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REPORT ON CREATIVE AND INNOVATIVE MODEL OF SOCIOLOGICAL INVESTIGATION

E-LEARNING PLATFORM & ROLE-GAME

2ND INTELLECTUAL OUTPUT

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Introduction

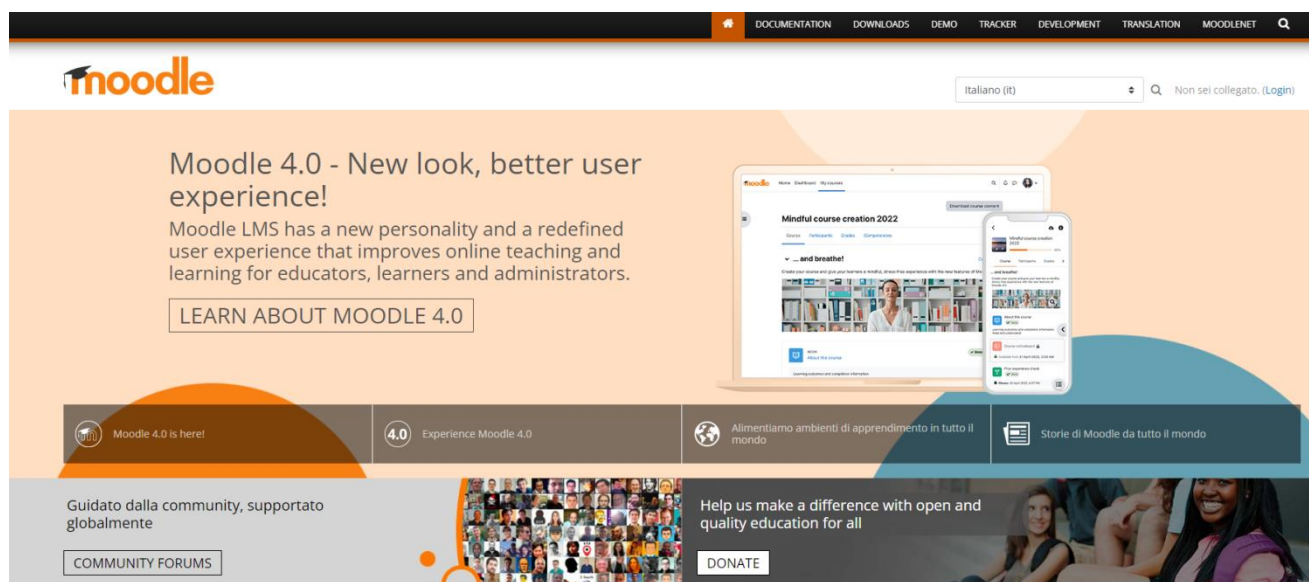
The aim of this report is to present the results of the second intellectual output, focused on the creation of the e-learning model.

The purpose of this complex model is to allow end-users, and therefore young people, both to learn information important for the development of their critical thinking and self-esteem, and to interact with fears and emotions and deal with certain situations through the role play, in which they will be helped and supervised by the Old Wiseman.

This report contains the characteristics of the platform, the main topics identified by the results of the first intellectual output, which structure the information part of the model, and the feedback provided by the partnership researchers.

E-learning platform chosen

The LIM technicians, after studying for months the platforms created to produce quality training courses, opted for the Moodle solution.



Moodle is a Learning Management System (LMS) designed for modular, dynamic and object-oriented learning.

To date, Moodle is the best e-learning solution because it is one of the most complete and popular open source LMSs, includes an easy-to-use administration system and monitoring tools for multimedia support and learning.

Moodle offers the opportunity for any trainer or teacher to design a virtual environment in which students from all over the world can participate in online courses and classes of all kinds.

It is precisely the collaborative learning philosophy behind Moodle that prompted Solutions' Heritage partnership to choose it as its e-learning platform.

