

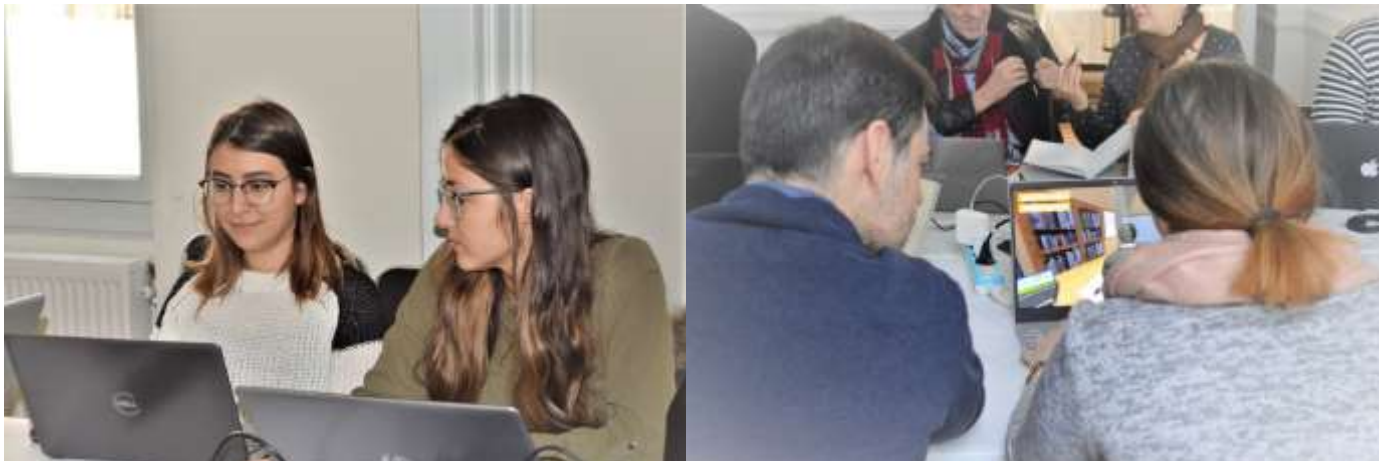
Advancing the Third Sector through Innovation and Variation – ATSIV SERIOUS GAME TESTING _ DIGITAL MARKETING _ EVALUATION REPORT 24 – 28/01/2018, Athens - Greece

The report summarizes the **Transnational Co-Creation & Game Pilot (TCGP)** that took place at Athens, Greece from **24 to 28 January 2018**. It aims to provide information and details on both the Multiplier event and the co-creation process of the first game slot focusing on Digital Marketing.

The feedback presented below is the outcome of the questionnaires completed by all participants and the respective focus groups conducted with the participation of all project partners, in the time period 24 – 28/01/2018 at HIGGS venues (Athens, Greece).

The ATSIV consortium is shaped by 6 Partner organizations from 4 countries: **1. University of Peloponnese** (Greece), **2. Higher Incubator Giving Growth & Sustainability [HIGGS]** (Greece), **3. Law & Internet Foundation** (Bulgaria), **4. SNSPA – National University of Political Studies & Public Relations** (Romania), **5. Umbrella** (Poland), **6. SEERC -South – East European Research Centre** (Greece).

During the 5-day event a total of 31 representatives from the Partner Organizations contributed to the Testing: 4 (University of Peloponnese), 5 (HIGGS), 6 (Law & Internet Foundation), 7 (SNSPA), 7 (Umbrella), 2 (SEERC). The group represented a wide variety of roles within the wider NGO ecosystem consisted of Program Managers, Research Associates, Project Officers, Assistants Managers, Head of IT Departments, Senior lecturers and Legal Experts. The majority of the participants ranged from 25 to 44 years old, holding a postgraduate degree.



The aim of this transnational face-to-face pilot with the involved ATSIV partners aimed to capitalize on the co-creation process to ensure an optimum Virtual Learning Environment creation and game based curriculum.

More specifically, the pilot focused on testing:

- The theoretical insights included into the curriculum (participants checked the educational content of the game)
- The practical/technical applications of the game scenarios/challenges (participants checked the User Interface and User Experience of the game).

The event program was shaped as follows:

ADVANCING THE THIRD SECTOR THROUGH INNOVATION AND VARIATION _ ATSIV					
2016-1-EL01-KA204-023550					
24 - 28 January 2018, HIGGS, Athens - Greece					
	24 January 2018	25 January 2018	26 January 2018	27 January 2018	28 January 2018
	Wednesday	Thursday	Friday	Saturday	Sunday
09:30-10:00		Arrival	Arrival	Arrival	Arrival
10:00 -11:30		C1 Introduction & Explanation	1st Day Testing I	2nd Day Testing	C1 Summary
11:30-12:00		Coffee break	Coffee break	Coffee break	Coffee break
12:00-13:30		Platform Introduction I	1st Day Testing II	3 Focus Groups	Serious Game amendments analysis
13:30-15:00		Lunch	Lunch	Lunch	Lunch
15:00-16:00		Platform Introduction II	2 Workshops - external stakeholders	Focus Groups Analysis	Way Forward & Next Steps
16:00-17:00	NGOs & Digital Marketing (event)				
17:00-18:00					
18:00-19:00					
19:00-20:00				Farewell Dinner	
20:00	Welcome Dinner				

MULTIPLIER EVENT



An event highlighting the importance of Digital Marketing for European NGOs as both a communications and fundraising tool took place on January 24th, 2018, at HIGGS. The event titled **“NGOs & Digital Marketing”**, lasted for three and a half (3,5) hours and was open to the general public. Three (3) experts with years of experience in the fields of (digital) marketing and communications were invited to share their valuable knowledge with the participating NGOs: Dr. Suchi Gaur, Communication Specialist in the NGO “Project HOPE” – India, George Argyrakis, Account Director in Team OTE, OgilvyOne Worldwide – Greece, Apostolos Katsiotis, Fundraising & Communications Director in the NGO “Medecins Sans Frontieres” – Greece.

Particular emphasis was given to the extensive presentation and analysis of the ATSIV project that takes place under the framework of Erasmus+ KA2 and the support by the European Commission. Aris Souras, Accelerator Manager in the NGO “HIGGS” – Greece, presented the project and shared information about how it will work as a capacity building tool for the NGO employees and volunteers. Among others, the Erasmus+ KA2 framework was briefly presented as an introduction, the background research (desk and field) was described, the benefits of a serious game and the open-innovation and co-creation approaches were highlighted, as well as the methodology and time-plan were explained. The presentation ended with the presentation of respective screen shots from the

first game slot, for the attendees to be able to actually see how the game is while at the same time the screen shots served as a teaser for future use of the game.

The event served as an excellent dissemination tool for more than 90 attendees who participated in the event: 32 representatives from the Partner Organizations and 58 NGO workers and volunteers from Greece and abroad. After its successful completion, the event was evaluated by the participants as follows:



Based on the results of our feedback survey, the below conclusions emerged:

QUESTIONNAIRES

The questionnaires were divided in two main parts also reflecting the main section of the program. The first part forms an evaluation of the technical/practical aspect of the serious game while the second part places emphasis on the educational content.

I. USER EXPERIENCE

**ATSIV _ Evaluation Questionnaire _
Serious Game: User Experience &
Interface**

The current questionnaire aims at testing Phase 4 of the game pilot in which you participated. Your feedback and evaluation are of vital importance in order for us to significantly improve the game experience and outcomes.

Please note that all data collected will be utilized solely for the purpose of the ATSIV project and will not be shared to third parties.

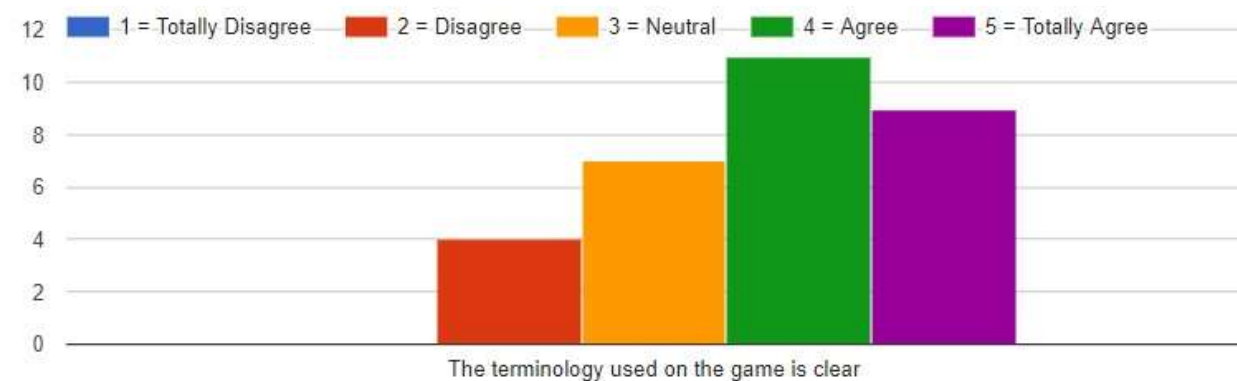
*Please note that all fields are required.

