, they found it very unique and very entertaining. Lastly, he told us if we can give him more game codes to demonstrate the game in other classes in the school!

3.5 Recommendations for game enrichment

Some recommendations for the game were if we can add more tech occupations and more buildings on the map but in general, everything was fine!

3.6 What can be done better

After the end of the piloting, the only recommendation for improvements in the game was:

- To fix the loading time, because sometimes it takes a long time to start the game.
- And lastly, to improve some graphics in the game

3.7 C-Game overall facilitators´ evaluation

The facilitator of the game expressed a very positive evaluation of the C-Game project and he will also try to present the game to other classes as well!

4 C-Game Questionnaire for measuring changes in perception of career orientation

This questionnaire was designed to determine the influence of the C-Game and activities related to this game on the decision-making process of pupils about their future professional direction. The questionnaire was filled out by the students twice. The students filled it in the first time before the game and the second time after the game. Both questionnaires were marked by student's code so that they could be matched.

The total number of completed questionnaires was 60. 30 before the start of the game and 30 after they played the game. Lastly, the questionnaire had 4 sections and 38 items to respond to.

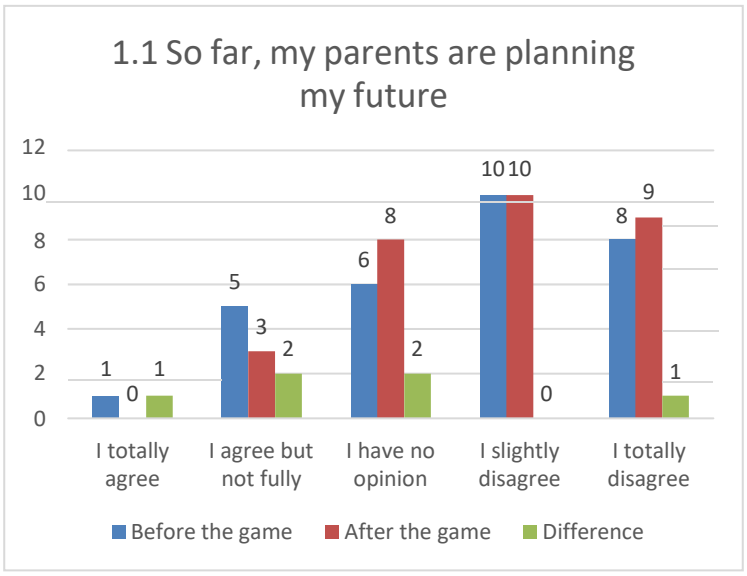
4.1 My future and with whom I speak about it

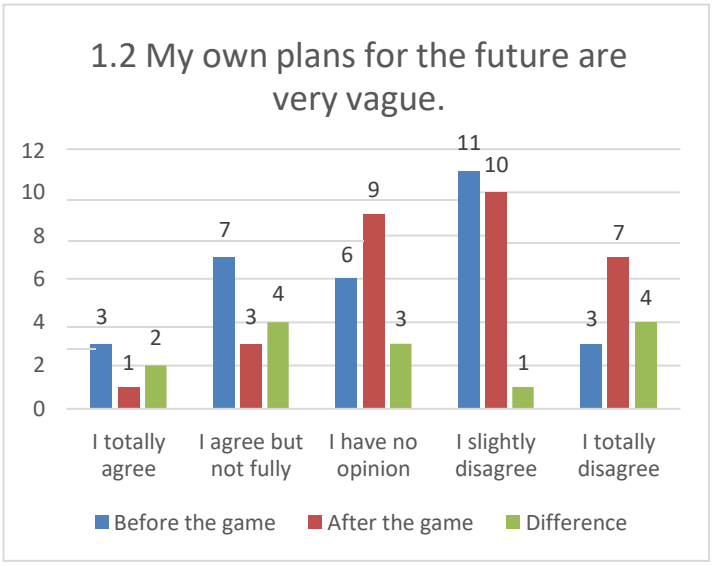
According to the results, it seems that a lot of parents are controlling the future of their kids. Furthermore, inside the school, students have the chance to discuss their future careers. Likewise, a lot of students seem to have an idea of how they will live in 10 years and where they will be employed. Lastly, the majority of the students are talking a lot with their friends about what they will do in adulthood.

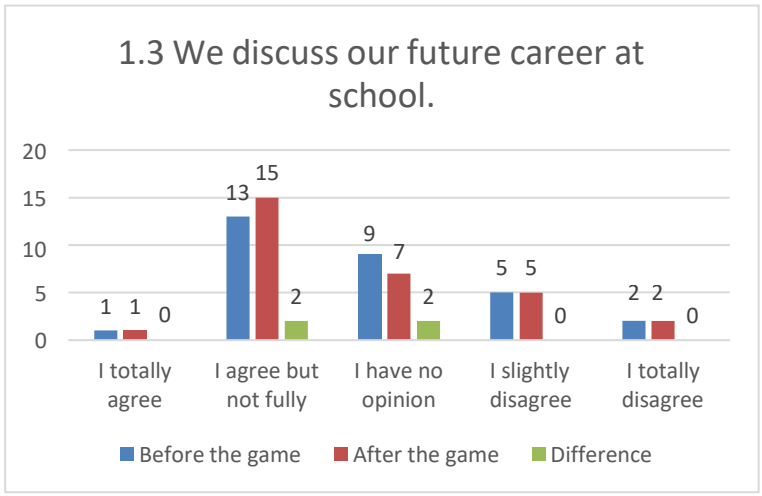
Some key takeaways of comparison between the before and after results are:

- In question 1.2 there are some positive changes in the plans for the future and a clearer view of what they want to do.

- In question 1.6 we can see that there is also a change, as the students seemed to change the way that they talk with their parents about what they will do and what school they will apply for in the future.