Why did we create an e-learning platform for Solutions' Heritage?

Because we learn together through study, analysis, collaboration, sharing and reflection.

Because each student is valued for what they do.

Because up to six different roles can be inserted, each with certain characteristics.

The teacher, for example, will have the faculty to create and manage the courses, making available for the students all the learning material useful for conducting the online courses and passing the different assessment tests.

Students, on the other hand, will be able to take online classes at the times and in the ways that suit them best, using the materials proposed by the teacher.

It is a platform with several positive aspects:

1. attention to the role played by students, who are the real protagonists of the educational experience, which becomes more open and collaborative;
2. provision of Moodle e-learning communication tools,
3. greater interaction between people (sharing of ideas, collaboration in small groups, moments of discussion and reflection on experiences),
4. effective learning,
5. creative and innovative approach.

Solutions' Heritage Platform

The partner researchers designed five online modules that insist on soft skills and all those skills needed to deal with difficult situations:

- Module 1 – Creativity and inventiveness, led by DISUCOM;
- Module 2 – Emotional Intelligence, led by Zespół Szkół Mistrzostwa Sportowego STAL w Rzeszowie;
- Module 3 – Problem solving, led by Private Akdeniz Yükselis Anatolian High School;
- Module 4 – Resilience and adaptability, led by SERGED-Serik Youth Education, Culture, Environment and Sport Association;
- Module 5 – Communication and active listening, led by LIM Srl.



The screenshot shows the user interface of the Solutions' Heritage Platform. At the top, there are logos for 'solutions' heritage', the European Union flag, and text indicating it is co-funded by the Erasmus+ Programme. A user profile icon labeled 'Utente Amministratore' is on the right. Below the header is an orange navigation bar with 'Dashboard' and 'My courses'. The main content area has a breadcrumb trail: 'Dashboard > Courses > FORMAZIONE > Erasmus Project Solutions' Heritage'. On the left is a 'Navigation' sidebar with a tree structure showing 'Erasmus Project Solutions' Heritage' expanded, listing 'Participants', 'Competencies', 'Grades', and five modules. The main content area displays the title 'Creative and innovative model of sociological investigation' and a section 'The Intellectual Output 2 is the heart of the project.' followed by descriptive text about the model and its components.

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Thanks to the LMS system, LIM technicians created the training environment, managing the course and uploading materials within the modules.

They also uploaded the target group lists and informed the partners about the reports.

The role-playing game, suggested as a final exercise at the end of the e-training, will propose five different and uncomfortable situations that will challenge the young people chosen by the partners, who will start writing their own path. They will gradually be able to grasp the advice left by the Old

Wisemen, but only at the end will they know how they performed, which skills they have implemented or in which they were lacking.

The modules

Partners' researchers have designed, each for the assigned skills, four online information modules that insist on those transversal skills and all those skills necessary to face difficult situations, inserting within the advice of the Wise Men, precisely to create the interaction between the two generations, young people and adults.

Based on the situations that emerged in the intellectual output 1 and in order to proactively respond to possible situations of social distancing, the online role-playing game will be designed in which young people, in a playful context, will be able to compare and bond with peers elders (the Old Wisemen).

Through the five situations proposed within the role-playing game, students selected to pilot the model will be able to test the new skills they have acquired through the platform, and only at the end of the course will they find out whether to what extent they have developed more of one or the other skills.

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Beyond the end result, the most important thing is that the game itself is a source of learning. How? At the end of each stage of the game and before the students are asked to choose the best way to follow, the Old Wisemen will leave their maxims and tools to guide them toward:

- their empowerment,
- the promotion of well-being,
- the development of socialization processes
- the adoption of more inclusive behaviors
- the development of critical thinking
- greater connection with their families.