We thank you for your participation in the ATSIV Evaluation Questionnaire.

* Mandatory

- **65% of the participants agree that the terminology used on the serious game demo is clear. (Graph 1)**

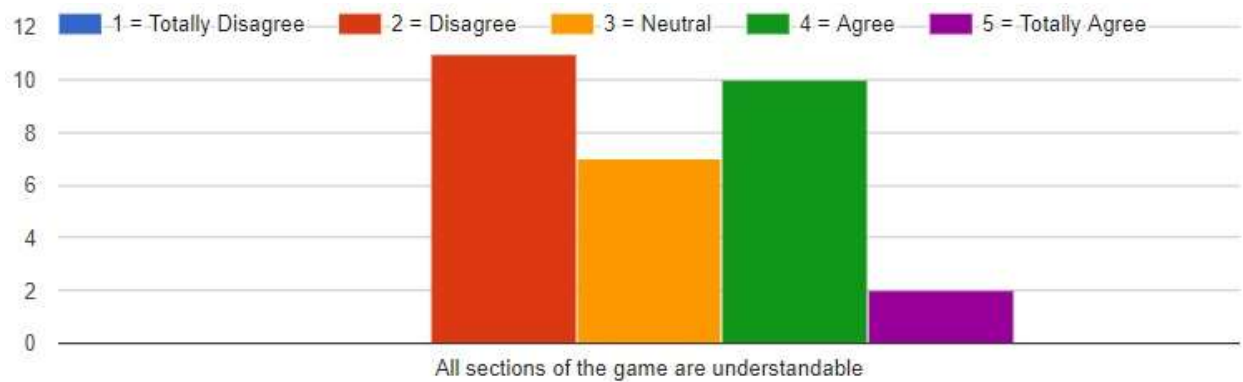
The terminology is quite relevant. However, some of the sections contain technical terms that might be challenging for the NGO employees and volunteers.



Graph 1

- **36% of the participants found it hard to understand every section of the game. (Graph 2)**

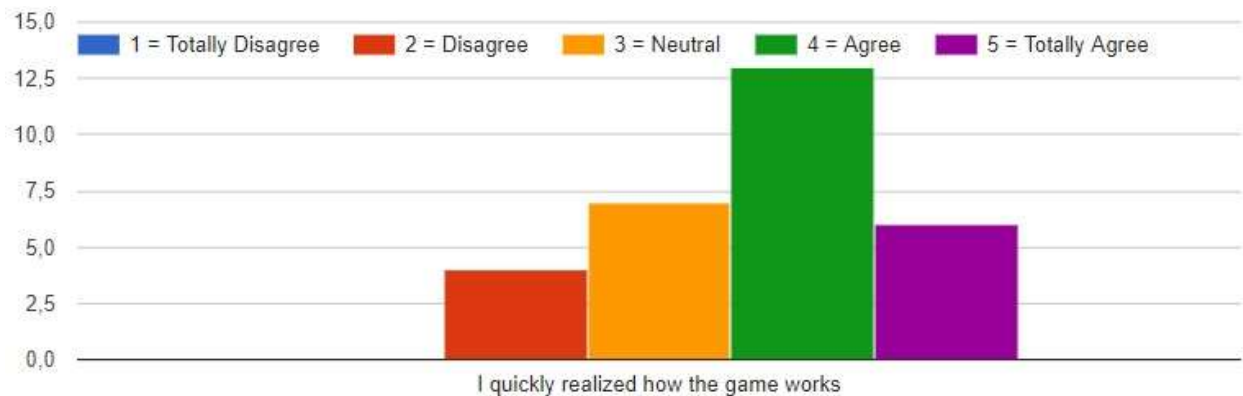
There are some navigation issues regarding the main character of the game and as a result it is not always clear for the user to understand where s/he is, where should s/he go and when the game will be completed.



Graph 2

- **Most of the participants quickly realized how the game works. (Graph 3)**

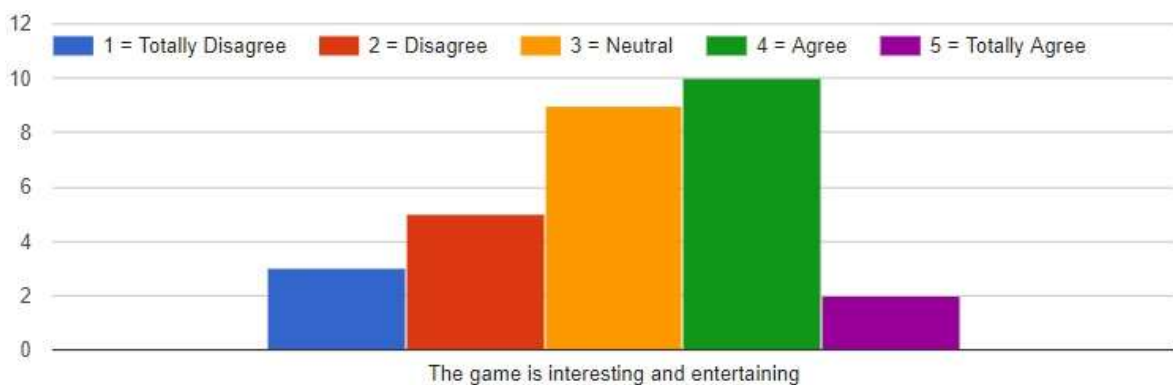
They found the game easy to understand. Nevertheless, there is space for the game to be even more engaging for the user.



Graph 3

- **62% of the participants found the game interesting and entertaining. (Graph 4)**

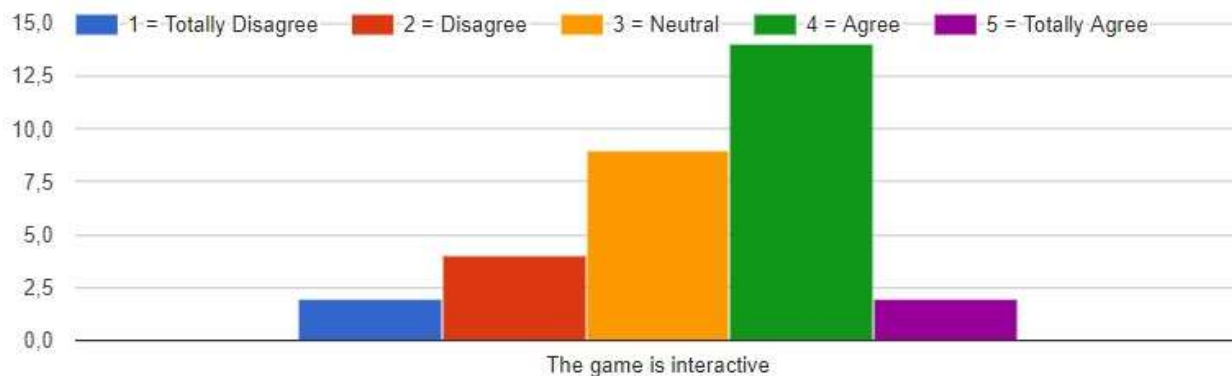
The participants suggested the colors and the characters of the game to be more appealing, with a friendlier environment and a more complicated story.



Graph 4

- 65% of the participants agree that the game is quite interactive. (Graph 5)

The rest of them believe that there could be more interactivity, including selection of gender and generally a more customized experience.



Graph 5

II. USER INTERFACE

ATSIV EVALUATION QUESTIONNAIRE - USER EXPERIENCE & INTERFACE

USER INTERFACE

Please rate the following statements on a scale of 1 - 5

1 = Totally Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Totally Agree

The menu bar is correctly positioned on the game

Please provide any feedback/comment on the above you consider as useful

No comment

1 = Totally Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Totally Agree

The game pages were loaded in a short time

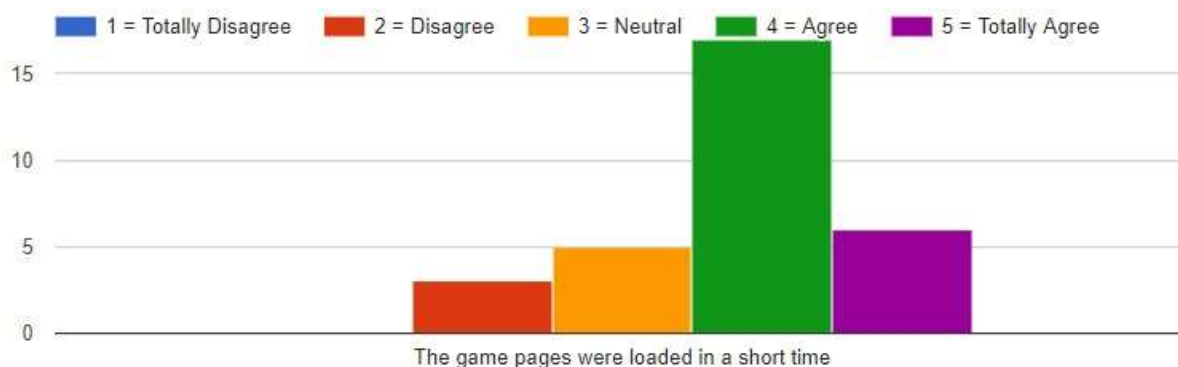
Please provide any feedback/comment on the above you consider as useful

