



HUMANISTINEN
AMMATTIKORKEAKOULU

OPINNÄYTETYÖ

Creative teaching methods in education –
YKON´s World Idea Game pilot-project for upper secondary schools.

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Kulttuurituotanto (240 op)

05 / 2013

HUMANISTINEN AMMATTIKORKEAKOULU

Kulttuurituotannon koulutusohjelma

TIIVISTELMÄ

Työn tekijä Sari-Anne Lindsten	Sivumäärä 38 ja 5 liitesivua
Työn nimi Luovat opetusmenetelmät – YKONin Maailman Ideapelin pilottiprojekti lukioympäristössä	
Ohjaava(t) opettaja(t) Arto Lindholm, Jyrki Simovaara	
Työn tilaaja ja/tai työelämäohjaaja YKON ry	
Tiivistelmä <p>Opinnäytetyössä tutkittiin <i>Maailman Ideapelin</i> soveltuvuutta lukioympäristössä ja opetuksessa, sekä itse pelin rakennetta ja sisältöä osallistujien näkökulmasta. Maailman Ideapeli on vuorovaikutteinen työpaja, joka perustuu ajatukseen yhteiskunnan ongelmien pohdinnasta ja ratkaisemisesta. Pelin aikana osallistujien ideoita kehitellään ryhmissä, joiden pohjalta luodaan uusia toimintamalleja käytännön tasolle. Laajemmassa mittakaavassa työn tavoitteena oli selvittää vaihtoehtoisten oppimismenetelmien kysyntää ja soveltuvuutta lukion opetussuunnitelmaan.</p> <p>Maailman Ideapelin soveltuvuutta lukioympäristöön tarkasteltiin vallitsevien opetussuunnitelmien, pedagogisten suuntausten ja luovien opiskeluympäristöjen näkökulmasta. Maailman Ideapelin sisältöä ja rakennetta tutkittiin kvantitatiivisen kyselyn avulla, jonka pohjalta voidaan jatkokehittää peliä soveltuvammaksi lukioympäristöön. Tulosten perusteella voidaan myös kehittää jatkossa pelin sisältöä ja rakennetta.</p> <p>Palaute kerättiin Työväen Akatemialla 14.2.2013 järjestetyn Maailman Ideapeli –pilotin jälkeen. Tulosten perusteella ei voitu tehdä yleisiä koko alaa koskettavia päätelmiä, koska tutkimusotos ei täyttänyt kvantitatiivisen tutkimuksen määrällisiä vaatimuksia. Kohderyhmä oli lähellä lukioikäisten luokkaryhmää. Tällöin tutkimusta voidaan pitää ennakkopilottina, joka edesauttaa tilaajaa kehittämään peliä varsinaisten pilottien järjestämiseksi.</p> <p>Opinnäytetyön tilaaja toimii taiteilijajärjestö YKON ry, joka on motivoitunut tutkimaan vaihtoehtoisia kulttuureja, moderneja utopioita ja yhteiskunnan rakenteita. Erityisenä mielenkiinnon kohteena on yhteiskunnallinen vaikuttaminen ja osallistavat toimintamallit.</p> <p>Tutkimuskyselyn tuloksena syntyi kehitysehdotuksia pelin parantamiseksi ja oppimisen teorian tarkastelun avulla pystyttiin määrittellä pelin opetukselliset tavoitteet.</p>	
Asiasanat lukiot, opetuskokeilut, pedagogiikka, työpajat	

HUMAK UNIVERSITY OF APPLIED SCIENCES
Cultural Management Degree in Applied Sciences

ABSTRACT

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Title Creative teaching methods in education – YKON’s World Idea Game pilot-project for upper secondary schools.	
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Subscriber and/or Mentor YKON ry	
Abstract <p>In this bachelor thesis the focus was to research the <i>World Idea Game</i>’s adaptation to upper secondary school pedagogy, and also to research the content and structure of the game by the participants’ point of view. The World Idea Game is an interactive workshop focused on the discussion about the problems of the society and creating solutions for them. During the game participant’s ideas are developed further on the level of concrete operational models. In a wide perspective the aim for this thesis was to research the possibilities and demand for alternative learning methods in upper secondary school pedagogy.</p> <p>The adaptation of the World Idea Game for upper secondary school environments was scrutinized through current educational curriculums, pedagogical trends and creative learning environments. The content and structure of the game was researched by a quantitative survey. Based on the survey the game can be developed more suitable for upper secondary school environments. Based on the results the structure of the game can be modified and improved.</p> <p>The feedback was sampled in Worker’s Academy on the 14th of February 2013 after the game-pilot. Based on the results it is not reliable to make any generalisations about the field of study, because of the sample did not fulfill the quantitative requirements. The focus group was in the same age range as upper secondary school students. Therefore, the research can be seen as a pilot of a pilot, which will support the subscriber to develop the game further for the actual pilots.</p> <p>The subscriber for this thesis is an artist group YKON. Its members are dedicated on exploring alternative cultures, modern utopias and structures of society. The focus is especially in societal participation and activative models of operations.</p> <p>Based on the research survey a lot of development suggestions occurred about how to improve the game and through the research of theory it was possible to define the educational goals.</p>	
Keywords upper secondary schools, experiments of teaching, pedagogy, workshops	

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1 INTRODUCTION

School pedagogy has been a subject of research since the educational systems were developed. Prevailing learning theories have changed throughout history (Gray 2008). Educational beliefs have been under closely scrutinized for the past decade. Education, like society, has made progress in many ways. People living in Western civilization have unlimited possibilities to educate themselves. As we know, technology, globalization and overload of information are more present in our everyday lives. The influences of the modern society's changes can be seen in the year 2030, when learning will be consisted of interactive and diverse analysing and sharing of knowledgement (Linturi & Rubin & Airaksinen 2011, 20).

Since the beginning of 2011, I have worked as a production assistant for YKON. In short, YKON is a non-profit artist organization and its main interests are practical utopias, alternative nations, the participation, production and dissemination of knowledge about these fragile entities by means of collaboration between the arts and all other fields of study.

YKON's World Idea Game (YKON game) is a mixture of modern game design, self-expression and interpretation of today's world. This thesis combines new art design, by means of YKON's interactive World Idea Game and creative upper secondary school pedagogy, especially in philosophy, social science, psychology and art teaching.

The World Idea Game has already been played since 2006, at various seminars, art exhibitions and artistic project contexts. YKON is looking forward to expanding its audience, all the way to school teaching. This thesis will explore the possibilities and difficulties of developing an artist game-product suitable for upper secondary school pedagogical needs. This project will be accomplished by means of a pilot game and a survey of students' feedback. The focus is more on the students' points of view. How they experienced the game and its benefits.

1.1 The research questions

The main goals of this pilot-project were crystalized in four (4) research questions:

1. Is the game suitable for school environments from the practical point of view?

The first question can be researched through the organizational part of the project by analysing the interest and feedback from the teachers. Technical aspects, such as venues, duration and scheduling will also be analysed.

2. Are the game's concept and contents adapted to schools' pedagogical needs?

The second main goal is to find the connections and learning points, that will enable the students and teachers to benefit from the game as an educational tool. An analysis of the game's benefits from the pedagogical point of view will be undertaken through the theory of learning.

