

**Curriculum**

## **Project Description and Introduction**

The CO-GAME curriculum is an Intellectual Output of CO-GAME Collaborative cultural heritage video game creation (CO-GAME) Erasmus+ Project, implemented between December 2015 and November 2017. A consortium of five partners from five European countries has developed the project. All the partners have the technical expertise and the experience in the VET field to achieve the project objectives.

* [CEPS (ESP)](http://asceps.org/%22%20%5Ct%20%22_blank)
* [CIES (IT)](http://www.cies.it/%22%20%5Ct%20%22_blank)
* BFI OÖ (AT)
* [Laterna Magica (HU)](http://www.laterna.hu/%22%20%5Ct%20%22_blank)
* [Mundaneum (BE)](http://www.mundaneum.org/%22%20%5Ct%20%22_blank)

Education and training are evolving to adapt, include or interact with the different technological changes in our society: tablets, smartphones and all kind of devices start to be part of the educational processes. Videogames have started to been used in the classroom with education aims beyond fun and entertainment: they are tools to teach from advanced logics and strategy, to very practical questions. What is certainly unexplored is the possibility to guide teachers and learners to create adapted videogames to their own needs.

A videogame is software, art, audio and gameplay. The methodology for videogame development is agility based on iterative prototyping. Consequently, a videogame is a complex process where intervene many profiles of workers: designers, documentarists, computer experts, writers, drawers, sound experts, etc. Now it is the #1 industry in entertainment in the world overcoming cinema and television. As a source of employment, it has shown unstoppable growth in the last two decades and has been the generator of thousands of jobs in Europe, in multiple small and medium enterprises, but with a very erratic and scattered VET offer.

On the other hand, for the small videogame developers as it is the case, there are specific tools (as the creation of press-releases for presentations) that are not usual to be taught and that deserve special attention. CO-GAME wants to start to bridge the gap between the world of video and VET providers and create links, via specific actions, to put in common strategies, resources and visions in order to create new job opportunities.

1. **Training & Educational Aims**

The aim of the CO-Game training is to teach learners the structure of a video game in stringent sequence and by the use of the right methods, tools and techniques and on the other hand to include a historical dimension to give an understanding of the very own cultural past.

This means that prior to the planning of the storyboard and the characters and even before the programming an intense research has to be done about the chosen time horizon of the selected area, so that living conditions as well as gaming conditions can be created and included in the game in a realistic manner.

The concept of CO-GAME not only offers the possibility to get to know video structures and design or to glimpse behind the scenes of the gaming industry or even to understand the own cultural past and the very own historical heritage. CO-GAME is to be regarded as an essential step to gain access to the gaming industry by own talent and personal skills which is why the development and use of disciplinary press releases is included into the CO-GAME concept. CO-GAME therefore offers young people the opportunity to recognize their talent and to use it professionally.

The following units are adjusted to the CO-GAME concept in a stringent manner and allow the students an investigation of their own area by the use of a predetermined guideline. They also provide an insight of how to develop and programme a video game by special software and additionally the use of press releases to draw attention to their personal skills.

1. **Target Group**

The target group of CO Game are young people aged 16 and young adults up to the age of 26 years in VET or VET graduates. Some of them might currently be in an education or training. Therefore, not all members of the target group have already completed some sort of vocational training.

Teachers and training providers using the curriculum and training material with their learners should make sure to base the training on the already existing knowledge, skills and comptenteces of their learners and also on their abilities, needs and interests. For groups of learners not used to any form of design, film production etc adding more learning hours and taking their time for production is advisable. The suggested training hours can be shortened for groups with a lot of prior knowledge.