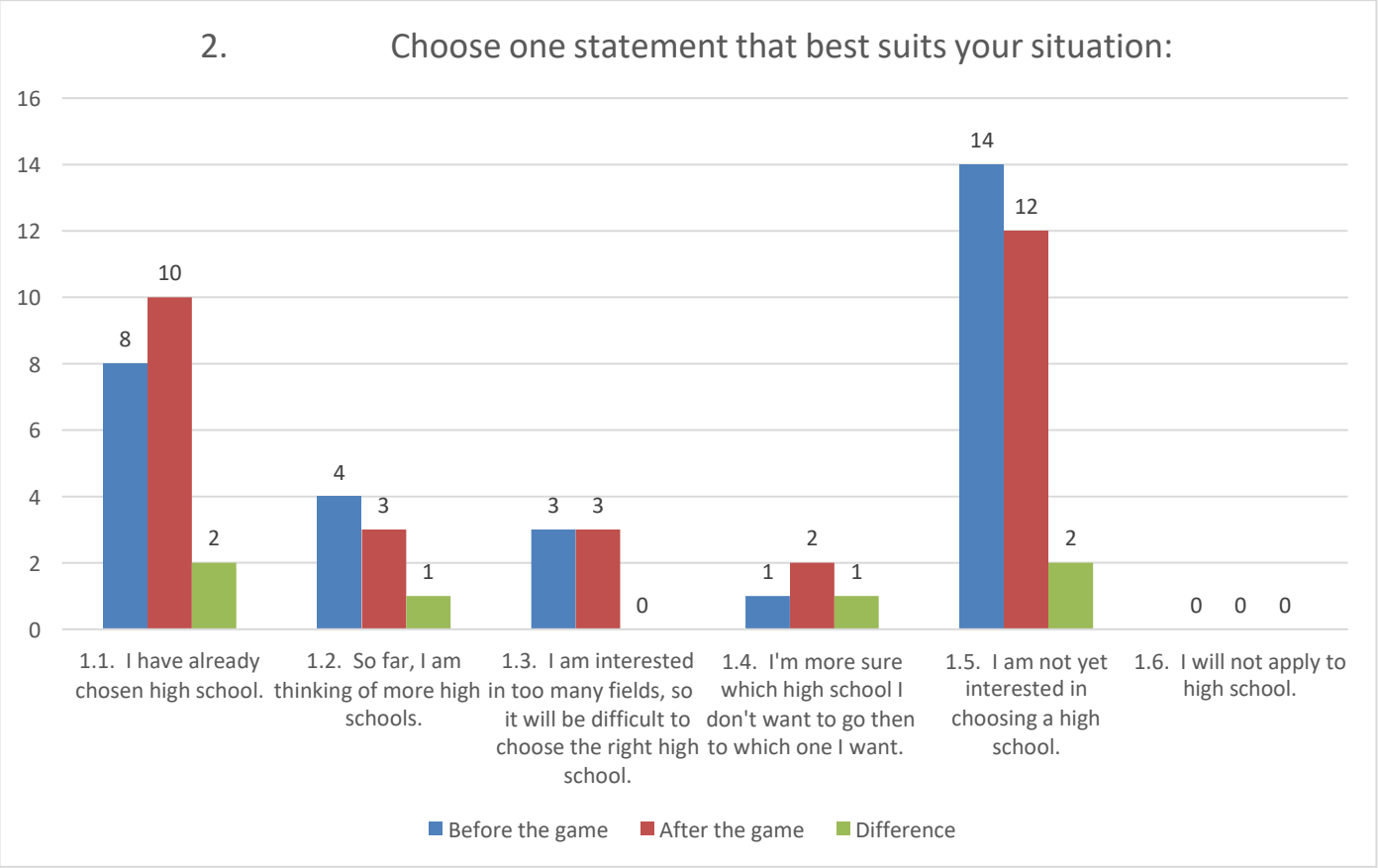

1.5 I talk a lot with my friends about what we will do in adulthood.
8
7
6
5
4
3
2
1
0
4 4
0
6
7
1
7
6
1
6
7
1
7
6
1
I totally agree
I agree but not fully
I have no opinion
I slightly disagree
I totally disagree
Before the game
After the game
Difference


1.6 I talk a lot with my parents about what I will do and what school I will apply to.
10
8
6
4
2
0
6
4
2
9
6
3
4
8
4
7
9
2
4
3
1
I totally agree
I agree but not fully
I have no opinion
I slightly disagree
I totally disagree
Before the game
After the game
Difference


1.7 I have an idea on how I will live in 10 years and where I will be employed.
15
10
5
0
3
6
3
14
14
0
8
7
1
4
3
1
1
0
1
I totally agree
I agree but not fully
I have no opinion
I slightly disagree
I totally disagree
Before the game
After the game
Difference