3. What are the participants' experiences of the game and what are benefits derived from their participation?

The third goal will be analysed by a survey, which will provide information about the experiences of the participants and knowledge about who to further develop the game.

4. Are the organizational elements adaptable for future developing and continuance of the project?

The challenges of the productional aspects are analysed throughout the project.

Based on the research results, the aim is to develop this pilot project even further and get more concrete operation models for the artist group about how to continue the project in the future.

2 THE THEORY OF LEARNING

By scrutinizing the history of learning, it can be understood the basis of current pedagogical beliefs and orientations. Since the beginning of 20th century, there have been a lot of different theories about learning. One of the most known is behaviorism. The behaviorist school believes that a human only reacts to basic instincts, such as

hunger, fear or anxiety. All functions are influenced by punishments and rewards. A human being is nothing more than what we can observe based on one's behavior. This conclusion excludes the possibility of an invisible consciousness, also known as the mind. There is one fundamental point of view in behaviorism, such as people being driven by instincts, because after all humans are simple-minded when it comes to basic needs. Instincts are in our nature and they shouldn't be too controlled or suffocated. (McLeod 2007.) Still today, we should be encouraged to express ourselves in spontaneous and creative ways.

The behaviorist approach was discredited in the late fifties, when new scientific movements evolved. Cognitive science is a way to research learning through multiple disciplines, including anthropology, philosophy and psychology. Cognitive science researchers created qualitative research methods, which enabled the study of intellectual functions. Since the eighties, it has also been acknowledged that social and cultural heritage, have an impact on learning. It was discovered that there is a deep-level learning, which means that piece of information will stay in your memory for a lifetime. The opposite of that, is surface-level learning which most of us are familiar with. It means, that you can memorize a school book by heart, and forget all the memorized information after the test is over. (Koskinen, Ahonen 1989, 104-105.)

Following those statements, constructivism started to become a dominant part of the educational methods throughout the society. Yet, constructivism is not a clear movement, instead it includes various different movements in the same frame of reference. The main thesis is that, already existing information is used to create new information. Humans are seen as being active, instead of behaviorism's passive conception. Active learning emphasises the natural capability of learning in everybody. Especially today, because society is overloaded with information, it is more crucial to ask the right questions, than to know the right answers. The question is how to find the right methods and motivation for each individual. (Bransford, Brown, Cocking, Donovan & Pellegrino 2000.)

Metacognition is an important concept of constructivism, emphasising the skills to evaluate your own learning and level of understanding. Metacognitive skills teaching should be included in educational programs (Bransford ym. 2000, 35). It's useful to

be able to give yourself constructive criticism and to have the knowledge of how to improve. Formative assessment provides information to the teachers about how they could improve their lessons. Summative assessment is even more important, because it challenges the students to assess their own learning. This would be a learning point for schools; how to include creative summative assessment methods in the educational system?

The next level of creative learning is the context. There have been case studies, where it was researched that poor children living on the streets selling fruits, were very quick to solve difficult mathematical tasks while counting with money. When of having to calculate the same tasks in a classroom on a paper, they failed to complete them. (Bransford ym. 2000, 76.) These results indicate that it does matter in what context the information has been learned. Therefore, it will be a challenge for the educational system to create an environment that makes it easier to transfer the knowledge out of the classrooms. A good transfer will allow students to become experts in the future and it can be seen as the key to a good aptitude of learning.

2.1 The challenges of teaching

Throughout history, people have been enforced to learn the necessary skills to survive in the natural environment. Although, today's society is perhaps more sophisticated than our ancestors, we need to learn continuously. Starting from childhood, it is necessary to absorb new skills to cope with our everyday life. When we go to kindergarten and later to pre-school, it is expected that we would have the competence to begin the actual educational learning.

Everybody has their unique way of learning, which has developed as a result of their environment, social relationships, family heritage and experiences. In schools, students are expected to collaborate with others, learn in the same way as others and to listen obediently. Children that are not able to follow the instructions are in a danger of social exclusion. (Fischbein & Österberg 2003, 39). Just by looking at our educational system; it rewards hard-working students with scholarships, while those who can't fulfil the educational requirements are ordered into detention. These kinds of

systems can create inequality among youngster. As long as we keep educating and assessing people the same way, we are sending out the message that we are only interested in creating mass-produced knowledge and that diversity is not desirable. Breaking destructive cycles is necessary. That is why, it is necessary to keep innovating alternative and creative methods of teaching, as well as assessment methods.

2.2 Learning environments

According to the publication *How people learn – Brain, mind, experience and school* (Bransford ym. 2000) learning environments can be separated into four (4) different point of views: student, knowledge, assessment or community-centred. Most efficient would be to try to co-ordinate all of them.

1. Student-centred discipline is supported in a way that everybody can participate. Meaning that the different social backgrounds are taken into notice during the teaching. Information should be able to be learned regardless of the student's current level of knowledge.
2. Knowledge-centred discipline encourages to create a platform for the transfer effect. The way of thinking is more valued than the content of it.
3. Assessment-centred is based on the idea of self-evaluation. After every class, there could be a short group assessment task, which would develop the student's critical thinking towards the subject and the actual learning experience.
4. Community-centred environment supports the effect of a group learning. Group spirit is relevant in this context. The group can be a classroom, family or a hobby group. The group effects both in good or bad. It can motivate one into better learning experiences or lead into negligence.

2.3 Teaching today

According to the social science teacher Jukka-Pekka Hovi, it's undeniable that in progressive schools the use of modern learning tools, like Smartboards and I pads, is increasing more than traditional methods are. Technical devices have improved, materials have been made more visual, and also teaching methods have also developed. Blackboards, books and pencils are more or less already in the past. Today's young adults are learning through experience, visualisation and self-expression. (Hovi 2013.)

Self-sufficient learning is encouraged by methods such as problem-based learning (PBL), which is based on learning from experience and collaboration (Nummenmaa & Virtanen 2002, 169). Also in Laurea, University of applied science, has been developed a new model for learning called Learning by Developing (LbD). The model focuses on genuine development processes based on the needs of working life. (Kallioinen 2008, 6.)

According to Torkkeli's school philosophy teacher Hanna-Mari Vanhanen, it is beneficial to use technology in teaching if it is not the actual purpose. But using technology enables for example viewing of the Parliament sessions and other live-stream broadcasts. Often the inclusion of social media reveals thoughts from the more shy students. Different educational platforms and roleplaying offer possibilities to experiment different methods of teaching. However, in schools the main factor is time usage. It limits the intensity of a workshop by limiting the duration of it. Some students might not have the patience to concentrate over two (2) hours. (Vanhanen 2013.)

It might be easier to keep the level of education in control by following strict curriculums, and repeating what we have grown familiar with. Instead it's time to realize that the world has changed and intelligence and sophistication can't be measured the same way than 40 years ago. Evolution has taken a step forward and today people are growing in a different world than our parents.