No comment

1 = Totally Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Totally Agree

The game is easy to use

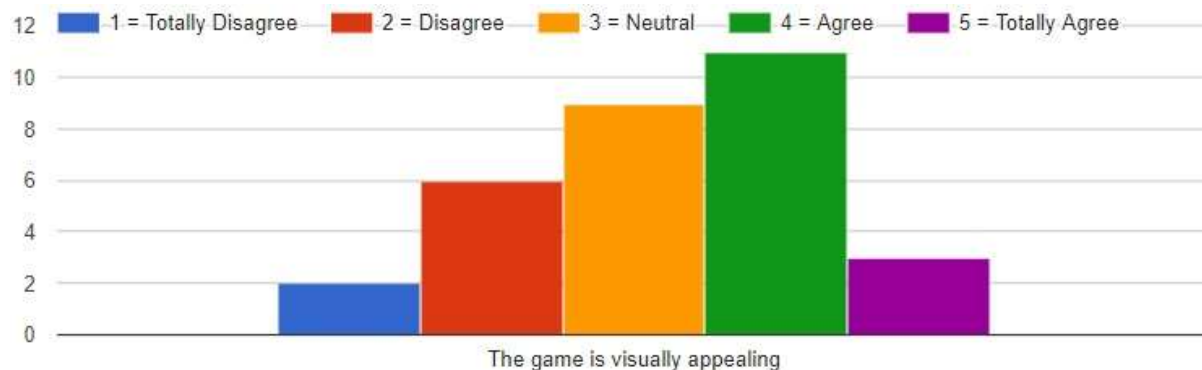
- 71% of the participants agree that the game pages are loaded in a short-time. (Graph 6)



Graph 6

- Half of the participants agree that the game is visually appealing. (Graph 7)

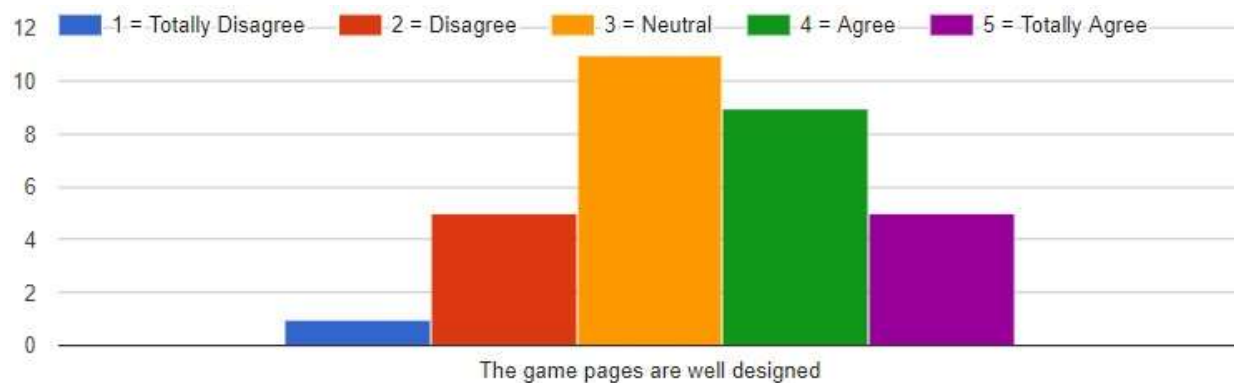
The rest of them would like to see brighter colors, more interesting graphics and more realistic movements.



Graph 7

- The majority of the participants find the game pages well – designed. (Graph 8)

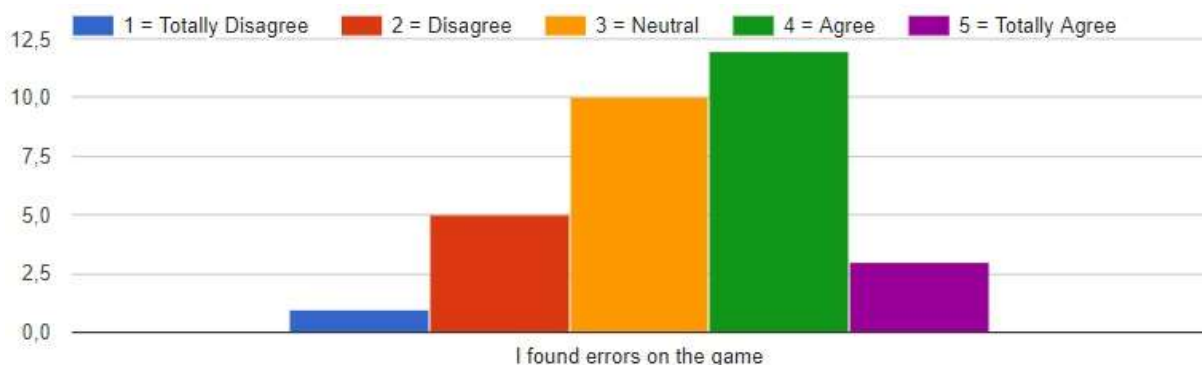
More active objects could be added or maybe even the logos of each issue when relevant e.g. Facebook logos that will help players understanding.



Graph 8

- 45% of the participants found errors in the serious game. (Graph 9)

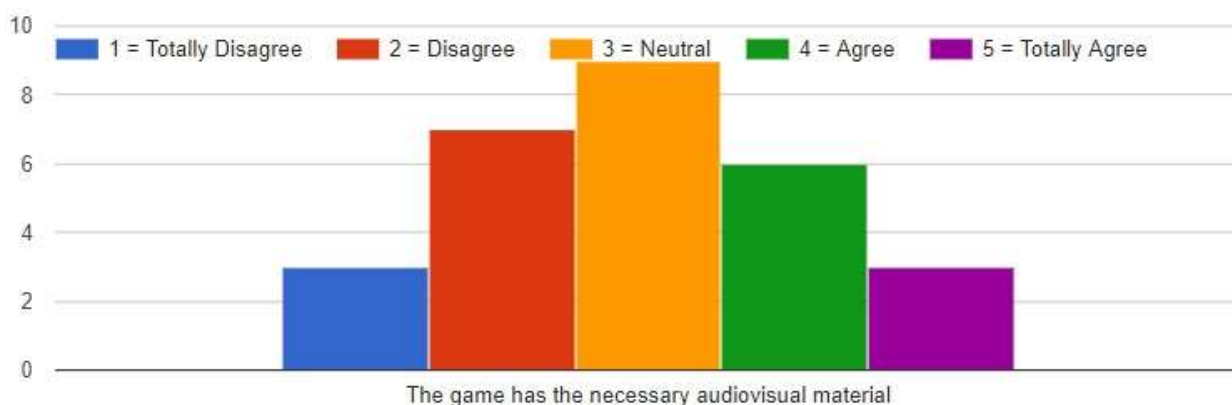
The majority of the errors identified were related to the navigation of the character.



Graph 9

- The participants are divided on whether the game has the necessary audiovisual material. (Graph 10)

The tendency is to suggest that more videos, photos, icons, external links and music could be incorporated.



Graph 10

- The majority of the participants agree that the questions and answers of the game are well presented and understood. (Graph 11)

The answers should be presented with brighter colors and short texts. Color coding can significantly help towards this direction.



Graph 11

- 75% of the participants could easily find their game score. (Graph 12)

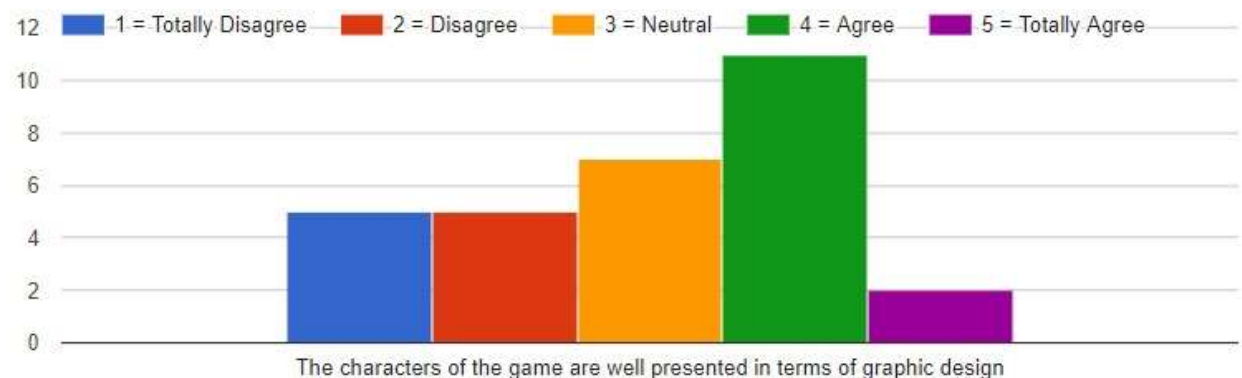
Game score is easily visible and a progress bar should definitely be added.