The innovation of the model lies in the following aspects:

- involvement of different target groups (young and adults),
- feeding of the intergenerational dialogue,
- creation of a virtual memory of the culture of three European countries,
- development for the new generations of "creative" tools to deal with current risks,
- development of skills that can reveal the opportunities to be sought in a critical context,
- creation of a role-playing game (through gamification), in which young people will face specific challenges and can be advised by the Old Wisemen,
- analysis of the path taken by each young person and communication of feedback (positive or improved) regarding the choices made, the achievement of better performance and the adoption of sustainable, inclusive and non-discriminatory behaviors.

The impacts that this specific output can have on the participants and on the long-term of the entire community are many:

- respect for the social value of the elderly,
- preservation of cultural heritage,
- development of soft skills,
- alternative use of new technologies (feeding the intergenerational dialogue online, conscious use of the Internet and digital devices).

Participating in the trial will be simple. Access to the platform will be quick and clear; in fact, it will be only necessary to enter the project website at the link <http://www.solutionsheritage.eu/>, select from the hamburger menu the item “restricted area” and follow the link to access the platform <https://sh.uniformando.it>. At this point, the home page of the Moodle platform for e-learning will open and, by entering the credentials provided by the trainers of each project partner, each student in the target group will be able to start his or her own training path in a completely autonomous and personalized way, choosing the content to be displayed, the skills to be deepened and the exercises to be carried out.

The e-learning course will begin with a short presentation of the project in which the innovative aims of the intercultural and transcultural dialogue developed by Solutions' Heritage and the steps that the partnership has gone through and will go through to develop the objectives of the project, which we remind to be:

- 1- state of the art of cultural heritage in Italy, Poland and Turkey;
- 2- collection and analysis of the "testimonials" of young people and adults involved in the project to create the basis for the design of a creative and innovative online sociological survey model (intellectual output 1), aimed at understanding the needs of young people and providing possible solutions, taking example from past generations. The outcome of items 1 and 2 was the creation of a virtual memory of the culture of three European countries that, through close collaboration, can provide new generations with the creative tools to deal with current risks and reveal the opportunities that can be sought in a critical context, just as our grandparents did in responding to the post-war crisis;
- 3- Creation of an online learning platform that will be technological, innovative, functional and engaging, as well as rich in content essential for the student's educational and personal career;
- 4- Creation of a role-playing game (intellectual output 2) in which the young people belonging to the target group will be protagonists and will have to face specific challenges, which will be made easier thanks to the online training course carried out earlier and thanks to the advice of the wise elders who will be provided as a guide to make better choices. At the end of the course completed by each kid, the score will be provided with guidance for better performance;

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At the end of the project, the partners will have enough material to write a *vademecum* (intellectual output 3) of the solutions to be adopted in emergency situations and social challenges.

The users, made aware of the importance of their role within the project, will become an active part of this complex model in which they will be able to acquire important information for the development of their critical thinking and self-esteem and, at the same time, interact with their fears

and emotions by dealing with the situations proposed within the role-play in which they will be helped and supervised by the old wisemen.

The structure of the online learning is rather simple to understand, as it consists of five modules, one for each skill group, plus a sixth and final module which is the role-play.

The soft skills modules all begin with an introductory video on the topic and a brief summary note of the skills that will be developed by attending the 4, 5 or 6 lessons (depending on the length and depth of content) devoted to that topic.

In detail, the modules will be composed as follows:

- **Module 1 - Creativity and Inventiveness**

- Introduction to the module: summary presentation, introductory video, explanatory slides;
- Lesson 1: Creative process;
- Lesson 2: Development of risk culture through behavioural memory;
- Lesson 3: Artistic creativity of micro communities: poetics of memory;
- Lesson 4: Reconstruction of landscape identities in geo-cultural contexts.

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The first module challenges several soft skills, all related to creativity and inventiveness; it involves the finding, combining, solving, and modifying different elements from the past, present, or future to discover new solutions for existing problems, existing solutions for new problems, or all possible combinations to better the current state of things.