3 FINNISH EDUCATIONAL SYSTEM

The upper secondary schools' educational system has experienced many changes during the past four decades. Since the 1970s when the upper secondary schools were separated from the primary schools, and they were established as preliminary schools for universities. Upper secondary schools started to transform from privileged communities into a heterogeneous melting pot. During the 1980s upper secondary school teaching was permanently changed into a course format. The content of teaching was almost the same, but some pedagogical changes were made such as skill level tests, mid-term reviews and other assessments (Koskinen, Ahonen 1989). During the 1990s, it was decided to enable the classless environments. Both of these changes, have concerned more about the structural development, than contents of teaching. (Linturi ym. 2011, 18-19.)

Upper secondary school pedagogy started to acknowledge students as individuals as the opposite of behaviorism's precepts. Students were seen as active learners instead of passive. The upper secondary school educational system's aims became clearer and more detailed. Cognitive theories became more and more dominant. (Koskinen ym. 1989.)

The educational system tried to leave out all the unnecessary memorizing and focused more on creativity and criticism towards the different subjects. Students are required to make justified and independent decisions and conclusions (Koskinen ym. 1989, 175).

3.1 Main principles and goals for the future

As it is important to understand the history of what the educational system has been build on, it's even more essential what the main goals are today.

Law about upper secondary school teaching 2 §:

"Upper secondary school teaching and its goals: The mission is to support students to become balanced and educated individuals and members of the society and also to provide skills and knowledge for post graduated studies, working life, hobbies and personal growth. The educational system should also support the students ability for lifelong learning and self development through life." (Oikeusministeriö 1998).

3.1.1 Lifelong learning & self-development

"High school education will support the students' self-knowledge and the development of their positive growth to adulthood and to encourage students to lifelong learning and continuous self development." (Opetushallitus 2003, 12).

As stated above, it has become crucial to find out ways to increase deep-level learning which will lead into self-knowledge and awareness of our society. That is why creative teaching methods are increasing and becoming more popular among students' as well as teachers. Especially methods that evoke the motivation through experiment and other unexpected ways (Vanhanen 2013).

3.1.2 Social activism

"Upper secondary school education should encourage to recognize the and the weaknesses and opportunities of international development. students to face the challenges of a changing world." (Opetushallitus 2003, 12).

Education has a huge impact on our future politics. The traditional societal education has been focused on teaching the theory about the possibilities of citizen activism, instead of teaching it in practise. It might have effected in a way that youngsters are not interested in politics. (Kaihari & Virta 2011, 104.)

If people are not interested about social problems and influencing them, it might be that some political parties will only grow stronger and politics will be polarized. Social networks, close relationships and other communities are influencing on us by silent information about interactions between society and culture (Kaihari ym. 2011, 101). But it is undeniable that also school education plays a role in it too. Motivating students' to take action on the community problems, will show them that it is not that difficult or distant. Creating ideas is already a step in the right direction.

3.1.3 Diverse environments

"Due to students' individuality and diversity the teaching and learning approaches should be versatile... Learning situations should be designed so that students will be able to apply what they have learned also in the situations outside the school." (Opetushallitus 2003, 14).

The most beneficial learning experience for both the student and society is when theory will be put into practise. That is why it's important for schools to maintain openness to the surroundings around them. A school should never become introverted learning environment.

4 YKON AND THE WORLD IDEA GAME

YKON members Tellervo Kalleinen, Oliver Kochta-Kalleinen, Pekko Koskinen, Ulu Braun, Christina Kral and Tomas Träskman are curious to explore the possibilities in utopian designs and productions by creating scenarios and societies with different groups. The members have academic backgrounds in art, film, design, game-design and philosophy.

YKON is committed to develop tools to create an interactive culture of play. The YKON Games' strengths are in the curiosity for traditional and new art forms. The borderline between art and everyday life is flickering.

"From an artistic perspective, reality games explore our future horizons" (YKON 2013).

The game aspect is an important part of it, because it creates a totally different environment than a workshop would. When it is presented in a game form, it becomes a bit more serious, but it also allows the students to really "think outside of the box" and to create something new.

"Reality games present life with the additional possibility of fiction. This is a simple, yet arguably a powerful idea. Employing it, we can test hypothetical scenarios, experiment what it would be like to be different, or simply alter a situation that is not interesting by itself" (YKON 2013).

The game is originally inspired by the inventor and visionary Buckminster Fuller and his creation the World Game. The World Game, designed in the 1960s, was a tool to facilitate a comprehensive, design science approach to political problems. It was intended as a serious tool made accessible to everyone for uniting the world. The game aspect was important because of the encouragement of participation other than the elite of politics. The focus of the game was problem solving through imagination, values and the idea of an open world. (Buckminster Fuller Institute 2013.)

YKON Game had existed since 2003, when YKON organised The Summit of Micronations as a part of Amorph!03 –exhibition organised in Helsinki. Since that, the YKON game had been played in many countries with different groups. Mostly the game had been played aside of art exhibitions. YKON was enthusiastic about exploring the games possibilities in a different environments. Because of the games' social and activating nature, the idea was born that schools could benefit from this game.

4.1 How is it played?

In this paragraph I will describe the nature and content of The World Idea Game. The World Idea Game is an interactive workshop, but it is designed in a format of a game. The game can be played as a full-day workshop.

The World Idea Game functions in many different levels. I have divided them into eight (8) main levels, which include several minor tasks. The levels are described along with the educational point of views, that are considered to be the learning points. The learning points are italicized below the description.

1. The Frozen World and introduction

Starting from ground zero, the Frozen World. Our world will be freezed for as long as the game will be played. Then the participants will be welcomed to play by the facilitator, also know as the game leader. The facilitator will explain more about the The World Map, the Group Stations and with a particular focus on the Idea Generator Station. These are the elements which are used during the game. Then the participants are asked to eat a green pill, which will enable the transformation to the frozen world. As an introduction, a short film will lead the participants' to think the state of the world today.

This level can be considered to be a preparation to an imaginative world and to alienate the school rules and restrictions from the game. This helps the students to be more relaxed and open-minded.

2. The World Map and the first idea

Then the players are asked to walk around the World Map and to think: What would I change in this world? They can use the Questions Board to help them get started, but it is important to profoundly think about each idea: Why is this important to me? They can also use the Pictures as an inspiration.

So in the beginning of the game, the tasks highlight the students' self-knowledge and criticism, also their freedom of self-expression.

3. Sharing and stealing ideas

After self-reflection players are asked to share their ideas with the rhythm of the music. While music is playing people are asked to walk around the World Map and during every pause, they are asked to share one idea with another player. Then there will be some other elements included, such as The Steal Idea Fragments Device, which means they can use somebody else's idea and pass that idea on to others. They can make notes the hole time. After a while, the music stops for good. Then

players have to write their ideas on a paper, and the ideas can't be more than one sentence long.

Sharing ideas can be difficult and that can be because of people find themselves to be restricted by self-consciousness. The idea sharing has been introduced through music, which will take the pressure of success away. Also the Stealing Ideas Fragment Device is a method of demonstrating that our ideas are a common currency for everyone and they should not be filtered.

4. Idea pitching and forming groups

The players are asked to step on a stage and reveal their idea or ideas to others. When everyone has introduced their ideas, and the ideas are placed on The World Map by walking to the continent they wish to settle in. Players are encouraged to select their continent based on the interests of the formed groups. After this phase there should be groups with 4-5 players.