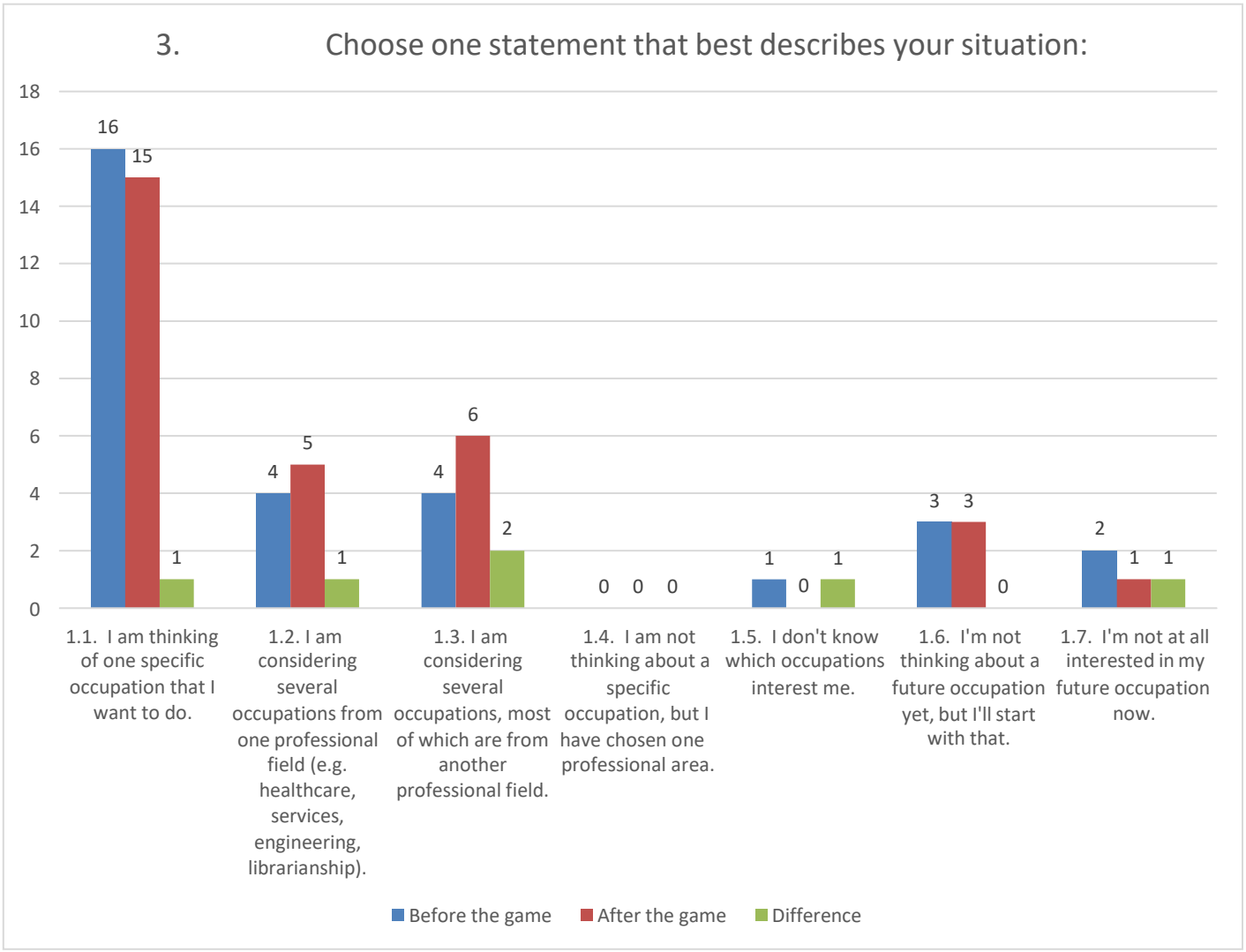
4.2 Secondary school choice

As we can see from the chart below, in the question about the choice of the pupils for secondary school, the majority choose that there are not yet interested in choosing a high school.



4.3 Thinking about the future occupation

In the question about the pupils' thinking about their future occupation, we can see that the majority of the students, choose that they are thinking of one specific occupation that they want to do in the future.



4.4 Interest in thinking – people, ideas - data

Generally, a lot of kids seem very interested to

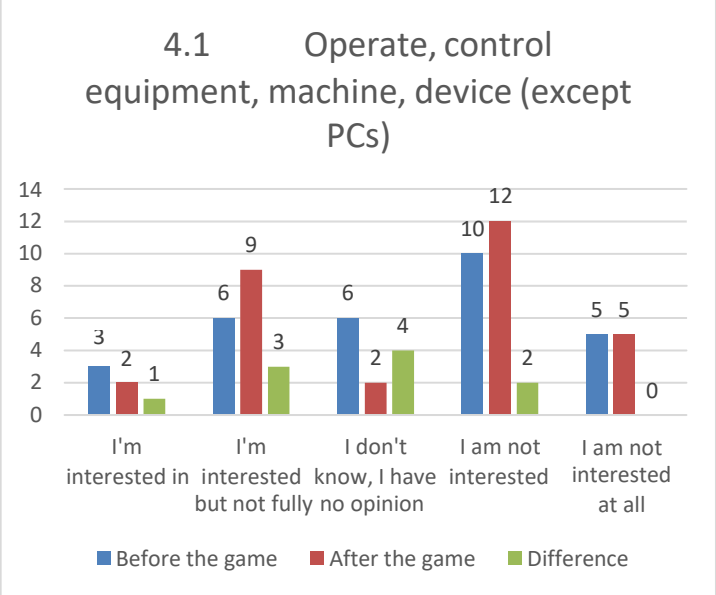
- teach, educate, train people,
- perform numerical, financial, and accounting tasks,
- evaluate data and create summaries, graphs, and reports.

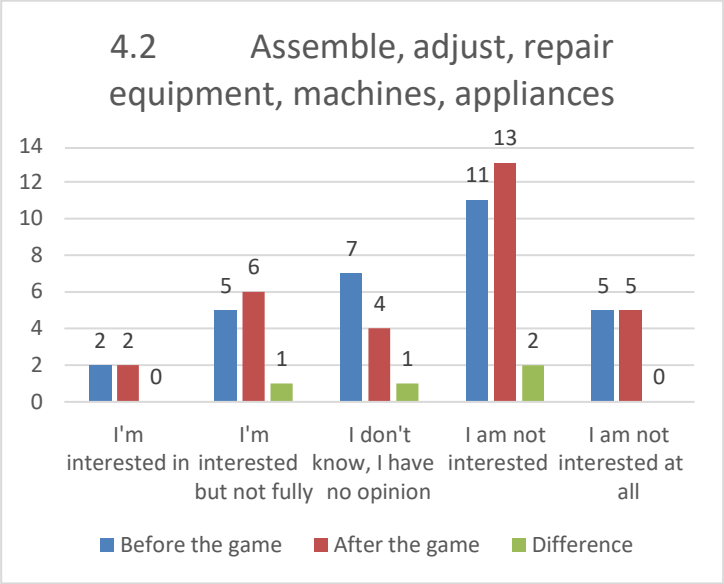
On the other side, they were less interested in

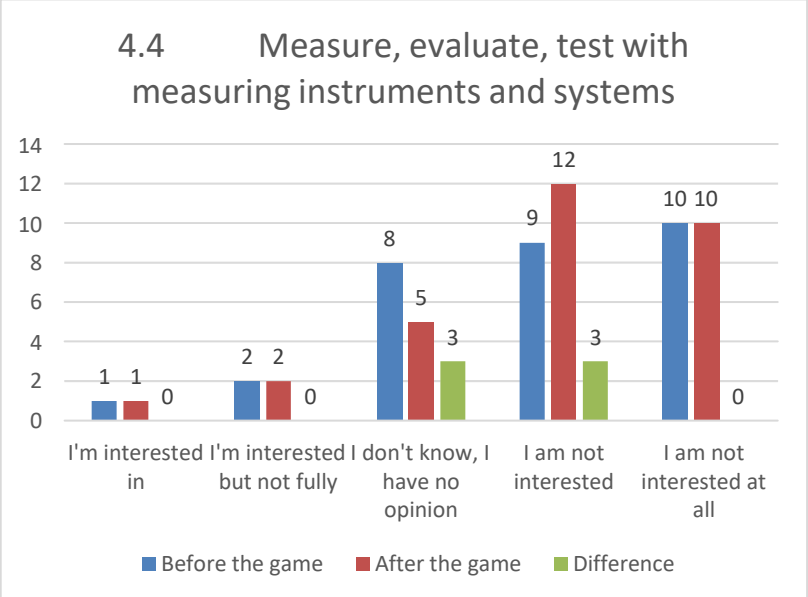
- assembling, adjusting, and repairing equipment, machines, and appliances,
- listening to people, advising and helping them solving their problems,
- designing, programing, and maintaining computer programs, applications, systems