Graph 12

- 55% of the participants disagree that the characters of the game are well presented in terms of graphic design. (Graph 13)

They disliked the fact that characters in the demo game were only male, without any physical characteristics, personalities and names. They would prefer to be able to choose and shape their own players.



Graph 13

- The serious game demo has not yet menu and search bars, so the participants marked these questions as not applicable. These bars will be evaluated in the future final game version.

III. EDUCATIONAL CONTENT

ATSIV _ Evaluation Questionnaire _
Serious Game: Educational Content

The current questionnaire is at testing/Phase 4 of the game plot in which you participated. Your feedback and evaluation are of vital importance in order for us to significantly improve the game experience and outcomes.

Please ensure that all data collected will be utilized solely for the purpose of the HIGGS project and will not be shared to third parties.

Please note that all fields are required.

We thank you for your participation in the HIGGS Evaluation Questionnaire.

11 Responses

ATSIV EVALUATION QUESTIONNAIRE - EDUCATIONAL CONTENT

EDUCATIONAL CONTENT

Please rate the following statements on a scale of 1 - 5

1 = Totally Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Totally Agree

My educational needs for the Digital Content Marketing section have been fully covered

Please provide any feedback/comment on the above you consider as useful

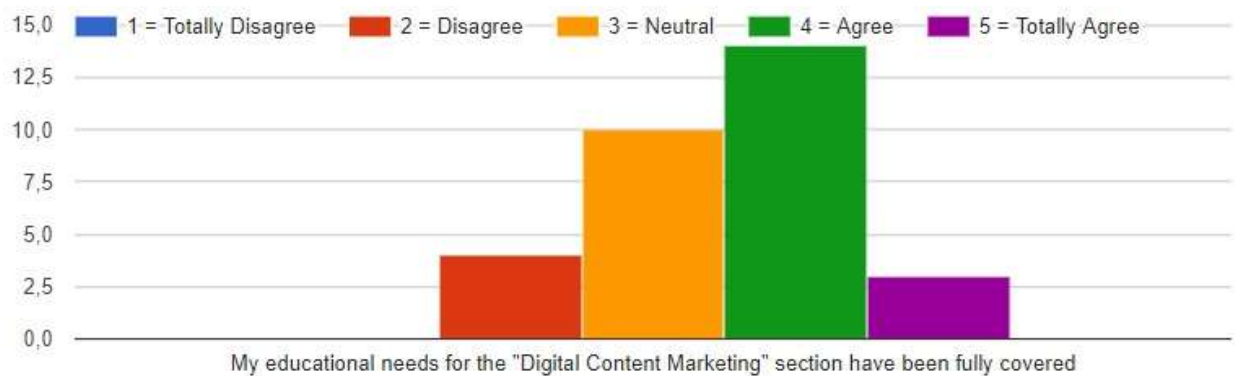
1 = Totally Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Totally Agree

My educational needs for the Social Media Marketing section have been fully covered

Please provide any feedback/comment on the above you consider as useful

- Most of the participants feel that their educational needs for the "Digital Content Marketing" section have been fully covered. (Graph 14)

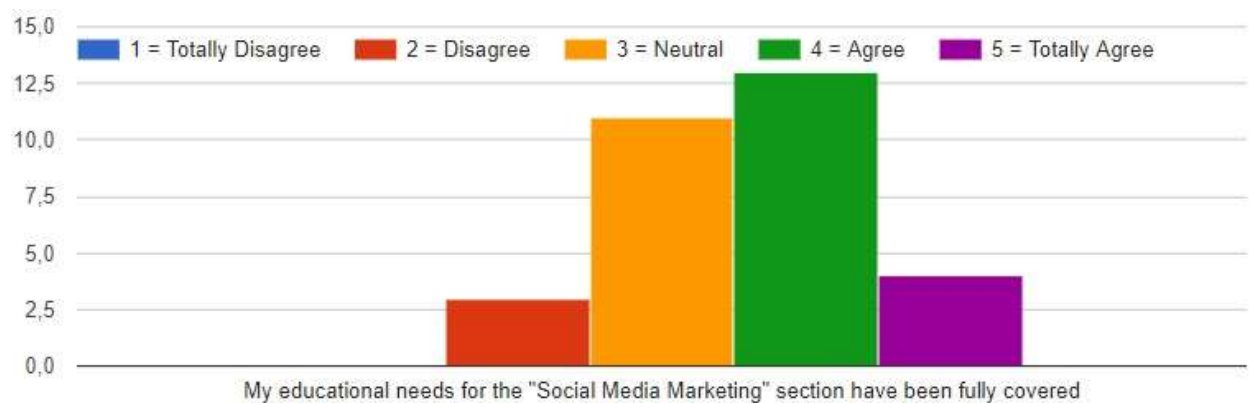
They liked the fact that there were examples in the content. It would be better if there were even more examples with links to external content.



Graph 14

- Most of the participants feel that their educational needs for the "Social Media Marketing" section have been fully covered. (Graph 15)

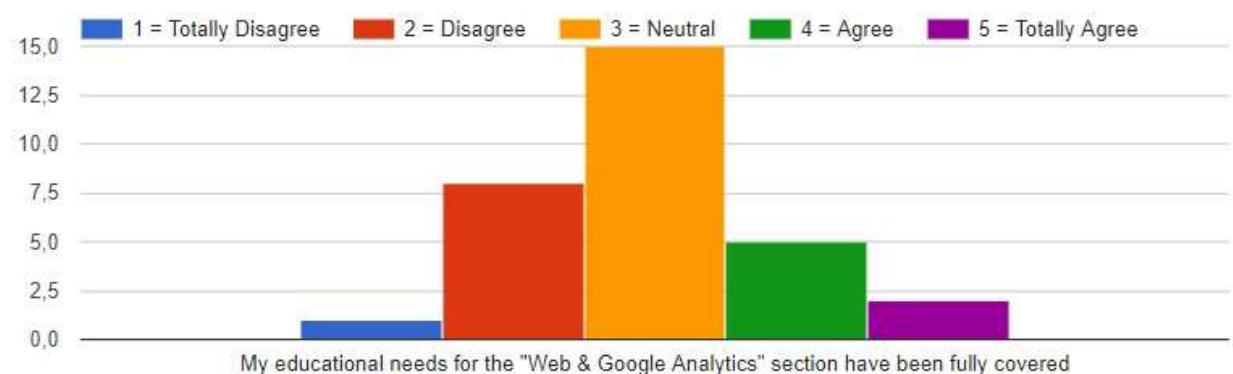
The educational content in this section should contain more practical tips or "hacks", in order to be more successful in social media. The approach should be "from theory to practice".



Graph 15

- Most of the participants do not feel that their educational needs for the "Web & Google Analytics" section have been fully covered. (Graph 16)

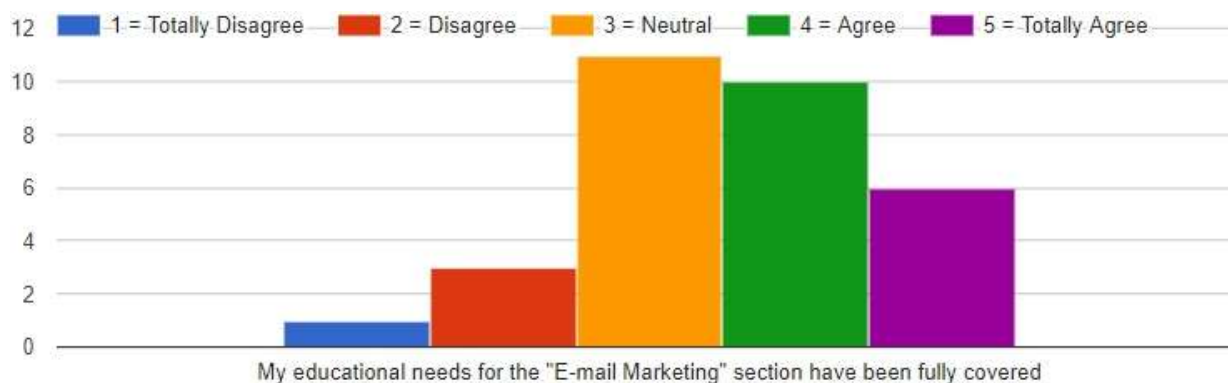
The information about metrics and analytics should be more detailed and tailored according to the different channels. The educational content should present more distinctive information.



