AGRO

EDUGAMES

Project Number: 2020-2-CY02-KA205-001870

BOOKLET OF GOOD PRACTICES

CONTENTS

Introduction

This booklet is the fourth Intellectual Output (IO4) of the "Agro_EduGames;
An array of contemporary game-based learning methodologies towards the amelioration of Agro-entrepreneurship". It is a comprehensive "Do's and Dont's" handbook, based on the feedback provided by the participants of the Local Training Sessions, covering the second and third Intellectual Outputs, the Escape Rooms/Break-out Boxes (IO2) and the Escape Card Game (IO3), respectively.

To gather the feedback, two kinds of events were organized – C1 Learning, Teaching, Training Activity and Local Training Sessions.
The C1 Activity was held in Athens in April 2022, with 2 participants from each organization, and 8 people in total. Local Training Sessions were organized between June and October 2022 in every project partner's country. Each organization gathered at least 20 participants, giving 96 people in total. The specific numbers of participants in each country are given in the next section.

The Do's and Don'ts guidelines have been created based on the participants' observations after the activities, they detail the condition of the setup, the problems faced, the challenges overcome, the success and the impact on the learning process and the participants' engagement. The feedback was gathered using specially designed questionnaires, allowing the participants to give their experiential opinions on the quality of the games, their educational value and the course of the play.

Apart from the case studies and the personal narratives, this particular e-book is enriched with video recordings and photos deriving from the playtesting activities, which demonstrate the ways of facilitating the results of IO2 and IO3.

The feedback was received through questionnaires. Participants answered one survey about the Escape Rooms, while the second survey was dedicated to the Card Game. In addition, partners organizing the training session filled in a questionnaire about the technical aspects of the testing – for example, how much time it took to organize the setup, etc.

The results are presented separately for each escape room and for the card game. Answers to the close-ended questions are presented in the form of graphs. The answers to the open-ended questions are given as raw quotes from the anonymous respondents who provided them.

Partners

C.I.P. – Citizens in Power, Cyprus

The Cypriot partner, who is the project's coordinator, organised Local Training Sessions in May and September 2022, gathering 26 people. During the C1 activity, C.I.P. was represented by Menelaos Lambis, the project manager and Konstantina Tsimbita, the external expert.

Challedu, Greece

The Greek partner organised Local Training Sessions in June and July 2022, gathering 23 people. During the C1 activity, Challedu was represented by Konstantina Iakovou, the project manager and Sofia Almpani, the external expert.

Dramblys, Spain

The Spanish partner organised Local Training Sessions in July and September 2022, gathering 27 people. During the C1 activity, Dramblys was represented by Erna Pulaj, the project manager and Nicky Spiering, the external expert.

PFA-Polish Farm Advisory, Poland

The Polish partner organised a Local Training Session in September 2022, gathering 20 people. During the C1 activity, PFA was represented by Wiktoria Magdziak, the project officer and Urszula Zawadzka, the external expert.

To evaluate every escape room, a dedicated survey was distributed among the participants. For every scenario, the same set of questions was prepared:

1. How did you find the overall experience of the escape room? (1-5)
2. Did the linking between each clue make sense to you? (1-5)
3. Do you feel that you gained some knowledge about agro-entrepreneurship? (1-5)
4. How would you rate the educational value of this game? (1-5)
5. Did you find this topic inspiring? (1-5)
6. Do you think that the time set for testing this game was adequate?
7. Did you gain any new insights during this game?
8. Please, include any other suggestions/improvements about our game.
9. Which puzzle did you find the most entertaining? Could you explain, why?
10. Which puzzle did you find as the most challenging one? Could you explain, why?

For questions 1 to 5, participants were asked to rate a particular aspect using a Likert-scale score from 1 to 5. The numbers corresponded to the following ratings:
- '1 = Poor',
- '2 = Fair',
- '3 = Good',
- '4 = Very good', and
- '5 = Excellent'.

In the 6th question regarding the adequacy of the time given for the game, there were 3 options to choose from. These were:
- The duration was fine.
- The duration should have been longer.
- The duration should have been shorter.

The last four questions were open-ended and responses were not mandatory for submission.

Some partners decided to distribute the translated surveys among participants in paper versions. The answers were then inserted by partners into the dedicated original Google Form in English. This allowed partners to obtain the answers immediately after the playtesting activities and make sure that the number of responses is correct. The printed completed surveys have been scanned and kept in a dedicated partners' folder.

The answers given to the close-ended questions are presented in charts, where every question is marked with a different colour. The horizontal axis depicts the ratings and the vertical axis indicates how many participants chose each rating.

For each escape room scenario, a chart, the open-ended responses, and a summary of the results are presented.

To evaluate the technical aspect of the playtesting, a special survey for the partners was created.

1.The Grape Escape

1.1 Questionnaire results

This escape room scenario was tested by 3 partner organisations, gathering 25 people in total.
You can find the scenario here: https://agroedugames.com/the-grape-escape/
The chart below presents the answers provided by all participants to a dedicated evaluation questionnaire.

The mean rating of all the aspects of this escape room's scenario is 4.5 (1 d.p.).

Participants rated their impressions with the following average notes:

- overall satisfaction: 4.60
- the linking between clues: 4.60
- gaining knowledge about agro-entrepreneurship: 4.00
- the educational value of this scenario: 4.48
- the topic was inspiring: 4.64
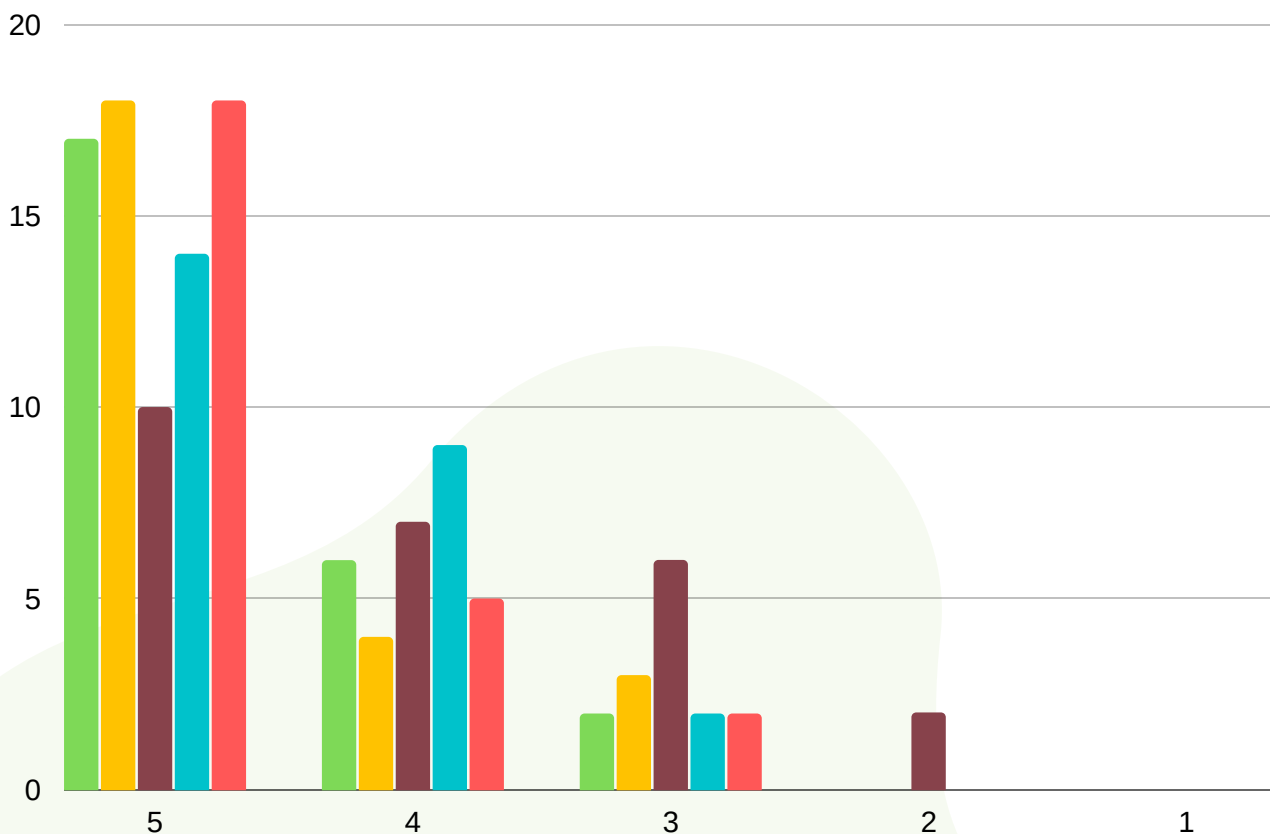
Figure 1. *Frequency chart showing the number of respondents (y-axis) who chose each rating (x-axis) for each of the first five close-ended questions.*