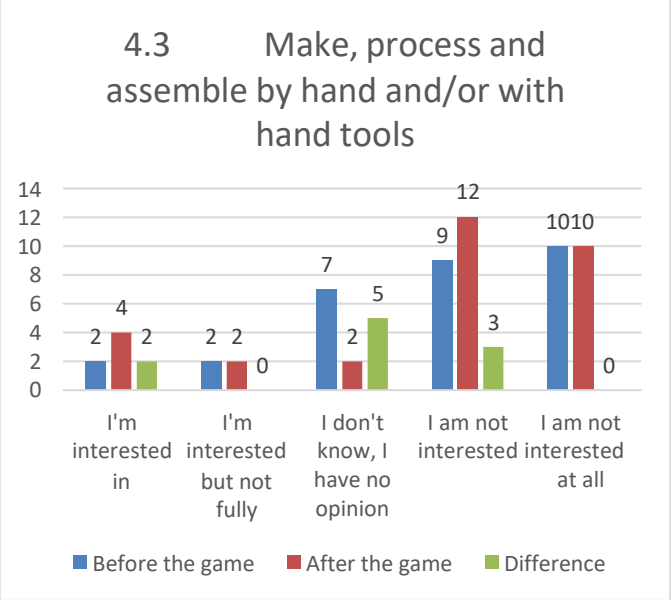
Lastly, some key takeaways of comparison between the before and after results are:

- In question 4.5 it seems that students are less interested after the game to Invent, develop, design, and construct new things.
- The same happens also, in question 4.17 about inventing workflows and planning the work.
- In question 4.24 there are moderate alternations in students changing opinions about jobs that require taking care of computers, programs, and data, and helping people, as now they are less interested

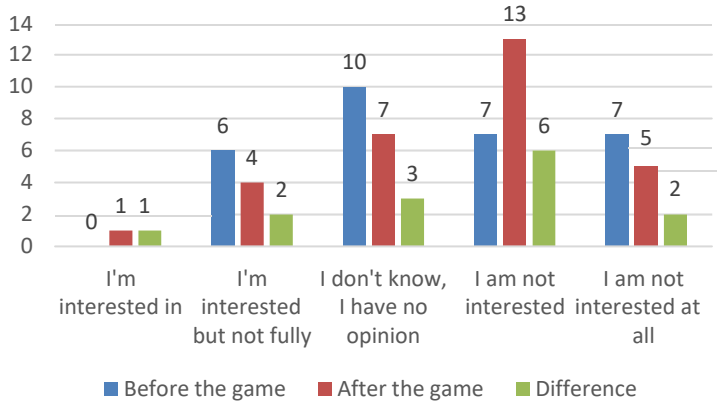

4.1 Operate, control equipment, machine, device (except PCs)
14
12
10
8
6
4
2
0
3 2 1
6 9 3
6 2 4
10 12 2
5 5 0
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference


4.2 Assemble, adjust, repair equipment, machines, appliances
14
12
10
8
6
4
2
0
2 2 0
5 6 1
7 4 1
11 13 2
5 5 0
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

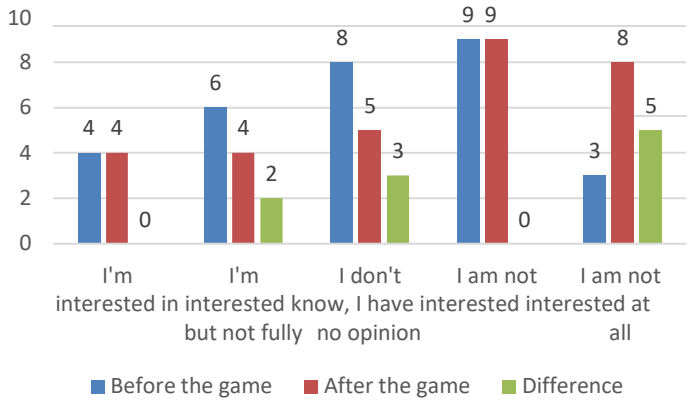

4.4 Measure, evaluate, test with measuring instruments and systems
14
12
10
8
6
4
2
0
1 1 0
2 2 0
8 5 3
9 12 3
10 10 0
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference


4.3 Make, process and assemble by hand and/or with hand tools
14
12
10
8
6
4
2
0
2 4 2
2 2 0
7 2 5
9 12 3
1010 0
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

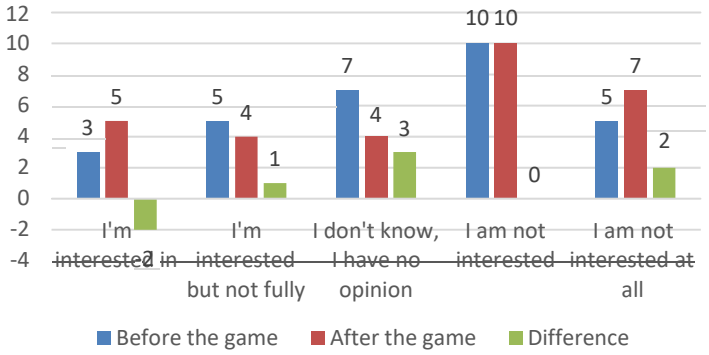
4.5 Invent, develop, design, construct new things