The phase has an important part of enhancing the players individuality and performing skills. This part will also demonstrate how some ideas will adapt into the same category and participants will have to decide which of the others ideas sound most appealing to themselves and their own ideas.

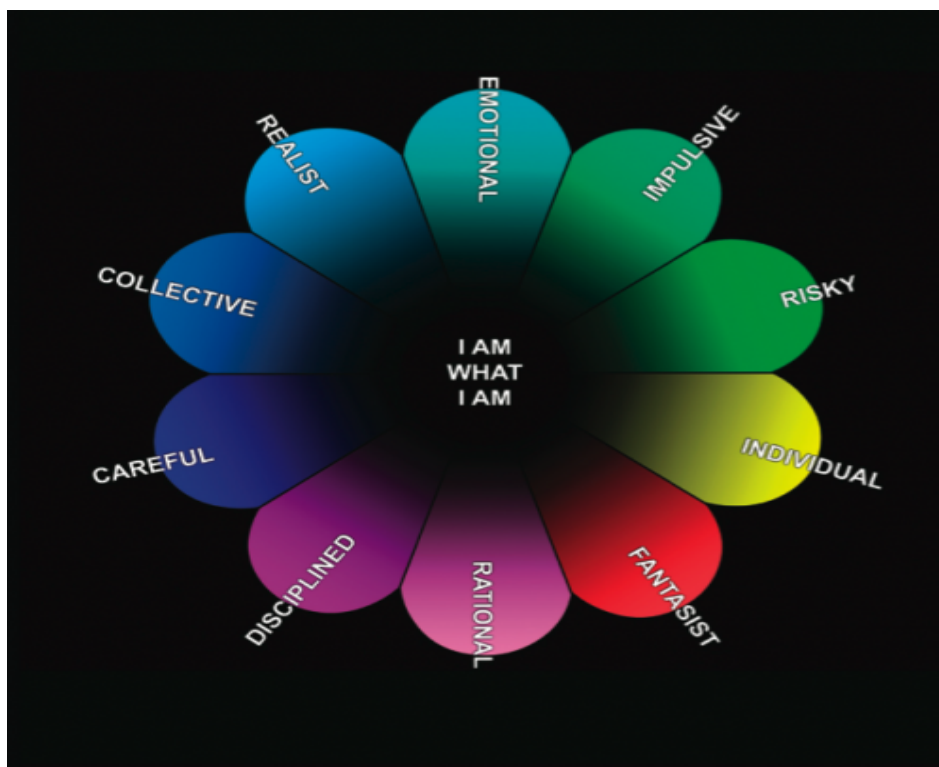


Students discussing in groups. Picture 1.

5. Variations

The groups will now have to select 2-4 of the ideas as their main ideas. These ideas will be developed further. Players can create Variations of one idea they have selected. The Dart Board will give more directions on how to make the Variations more for example funny, beautiful, horrific or risky. A discussion will follow through this phase. Everyone can make suggestions and take notes. When the group agrees they have enough variations, they can write down the preferred variation. This phase will be repeated as many times as all the Idea Cards are used.

Players will be engaged to collaborate even more and further develop the original ideas. The Dart Board will help the students to view the ideas from a wider perspective. This will enhance their conversational skills as well as their ability to adapt different ideas.



The Dart Board. Photo by Christina Kral. Picture 2.

6. Scenarios and Actions

This phase will lead into a discussion about the original Ideas, selected Variations and possible combinations between them. Players are asked to think more practical:

What could you start doing tomorrow? Then the groups are asked come up with at least four Actions based on the combinations of the Ideas and Variations. These Actions will be written on a paper with one sentence instructions.

The collaboration in the groups and developing the ideas will be taken into more deeper level. In this stage the students are faced with the Variations possibilities in real life. What could be possible in their own life? Now the abstract idea has been transferred into reality.

7. Presentations and recruiting others

The Idea Board is now filled with necessary elements, including Idea Cards, Variations and Actions. Connecting them together, players can create events or at least a motto, to describe their completed Idea Board. After these final adjustments, players will need to convince others of their idea being the best. Each group will present their accomplishments on the stage while trying to recruit activists to participate on their ideas. The group has to be unanimous about their suggestions, and then present them to others. The purpose is to present the Variations and Ideas in the most appealing way.

Functional group work is vital for the success of the idea pitching. The players will get feedback about their ideas by introducing them to the other groups. They have to use innovative presentation methods to make their ideas appealing to the others. They can use their creativity and social skills to convince the other groups.



Students recruiting others. Picture 3.

8. Closure

For a closure the facilitator says: The change is in you.

Afterwards an open discussion which is focused on questions: How do they feel? How could they use the ideas from World Idea Game in real life? Any transformation?

The aim is to create practical operations models for real life and to demonstrate that utopian ideas can be put in to practise.

4.2 Goals of the game

The second research question can also be scrutinised by combining the goals of the game with the educational systems goals specified previously in the text. There are three main (3) defaults and hypothesis for the game to provide good learning experiences and educational results.

The societal point of view is been introduced in the game as the main focus. The game starts with the question: "What do you consider to be the most important issues and problems that you would change in the world". The question layout also emphasizes the participants self-knowledge.

The preparation of the students for the challenges of the changing world. Learning situations should be designed in a way that students will be able to apply what they have learned also in the situations outside the school. It can be knowledged that every participant is different and will take on different behavioral structures and experiences with them after the game. The possibility of actual change is been started with the idea of change. Also criticism towards the structures of the society is presented through the variations of ideas.

Also the experience of collaboration in diverse groups and environments.

"Highlighting the concept of the students' own active knowledge construction process, which requires that high schools must create such an environment, where students' can set their own goals and learn how to work

independently and collaboratively in diverse groups and networks.” (Opetushallitus 2003, 14).

The main work method in the game is collaboration. Participants discuss and work in small groups, and by conversation and interaction they will share ideas as well as solve problems.

In the chapter "results" it is analysed how these goals were achieved based on the research survey.

5 PROJECT DESCRIPTION

From the beginning it was agreed that the main tasks of the pilot-project was to contact teachers in the capital area of Finland and to get them to participate in a pilot game. Another equally important tasks were to create a survey platform for the gathering of information and analysing the results. During those periods, I also researched about creative learning, upper secondary school pedagogy and translated materials into Finnish and English.

5.1 Project phases

YKON wished for three (3) pilots to be organised in different schools. That was the original goal for this project. Looking back, there are four (4) phases to be recognized in the organizational aspect. Based on the analysis of the phases future production models are proposed in the chapter 7.2. For future development.

5.1.1 Modifications

I considered that upper secondary school environments and students would be the most open-minded for this kind of game piloting. Also the age level seemed appropriate.

I consulted the YKON group about changing the title from YKON game into a more descriptive title. I thought that would make the game more appealing to the teachers as well as to the students. After some idea exchange, the most descriptive and interesting title was the World Idea Game. It sounded meaningful translated both in English and Finnish and it wasn't already in use. The YKON Game became the World Idea Game.