- **Module 2 - Emotional Intelligence**

- Introduction to the module: summary presentation, introductory video, lesson plan;
- Lesson 1: What does emotional intelligence mean?;
- Lesson 2: The five elements of emotional intelligence;
- Lesson 3: Shaping emotional intelligence and 6 steps to improve it;
- Lesson 4: Emotions.

Through the study of the second module, the student will learn how to understand, use and manage your emotions in a positive way to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.

- **Module 3 - Problem Solving**

- Introduction to the module: summary presentation, introductory video, and steps of effective problem solving;
- Lesson 1: Problem definition;
- Lesson 2: List of all possible solutions;
- Lesson 3: Evaluating the options;
- Lesson 4: Choosing the best solution;
- Lesson 5: Create an implementation plan;
- Lesson 6: Communicate the solution.

At the completion of the third module, students will be able to activate the logic and the skills to overcome obstacles that by instinct or habitual behavior only they would not have been able to overcome.

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- **Module 4 - Resilience and Adaptability**

- Introduction to the module: summary presentation and introductory video
- Lesson 1: What is resilience;
- Lesson 2: How we can develop resilience;
- Lesson 3: Building resilience in the classroom;
- Lesson 4: Task;
- Lesson 5: Adaptability;
- Lesson 6: How to improve the skill of adaptability.

The fourth module will provide the tools to recognize a feeling when it arises.

- **Module 5 - Communication and Listening**

- Introduction to the module: summary presentation and introductory video lesson;
- Lesson 1: 8 steps to practice active listening;
- Lesson 2: The 7 components of the communication process;
- Lesson 3: Effective communication techniques;
- Lesson 4: Effective communication and active listening,

The fifth module will teach students not to take for granted many signals that sometimes seem obvious. Providing proper attention to the verbal, paraverbal, and nonverbal communication produced by the speaker is essential to catch its full and correct meaning.

Each submodule or group of submodules will also be paired with related quizzes that invite students to test what they have learned in the theory phase. More curious students will also have the opportunity to read and download numerous additional insights and exercises, which partner researchers have selected or produced and put at the service of platform users.

By the end of the course, students who have taken part in the project will have developed the skills to participate in role-playing and deal with the five situations related to the five training modules.

Partnership's feedback

Italy - LIM

The platform is designed in an essential, linear and straightforward form to allow the learners to better focus on the content of the course. The graphics of the homepage and introductory pages are eye-catching, with bright colours and motivating images, while the part devoted to the actual training is more schematic and quick, and in our opinion is an added value to the construction of tailor-made pathways for the user, as the last one will have no difficulty in finding the material he or she needs at any time, even without necessarily having to respect the order established by the platform creator. The skills are divided into small groups, also called modules, and the lessons always follow approximately the same pattern:

- 1- introductory class;
- 2- lessons on specific aspects of those skills;
- 3- quizzes ;
- 4- in-depth material or exercises.

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We find it very useful to have attached to each module a few descriptive lines of the topic to be covered since these summaries, or subtitles as they may be called, respond to the dual function of both prompting the user to learn more and referring to the topic by study in the uses following the first.

The introductory class does not follow a standard; in some modules it is the trainer himself who introduces the program or topic, creating a direct and visual link with the listener, while in other modules the subjective confidential introduction gives way to more technical and articulate presentations. The choice to alternate the structure and the presentations was dictated by the desire to stimulate the student who finds himself acquiring not only different content but also different learning methods.

The presentations contain interesting and sometimes enlightening information for both students and a potential adult audience. The skills covered in the modules are soft skills that everyone should possess and develop logically as well as instinctively, and the platform actually provides the tools to learn how to do this rationally.

