

# NEWSLETTER

MARCH, 2017

## INTEGRATION DESIGN WORKSHOP

FEBRUARY 1 - 3, Madrid, Spain

At the beginning of February 2017, the project partners were invited to participate at the **Integration Design Workshop** in Madrid, Spain, held by UCM – University Complutense of Madrid. The objectives of the meeting were to validate the architecture of each of the BEACONING components; to validate the overall architecture of the BEACONING Platform for testing; to define and validate integration requirements for each of the components; to validate the data flows between the BEACONING components; to identify the key issues and risks associated with development and piloting; to identify the connections with other projects.

## WP2 Dissemination & Communication

FEBRUARY 1- 3, Madrid, Spain

Partners from UCM presented during the WP2 session the results of the dissemination activities regarding publications in highly scientific journals; workshops organized so far and the results; community meetings, seminars, local events; press releases & media coverage; study newsletters, etc.

The main objective of the presentation was to ensure that by Month 18, we will reach the number of 150 outreach activities. Therefore, all partners must contribute to the dissemination activities and to communicate the impact that BEACONING produces at levels: research, return on investment, business modelling strategy and technical outputs.

## T4.1 Platform Development and Ecosystem Integration

FEBRUARY 1-3, Madrid, Spain

During the T4.1 and T5.1 session, the partners from ATS presented the action points regarding the development of BEACONING Platform components (software and hardware) into an ecosystem of pervasive learning experiences driven by gamified and game-based lesson plans:

- Set up roles at task level
- Validate the architecture of the Beaconing components
- Validate the development technologies for each component
- Validate data workflows between components
- Validate the integration requirements

Also, the presentation included an overview of the BEACONING platform, that follows an iterative lifecycle (WP3-WP4-WP5-WP6) where developments are validated and evaluated in small-scale setup within WP3 (specification), in real-life scenarios within WP5 (testing) and pre-pilot in WP6.



## T4.4 Authoring tool

FEBRUARY 1-3, Madrid, Spain

During the T4.4 session, INESC TEC and COVUNI presented their objectives regarding the authoring interface and the workflow for the Learning designers; the hierarchical view of the lesson path; how the lesson path will be gamified focusing on game-plot and mini games and a tabular view of the assessment of the learning path;

They also presented the authoring pipeline and it was established that the authoring interface for the learning designers will be focused on three views: Learning, Assessment and Gamifying.



## T4.5 Interface & Feedback

FEBRUARY 1-3, Madrid, Spain

The partners from Hands Free Computing presented their point of view regarding the accessibility in the BEACONING Platform. The main objective of the presentation was to ensure that the learners, tutors and parents will be able to interact with the platform ecosystem through seamless experience across context and settings and also, that the interaction will not be hindered for users with: dyslexia and associated conditions; dexterity issues; physical disabilities; visual and hearing impairment. In order to achieve this, the partners presented an excellent accessibility tool called MapMyProcess, that is able to adapt to a specific disability and should be able to act accordingly by adapting the correct type of input/output. The main features of this tool are:

- MapMyProcess is a simple assistive tool that breaks down tasks and processes into smaller manageable steps
- These steps can be edited, re-arranged, prioritized and color coded.
- The process can then be transferred into flashcards for memory recall
- There will be a dedicated button to open MapMyProcess wherever there are tasks to complete.
- Anyone can use this application to aide them in their processes.
- This can be used by teachers to break down tasks for students to help them understand or to help create lesson plans themselves and populating the entries.
- Students can use this application whenever they feel confused by the content and re arrange it into steps that are more meaningful to them.
- The Process flashcards created can be stored and categorized in personal folders for retrieval. Flashcards can be viewed on screen or printed out for reference.

## WP 5 & 6 Small and large scale piloting

FEBRUARY 1-3, Madrid, Spain

Partners from ORT & SIVECO presented during the WP5 & WP6 session, their point of view regarding the key pilot implementation requirements including content, specific learner needs, lesson plans, etc. The main objectives of the presentation were:

- Testing of the single components
- Testing the integrated platform
- Setup and Execute the small scale pilots
- Introduce recommendations for large scale testing based on small scale pilot results

The goal of the presentation was to ensure that components developed so far meet the specific user requirements.

Regarding the WP6 Large scale piloting, ORT presented a methodology for detailing and documenting the design and validation guidelines of the large-scale pilots, focusing on:

- Interoperability between the BEACONING solution and the national activities and solutions (tools, services) that are already undertaken in each country
- Best practices for teachers and learners regarding the use of the BEACONING platform and educational content.
- Feedback from diverse cultural, learning, and professional environments
- Interviews and Learning Analytics with indicators on engagement: number of learners using the platform; number of access time; total time spent on play-learn resources; completion rates; sense of achievement;



## WP 7 Exploitation, impact and standards

FEBRUARY 1-3, Madrid, Spain

Partners from SEBIT presented their point of view regarding the activities that need to be held in order to increase large-scale visibility and persistent impacts of project results at European and international level during the whole duration of the project and beyond. The importance of analysing market trends including legislative and regulatory changes was one of the main objective of the presentation and it was established that will be carried out for the different national and European markets ensuring a successful exploitation of BEACONING solution across European and global markets.

The partners from SEBIT presented also an App with the following characteristics: will help students to play and track play-lesson plans; will make STEM skills “relevant” to a learner’s life; BEACONS will offer customization and instant engagement; the authoring tool provided will be used by teachers (or publishers) to create play-lesson plans; the dashboard will be used by all stakeholders to obtain feedback at macro, meso and micro levels.



## DELIVERABLES



### Work Package 3

D3.5 System architecture



### Work Package 6

D6.1 Evaluation guidelines

## ORT Workshop at Strasbourg school & Montreuil school

MARCH 07, Strasbourg & Montreuil, France

On March 6th and March 7th, ORT project managers presented to the representatives of the ORT Montreuil school & Strasbourg school the Beaconing early mockups focusing on functionalities both for teachers and students. The first learning paths targeting maths and coding/robotics were presented and the different possibilities in integrating mini-games based activities into them for bringing a pervasive mobile experience for the students.

For **Strasbourg school**, the maths scenario aims at helping in reinforcing basic algebraic skills for students facing difficulties and as a matter of fact is well appreciated by the educators to help avoiding early school leaving thru a gaming approach.

For **Montreuil school**, the maths scenario and the Coding/Robotics challenge were appreciated and further refinement on minigames and features were discussed. Those learning paths will be used in class of 3ème (9th grade), seconde (10-11 grade) and 1ère (12 grade) during the small scale piloting phase.

## 3rd International Conference on Creative Education

MARCH 03, Kuala Lumpur, Malaysia

The partners from Imaginary presented the beaconing project at the 3rd International Conference on Creative Education (ICCE 2017) at Kuala Lumpur, Malaysia. The conference was co-sponsored by Singapore Management and Sports Science Institute, Singapore and Academic Conference Institute, USA. ICCE 2017 was also technical co-sponsored by City University of Hong Kong, Hong Kong.

Aimed to bring together several experts, researchers and scientists from around the world to share their research and development experiences in the field of education, ICCE 2017 will be the most comprehensive conference focused on the various aspects of education.

The partners communicate and potentiate BEACONING's impact, seeking that both research partners and SMEs a return on investment and a concrete commercial exploitation possibility. The idea behind exploitation activities is also to reinforce the serious games market in general and to make the activity of designing and selling serious games more advantageous for all involved stakeholders.