People in the target group of CO-GAME in general are on qualification level 3 of the eight- level EQF. Therefore, the levels with all its descriptors reflect in the entire training and all documents:

|  |  |  |  |
| --- | --- | --- | --- |
| EQF Level | Knowledge | Skills | Competences |
| Level 3 | Knowledge of facts, principles, processes and general concepts, in a field of work or study | A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information | Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| EQF Level | NQF AT | NQF BE | NQF ES | NQF IT | NQF HU |
| **3** | 3 | 3 | 2 | 3 | 3 |

Transferred to the different National Qualifications Framework (NQF) of the partner countries this means:

1. **Structure of the curriculum**

The CO-GAME curriculum is based on the training and educational aims and organized in four units which are stringently linked to each other:

Unit 1 - Civic heritage descriptor

Unit 2- Videogame for VET design guide

Unit 3 - Videogames for VET production phase

Unit 4 - Press Release

The content of teaching in every unit is described in Learning Outcomes. The Learning outcomes are statements of what students will learn during the program and what students will do/be able to do and how they will apply that skill or knowledge.

To measure all learning contents in CO-GAME, the European wide ECVET (European Credit System for Vocational Education and Training) system is embedded into the curriculum units.

This workload for CO-GAME is about 40 training hours which corresponds to about 1.6 ECVET points.

**Unit 1 - Civic heritage descriptor**

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| **Descriptor** | **Unit Content** |
| **Title** | Civic heritage descriptor |
| **Learning Hours** | 8 |
| **ECVET Credit Value** | 0,32 |
| **EQF Level** | 3 |
| **Description** | The unit focuses on giving youngsters some tools to become familiar with a specific heritage object, to define and describe civic values, and to analyse relevant elements that characterize a specific period from the local past.This process will include:- a discovery phase (visit on location, Internet research, testimony from an expert of the chosen heritage object…),- an individual compiling of information, - a discussion on what civic values are (in general and in reference to the chosen heritage object),- a selection of elements relevant for the following phases (the other IOs) relying on teamwork. |

## **Learning Outcomes**

**After completing the unit, students should be able to:**

**LO 1:** Research andfilter collected information about a specific period from the past, in relation to the chosen civic heritage object **🡪 inquisitive mindset**

**LO 2:** Identify positive civic values represented by or having inspired the heritage object **🡪 reflexive mindset**

**LO 3:** Work as a group and value each other’s different social / economic / cultural background **🡪 collaborative mindset**

## **Competences, Knowledge and Skills**

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| **Competences** | **After completing the unit, the student will have acquired the responsibility and autonomy to:** |
| **LO 1** | Research a chosen heritage object by way of visiting its location (if possible), asking questions to experts, compulsing available information (from the Internet, the trainer, …) and analysing their findings. |
| **LO 2** | Identify several positive civic values. |
| **LO 3** | Value cooperation and tolerance over competition. |
| **Skills** | **After completing the unit, the student will be able to master the following skills:** |
| **LO 1** | * Collecting and filtering the available information about the heritage object and its period of creation.
* Asking relevant questions to access information.
* Analysing (alone and then in group) the collected information.
 |
| **LO 2** | * Elaborate a definition of what constitutes a “civic value”.
* Discuss what civic values are related to the heritage object.
* Select the most relevant values in our society, in a European context.
* Imagine how these values can have a positive impact.
 |
| **LO 3** | * Confronting different opinions and sources of information.
* Realize how subjective the process of selecting relevant information can be, and how it can be overcome by collaborative work.
* Use teamwork to achieve a common goal.
 |
| **Knowledge** | **After completing the unit, the student will:** |
| **LO 1** |  Know about a specific period from the local and European past. |
| **LO 2** | Know several positive civic values pertaining to the chosen heritage object. |
| **LO 3** | Know the value of cooperation and collaboration, as well as having conscience that everyone has something to bring to the discussion. |

## **Assessment Criteria**

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| LO s’ | Knowledge | Application |
| **LO 1** |  Characteristic elements of the local past represented by the chosen  heritage object (period, customs, ideologies, fashion, technology…). | Fill in the analysis grid about the heritage object and local past with at least 75% accurate information. |
| **LO 2** |  What constitutes a civic value and formulate several of them. | Identify at least 4 positive civic values from the chosen heritage object. |
| **LO 3** |  How to work collaboratively: value each other’s input, listen  respectfully, combine forces to achieve a common goal. | Accomplish fruitful, conclusive teamwork (qualitative assessment). |