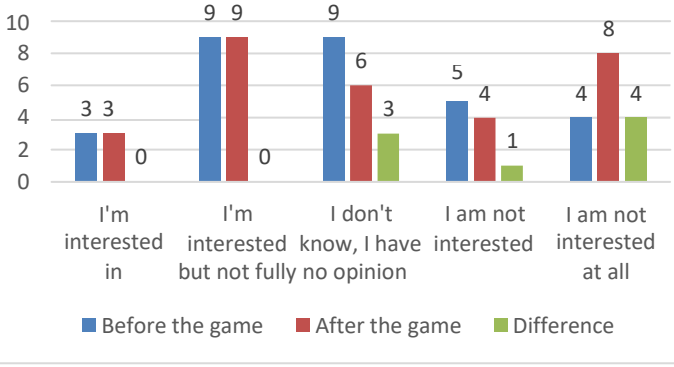
4.6 Conduct research and surveys

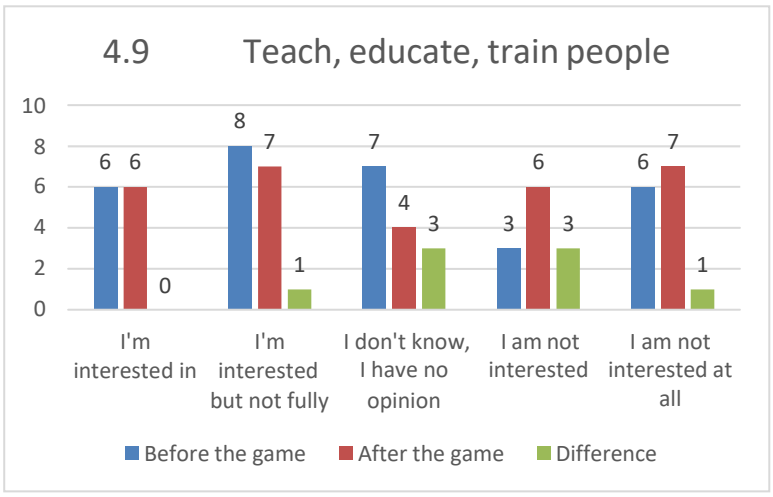


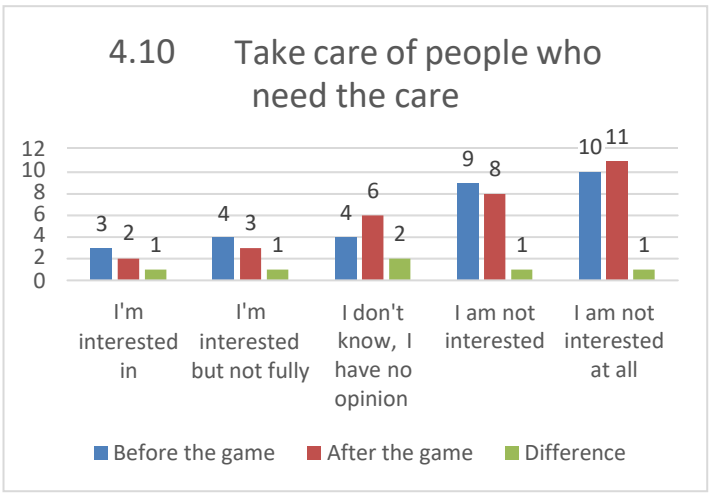
4.7 Manual activities that do not require deeper knowledge



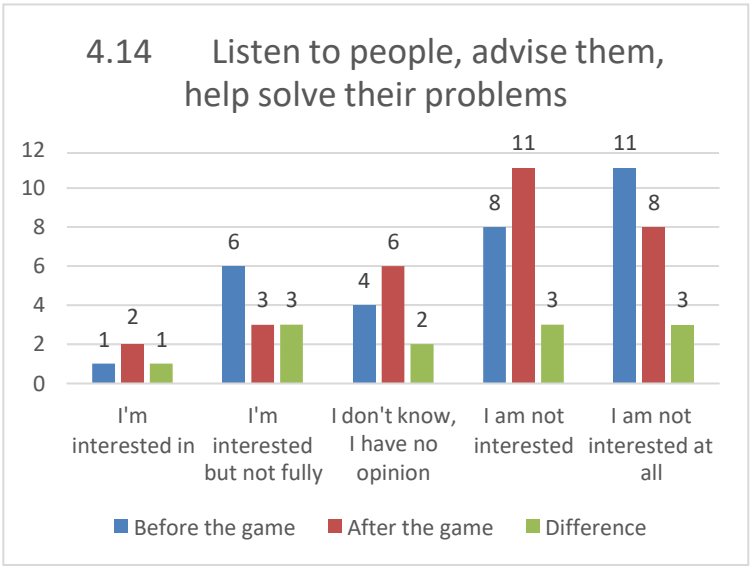
4.8 Examine, evaluate, control people

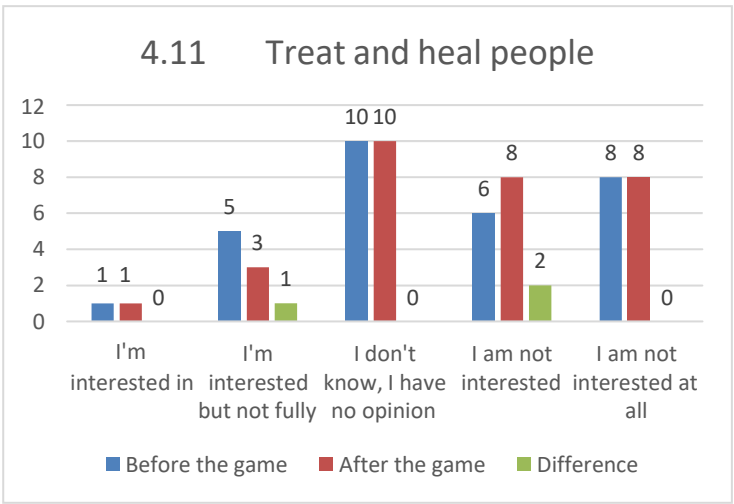



4.9 Teach, educate, train people
10
8
6
4
2
0
6 6 0
8 7 1
7 4 3
3 6 3
6 7 1
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

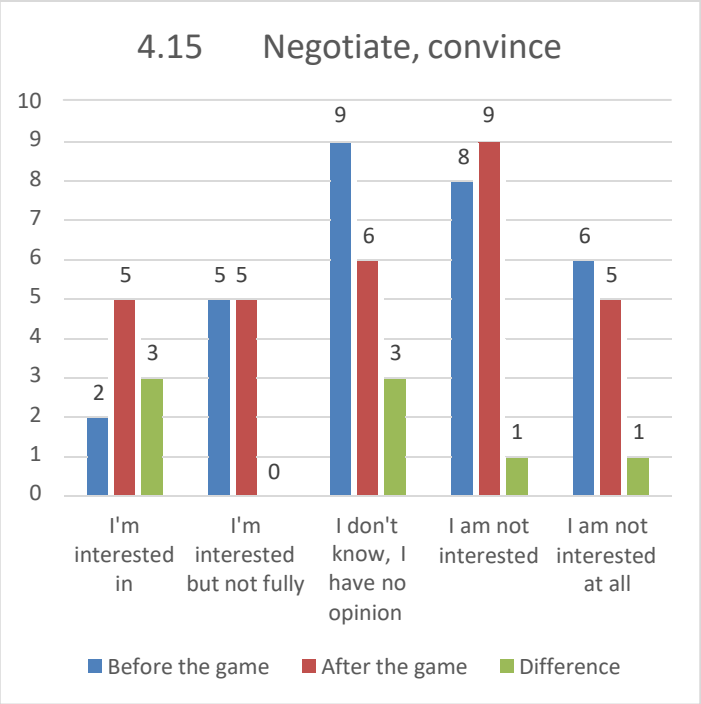

4.10 Take care of people who need the care
12
10
8
6
4
2
0
3 2 1
4 3 1
4 6 2
9 8 1
10 11 1
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