At the end of each module, students can test themselves with short quizzes designed to check their immediate understanding of the training content. Nowhere is there anything to be said about the content, which again appears prompt and relevant, yet again it would be preferable to maintain the linearity of the structure; that is, the quizzes should have the same position for each module, whether it is at the end of each sub-module or at the end of the entire module and not a bit of one and a bit of the other. Of course, even in their current position they fully satisfy their function, although they do so in an uncluttered way, at least in form. The user, once familiar with the platform, should be able to rely on a consequentiality of content that simplifies its usability.

Introduction, modules and quizzes would be exhaustive in themselves, however, each topic is related to an in-depth section dedicated to those who wish to complete the topic with additional documents or exercises. In terms of replicability, the fact that the modules can be in-depth means that the target audience can also be broadened to a more adult audience; on the other hand, it is difficult to imagine that a young person between the ages of 14 and 19, for pure enjoyment, would approach in-depth, sometimes rigorous scientific papers, and in any case in English, which is the language used by the project.

Apart from a few improvements related to the uniformity of the structure, we find the platform and its contents very interesting, functional to the goals of the project and to both the school and personal growth of the students. The graphic and technological aspects seem to fully meet the needs of the target audience and in general of the new generations and the need for fast, immediate and attractive layout.

The aspect that constitutes the added value of the in-house training program is the playful aspect into which the course flows. The role play created to put into practice the skills developed through

the e-learning course is both a test of learning and a motivational element that through curiosity stimulates knowledge.

Poland - STAL

The material included in the platform was presented in an interesting, engaging and non-monotonous way. A variety of multimedia techniques and additional elements were used to present the content of the Modules, thanks to which each Module looks modern and encourages the target group to become familiar with its content.

Through to the use of different types of tasks and the classification of their level of difficulty, the target group has the opportunity to acquire skills effectively. In addition, the Modules contain interesting and out-of-the-box learning exercises, allowing the recipients to refer to their own experiences and develop creative thinking. An additional advantage of the e-learning platform is the good quality of the content of the posted materials and the clarity of the site, which can be browsed freely.

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It is important to pay attention to the register of the language in which the material is transmitted. If the platform is intended for students (teenagers), the language could be more accessible to a specific age group. Secondary school students may encounter difficulties in understanding and processing some of the theoretical content posted on the platform.

Turkey – Yükselis School and SERGED

The e-learning platform was examined considering young students aged 14 to 19, which is the target group of the project.

The e-Learning platform was examined on three main themes.

1- Innovation;

- 2- pedagogical approach;
- 3- usability.

From the prospective of innovation the topics of the e-learning platform are supported by good theoretical and visual materials in order to gain skills in the 21st century. Educational Technology content development programs used in the e-learning modules support an innovative learning approach; it was seen that the platform was supported by technological learning tools aimed at

attracting the attention of young learners and increasing their desire to learn. The platform modules are suitable for the target group in terms of learning content, topics and techniques used. Wanting to suggest an improvement, it would be more useful to apply more language variety in publishing the content.

In the aspect of the pedagogical approach, the e-learning modules included theoretical and visual materials and assessment sections, and it was seen that the learning outcomes were suitable for individual assessment and self-assessment. The platform will help create more effective learning outcomes through case studies. Based on the above characteristics, it was determined that the content of the learning platform designed according to the hybrid learning model in terms of target groups is sufficient and inclusive. It was determined that the learning platform has a wealth of content that can be used not only for the target group, but also for other youth and adults facing similar problems.

Regarding the level of usability, the technological infrastructure of the learning platform was easy to use and comprehensible.

Italy - DISUCOM

The materials included in the platform are exhaustive and prepare for the different quizzes. The complete and easy-to-consult modules are all preceded by an introduction video. The different graphic layout of the modules creates greater evidence on the individual issues, increasing interest in

the user. Activities stimulate creativity and communication. However, the sub-modules must always be the same in number.

The communicative approach and the methodologies related to them promote a meaningful and contextualized learning through quizzes that simultaneously bring into play intellectual and reflexive, manual and creative skills, stimulate comparison with others and develop the critical spirit, essential skills for an active insertion in society. Specifically, a learning path is proposed that leads to a final role-playing game with five important situations, in order to arouse the interest of the young user, and therefore the motivation, based on curiosity, challenge, reflection and collaboration with the others.