21 participants said that the time set for solving this escape room was adequate, while 4 of them indicated that it might have been shorter. Only 1 participant thought that the time should have been longer.

the duration should have been shorter
15.4%
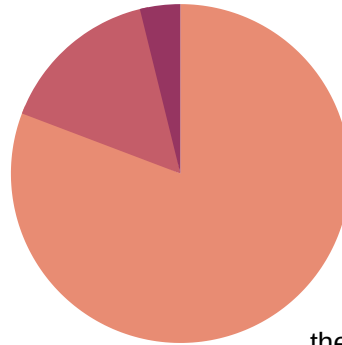
the duration was fine
80.8%

Figure 2. *Frequency chart showing the percentage of respondents who chose each option for the question regarding the duration of the escape room game.*

For the open-ended question "Did you gain any new insights during this game?" almost all of the participants answered affirmatively, while some of them decided to share some more specific thoughts:

- "Eyes more kept on details."
- "Definitely about making the wine."
- "Think before act."
- "Read carefully."
- "I learned about processes needed for winemaking that I had no idea about."
- "Wine preparation."
- "That you have to be very focused."

For another open-ended question: "Please, include any other suggestions/improvements about our escape room." some participants shared their opinions:

- "I would like it to be longer, i really enjoyed it!!"
- "It's important to help each other in order everyone feels as a part of the activity."
- "Use actual things (bottles of wines, etc.) to feel it more real."
- "The scenario was very well written."
- "The space might have been bigger."
- "I'd like to participate in more games like this."

Concerning the question "Which puzzle did you find the most entertaining? Could you explain, why?", some of the participants indicated the following:

- "The one with the refrigerator!! I loved how everyone started to look for a refrigerator."
- "Collecting the keys and matching them with the symbols."
- "Trying to find which of the four keys fit the lock for the first challenge."
- "The one where we had to fill in the blanks because it was entertaining."
- "Guessing the code from the pictures."
- "The paintings on the wall, it was an interesting idea."
- "Pictures on the wall. It took me a while to solve it."
- "Putting the missing words into the text."

For the question "Which puzzle did you find as the most challenging one? Could you explain, why?", some of the participants shared the following thoughts:

- ''Putting the numbers in the correct order to open the locker. ''
- ''How to unlock the phone/tablet. It was very challenging to connect the images with the dots and the numbers, but very fun!.''
- ''The mobile PIN.''
- ''The one with the trash can because it was misleading.''
- ''Putting missing words into text. '' – this answer was given four times.

1.2. Technical aspects

For evaluating the technical aspect of organising the escape room, a dedicated survey was distributed among the partners.

Every partner had a different opinion on how difficult it was to prepare the setting. Three answers were given, claiming that it was: very easy, rather easy and moderate. No partner described the setup to be 'a little difficult' nor 'very difficult'.

Regarding the time needed to prepare the escape room setting (including printing and organising all items), the answers were as follows: 30 minutes, 60 minutes, almost 2 hours. This gives an average of about 1 hour.

Two groups of participants needed 30 minutes to solve all the puzzles, while one group needed 20 minutes, what gives an average of about 25 minutes to solve the entire game.

Figure 3. *Students testing the Grape Escape scenario - Poland*
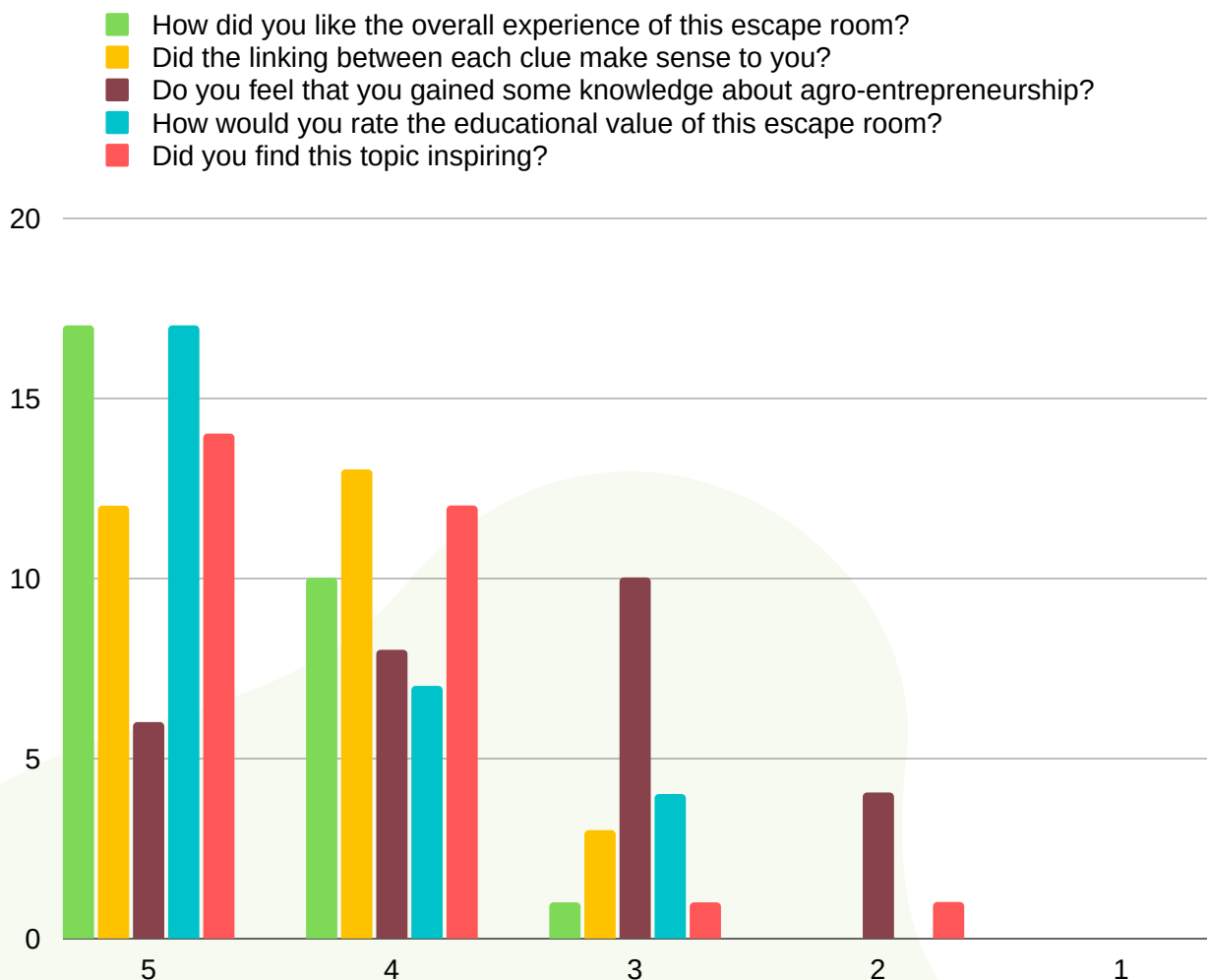
2. Curious Case of the Valley

2.1 Questionnaire results

This escape room scenario was tested by 3 partner organisations, gathering 28 people in total.
You can find the scenario here: https://agroedugames.com/the-curious-case-of-the-valley/
The chart below presents the answers provided by all participants to a dedicated evaluation
questionnaire.

The overall mean rate of this escape room scenario's aspects is 4.3 (1 d.p.).

Participants rated their impressions with the following average notes:

- overall satisfaction: 4.57
- the linking between clues: 4.32
- gaining knowledge about agro-entrepreneurship: 3.57
- the educational value of this scenario: 4.46
- the topic was inspiring: 4.39

■ How did you like the overall experience of this escape room?
■ Did the linking between each clue make sense to you?
■ Do you feel that you gained some knowledge about agro-entrepreneurship?
■ How would you rate the educational value of this escape room?
■ Did you find this topic inspiring?

Figure 4. *Frequency chart showing the number of respondents (y-axis) who chose each rating*
(x-axis) for each of the first five close-ended questions.

26 participants said that the time set for solving this escape room was adequate, while 2 of them indicated that it might have been shorter. None of the participants claimed that more time should have been provided.