Another issue to be settled was the duration of the game. Duration of the study classes varies depending on the school. So we agreed to change the game to fit into the schools timetable. This was actually quite easy, because the game is very flexible in that sense. YKON informed that three (3) hours was the minimum requirement for the game to uphold the key elements. Because the game is constructed of many different levels, so cutting them and making them shorter is possible without the actual game be interfered too much.

5.1.2 Invitations and scheduling

I started off with making the game invitation (attachment 1: invitation) to upper secondary school teachers. I selected a number of schools in the capital area of Finland, and the schools' social science, psychology, arts, and philosophy teachers. The invitation described the context of the game and other useful specifics about it. I sent 93 invitations by email. Fortunately, I received two answers back from teachers who were interested in participating as a pilot group. The response already indicated that some teachers were interested in alternative methods and excited about discovering new ways of learning.

Unfortunately during spring 2012 the two workshops were cancelled by the teachers because of their own scheduling problems. We had no other choice but to postpone the workshops in those schools. Because of this setback, I contacted over 20 upper secondary school's headmasters for any possibility to organize the games during May 2012. I got a lot of interest in the game, and also feedback that my schedule was just too tight. Unfortunately this contacting wasn't successful and the game pilots had to be postponed.

I was fully employed with other work during the following autumn. So this project was kept frozen for several months.

During November 2012 I contacted my old school, Worker's Academy, and its new headmaster Jari Valtari. He was excited about the game, and after some planning and arrangements we agreed to play the game in 14th of February. The report of the pilot-day is described in the chapter 5.3. Pilot-day.

I was also able to arrange a meeting with Torkkeli School's (Helsinki Upper Secondary School of Visual Arts) teacher Hanna-Mari Vanhanen in January 2013. Vanhanen had been interested about the since the spring 2012. But this was the first time all of us sat down around a table and were able to discuss about the game face to face. Hindsight, this should have happened much earlier in the process. YKON founder and member Oliver Kochta-Kalleinen showed pictures and explained the concept of the game to the teacher. Hanna-Mari Vanhanen mentioned that after the meeting she really understood better about the concept of the game and was even more excited about playing it. Meeting went really well and we agreed the game to be played on 28th of February.

Few days before the game was set to be played in Torkkeli School, I got a phone call from Hanna-Mari telling me that there had been a water damage in the school, and the venue reserved for the game was under construction. So once again we had no other choice but to cancel the game. This was a good reminder for me that some things are not in my own hands.

The game will be played on Torkkeli school in the future, but unfortunately I had to leave those results out of my thesis because of unsuitable schedules.

5.1.3 Global Education Seminar

I participated in a Global Education Seminar in 26th of December which was organized by several global and educational CSO's (civil society organisations). The seminar was held in one of the University of Helsinki's buildings. There was a lot of

teachers and students there. Other non-profit organisations were also having sections in the global market area. Organisations such as Amnesty International, Peace Union of Finland, UN association of Finland and Kepa. I had printed out flyers and a poster for this event. The event went quite good, although I was a bit disappointed that actually there were a lot more students than teachers. Late in the afternoon, when the seminar had ended and the seminar participants came to walk around in the market area, and I was pleasantly surprised that I got to speak with two upper secondary school teachers. They seemed interested about the game and took flyers with them. My mistake was, that I should have asked for their contact information, so that I could have been more active towards them later on. Afterwards I didn't receive any contacts from that day.

5.1.4 Creating the survey platform

I created the survey platform based on the knowledge that I had read about the structure of the game and also based on the the goals of the game. Originally the Worker's Academy pilot was ment to play as a model for me to enhance the survey. Yet, based on those results the survey will be improved in the future, to avoid any unnecessary or difficult questions and to make the survey a bit more vigorous.

5.2 Methods

I used a quantitative reseach method and created a semi-structured survey, which I handed out after the game. The survey included Likert-type scale questions and open questions. The Likert-type scale is a five point scale, that includes values from one (1) to five (5). The number five (5) was valued strongly agree and the number one (1) was valued strongly disagree.

The survey was divided into four (4) main categories: The school environment, the game structure and technology, the content of the game and personal experiences.

In addition to these categories, eight (8) open questions were added to reveal other aspects, which were not covered in the multiple choice sections. It took around 10-15

minutes to fill out the survey. The students filled out the surveys under my supervision, which affected in that way that the amount of returned surveys was 100%.

The sample was selected based on practical matters. I had discussed with the head master Jari Valtari of Worker's Academy, that the game could be played there. The Worker's Academy is an adult education college, that offers open University studies in many faculties. I had started my cultural management studies there, so it was a natural instinct for me to organize the game there. Originally the game would have been a pilot to increase my own knowledge about the game in practise for future games. Later it turned out to be the only material available for analysis. The perspective of this projects results was modified to be more of a pilot of a pilot.

The validity of this research is not compromised, because the sample was taken in a school environment, with students close to the same age range as upper secondary school students. The reliability of this research is sufficient to provide information for the future pilot-games. The results should only be used as guidelines and directional references.

5.3 Pilot-day

The pilot was set to be played in the Worker's Academy (Työväen Akatemia) with political science students on 14th of February 2013.

The pilot was arranged to start at 12.30 pm. and to end at around 15.15 pm. In total duration of 2 hours 45 minutes, which was half an hour less then we would have preferred. This was because of our lead facilitator Pekko Koskinen had already made other plans afterwards. Oliver Kochta-Kalleinen was the assistant facilitator because of the language issue. The game was set to be played in finnish language.

I had arrived in the venue earlier for my own preparations, such as printing out the surveys and making sure all the arrangements were taken care by the Worker's Academy staff. Beforehand we had requested some refresments and snacks to be available for the students during the game. Pekko and Oliver arrived few moments

later to set up the game. We were in a bit of a hurry, because there was some technical problems to be solved and also the placing of the plastic World Map, which was in a roll because it had not been used for a while. Luckily there were three of us setting up the game and we were able to start just few minutes later than planned.

From the observing point of view, the game seemed to function very well and the participants were focused and interested about the game. The actual results and feedback is analysed in the next chapter.