Graph 16

- 87% of the participants agree that for their educational needs for the "E-mail Marketing" section have been fully covered. (Graph 17)

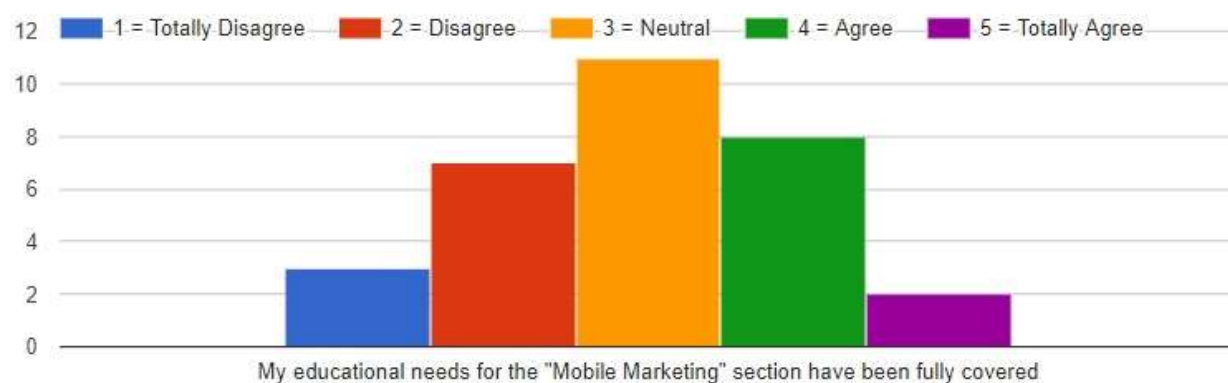
The game should include more practical examples and details of how E-mail Marketing can be used, in which occasions and to what audience. For some participants E-mail Marketing is a bit more 'traditional' as a means to Marketing your organization.



Graph 17

- Participants are divided whether their educational needs for the "Mobile Marketing" section have been fully covered. (Graph 18)

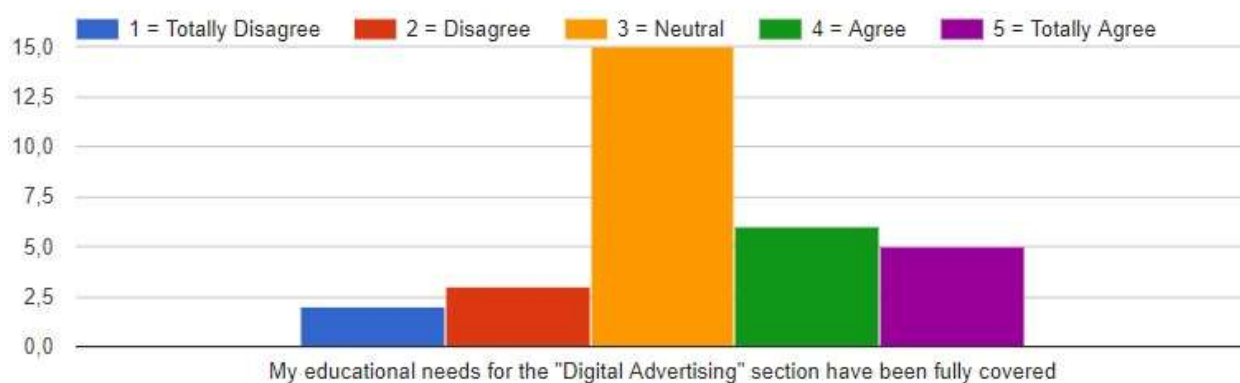
The information in the game, regarding this section, was not enough.



Graph 18

- Participants do not believe that their "Digital Advertising" educational needs have been fully covered. (Graph 19)

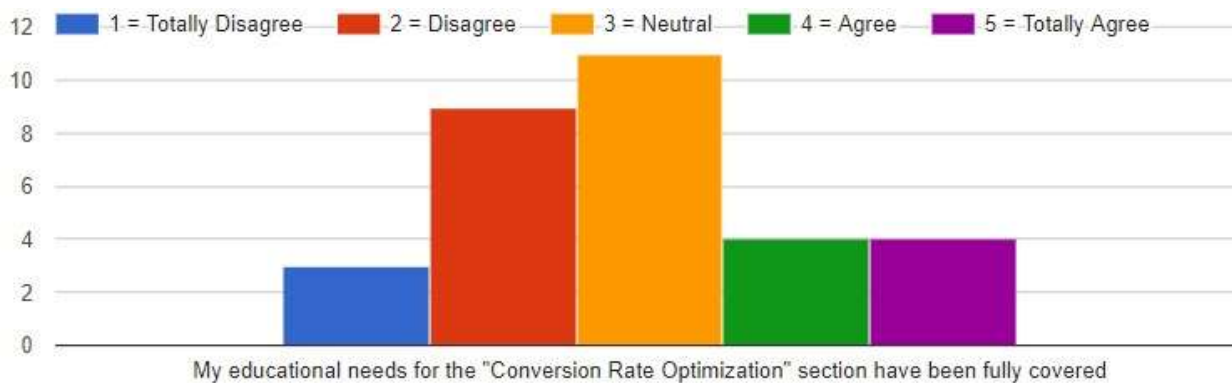
They suggest the game to provide not only theory but practical examples, too. They would prefer to explore more options on what digital advertising has to offer, besides Facebook ads and banners.



Graph 19

- Most of the participants do not feel that their educational needs for the "Conversion Rate Optimization" section have been fully covered. (Graph 20)

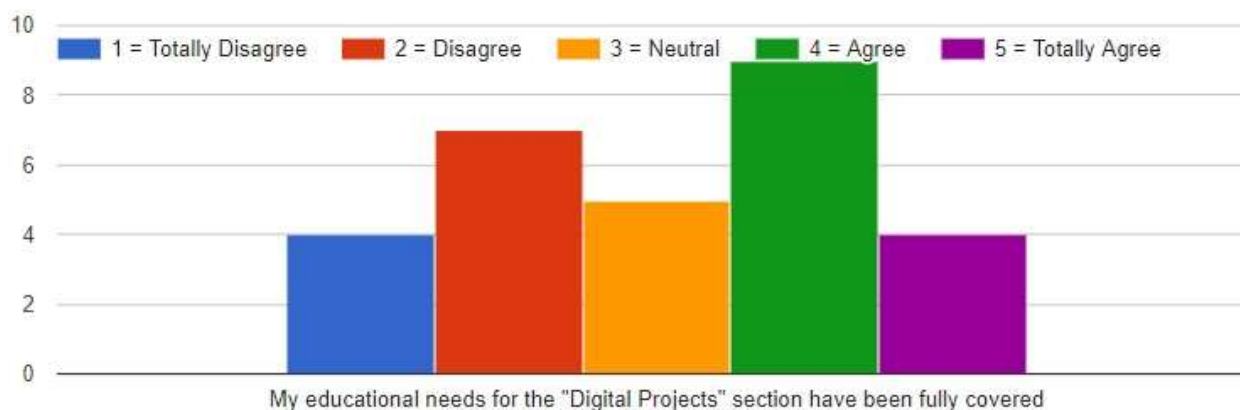
More information in this field could be provided with more practical examples and tips.



Graph 20

- Participants doubt whether their educational needs for the "Digital Projects" section have been fully covered. (Graph 22)

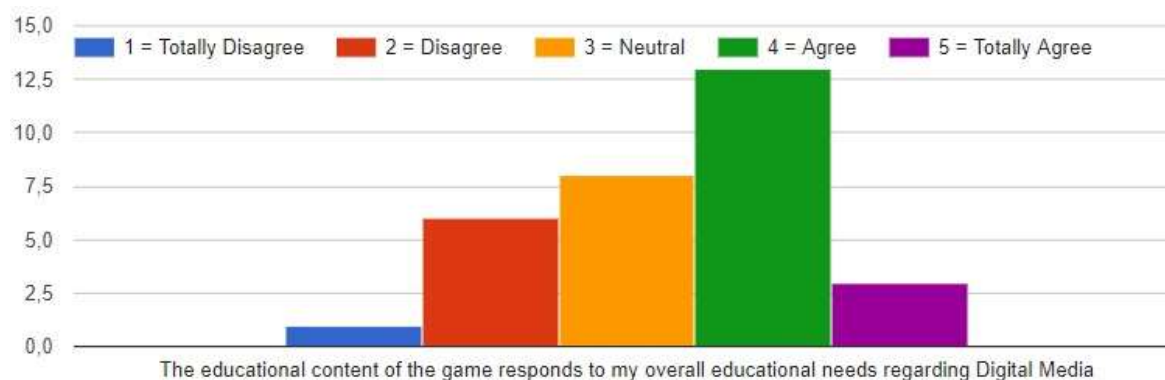
More information in this field could be provided with more practical examples and tips.