The duration should have been longer
8%
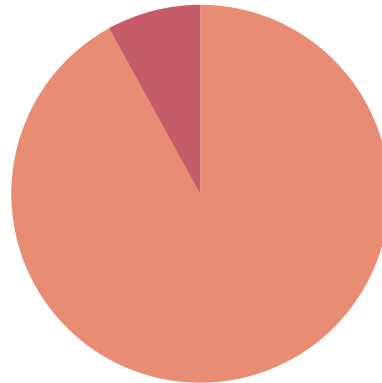
The duration was fine
92%

Figure 5. Frequency chart showing the percentage of respondents who chose each option for the question regarding the duration of the escape room game.

For the open-ended question "Did you gain any new insights during this game?"
almost all of the participants indicated that they did, while some of them decided to share some thoughts on that:

- "I learned about agriculture and pesticides."
- "Yes, that corruption can also be in agriculture."
- "Yes, about how corruption can interfere with agro-entrepreneurship." (there were three answers pointing that out)
- "I already knew about many things, but I enjoyed the way learning about them."
- "Yes, after the end of the game and after finding out the cause behind the disaster, we learned that the government would give compensation to the farmers for the destruction."
- "Teamwork."

For another open-ended question: "Please, include any other suggestions/improvements about our escape room." some participants shared their opinions:

- "I would make it in a little bit bigger room or with fewer participants so we can have more space and also collaborate.''
- ''The introduction could have been shorter. There should have been more puzzles and searching.''
- ''The folder that was on the desk could have been hidden somewhere.''

- ''We were not sure if we could take the flyer off the wall. The measurements with the grams were not exact.''
- ''It is actually great that there is technology involved in the ER. It is great for young people.''
- ''Congratulations on this initiative of bringing young people closer to the agriculture world.''

For the question "Which puzzle did you find the most entertaining? Could you explain, why?", some of the participants indicated the following:

- "The puzzle with the dates."
- '"All game was entertaining."
- "I would say the one in which we had to count the calories to find the solution. In my opinion counting calories is a really important deal in everyone's diet and this way it makes you realise how important it is.'' (there were five more answers mentioning that puzzle).

2.2. Technical aspects

For evaluating the technical aspect of organising the escape room, a dedicated survey was distributed among the partners.

Every partner had a different opinion on how difficult it was to prepare the setting. Three answers were given, claiming that it was: very easy, rather easy and moderate. No partner described the setup to be 'a little difficult' nor 'very difficult'.

Regarding the time needed for preparing the escape room setting, the answers were as follows: 30 minutes, 60 minutes, almost 2 hours. This gives an average of about 1 hour.

Two groups of participants needed 30 minutes to solve all the puzzles, while one group needed 20 minutes, which gives an average of about 25 minutes to solve the entire game.

Figure 6. Participants testing the Curious Case of the Valley scenario - Cyprus

3. Mastic Mystery

3.1 Questionnaire results

This escape room scenario was tested by two partners, gathering 7 people in total. You can find the scenario here: https://agroedugames.com/mastic-mystery/
The chart below presents the answers provided by all participants to a dedicated evaluation questionnaire.

The overall mean rate of this escape room scenario's aspects is 4.3 (1 d.p.).

Participants rated their impressions with the following average notes:

- overall satisfaction: 4.43
- the linking between clues: 4.29
- gaining knowledge about agro-entrepreneurship: 4.00
- the educational value of this scenario: 4.57
- the topic was inspiring: 4.00
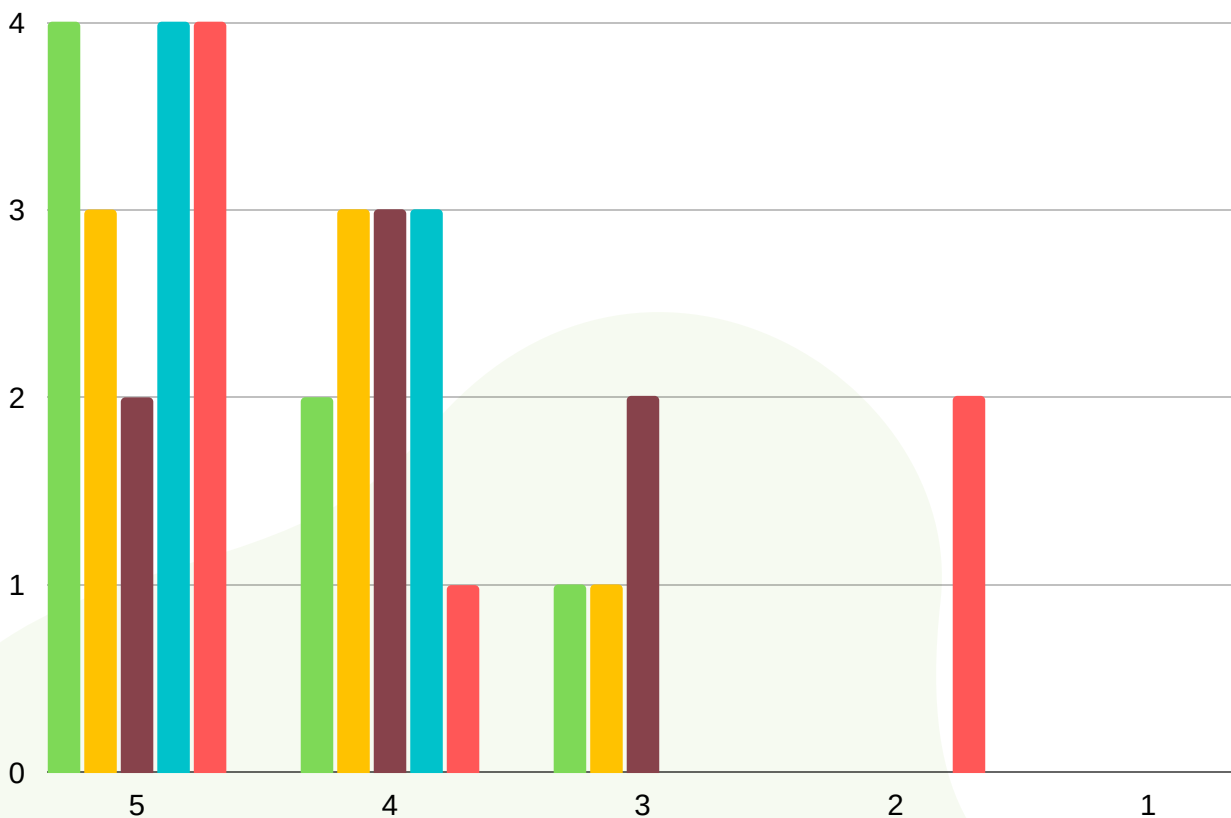
Figure 7. Frequency chart showing the number of respondents (y-axis) who chose each rating (x-axis) for each of the first five close-ended questions.

All participants agreed that the time set for solving this escape room was adequate.

For the open-ended question "Did you gain any new insights during this game?"
almost all of the participants indicated that they did, while some of them decided to share some thoughts on that:

- "We gained a lot of knowledge on the production process of mastic from the introduction and the diary entries during the game."
- "I learned how mastic is produced. It is also great how you can use a game to teach people "boring" topics."
- "It was very engaging to learn while being in an escape room."

For another open-ended question: "Please, include any other suggestions/improvements about our escape room." some participants shared their opinions:

- "For the puzzle with the ruler and the resin photos, the pictures were not clear."
- "The last puzzle was confusing because we thought we had to add all the prices."
- "Since it was challenging to solve the puzzle with the diary, please write the months in letters not in numbers."
- "For the last puzzle, there should have been no pictures from the second producer's products because that confused us."

For the question "Which puzzle did you find the most entertaining? Could you explain, why?", some of the participants indicated the following:

- "The puzzle with the photographs and the diary because it was important to notice the colour of the letters on the dates."
- "The first puzzle with the photo album because we needed to be very careful."

For the question "Which puzzle did you find as the most challenging one? Could you explain, why?", some of the participants indicated the following:

- "The puzzle with the catalogue and the prices because we had a hard time recognizing which product prices to add." (this answer was indicated three times in total).
- "Diary, as we could not find the pin because we use a different type of dates (month/day/year)"
- "The one with the scratches on the trunk. It was too hard to realize but game master helped."

3.2. Technical aspects

For evaluating the technical aspect of organising the escape room, a dedicated survey was distributed among the partners.