6 ANALYSING RESULTS

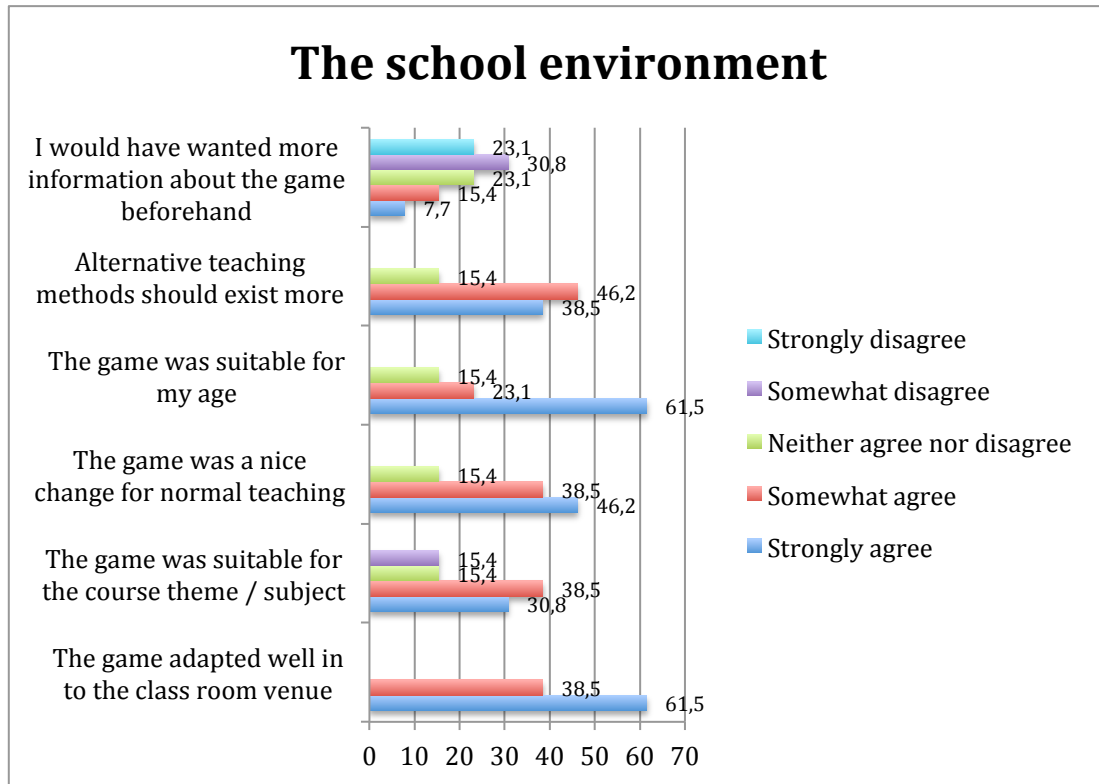
All the results were altogether very positive and also the used survey method was helpfull for future development. It should be kept in mind that these results should not be generalised, because of the sample being so small. But the results can be used to improve the game content in concrete ways, which we had hoped for. The results of the survey gave the facilitators good knowledge for future, mainly because of this kind of research has never been done before.

Generalisation for the possible benefits for finnish educational system are not realiable, because of the sample was taken in an adult education college, and not in an upper secondary school. Also because of the sample being so small, it is not reasonable to make any generalisations. Yet, the age factor and environment are close to one another, so these results can be used as a directional research. From the educational benefits point of view, these results can be considered to be more accurate, because of the participants own interest towards subjects, like social science.

6.1 Results

The sample was 13 people. Averige year of birth for the participants was 1991, meaning the sample was 22 years old. The averige age was then 3-4 years older than upper secondary school graduates.

6.1.1 The school environment



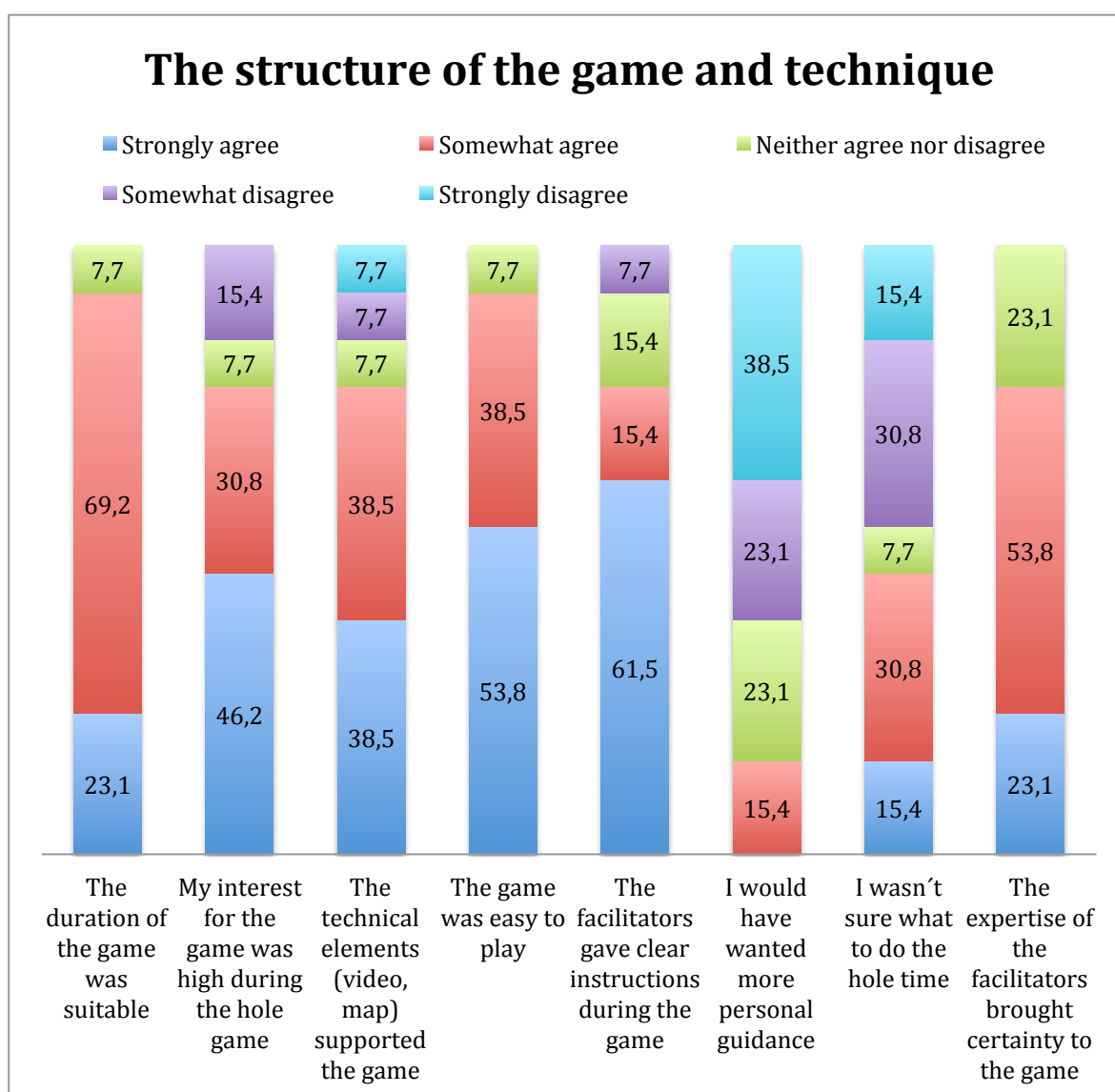
The school environment. Chart 1.

The chart indicates that almost a quarter of the participants would have wanted more information about the game beforehand. This was under consideration with YKON before the pilot to include a task or maybe a video, that would set the atmosphere for the game beforehand. But under tight schedules this was not included to the game. But for future pilots it would be recommendable.

In general the game was experienced a nice change for normal teaching and alternative teaching methods should exist more. Nobody disagreed with this statement. Also the participants considered their age to be suitable for the game.

Over two thirds of the participants thought that the game was suitable for the political science theme of the course. For future references, it's beneficial to have this kind of research information while discussing the compatibility between the game and school subjects. The results indicate also that the requirements for the venue are quite easy to fulfil, because all of the participants considered the game to be adaptable for the class venue. The venue should include enough space for the World Map and for the participants to move around it.