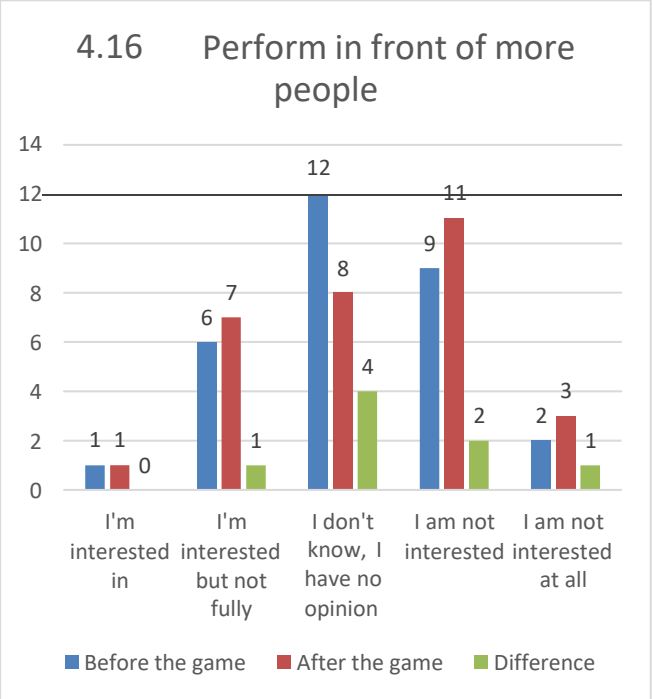

4.13 Offer goods, products, services, sells them
12
10
8
6
4
2
0
1 2 1
3 4 1
9 6 3
10 11 1
7 7 0
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

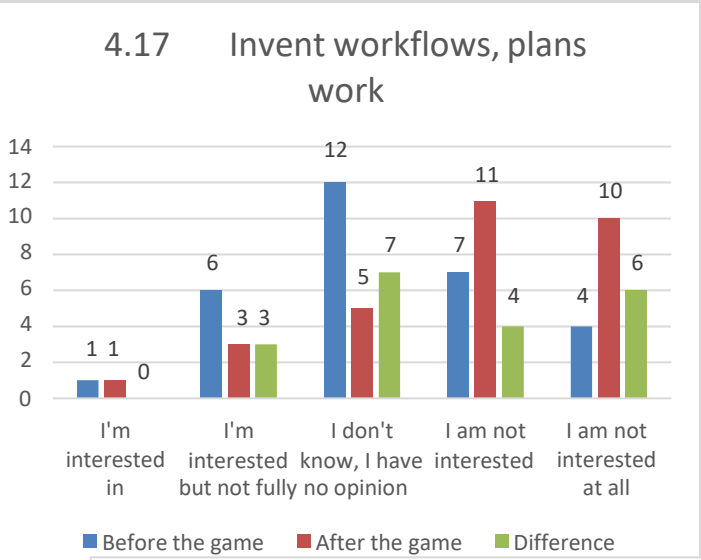

4.14 Listen to people, advise them, help solve their problems
12
10
8
6
4
2
0
1 2 1
6 3 3
4 6 2
8 11 3
11 8 3
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

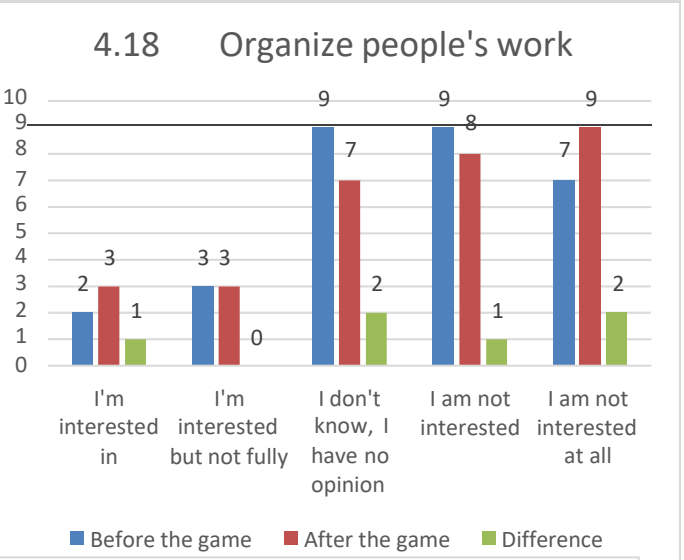

4.11 Treat and heal people
12
10
8
6
4
2
0
1 1 0
5 3 1
10 10 0
6 8 2
8 8 0
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

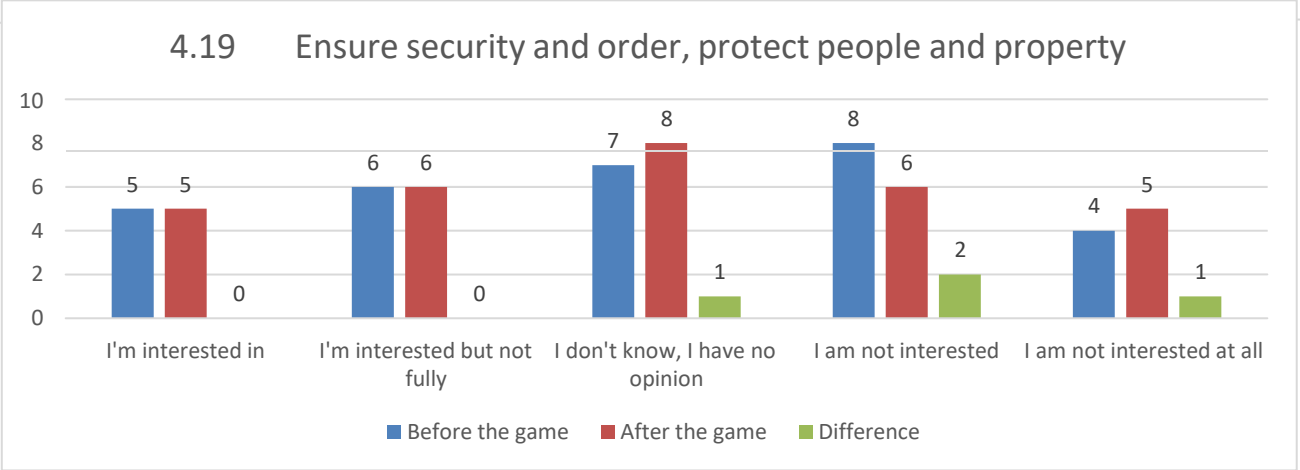

4.12 Provide services to people, serve them
15
10
5
0
1 1 0
4 2 2
10 3 7
7 14 7
8 10 2
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