One partner claimed that it was rather easy to prepare the setting of this escape room, while the other partner stated that it was a little bit difficult.

Regarding the time needed for preparing the escape room setting, there was a discrepancy between the partners' answers which were 2.5 hours and 20 minutes (as this partner has already prepared this scenario during the LTTA).

The first group with 4 participants needed 25 minutes to solve all the puzzles, while the second group with 3 players needed 35 minutes.

Figure 8. *Participants testing the Mastic Mystery scenario - Cyprus*

4. Welcome to the Permaculture Garden

4.1 Questionnaire results

This escape room scenario was tested by two partners, gathering 12 people in total. You can find the scenario here:
https://agroedugames.com/welcome-to-the-permaculture-garden/
The chart below presents the answers provided by all participants to a dedicated evaluation questionnaire.

The overall mean rate of this escape room scenario's aspects is 4.8 (1 d.p.).

Participants rated their impressions with the following average notes:
- overall satisfaction: 4.92
- the linking between clues: 4.75
- gaining knowledge about agro-entrepreneurship: 4.75
- the educational value of this scenario: is 4.75
- the topic was inspiring: 4.83

🟩 How did you find the overall experience of this escape room?
🟨 Did the linking between each clue make sense to you?
🟫 Do you feel that you gained some knowledge about agro-entrepreneurship?
🟦 How would you rate the educational value of this escape room?
🟥 Did you find this topic inspiring?
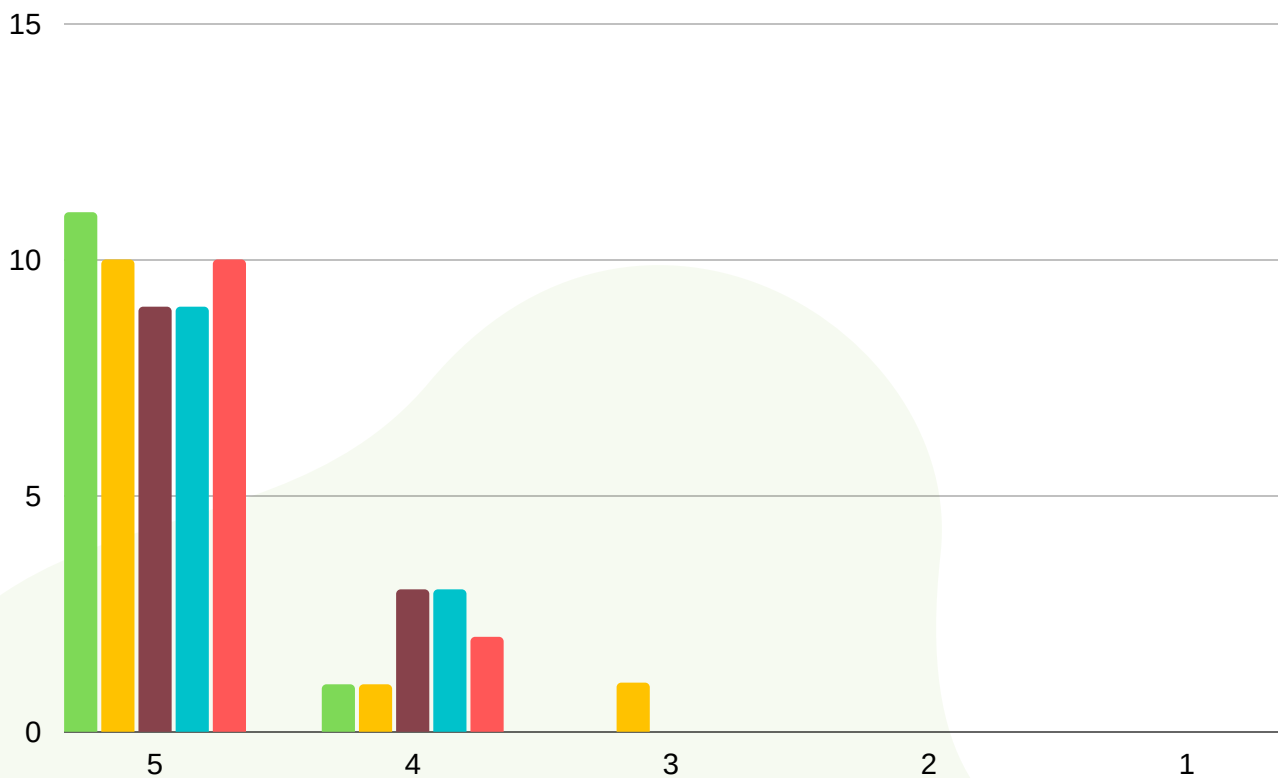
Figure 9. Frequency chart showing the number of respondents (y-axis) who chose each rating (x-axis) for each of the first five close-ended questions.

Twelve (12) participants, which was the total number of players for this scenario, said that the time set for solving this escape room was adequate.

For the question "Which puzzle did you find the most entertaining? Could you explain, why?", 10 of the 12 participants (whose answers were recorded) shared their thoughts, presented in the graph below:
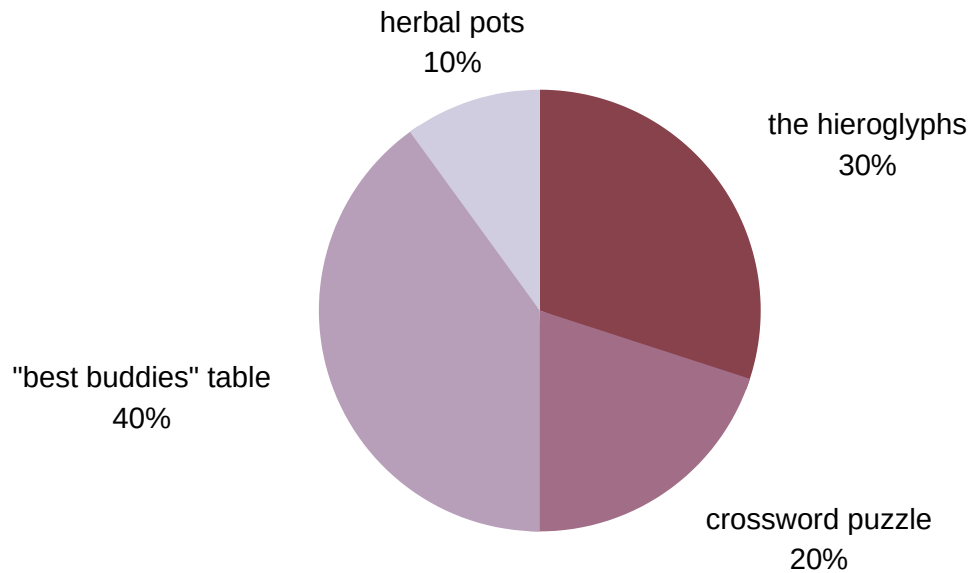
Figure 10. Frequency chart showing the percentage of respondents who chose each option for the question regarding the most entertaining puzzle in this scenario.

For the question "Which puzzle did you find as the most challenging one? Could you explain, why?" there were 3 puzzles given as answers by 11 participants:
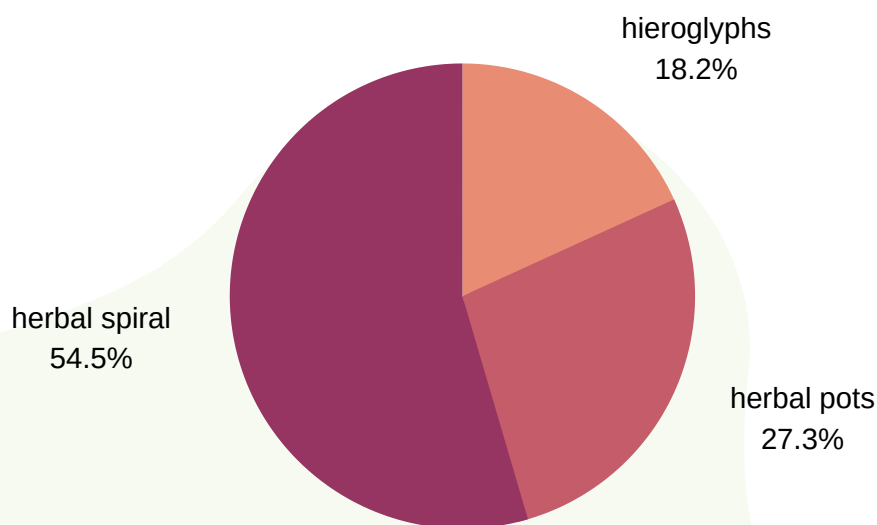
Figure 11. Frequency chart showing the percentage of respondents who chose each option for the question regarding the most challenging puzzle in this scenario.