6.1.2 The structure of the game and technique



The structure of the game and technology. Chart 2.

No one disagreed about the duration of the game been suitable. The duration was 2 hours and 45 minutes, a bit shorter than originally planned. Yet, 15% felt at some point a bit uninterested about the game. Of course it should be noticed that some participants probably had done the tasks in a more rapid pace than others. This might have caused some boredom. Also the other reason might be, that there aren't any breaks during the game. Participants are offered refreshments and snacks during the hole time, so the energy level wouldn't drop at any point.

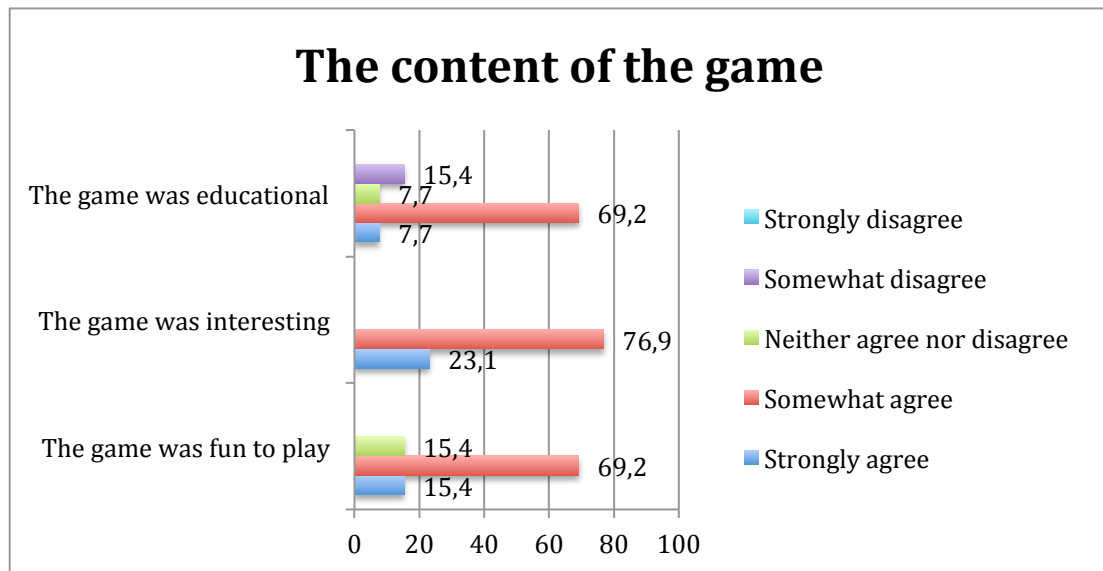
Overall, the results indicate that students are able to focus and share the interest for this game for the time that was expected.

Technical elements, like the film and the World Map, were overall appreciated among the participants. Over two thirds considered them to be supporting of the game. However, 15% disagreed with this statement. Based on the results from the open questions, the feedback probably concerns more about the World Map. Feedback of the World Map is more exclusively analyzed in the next chapter.

Almost everyone considered the game to be easy to play, and the majority thought that the facilitators gave clear instructions during the game and wouldn't have required any personal assistance. Small percentage would have wanted personal assistance and clearer instructions. This might be solved in the future by having two Finnish speaking facilitators, so that participants can fully benefit from them.

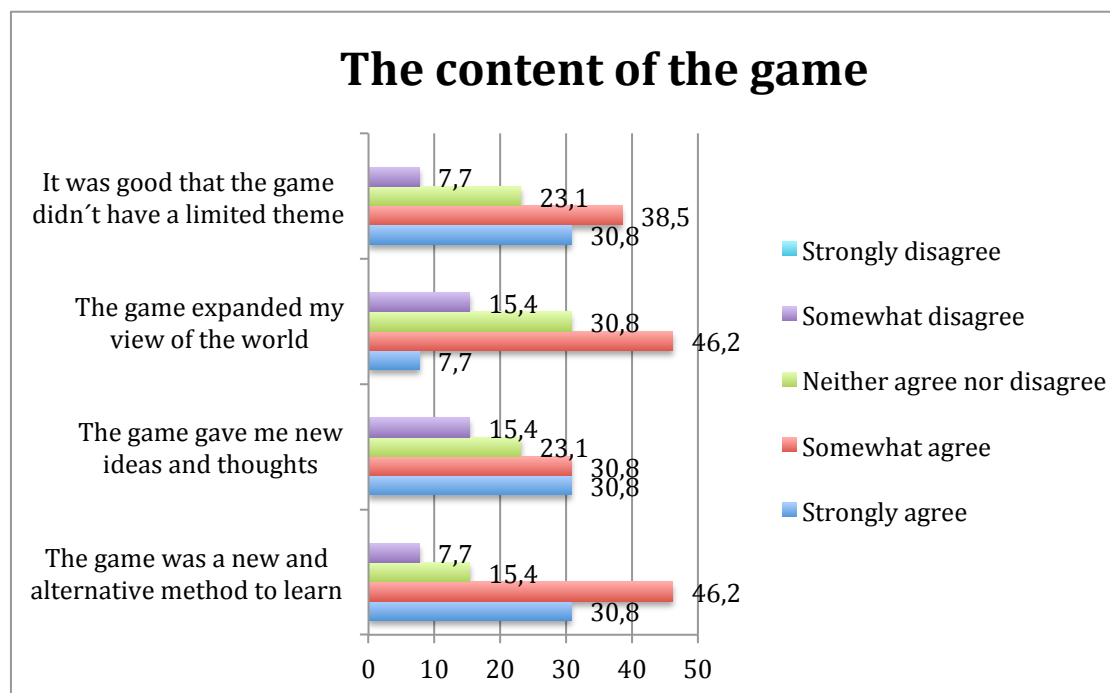
Almost half of the students were not sure what to do the hole time. This is a conflict between the earlier question about the facilitators giving clear instructions. This result might be a distortion because of the question set up. Question was "I wasn't sure what to do the hole time". The question was the only question which should have been thought as a negative value (strongly disagree) if the participant would have wanted to give a positive feedback. So it might be, that participants have answered the question based on the earlier question formatting. Nevertheless, it can't be harmful to focus more on the presentation of the instructions, especially while working with students. The results also indicate that the respect and confidence towards visiting lecturers is high. Meaning that the openness of a school environment is high toward visitors which enables genuine collaboration.

6.1.3 The content of the game



The content of the game, part 1/3. Chart 3.

As the chart three (3) indicates that overall the game was considered to be educational, interesting and fun. 15% thought that the game wasn't educational, but of course it is dependent on peoples' personal opinion about what is educational in general. Conventionally learning from others and through group work might not be considered educational. For that reason, it is encouraging the majority experienced the game educational.