Graph 22

- **52% of the participants are satisfied with the coverage rate of their overall educational needs regarding “Digital Media”. (Graph 23)**

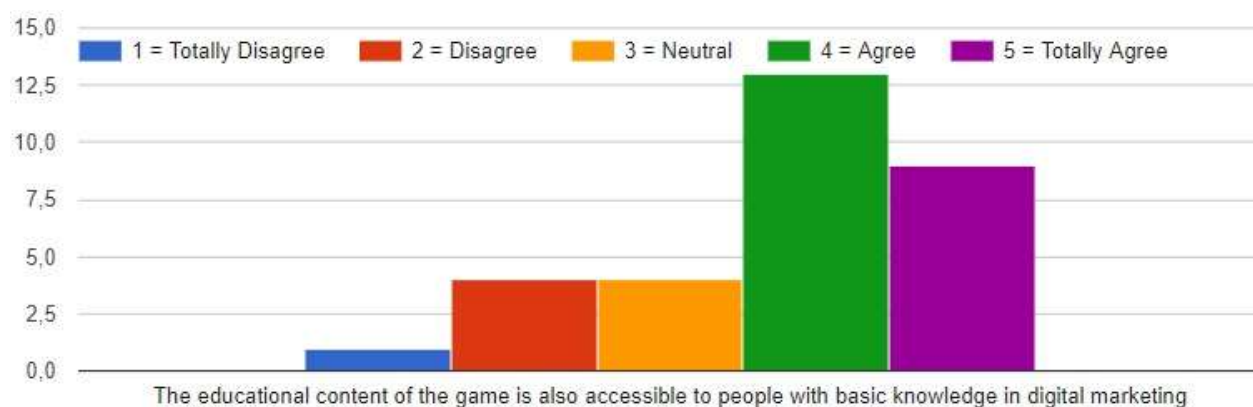
Many of the participants would prefer the game to have less American examples, as it aims at addressing the educational needs of the NGOs in Balkans.



Graph 23

- **71% of the participants strongly believe that the educational content of the game is also accessible to people with basic knowledge in digital marketing. (Graph 24)**

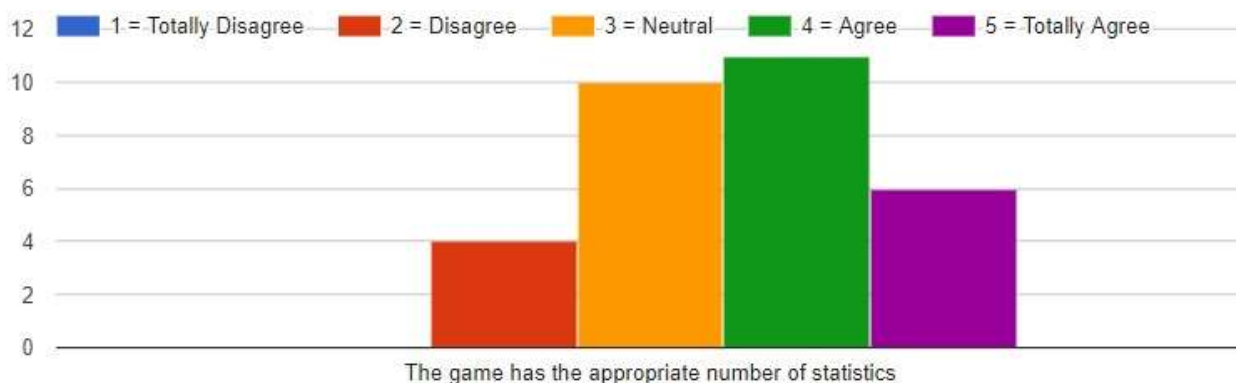
The first game slot starts at a very basic level, with clear and structured knowledge, comprehensible for people with basic knowledge. Some of the participants suggested that it could escalate to include more advanced knowledge as well.



Graph 24

- **Most of the participants are satisfied with the number of the statistics in the serious game. (Graph 25)**

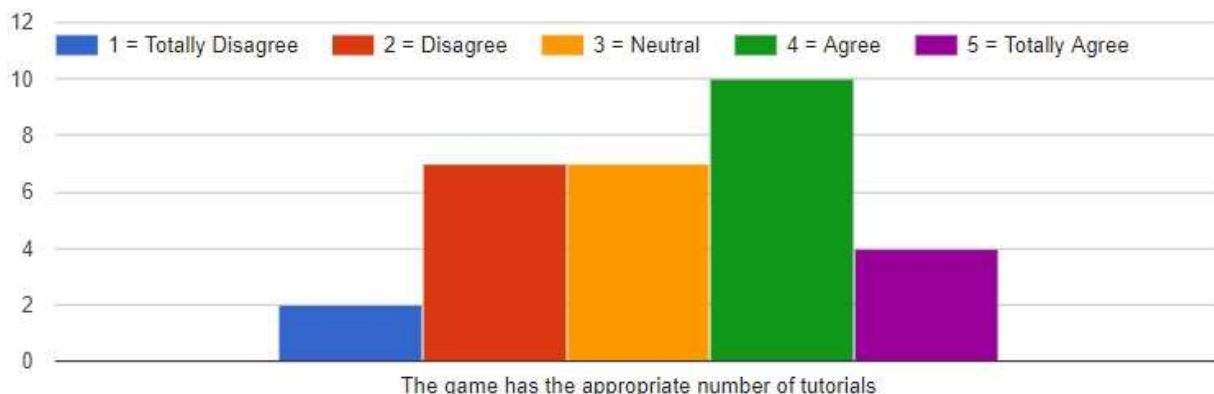
Statistical data should include more information relevant to the European environment.



Graph 25

- 45% of the participants believe that the game has the appropriate number of tutorials. (Graph 26)

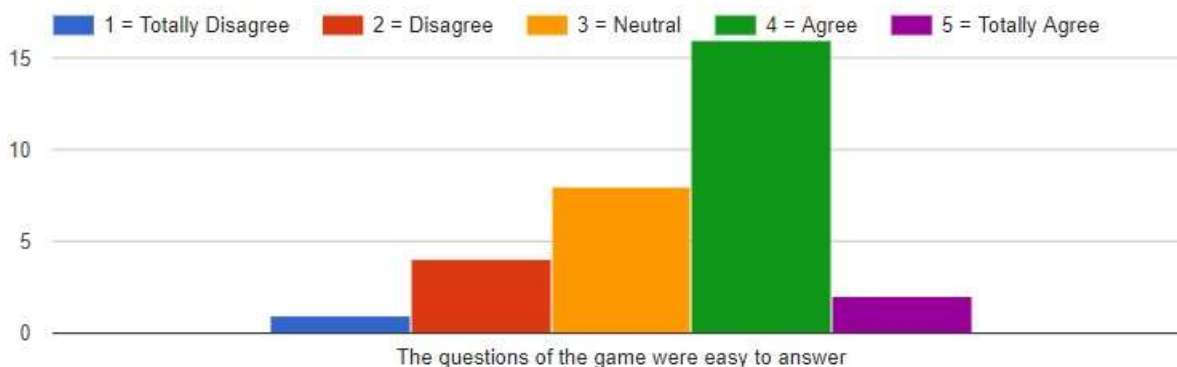
There should be added an introductory tutorial, in order to explain the goal of the game and how the navigation should be done.



Graph 26

- 61% of the participants found the questions of the game easy to answer. (Graph 27)

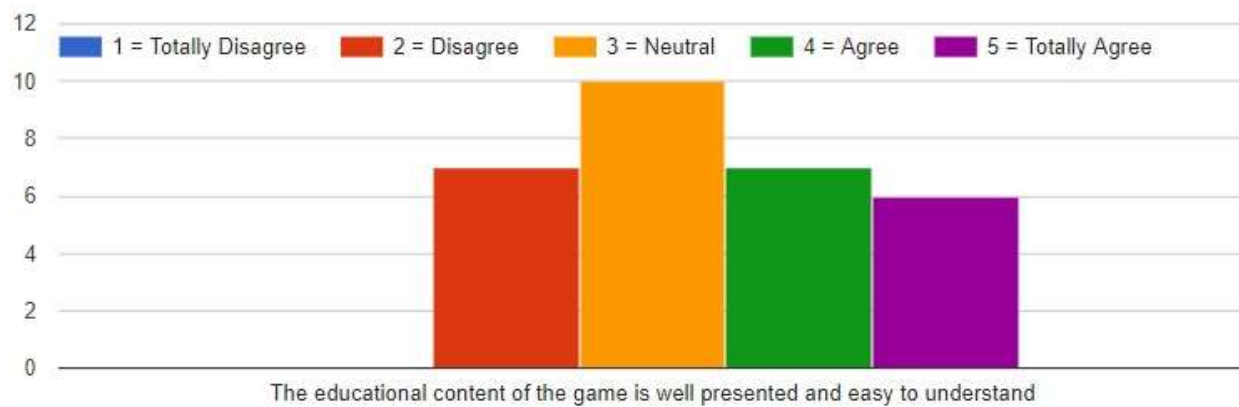
Some of them found the questions too long and complicated. More straightforward questions could significantly strengthen the educational approach of the game.