For the question "Did you gain any new insights during this game?" there was only one answer: "Yes, I learned the meaning of permaculture."

4.2. Technical aspects

For evaluating the technical aspect of organising the escape room, a dedicated survey was distributed among the partners.

Partners testing this scenario shared their opinions on how difficult it was to prepare the setting. Two answers were given, both claiming that the difficulty was moderate.

Regarding the time needed to prepare the escape room setting, one partner claimed that it took 30 minutes, while the other partner said that it took 90 minutes.

One group of participants needed 15 minutes to solve all the puzzles, while the other group needed 25 minutes.
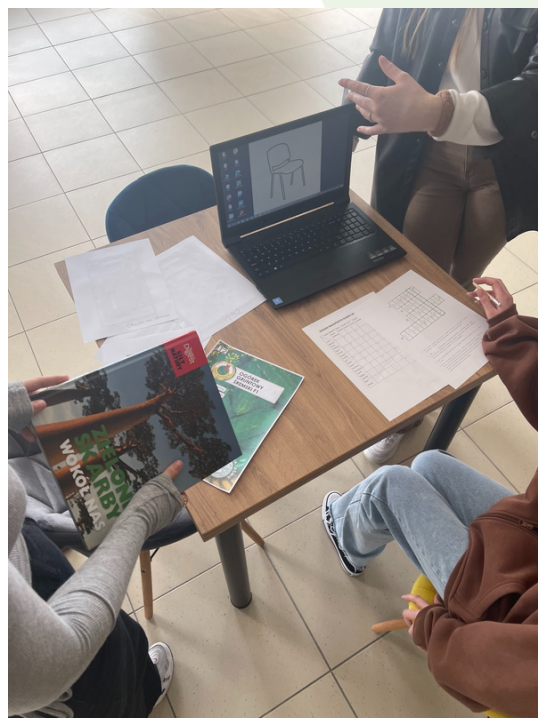
Figure 12. Participants testing the Permaculture Garden scenario - Poland
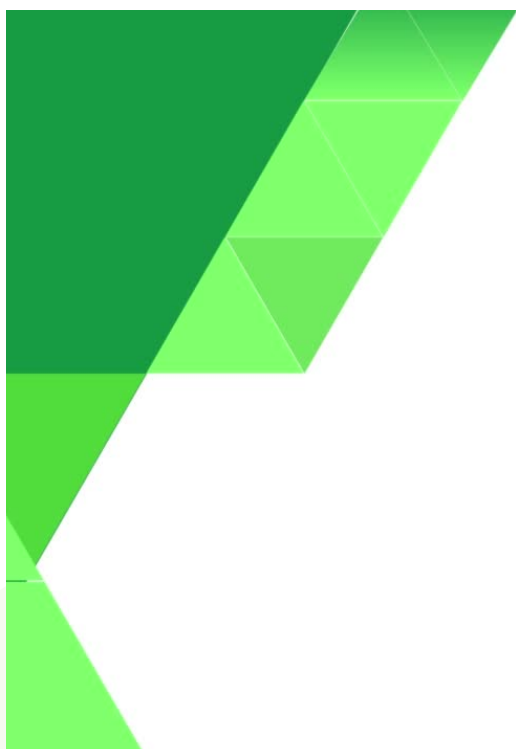
Figure 13. Video presenting the training session in Cyprus: https://www.youtube.com/watch?v=qaK0Ji1Z_Zg&list=PLYt6CdM3emR3os-yGMT8YryZEaFCW47Z_&index=2

5. The Inheritance

5.1 Questionnaire results

This escape room was designed in an online format. The participants use the link to access a Google Form. The survey is designed so that it guides the participants; the questions are either telling the story or provide puzzles to be solved so that one can proceed with the storyline. You can find the scenario here: https://agroedugames.com/the-inheritance/

This escape room scenario was tested by two partners, gathering 11 people in total. The chart below presents the answers provided by all participants to a dedicated evaluation questionnaire.

The overall mean rate of this escape room scenario's aspects is 4.2 (1 d.p.).

Participants rated their impressions with the following average notes:
- overall satisfaction: 4.09
- the linking between clues: 4.09
- gaining knowledge about agro-entrepreneurship: 4.27
- the educational value of this scenario: 4.09
- the topic was inspiring: 4.27
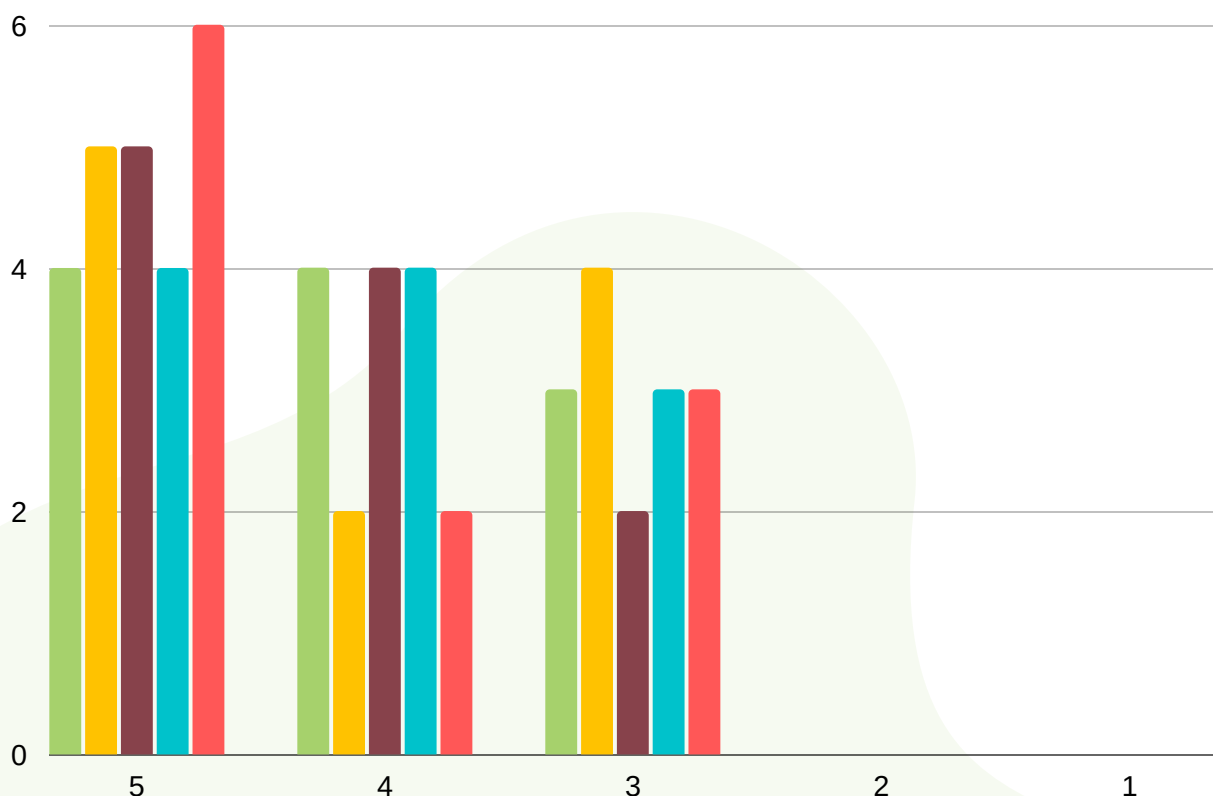
Figure 14. *Frequency chart showing the number of respondents (y-axis) who chose each rating (x-axis) for each of the first five close-ended questions.*