Concerning individual module assessment quizzes, it might be interesting to include multimedia objects, such as images or sounds, alongside the questions or possible answers. Quiz results could also be saved permanently on the user's PC (or on a web server) in two ways: sent to a web server that is in charge of storing them and making them available for reference later (in this case, the quiz can be run simultaneously on several computers on the Internet/Intranet where the web server is in charge of collecting the quiz results) or sent via e-mail (e-mail to a dedicated e-mail address). Thus, the idea is to use quizzes not only as a self-assessment tool, but also as a versatile tool for archiving the results of a test or simulation.

The role-game

The role-playing game was chosen to approach the practices of young people and to test, in a playful way, the skills acquired during training. The idea of creating a role-playing game was born from the increasingly popular practice of gamification, that is, the use of game design elements in non-play contexts to motivate specific groups of users to achieve a certain goal; for the project, the acquisition of some soft skills.

The characteristic elements of gamification that we adopted are as follows:

- **rankings:** each player is associated with a score that they can compare with other players or with their own previous performances;
- **badges:** symbols used as rewards upon reaching a goal and often collectible as trophies. In Solutions' Heritage game, badges are the coins that the user will collect by overcoming obstacles and answering questions, and since there are no wrong answers, only answers that are more right than others, the user will still collect the coin associated with the question and, along with it, the advice of a wise old man about that situation. For each level there will be five collectible coins, and the weight given to the coin by each answer will compose the outcome at the end of the game.

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The situations in the game relate to the following critical issues:

- Situation 1. Failures at the University
- Situation 2. Face to face with anxiety, anger and sadness
- Situation 3. Being victims of the system
- Situation 4. Job losses
- Situation 5. Negative health diagnosis

The design of the game is presented as a stage path, and each stage corresponds to one of the critical situations mentioned above to be solved by making decisions in which the logical use of skills learned during training is essential for satisfactory results.

For each situation and level a game screen opens, a kind of obstacle course dotted with 5 coins to collect. When the user collects the coins automatically a narrative of a rather common critical situation appears with which one must get familiar.

As an example, let us cite the first situation imagined for the game:

"Marco is an engineering student but has problems with dyslexia. He has good friendships but does not talk about his problems often for fear of being judged. His family is very concerned about his learning disorder and sometimes stresses him out."

At this point, the step-by-step process of trying to analyse and resolve the situation begins:

"stage 1: Marco is engaged to a nice but very demanding girl, and in order to keep up with her demands, Marco failed the last exam."

Associated with each stage is the advice of the old wiseman that precedes the question and urges the correct reasoning to be adopted:

"Advice of the old wiseman: have the courage to ask for help, without being ashamed of your condition."

"Question: what should Marco do?"

After the question, four possible answers appear corresponding to as many attitudes the character might adopt. The attitudes imply the enactment to a greater or lesser extent of one of the skills acquired during training, and depending on the answer it will be possible to give evaluative weight to the player's preparation and thus delineate his or her curricular profile of soft skills.

The possible responses to the example given are:

- A. Mark needs to reflect on whether the failed exam is an isolated case or whether he needs new study tools;
- B. Mark blames the professor for his failure;

- C. Mark focuses on the most difficult part of the program and asks for a meeting with the professor.
- D. Marco asks for a meeting with the professor and calmly explains his dyslexia and asks if there are compensatory tools for dyslexics.

Once the answer is chosen and selected, it will be possible to continue with the other stages of the path, and at the end of the five stages, the player will be able to go directly to the next level with a new critical situation and another 5 stages to solve it; so on for five levels at the end of which it will be possible to have a framework of the player's game history and the degree of development of his or her skills. It is not a game in which one wins or loses, but in which it is possible to do more or less well by setting aside instinct and putting into play the knowledge acquired on the platform.