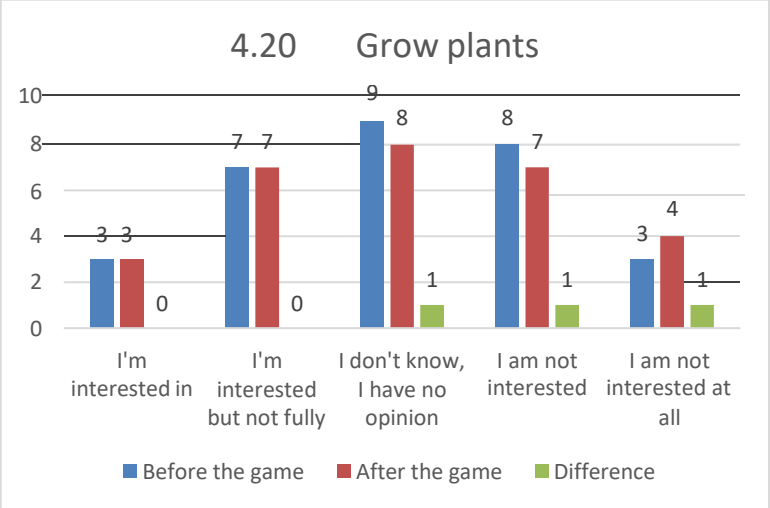

4.15 Negotiate, convince
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

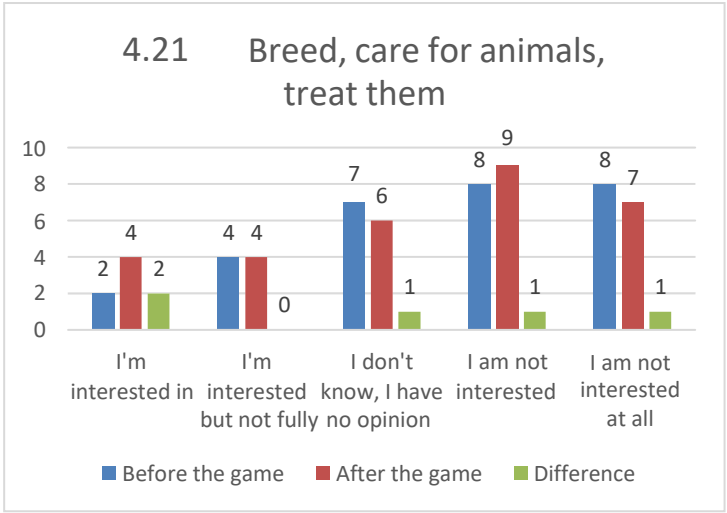

4.16 Perform in front of more people
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

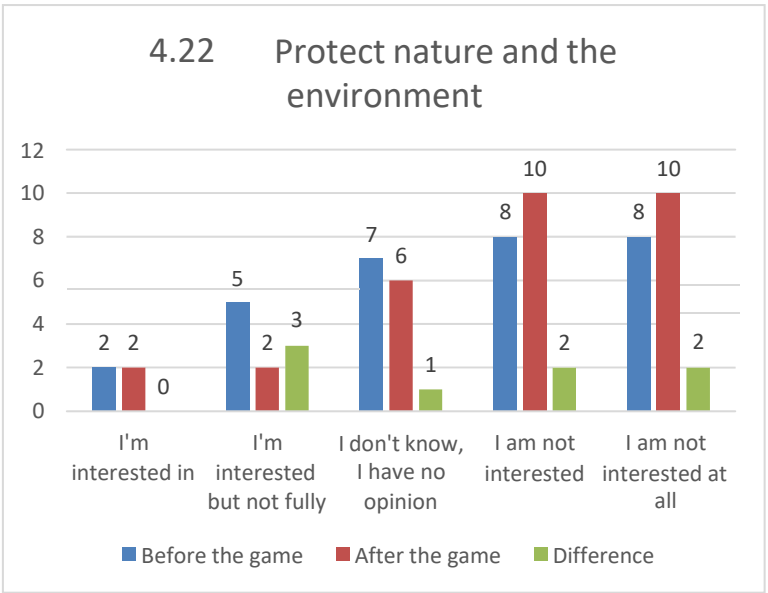

4.17 Invent workflows, plans work
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

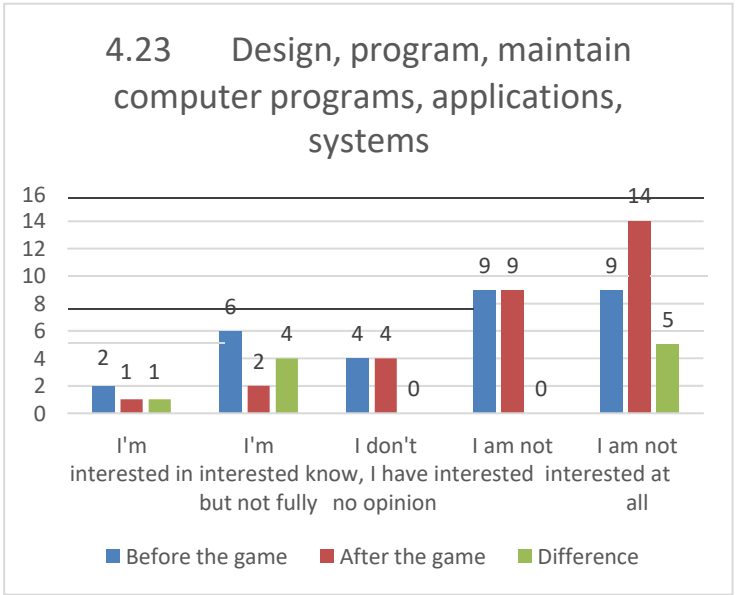

4.18 Organize people's work
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference


4.19 Ensure security and order, protect people and property
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

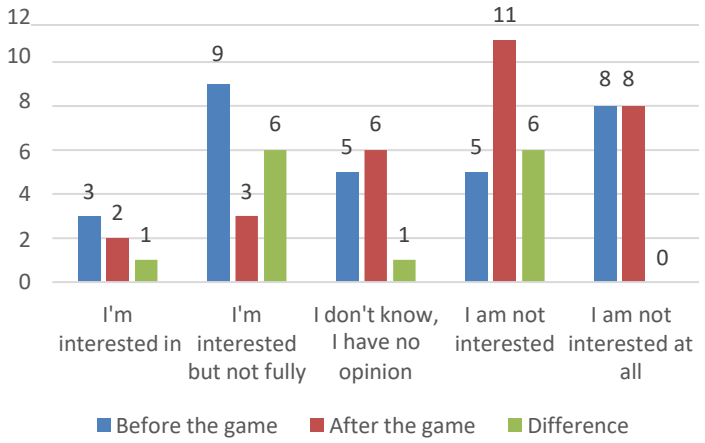

4.20 Grow plants
10
8
6
4
2
0
3 3 0
7 7 0
9 8 1
8 7 1
3 4 1
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference


4.21 Breed, care for animals, treat them
10
8
6
4
2
0
2 4 2
4 4 0
7 6 1
8 9 1
8 7 1
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