## **Unit 2 - VET design guide**

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| **Descriptor** | **Unit Content** |
| **Title** | Videogame for VET design guide |
| **Learning Hours** | 10  |
| **ECVET Credit Value** | 0,4 |
| **EQF Level** | 3 |
| **Description** | The unit focuses on the conceptual underpinning of video games. The students will learn all the fundamentals of concept development, gameplay design, character creation, storytelling (story board writing), mechanics, user interfaces, and balancing. They will learn how to combine the primary concept of game design with their own civic heritage of a specific region to create a video game.  |

## **Learning Outcomes**

**After completing the unit, students should be able to:**

**LO 1:** create a storyboard, and make a storyline for a computer game under consideration of the civic heritage of the own region (Developing a story board)

**LO 2:** create video game characters to RPG games combine with the knowledge of civic heritage (Character creation)

**LO 3:** define what a video game needs to be successful (Define playability)

## **Competences, Knowledge and Skills**

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| **Competences** | **After completing the unit, the student will have acquired the responsibility and autonomy to:** |
|  **LO 1** | * build up a story structure for a video game with civic heritage elements
* understand what a „game design document” is and how to use it for a successful storyboarding
* plan an adequate cyber environment in which their story will take place
* identify different civic heritage elements for video games
 |
|  **LO 2** | * explore concepts and approaches involved in creating successful character designs can be applied to video game
* have good understanding of a wide range of technics being used to create characters
* generate all useful character models and animations
 |
|  **LO 3** | * be aware of the internal rules of a video game, and how to adopt them to introduce the civic heritage
* organize a set of ludic activities and turns it into a complete and coherent game
* get an insight into developing g­­­­ood levels for any type of video game
* maintain the players’ interest with the video game
 |
| **Skills** | **After completing the unit, the student will be able to master the following skills:** |
|  **LO 1** | * build with the help of linearity and interactivity his/her own coherent story structure
* write a high-level narrative summary
* write effective dialogues, and to develop economy of language­­­­­­
 |
|  **LO 2** | * construct a main character with the most important attributions: emotions, assumptions about the world, goals, likes and dislikes, enemies and friends
* express the playable character's emotions through physical gestures
* create an emotional change that a character has to gone through
 |
|  **LO 3** | * describe the difficulty evolution, how difficulty increases from learning the basic rules until final challenges
* build in the game goals, challenges, rewards
* create a video game aimed at educational environment and purposes
 |
| **Knowledge** | **After completing the unit, the student will:** |
| **LO 1** | * identify factors of effectiveness for creating a storyboard with the elements of civic heritage
* distinguish linear and interactive stories
* use a video game as a perfect story telling medium
 |
| **LO 2** | * choose an appropriate environment to a specific character shape in order to reach a sense of harmony or a sense of dissonance
* know how to influence the movements of the character the emotions you would like players to experience (basic camera movements, different character shapes)
* learn how to use a video game character as our avatar to explore the knowledge we want to transfer through the game, and not dictate what we are to believe
 |
| **LO 3** | * understand the standards that video games should meet in order to be entertaining and useful at once
* be clear with the flow charting, and will be able to describe every single possible combination
* define what a skill-tree is, and which role plays it in the game
* define the diegesis theory and the two concepts core of it: narrative and fourth wall
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## **Assessment Criteria**

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| **LO s’** | **Knowledge** | **Application** |
| LO 1 | What should a high level narrative summary contains (include civic heritage elements) | Write a short example of a linear story structure  |
| LO 2 | Why is an emotional change in a character is important from the point of view of the player | Name at least five attribution what a good game character should have |
| LO 3 | How can you transfer civic heritage elements through a video game | Write a short example what kind of goals, challenges, rewards should be built in a game |