The weights assigned to the answers are 25, 50, 75, and 100. In the specific situation reported, for example, answer a, in line with expectations, has a weight of 50; b, below expectations, has a weight of 25; c, above expectations, is worth 75; d, well above expectations, is worth 100. Thus, the fact that the student chooses one answer over another is an indicator of the degree to which he or she has developed the competence needed to solve that particular situation, which may also happen in real life.

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In role-playing games, different from classical lessons and many areas of daily life, young people get excited, create friendships, compete and lose time cognition. With gamification, we have taken the best of games to enhance the formation of Solutions' Heritage model, which would otherwise be less engaging. This is precisely why children are informed about the game from the very beginning of the training, so as to whet their appetite for learning for the next competitive goal of overcoming the game.

Since there are no right or wrong answers in this game, but there are only better paths than others, students can repeat the game as many times as they want to check learning progress and improve some skills. they can repeat the training or deepen the topics in which they are lacking, always motivated by the incentive to put themselves on the game, literally.

Partnership's feedback

Italy – LIM

The idea of transforming online education into a role-playing game is the model's winning strategy. Students' learning is moved, in this way, by powerful motivators such as curiosity, competitiveness, interactivity and the purpose of successfully achieving a specific, playful goal.

Idea and content of the game are successful. Even the situations imagined by the partners, due to the fact that they have characteristics that could easily occur in real life, seem able to capture the attention of the user who will want to identify with the game character.

The graphic creation is very simple but impactful and useful to the purpose of the model.

From a functional and application point of view, however, some improvements would be suitable. Respecting the order of the game, comments and suggestions follow:

- credentials to play the game must be entered in special boxes between which one can move only with the mouse, when it would be more instinctive to move within them with the Tab key and, equally, by pressing the Enter key to start the game;
- in the explanation of the practical functions of the game, the letters A and B are identified for movement. Indeed, movement is also possible through the arrow keys, but if you wanted to use A and D it would be good to specify which one moves to the right and which to the left;
- it is not possible to return to the explanation page without re-entering credentials. Why not make this possible? Therefore, at least at the beginning of the first level, it would be helpful to have pop-up text that says, for example, "move forward with the D key and jump over obstacles with the space bar to collect coins and start the game...";
- the old wisemen's advices, which are instrumental in choosing the best answer, appears immediately after the statement of the critical situation, but before the questions. Wouldn't it be better to have the advice after the question, immediately before the possible answers?;

- there is no indicator of where the player is along the path. A progress bar could be added to let the user know if he or she is reaching the end of the game;
- after choosing the answer considered to be the best, the phrase "continue to the next step" appears. On the other hand, it is possible that the student expects immediate feedback to the given answer, as a kind of reward, a stimulus. One could simply precede the sentence by even a general compliment, such as "well, continue the path," "good, keep going.", or with the partial result;
- once the level is passed, the player moves on to the next stage, but nothing in the map indicates the player's progress. It could be possible to erase the level crossed with an X or to mark out the path from one level to the next.;
- it would be useful, though not essential, to be able to save the progress of the journey in case the player wishes to complete it at a later time;
- a review of English language texts is recommended;
- also the Italian text could, in some points, be summarized and simplified;
- unlike the e-learning platform, the role-playing game is not supported by mobile devices. Accessing and enjoying the game from smartphones would also be useful for replicability purposes.

Nice is the choice of matching different symbols to each box depending on whether it is a question (question marks), a situation (red flag) or old wisemen advice (the image of the wise adult) to have additional graphic references about the intention of the script.

Besides suggestions for improving the usability of the game, the digital game product fully meets the goal for which it was created. In the course of the training, the awareness of having to deal with a game that tests the skills developed is definitely a stimulus. The game situations cover all the training modules, and the texts are simple, straightforward and understandable, so that the student does not have to focus too much on the textual content but rather on the actions to be taken to solve the critical aspects of the events, while activating the new knowledge related to the skills needed to develop a successful path within the game and in life.