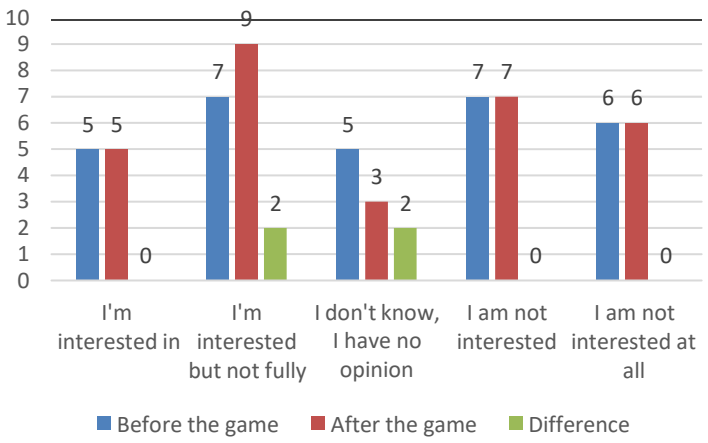

4.22 Protect nature and the environment
12
10
8
6
4
2
0
2 2 0
5 2 3
7 6 1
8 10 2
8 10 2
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference


4.23 Design, program, maintain computer programs, applications, systems
16
14
12
10
8
6
4
2
0
2 1 1
6 2 4
4 4 0
9 9 0
9 14 5
I'm interested in
I'm interested but not fully
I don't know, I have no opinion
I am not interested
I am not interested at all
Before the game
After the game
Difference

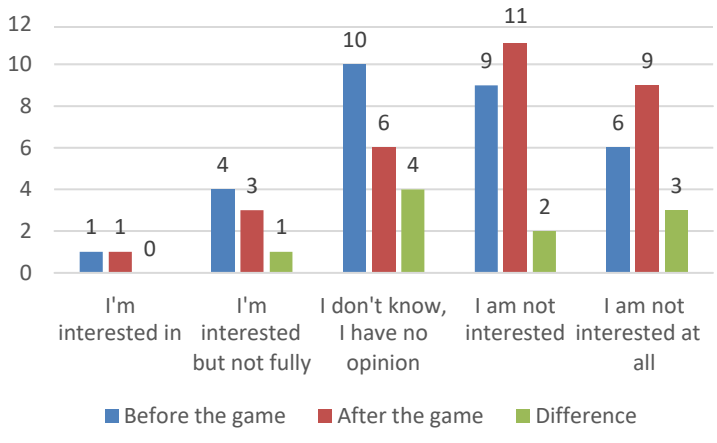
4.24 Take care of computers, programs, data, help people work with them



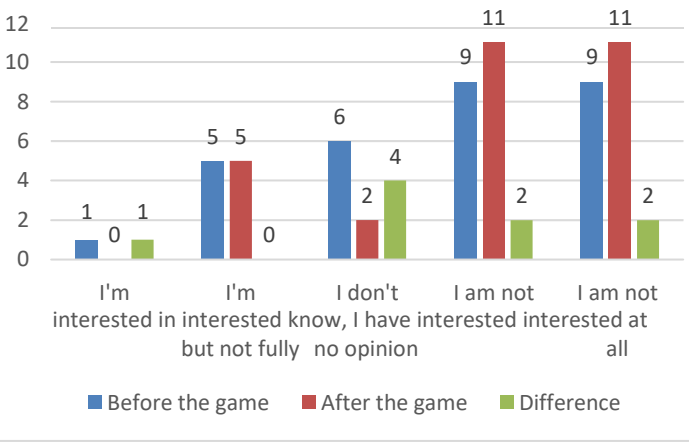
4.25 Perform numerical, financial, accounting tasks, evaluate data, create summaries, graphs, reports

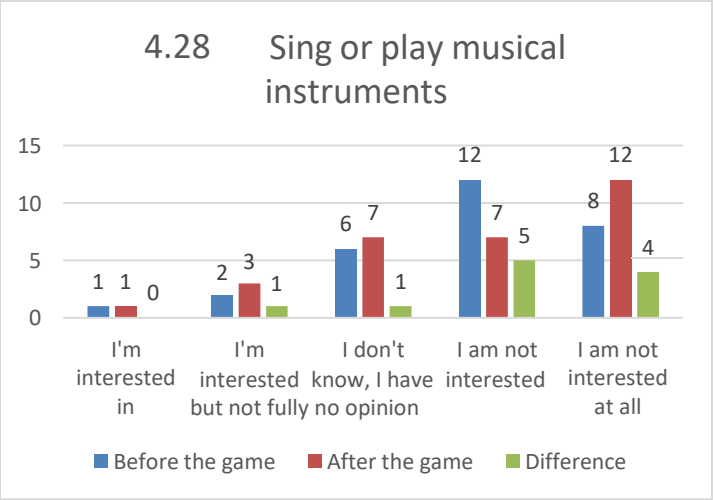


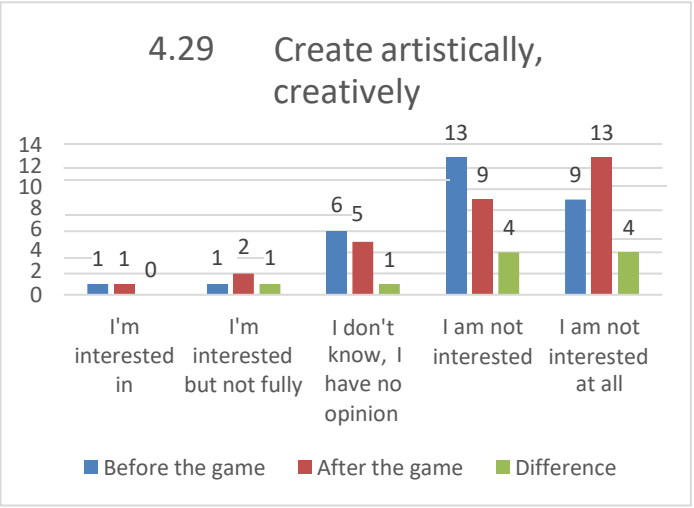
4.26 Insert, save, archive data, texts



4.27 Write, judge, edit texts, articles, books







5 Conclusion

In conclusion, the piloting of c-game, even though it had some difficulties to implement due to covid situation, we managed to have some positive results and feedback.

During the testing of the game, we saw that a lot of students enjoyed the game. That was because they liked the idea of learning about different kind of jobs by playing a unique game and in the end, they had an automated report about their career preferences.

Lastly, we believe that if every partner continues to disseminate the game, then a lot more people will have the opportunity to play the game and we will try to do our best to promote the c-game in the future.

C-Game Greek pilot report

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