Five (5) participants said that the time set for solving this escape room was adequate, while 1 of them indicated that it might have been shorter and 5 think it should have been longer.
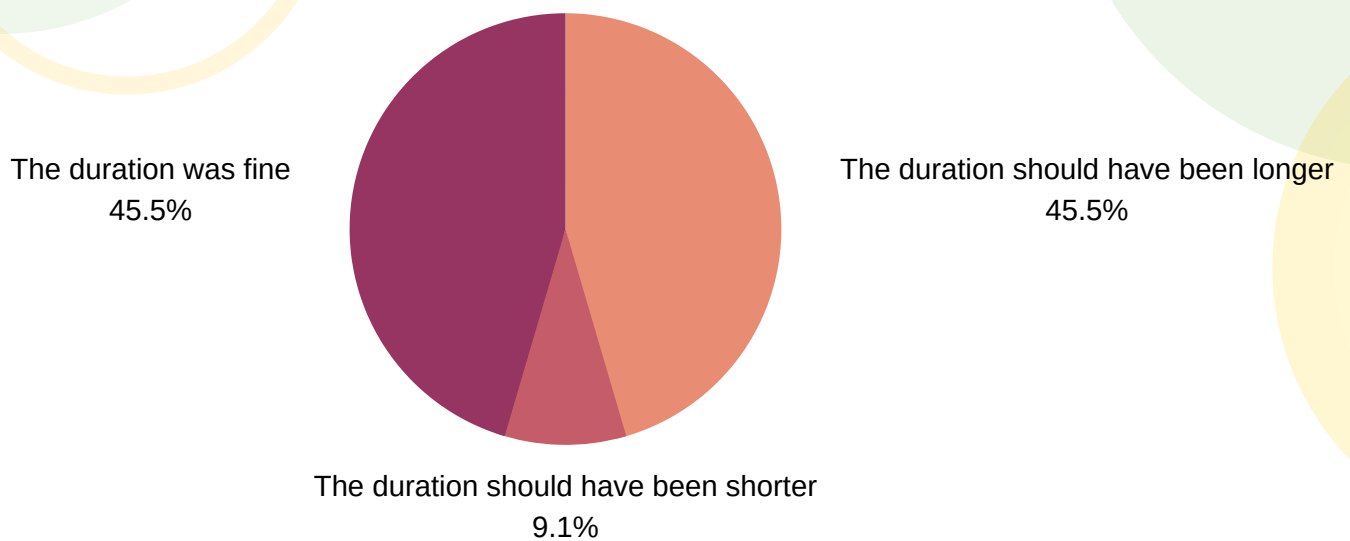

The duration was fine
45.5%

The duration should have been longer
45.5%

The duration should have been shorter
9.1%

Figure 15. Frequency chart showing the percentage of respondents who chose each option for the question regarding the duration of the escape room game.

For the question "Which puzzle did you find the most entertaining? Could you explain, why?", some of the participants indicated the following:

- ''The puzzle in which we needed to put in the right order the procedure of the olive oil, because you can learn from that.''
- ''How olive is produced because it gives a clear picture of the steps to be made.''
- ''The one with the residuals (matching numbers and letters) and the one with the google location.''
- ''The one with the recycling options because I had to think logically.''

For the question "Which puzzle did you find as the most challenging one? Could you explain, why?", some of the participants indicated the following:

- "Select the labels of the olive oil because it was a bit confusing which letter corresponds to which label."
- "Last one where we had to find three countries."
- "The processing phases. I had to google some things I didn't know."

When asked about the additional suggestions, the participants pointed out:

- ''I learnt of the whole olive oil production process.''
- ''The way it is designed is really engaging."

- ''It was great seeing an escape room in a different format.''
- ''Some puzzles were complex. In case of failed attempts, more hints could be given.''

5.2. Technical aspects

For evaluating the technical aspect of organising the escape room, a dedicated survey was distributed among the partners.

Partners testing this scenario shared their opinions on how difficult it was to prepare the setting. Two answers were given, claiming that it was easy.

Regarding the time needed for preparing the escape room setting, it was not applicable for this scenario.

One group of participants needed 30 minutes to solve all the puzzles, while the other partner gave a more detailed feedback:
"We organized 2 testing sessions for the inheritance scenario, one hybrid and one held totally online. In all testing sessions, the participants were unable to proceed after the third task, despite being given hints from the game master."

Figure 16. A slide from The Inheritance google form - Participants are asked to pick one of the options in order to proceed to the next task.

6. The Agro_EduGames Escape Card Game

To evaluate the card game, a dedicated survey was distributed among the participants:
1. How did you find the overall experience of this game? (1-5)
2. What did you find interesting about this game? Could you explain, why?
3. Is there anything you found challenging about this game? Could you explain, why?
4. Can you remember any specific puzzles or threads that you found somehow outstanding - difficult / easy / funny / interesting?
5. How did you like the role cards?
6. Is there any character (role) that you liked the most?
7. Do you feel that you gained some knowledge about agro-entrepreneurship? (1-5)
8. How would you rate the educational value of this game? (1-5)
9. Do you think that puzzles of this game reflect actual real-life situations that entrepreneurs can face? (1-5)
10. How did you like the visual aspect of the cards? (1-5)
11. Do you think that the time set for testing this game was adequate?
12. Did you gain any new insights during this game?
13. Please, include any other suggestions/improvements about our escape card game.

To evaluate the technical aspect of the game, the partners were asked the following questions:
1. How long did it take you to lay out the cards and prepare the game?
2. Was it easy for you to understand the rules?
3. How much time did it take for participants to finish the game?
4. How many people played the game?
5. In your opinion, were the participants engaged in the activity?
6. If you have any other comments regarding organization issues, please include them here.

6.1 Questionnaire Results

The card game was tested in every partner country, gathering 28 people in total. You can find the rulebook for the game and all the printing materials here:
https://agroedugames.com/io3-agro_edugames-escape-card-game

Challedu, the creator of this Output, conducted two testing sessions: one was in person, with printed cards and the second one was held online, using the tabletopia.com service. Tabletopia is an online platform functioning as a virtual online table where people can play board games when connected to the Internet. In other words, using this platform, one can create digital versions of own board games to promote, demonstrate, and play them! In the case of Agro_EduGames project, Challedu created this digital version of the "Farm Mysteries" Escape Card Game (Intellectual Output 3), in order to be able to test the game with people interested in participating in the online playtesting session.

The Agro_EduGames Escape Card Game 'Farm Mysteries' was playtested by Challedu in its beta version during the C1 activity and the Local Training Sessions using Tabletopia. The game has been updated, and its final version is available on Tabletopia here: https://tabletopia.com/workshop/games/tour-friend/1-8players-mystery-farms/test

We strongly believe that a digital version of our card game would be a great asset to the project, since it would allow youth workers and/or youth in general, to use this educational material remotely, also increasing the dissemination and sustainability of our project.

The overall mean rate of this escape card game's aspects by the 28 participants is 4.5 (1 d.p.).

Participants rated their impressions with the following average notes:
- overall satisfaction: 4.54
- satisfaction with the role cards: 4.57
- gaining knowledge about agro-entrepreneurship: 4.36
- the educational value of this game: 4.75
- the puzzles reflect real-life situations: 4.50
- the visual aspect: 4.46