Poland – STAL

The role-playing game is well performed, with clear graphics and good content. However, the English language texts have some smears and inaccuracies in translation, spacing and speech patterns that need to be revised. Therefore, a general and thorough review of the content is recommended.

Turkey – Yükselis School and SERGED

The role-playing game contains topics in line with the project goals in general terms and presents challenging solution suggestions for participants. Turkish researchers from Akdeniz Yükselis Anatolian High School and SERGED observed some typos in the English version of the game, and some interrogative sentences do not begin correctly with an interrogative tag.

The game is divided into five parts, and the Turkish researchers believe that the distribution of topics is informative and inspired. These are common and contemporary problems to which equally good answer solutions are linked. The scenes and music in the levels add to the attractiveness of the game, however, the partners would like to propose a two suggestions to improve it:

1. at the end of the game a window opens with the results of the test and, consequently, with the player's level of learning. It would probably be useful to be able to process the results obtained through the possibility of visualizing, for each question, the scores attributed to the answers, so as to better understand what, if any, gaps need to be filled and to be able to realize what are the best choices to adopt in the future;
2. to make the national versions attractive and useful in terms of attractiveness, would it be nice to be able to add some Turkish and Polish proverbs to the relevant language versions of the game? This would, among other things, be in line with the intention of giving an intergenerational dialogue dimension to the project.

Italy – DISUCOM

The idea of providing a role-playing game at the end of the e-learning experience makes it extremely stimulating because it increases the user's interest, his or her motivation based on curiosity, challenge, reflection and collaboration with others. The game appears clear, simple in its development and interesting in its proposed themes. The graphics are engaging, the music creates rhythm and stimulates level progression.

The following are some observations that may improve user engagement and support learning:

1. Consider assigning a partial score for each answer in the level addressed. Represented in an increasing graph, constantly visible on the screen for all levels. The total partial score obtained for each level can be visible through a drop-down icon on each island of the home screen.
2. The game for each level could end, before starting the next level, with a summary of how to perform with respect to the initial question of the developed level. In this case, the partial value could also be displayed as a goal achieved.

Conclusion

The second result of the project was a success both from the partners' creative and experiential aspects and from the content point of view. The partners' prior expertise, the state of the art conducted in the first phase of the project, along with the skills and interests survey conducted on the target student samples, made it possible to create a technologically advanced, educationally and personally enhancing online learning pathway.

The e-learning platform and its content are engaging and in no way monotonous, presenting a wide variety of multimedia techniques and module content rich in substance and with a modern, lively and fresh design. The layout is colorful and sympathetic in the first part of the presentation and more linear and sober in the module part, which allows for greater comprehensibility and memorization when using and switching between the various module contents. Some of the in-depth materials have a register that is not always suitable for the age group of the young people who will participate in the experiment (14-19 years old), however, they are an added value that will enable their dissemination to a more adult and prepared target audience as well. The ease of use and simultaneity, as well as the expendability of the content, mean that the platform's target audience will be enticed to familiarize themselves with its content. In addition, the training course develops an interesting interactive aspect due to its numerous extra documents and learning assessment quizzes.

The innovation lies in the role-playing game that is suggested at the end of the theoretical learning. Thanks to the gamification technique, the student will, from the very first lessons, have a greater incentive to maintain high concentration. The desire to learn increases if there is a playful purpose near and a comparison with peers. Role play increases curiosity, challenge with oneself and others, reflection and collaboration with others. Through the critical situations to solve posed by Solutions' Heritage game, the student can test acquired knowledge while having fun.

Sitography

<https://www.nextre.it/che-cose-moodle/>

<http://www.solutionsheritage.eu/>

<https://sh.uniformando.it/>