Graph 27

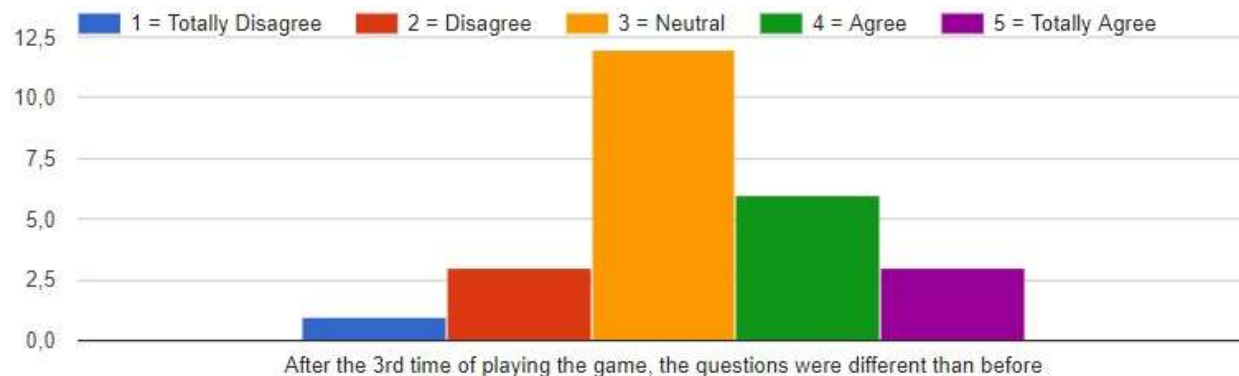
- The majority of the participants believe that the educational content of the game is well - presented and easy to understand. (Graph 28)

The game could also be more interactive incorporating more external sources that would keep it more up-to-date.



Graph 28

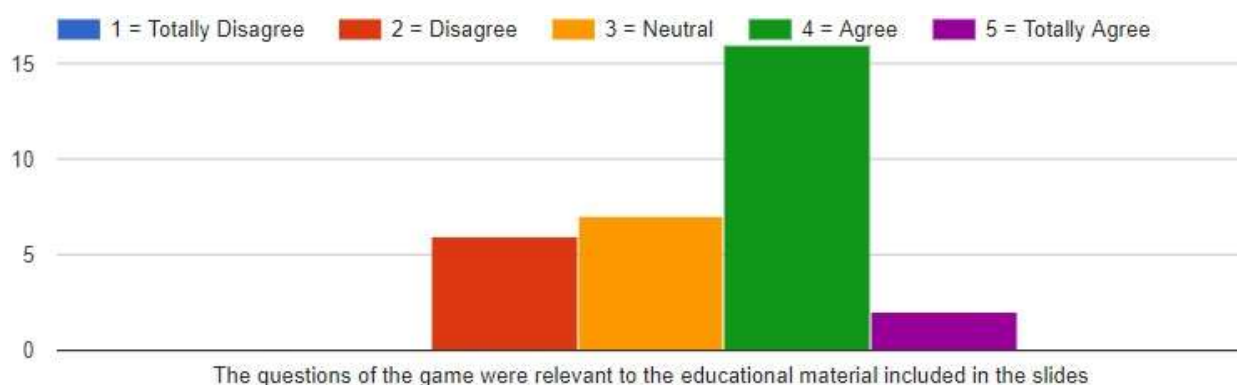
- Participants are neutral regarding the repetition of the same questions, after the 3rd time of playing the game. (Graph 29)



Graph 29

- 61% of the participants agree that the questions of the game were relevant to the educational material included in the slides. (Graph 30)

Most of the questions were relevant, except from some that were not included in the slides at all. This has been done on purpose, in order for the participants to search by themselves. However, it is discussed that maybe all questions should be 100% covered by the respective educational material.

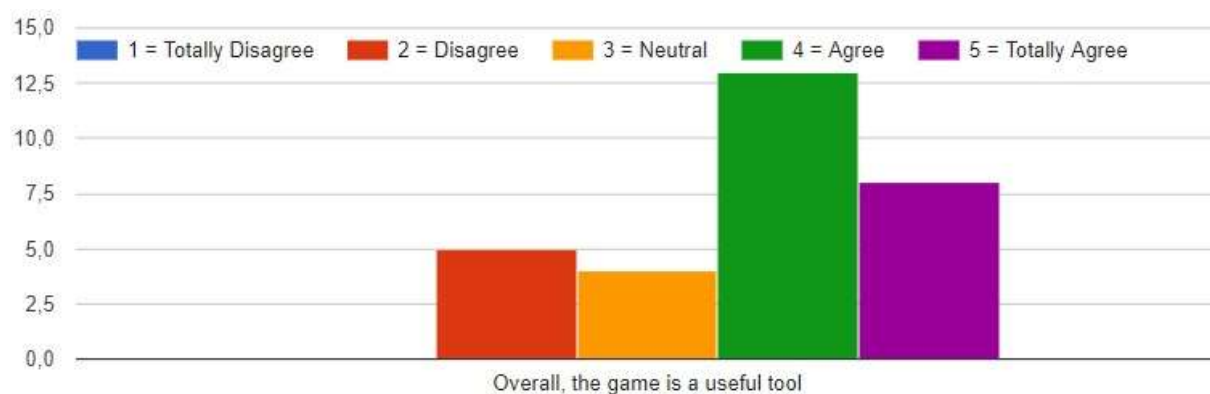


Graph 30

IV. OVERALL

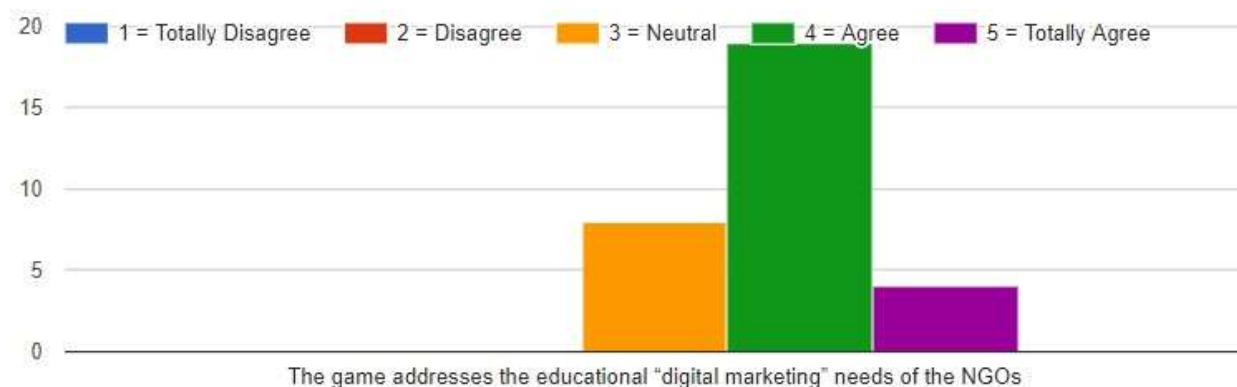
- 68% of the participants strongly believe that the serious game is a useful tool. (Graph 31)

The participants find this tool very useful and entertaining for NGO representatives and employees, especially after some specific updates will be made.



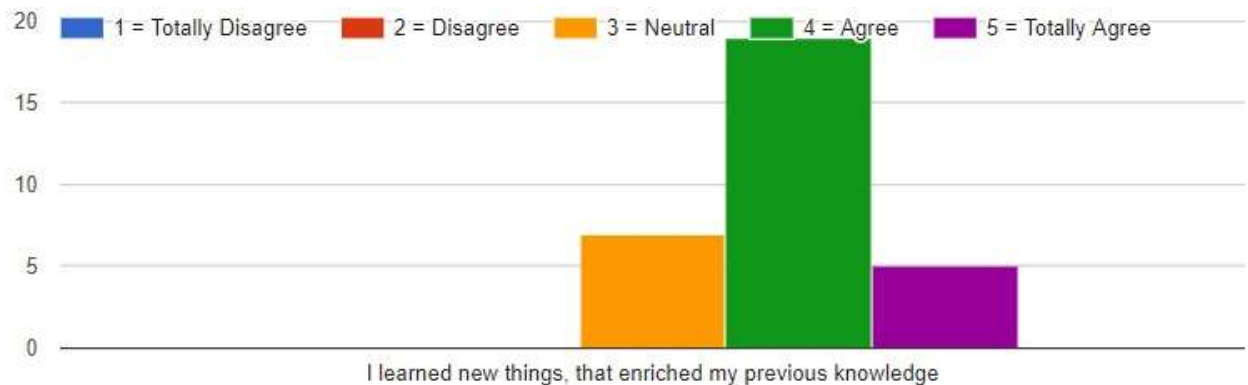
Graph 31

- 74% of the participants believe that the game addresses the educational “digital marketing” needs of the NGOs. (Graph 32)