How did you find the overall experience of this game?
How did you like the character cards?
Do you feel that you gained some knowledge about agro-entrepreneurship?
How would you rate the educational value of this game?
Do you think that puzzles of this game reflect actual real-life situations that entr...
How did you like the visual aspect of the cards?
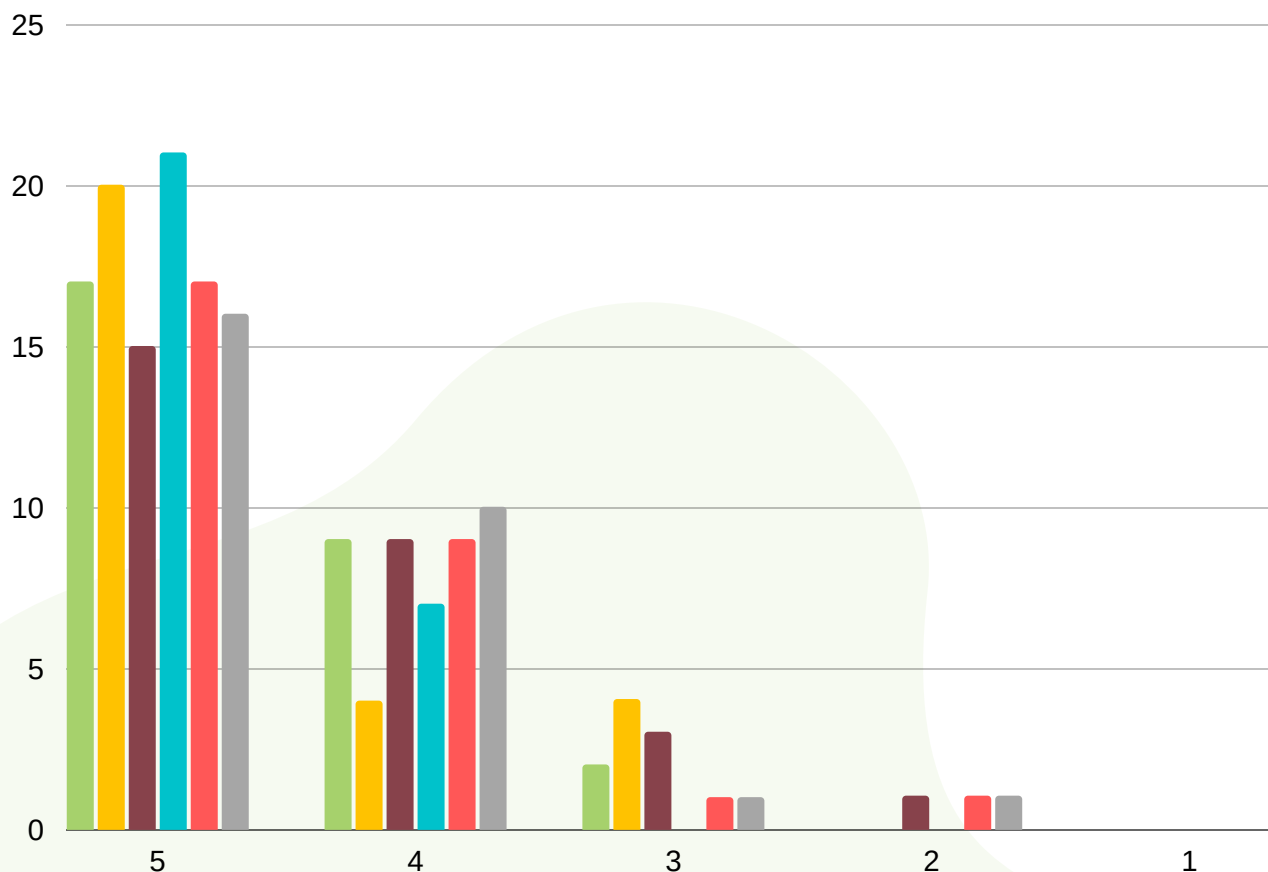
Figure 17. *Frequency chart showing the number of respondents (y-axis) who chose each rating (x-axis) for each of the six close-ended questions.*

Five (5) participants said that the time set for solving the card game was adequate, while 5 of them indicated that it might have been shorter and 5 think it should have been longer.

The duration was fine
45.5%

The duration should have been longer
45.5%

The duration should have been shorter
9.1%
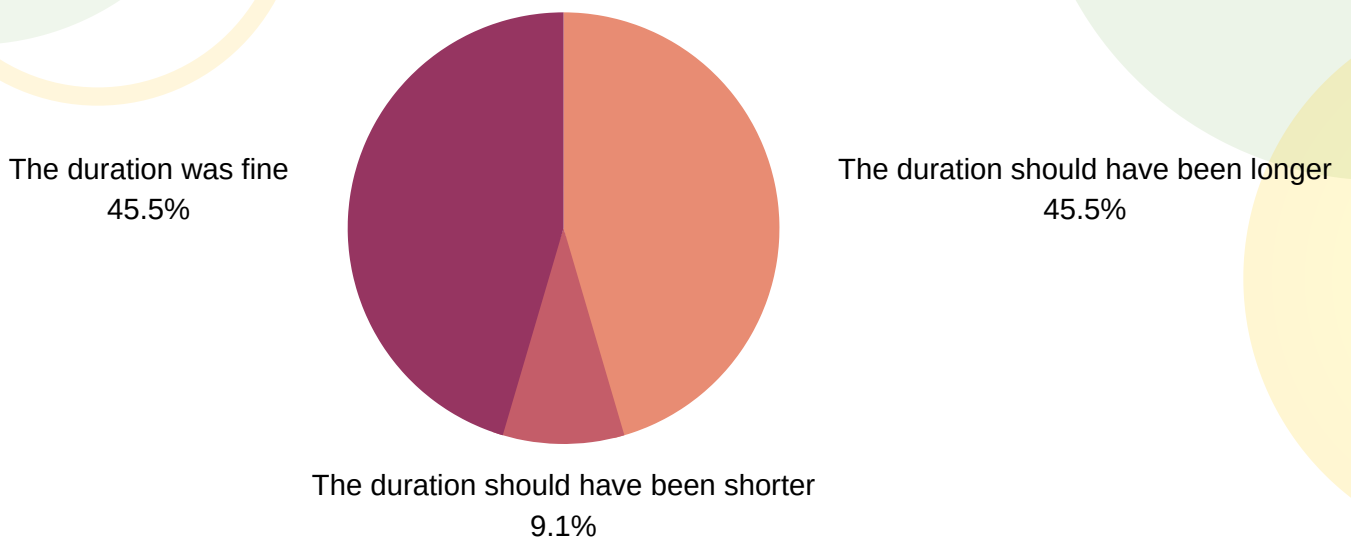
Figure 18. *Frequency chart showing the percentage of respondents who chose each option for the question regarding the duration of the escape room game.*

There were also some open-ended questions, to which participants provided some answers:
What did you find as interesting about this game? Could you explain, why?

- ''I had no idea about what is involved in running a business; so I found it very useful that this game gave an overview of this in a playful way.''
- ''Despite not having much knowledge of agro-entrepreneurship, the game helped us understand some of the business-related processes.''
- ''The game was exciting because it tried to make you think outside of the box and get to know what are the main problems/solutions of agricultural-related issues.''
- ''Having to collaborate instead of competing.'' (there were 4 more answers indicating that).
- ''The debate in each round.'' (there were 3 more answers indicating that).
- ''The whole idea of the game and the plot.'' (there were 3 more answers indicating that).
- ''The fact that we played a card game online.''

Is there anything you found challenging about this game? Could you explain, why?

- ''There is a challenge when u need to find the right clues as a team to solve the mystery.''
- ''Appropriate linking the threads.'' (there were 3 more answers indicating that)
- ''You need to think very logical and have clear mind all the time.''
- ''No, it was quite easy. Though we didn't understand well if the rounds and mysteries were part of a bigger story or unrelated to each-other.''

- ''The variety of clues but it is interesting.''
- ''The rules, but once the first mysteries were solved we could keep up with the game.''
- ''Familiarizing with Tabletopia platform which we used to play the game online, but other than this, the game was easy.''

Can you remember any specific puzzles or threads that you found somehow distinctive- difficult/easy/funny/interesting?

- ''One of the threads which I found funny was the story about the dog which ate the insurance contract.''
- ''The problems faced when the bugs invaded the garden.''
- ''The thread about cats was very nice.'' (there were 2 more answers indicating that)
- ''The leak of biowaste, it was very interesting!''
- ''The first dealing of the cards.''

Figure 19. Participnts playing the paper version of the card game - Spain

- ''It is interesting that the game contains the element of roleplaying.''
- ''The debate, argumentation and collaboration between the players.'' (there were 3 more answers indicating that)
- ''The use of mysteries was very interesting. the game graphics and scenario was as if in mystery games, which created a fun atmosphere.''

Is there any character that you liked the most?
For the economist, most answers said that his looks made him the most interesting character card. For the agronomist, one answer indicated that it was nice that a woman was set in this role.
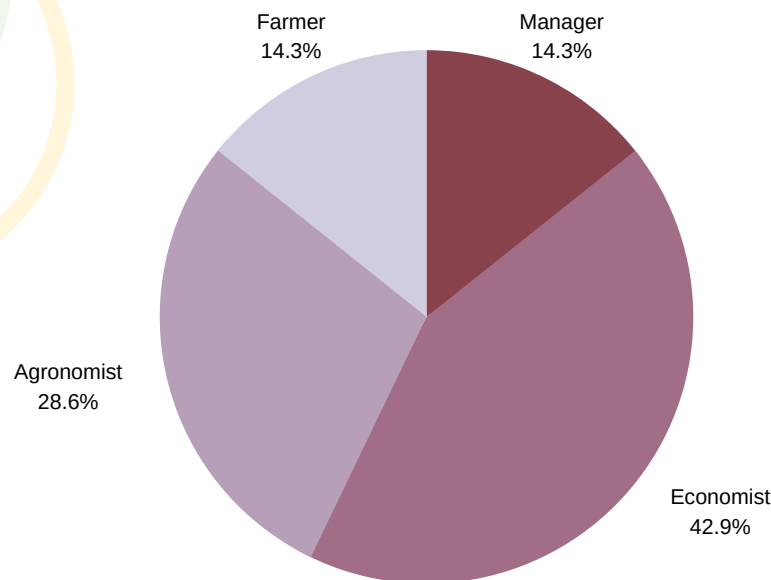
Figure 20. *Frequency chart showing the percentage of 14 respondents in total who chose each option for the open-ended question regarding their favourite character.*

Did you gain any new insights during this game?
- ''After playing and reading the solutions of the mysteries, we learned new things about agro-entrepreneurship.''
- ''Yes, mostly about creating games enhancing the learning process.''
- ''Yes, I am more confident.''
- ''About constructive debate.''
- ''Analytical skills and debate.''