## **Unit 3 - Production phase**

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| **Descriptor** | **Unit Content** |
| **Title** | Videogames for VET production phase |
| **Learning Hours** | 14  |
| **ECVET Credit Value** | 0,56 |
| **EQF Level** | 3 |
| **Description** | This unit focuses on learning the use of a video game editor to create the video game. The students will learn how to transfer the previously designed contents into the specific way they will work on the video game. This includes both the audio and visual part and the game mechanics. There are several concepts to acquire and most of the learning process is based on practice. |

## **Learning Outcomes**

**After completing the unit, students should be able to:**

**LO 1**:Transfer the elements of the game design into the production phase. Getting to know the video game editor

**LO 2**: Identify, finding and importing the appropriate resources needed to work with

**LO 3**: Draw the graphic interface of the levels: maps or scenarios

**LO 4**: Create and edit game elements

**LO 5**: Program events and objects

## **Competences, Skills and Knowledge**

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| **Competences** | **After completing the unit, the student will have acquired the responsibility and autonomy to:** |
| **LO 1** | Acquire familiarity with the interface of the working tool: the video game editor. Have the vision of the video game as a whole and be able to describe how the appearance and the mechanics will work. |
| **LO 2** | Identify several file types and relate them to each editing possibility of the video game editor. |
| **LO 3** | Use the drawing tools of the video game editor to compose game scenarios with graphic consistency. |
| **LO 4** | Manage the creation and editing tools for game elements within the video game editor interface (database). |
| **LO 5** | Create events according to the previously designed game mechanics. |
| **Skills** | **After completing the unit, the student will be able to master the following skills:** |
| **LO 1** | To navigate through the interface of the video game editor and identify its working elements. To describe with precision how each game element from the design phase will be displayed on the video game. |
| **LO 2** | To find and import adequate file types to the video game editor. |
| **LO 3** | To use tilesets in order to compose the scenarios where the action of the game will take place. |
| **LO 4** | To create and edit game elements within the database of the video game editor using graphic resources when needed. |
| **LO 5** | To create events and program them with the tools of the video game editor. |
| **Knowledge** | **After completing the unit, the student will:** |
| **LO 1** | Know how to face a relatively complex program and interact with it and know the difference between a design element and its particular implementation on the production phase thus having a whole idea of the appearance and the mechanics of the video game. |
| **LO 2** | Know the necessity of having different files imported on the video game creation tool and which function accomplishes each of them. |
| **LO 3** | Know which kinds of maps (scenarios) can be composed with the video game editor and how to draw them according to the design indications and the idea of graphic consistency. |
| **LO 4** | Know which game elements can be edited, what is their function in a game and what the edition possibilities are for each of them in the video game editor. |
| **LO 5** | Know what objects or events are, what their functions can be based on the game mechanics and which tools are provided by the video game editor to program them. |

## **Assessment Criteria**

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| LO s’ | Knowledge | Application |
| **LO 1** | How will we transform the design guide into a production process? And, which tools of the video game editor should we use to create each specific element of the game? | Describe, using the necessary means (writing, schemes, simple illustrations…), how will the elements described on the design phase will work and/or look like on the video game. Indicate which part of the video game editor we will need to work with in each case, based on its possibilities. |
| **LO 2** | Which are the graphic and audio resources we will need for the video game and where do we have to import them? | Find on the Internet several resource files that we might need for our game and import them on the video game editor. |
| **LO 3** | What drawing tools do we have on the game editor to compose maps and how do we use them? | Draw two or three different scenarios (one outdoor, one indoor and optionally an extra one) considering the concept of graphic consistency. |
| **LO 4** | What game elements can we edit with the video game editor and how do we create them? | * In RPG Maker, create the following elements: a character, a class, a piece of equipment and an item.
* Create the following elements: an enemy, a troop, an animation and a skill. Use these elements and the ones from the previous activity in a battle test (“troops” section of the database).
 |
| **LO 5** | What are the possibilities of events creation, which tools do we have and how do we create them? | * Add several simple events including transfers between scenarios. One of the events should need switches to work and contain some of the elements we created on the database. Example: a dialogue with a NPC that gives you an item only once.
* Add at least another event or set of events that need variables to work. Example: a dialogue after which an NPC gives as much money as times the main character has completed an action.
* Create a cutscene. It should contain dialogues and moving events. Exemple: the introduction of the game.
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**Unit 4 – Press Release**