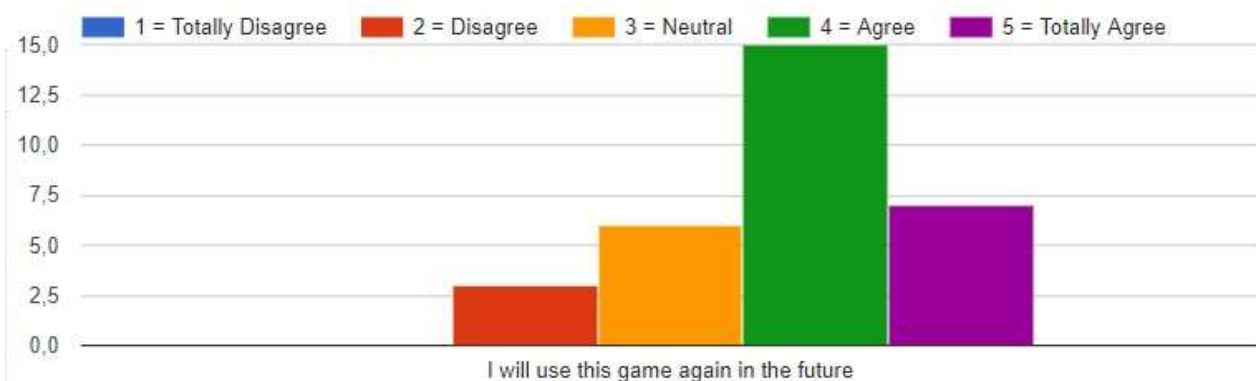
Graph 32

- 74% of the participants feel that, through this game, they learned new things that enriched their previous knowledge. (Graph 33)



Graph 33

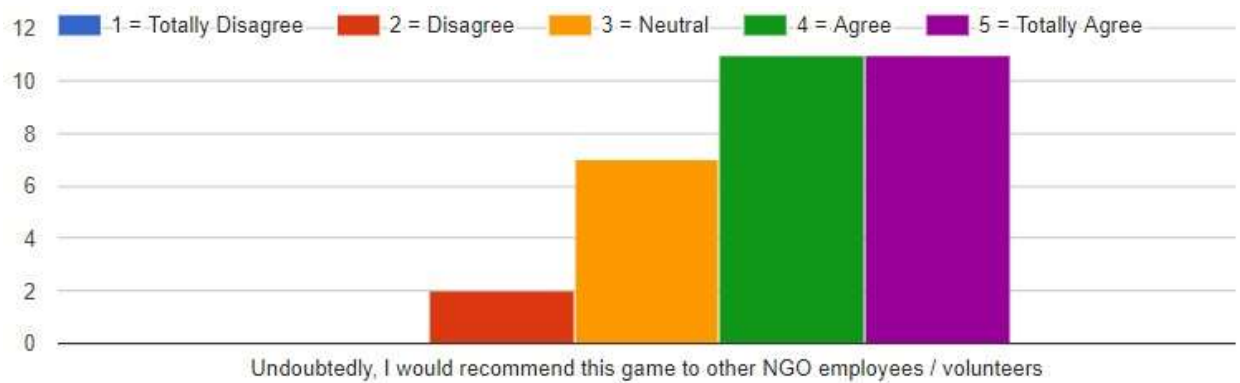
- The great majority of the participants will be glad to use this game again in the future, as its final version will be more evolved. (Graph 34)



Graph 34

- The vast majority of participants would recommend this game to other NGO employees and volunteers. (Graph 35)

The participants would recommend this game in the future to NGOs and various stakeholders.



Graph 35

FOCUS GROUPS



I. Focus Group A (Technical/Practical assessment)

Three (3) focus groups with ten (10) participants each took place in parallel sessions during the 5 days event to enrich our insights on the technical and practical aspects of the first slot of the game -which focuses on Digital Marketing- with qualitative data. The information successfully complemented the quantitative data gathered via the questionnaires which were completed by each of the participants.

Introduction:

In the beginning of the game, three levels of information can be provided:

1. The Framework/the narrative - a story to be told about the mission
2. The learning objectives, i.e. why to play
3. Guidance in terms of the actual game process, e.g.:
 - How many times someone can take the test to pass it
 - What you need to achieve to pass
 - What you may achieve to become a master
 - In case there are wrong answers what are the options to reflect and correct?

Closing:

In the end a summary may appear to see your score and ranking. In addition, an advice may be presented urging you to play again.

Navigation – Personal:

- Difficulty in going back and forth while at the same time using the mouse
- One suggestion to use the w,a,s,d buttons instead of arrows
- Mouse movement was too sensitive
- 360 movement of the head not possible

Navigation - through the place:

The external area of the game more corporate than needed - it should be more informal/friendly.

Both the buildings and the rooms could be labeled, e.g. Multimedia Room, Social Media Room and this can be supported by signs e.g. on the door. In addition, rooms can appear differently to indicate different themes and for the players to better understand the position in the game.

It may be more useful to have objects in the room connected to learning objectives, e.g. a book for the charity email. In other words, each point can be directly connected with its use, e.g. book with the logo of FB.

Pointing arrows to be included where needed to be able to find your route towards the different rooms and houses.

Exit bar and progress bar needed.

Ambience:

- Different sounds may complement the experience.
- The ambience inside the rooms is a bit dark.

Character choice & Personalization for the main and other characters:

The characters in the demo were only male, without any physical characteristics, personalities, names etc. It would be more interesting, if player could make their own characters. The main character can be presented based on gender and other features.

The secondary roles could signifying a meaning/message to enhance understanding based on their role.

Practical issues:

- Menu bar to be added with different options. An option to save the level where you are, because it is improbable for a player to be able to play continuously until the end of all levels or one level. Also, a bar to show that e.g. you have completed the $\frac{2}{3}$ of the game is also needed.
- Timer when you enter the room - Specific time to escape the room
- Color coding could significantly improve the result, e.g. green and red for correct and wrong answers respectively
- When winning towards the bad person to be indicated also visually.

Score:

Game score is easily visible, but the player gets points even with no correct answers by just passing by. Maybe two types of scores could work, e.g. points for achieved knowledge should be after exam and for skills should be achieved after fulfilling the practice tasks.

Questions (In terms of content):

The difficulty of the questions to be gradually more advanced. This can also applied to rooms, e.g. room 3 to include more difficult questions than the first one.

Questions (In terms of presentation):

Both questions and answers should have the same size of font. For some answers images or symbols can be used to enhance signaling or/and understanding.

The messages (congratulations you unlocked...) don't need a close button, they could just fade away.

Overall, the way the educational material is presented is a bit old fashioned. Educational content to be given also via images, videos, webcasts, best practices examples, etc. e.g. a successful Facebook post, etc.

In addition to the various questions, more practical requests to the players could have been set, e.g. create an infographic.

Other:

- A few funny points to be added, e.g. the fact that the main character can jump even though it is not needed.
- Awards or badges to those who win can add a fun twist to the game.

II. Focus Group B (Education content evaluation)

Three (3) focus groups with on average ten (10) participants each took place in parallel sessions during the 5 days event to enrich our insights on the educational content/curriculum included in the first slot of the game -which focuses on Digital Marketing- with qualitative data. These data successfully complemented the quantitative information gathered via the questionnaires completed by each of the participants.

Text phrasing:

Consistency in writing/expression of the questions and answers, e.g. all sentences starting with capital letters and titles should be presented in a unifying way.

The text of the questions was too long sometimes.

Some of the questions are unclear and need to be more straightforward.

Overlap of meaning between terms

Some terms appear to overlap to a certain extent, e.g. storytelling and first-hand testimony.

In such cases, there should be an explanation in order for the reader to be aware and be able to also distinct between them.

Questions Vs Educational content:

The list of communication channels is not exhaustive.

A/B testing is not well defined in the texts used.

Search Engine Optimization should be presented more analytically.

U.S. data Vs Local European data

The majority of the statistics are from United States. More local data needed for the players to identify themselves and their needs. Brands included should be better known and active in Eastern and South-Eastern Europe.

Statistical data:

Statistical data used should be more updated and in case to be quoted with a year reference.

Statistics Vs Examples:

More examples (especially from the partner countries) instead of statistics could strengthen the educational process. The presentations need to contain some more practical tips, or "hacks" in order to be more successful in social media. The approach should be "from theory to practice".

For some participants there are too much numbers/statistics.

Statistics are good to persuade and highlight some information but they should not be included in the questions which consequently should test general knowledge rather than details.

Theory Vs Practice:

Theoretical knowledge can be strengthen by the inclusion of more practical examples relevant to the NGO ecosystem at the ESEM countries.

Some issues are not fully covered

More information on how to use the media.

More guidance on Search Engine Optimization.

More information about Mobile marketing.

The tools presented were really helpful, what needed more is a way to capitalize on them.

More information needed about marketing strategy and how to boost your brand.

Age segments need to be reassessed and updated.

When data relate to processes, the process should be depicted in total and not in part.

Glossary:

Glossary of the Digital Marketing terminology could help beginners.



Overall, all partners agreed that the experience was very interesting, constructive and meaningful. The fact that 31 participants from different countries of Europe were gathered to co-create in an open innovation manner was very productive and fruitful. Furthermore, the last day of the meeting was used to summarize lessons learned and discuss and update on the respective project management issues, as well as the next steps going forward, in order for the whole team to be in line.

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