Please, include any other suggestions/improvements about our escape card game.
- ''Clarifications need to be made to the rule book, for example extra rules, or steps between rules.''
- ''Roles didn't seem to have much meaning except from being somehow related to the mystery.''
- 'The debate should have a set duration. It can go on forever if not moderated.''
- ''This game could serve as a starting point for many topics in (agro)enterpreneurship education.''

6.2 Technical aspects

Two partners said that it took them 15 minutes to lay out the cards and prepare the game, one partner said it took them 7 minutes, and the other partner stated that it took them 2 minutes (as they were the main authors of this game).

Was it easy for you to understand the rules?	Was it easy to teach your participants the rules?
very difficult	very difficult
rather easy	rather easy
very easy	rather easy
very easy	rather easy

Figure 21. *Table showing the 8 responses given by the four partners to two close-ended questions.*

One partner claimed that it took the participants 15 minutes to finish the game, two partners said it was 30 and 35 minutes. A partner, who organised two sessions stated that it took approximately 15 - 20 minutes to finish the game both in paper and online version.

All partners said that their participants were very engaged in the game.

One partner shared a very important note:

"It would be good to find interactive ways of getting feedback from participants, maybe a mentimeter survey. Many people did not like to fill in questionnaires neither on paper nor online. "

Do's and dont's

How to organize a training session effectively? Is there a way to keep the participants interested? Why feedback from target groups is so important? Let's have a closer look at it.

Feedback is information provided by engaged parties (eg. teachers, peers, books, parents) about aspects of an individual's performance. Teachers or parents can provide corrective information, peers can suggest alternative strategies, books can provide information to clarify ideas, parents can provide encouragement, and students can find answers.

Feedback is somehow the "result" of performance, the consequence of providing your actions to the viewers.

Feedback is very often addressed in a learning context and so it is a part of the teaching/learning process. It is most powerful when it gives an overall opinion and helps to spot some mistakes, so it cannot express a total lack of understanding of the topic. That is why the group providing the feedback should be trained/informed before being asked for the assessment.

"If the material studied is unfamiliar or abstruse, providing feedback should have little effect on criterion performance, since there is no way to relate the new information to what is already known" (Hattie & Timperley, 2007).

During our Local Training Sessions, the participants watched a brief presentation covering the context of the IO2 and IO3 and their importance within the whole project. Thanks to that, they were given basic information so that, during the playtesting, they knew what they were testing and what for it was created.

Figure 22. Participants testing one of the escape rooms scenario
- Greece

Effective feedback requires careful consideration of givers, receivers and the environment. These three can be sources of some barriers to effective feedback.

1. Considering the environment, the barriers can refer to time, an isolated incident (lack of an established relationship) and a lack of privacy.
2. In the group of feedback providers, some barriers may include: fear of emotional reaction, unknown expectations (staff), uncertain of feedback utility, and lack of (feedback) training.
3. The group of feedback receivers can face barriers like: unknown expectations (learner), too early in the training process, overconfidence or lack of confidence.

The tips when giving feedback might be as it follows:
- Establish a respectful dialogue,
- Create shared goals,
- Share descriptive, constructive details based on direct observation.

Some tips when receiving feedback:
- Be an active participant and listener
- Ask clarifying questions,
- Identify and avoid triggers.

Based on the feedback from participants and organizations, some recommendations for organizing training sessions and playtesting can be given.

During the Local Training Sessions, there were no problems noticed when organizing the setup of the escape rooms. The participants were also very satisfied with the gameplay experience. The feedback provided by the participants was very valuable as it helped us to notice some aspects that could be seen only from the players' perspective. This helped us to draw some conclusions and create guidelines for organizing the training/playtesting session, with a focus on escape rooms.

Based on our experience, the tips presented below may be taken into consideration when organising a playtesting session:

1. Inform your participants about the context of the training - tell them what is the purpose of it, why it is valuable to gain feedback and how this event will contribute to the development of the project goals.

2. Carefully present the plot to the players. Let them understand well, what their role is and make them feel like they are part of the plot.

3. Be very specific when explaining the rules. During testing the card game, some participants reported that the clues were not obvious, and it made it difficult to play the game or took a long while to get to know the rules and start playing smoothly. The person organizing the game, the Game Master, needs to make sure that everyone understands everything and stays close in case any doubts occur later.

For the card game, it is good to have a printed version of the rulebook at the players' disposal. For the escape room, the game master moderates the game and gives hints if the participants ask for them. This is important because it helps to prevent players from doing pointless actions and getting bored or annoyed. Yet, the game master should interfere only if necessary, so that the players can have fun solving the puzzles on their own.

4. Apparently, the participants are not always eager to fill in the evaluation questionnaires. To avoid gaining little or no feedback, it is worth considering using a different form of collecting the answers from participants. For example, you can use the Mentimeter tool or try collecting oral feedback in an open discussion. However, if you decide to use the questionnaires, avoid asking participants to fill them in after the event - they probably won't do it. Instead, provide the links or printed versions of the surveys immediately after the play. Remember that in general, the respondents don't like answering open-ended questions. Try to construct most of the questions so that they require close-ended answers. Do not mark the open-ended questions as mandatory, as it might discourage the participants from submitting the questionnaire at all if it's online.

5. Stay flexible - don't strictly stick to all of the rules, as some of them are set to serve only as suggestions. For example, don't finish the escape room game after the fixed time has passed - inform the participants about that fact but let them continue the play.

6. Stay focused - observe and moderate the play, and always be there in case any problems occur. Be helpful but not insistent - interfere only if necessary.
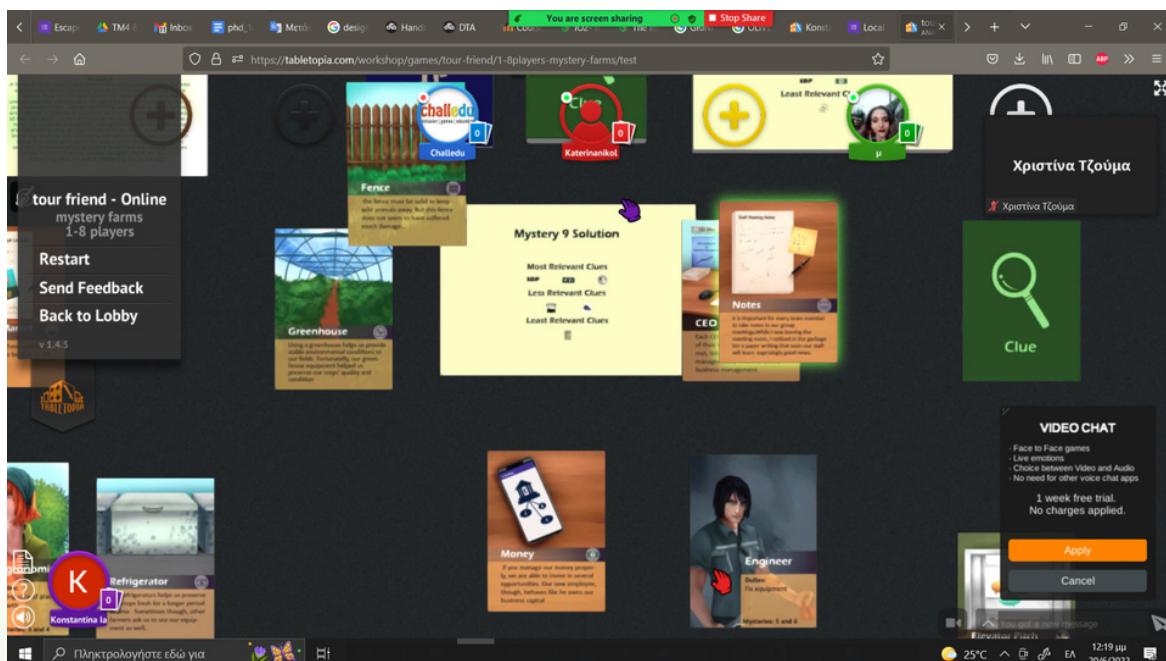

Figure 23. The online version of the card game - Greece

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