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| **Descriptor** | **Unit Content** |
| **Title** | PRESS RELEASE GENERATOR |
| **Learning Hours** | 8  |
| **ECVET Credit Value** | 0,32 |
| **EQF Level** | 3 |
| **Description** | The unit focuses on the creation of press release for educational video games. The students will learn all the fundamentals of press coverage, press release designs, successful launch strategy and last but not least: be an active community member. They will learn how to combine the press release structure for educational videogames with cultural heritage and realize a product giving all the correct information to the press. |

## **Learning Outcomes**

**After completing the unit, students should be able to:**

**LO 1:** Create the contents for a successful pre-press activity (announcement, put the project on kickstarter or steamgreenlight, playtesting)

**LO 2:** Create a correct press release for educational videogames

**LO 3:** Create a successful launch strategy (streaming, blogging, be an active community member, be social, link to website press kit)

**LO 4:** To be able to manage public and press answering (social media management)

## **Competences, Knowledge and Skills**

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| **Competences** | **After completing the unit, the student will have acquired the responsibility and autonomy to:** |
|  **LO 1** | * Announce the work in progress of the videogame
* Manage playtesting video on social platforms
* Contact social and traditional media
 |
| **LO 2** | * Finding the contents
* Manage the contents on the press release
* Using a correct picht to write the paragraph of the press release
 |
| **LO 3** | * Be able to post the press release on social network
* Be able to realize a press kit to send to the media selected
* Be able to contact the media
 |
| **LO 4** | * Manage social networking
* Be available to answer questions
 |
| **Skills** | **After completing the unit, the student will be able to master the following skills:** |
|  **LO 1** | * To use photo/video tools
* To use social media platforms (Steamgreelight, Youtube, Facebook)
* To manage specifics media and contact them (especially website and videogames)
 |
| **LO 2** | * To identify the content of video games to catch the attention of the public
* To be able to write a clear headline, introductory paragraph, body of the release and final paragraph
* Being personal, genuine, brief and finding a hook to catch the attention of the audience
 |
| **LO 3** | * To create social accounts and start posting updates about the videogames
* To send the press release to the media and add the demo, some gadgets and additional information about the videogame
* To send selected message to the press by telephone, mail, social, web applications
 |
| **LO 4** | * To share blog posts, streaming sessions, screenshots, and more
* Offer to answer questions if writers have any, and be quick to respond
 |
| **Knowledge** | **After completing the unit, the student will:** |
|  **LO 1** | * Identify the best way to realize a photo/video shooting
* Know the differences between different social media platforms
* Know which kind of media can better tell our project
 |
| **LO 2** | * Know the best way to catch the attention of the public in social press publishing
* Create an efficient and clear press release
* Know which kind of picht is better creating a press release
 |
| **LO 3** | * Use better social media accounts
* Create a press kit
* Use all the tools available for publication
 |
| **LO 4** | * Learn new techniques of communication and write comprehensible and engaging texts on the web
* Learn to manage the relationship with users
 |

## **Assessment Criteria**

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| **LO s’** | **Knowledge** | **Application** |
| LO 1 | How should a pre-press work  | Write a short pre-press example |
| LO 2 | How should a press release work  | Create a press release structure  |
| LO 3 | How should a press release launch strategy work | Write a short paragraph about creation of a press kit and image the way to share it  |
| LO 4 | How should media management work | Post a screenshot with a description. Reply to a comment by a user  |

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