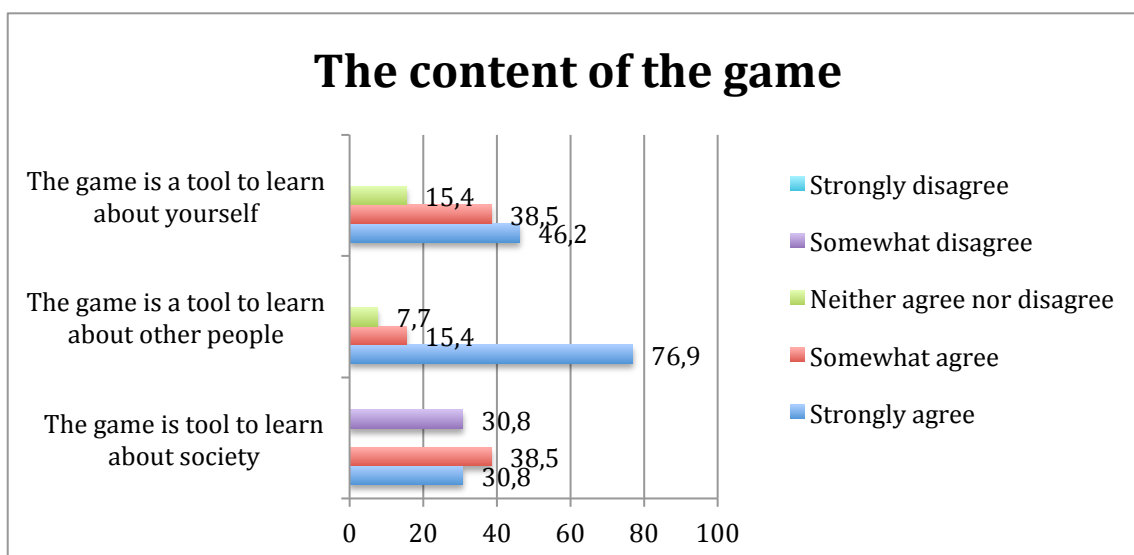


The content of the game, part 2/3. Chart 4.

In general it was considered to be a good thing that the game did not have a restricted theme. But this has been a discussion with the teachers that if needed and considered to be more beneficial, it would be a possibility to include a theme. For example ecology, ethics or politics.

It is encouraging that over half of the participants considered the game to be an eye-opener. Even more encouraging for future is that over 60% thought that the game give them new ideas. One of the games' main goals is to produce new ideas by sharing ideas and to convert them into reality.

Almost 80% considered the game to be a new and an alternative way of learning. This is a good result for the future games, because in this level of education, meaning on a vocational school, the students are not focused on how to pass the courses more easily or how to spend time more easily during school days. These participants were the perfect pilot group to evaluate the educational perspectives, because they are eager to learn and educate by themselves.

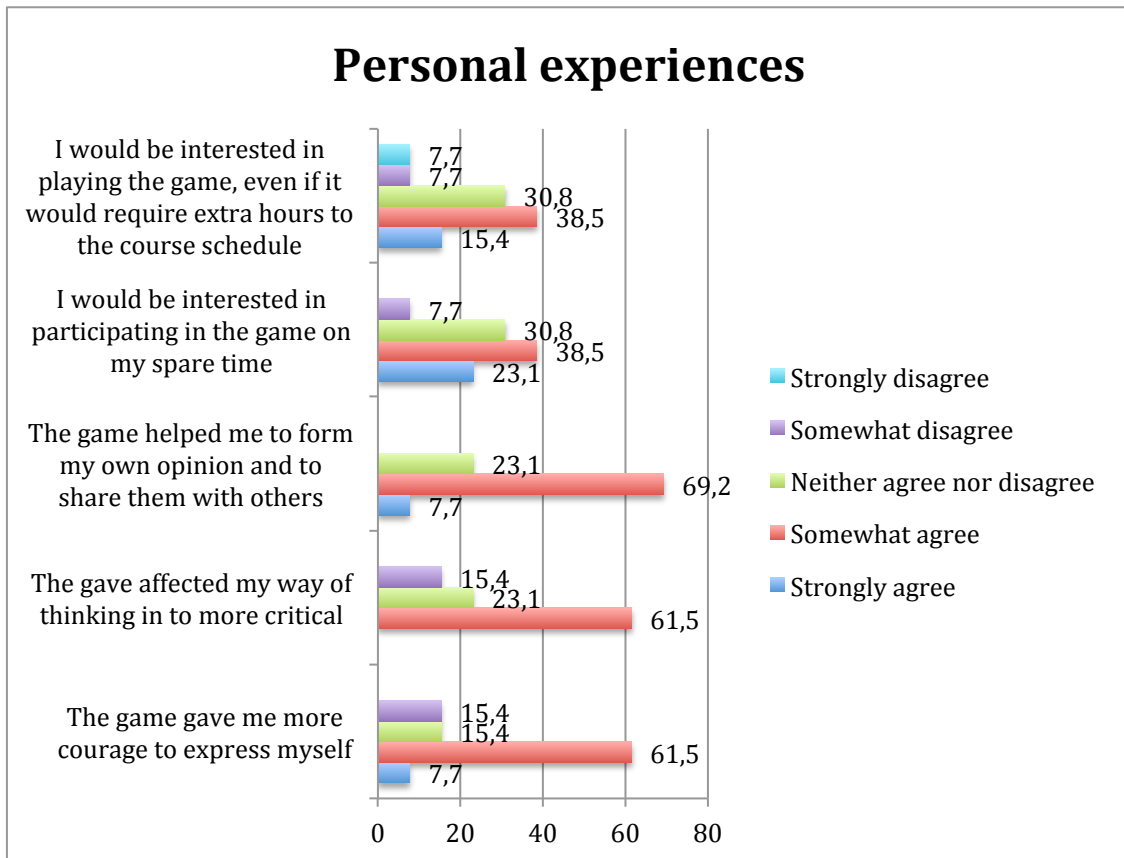


The content of the game, part 3/3. Chart 5.

The majority felt that they had learned something about themselves, other people and society. Worth noticing is that almost 80% strongly felt that they had learned something about the others during the game. However, an another important result is that 30% didn't consider the game to be a tool to learn about the society. This result supports the earlier mention, that it might be more beneficial to the participants, if

there would be a limited theme in the game. Then the game focus would follow the same guidelines as the course theme. So the students would already have some knowledge about the issues, and it might lead into more vibrant discussion.

6.1.4 Personal experiences



Personal experiences. Chart 6.

Over half of the participants would be interested in participating the game on their spare time and even if it would require extra hours to the course schedule.

Over 60% considered that the game increased the courage to share ideas, to form opinions, to think more critically and to express themselves. The goals of the game were fulfilled based on these the results. The results are altogether very positive, and encouraging to keep on going with this project. Some modifications would be beneficial to make, and I will give recommendations for those more in the chapter 7.2. For future development.

6.1.5 Open questions

The survey included eight open questions, which gave a lot of information that wasn't possible to inquire by constructed questions.

The answers to the question "The most pleasant thing about the game" can be divided in to two main categories. The most pleasant thing was creating ideas and sharing them. The second most pleasant thing was working in a group.

"Sharing interesting ideas with the other students"

"A lot of conversation, it's easier to discuss about difficult subjects."

"Because of the many levels of the game, the ideas were mingled."

This indicates that students are interested in working in groups and idea exchange.

The answers to the question "The most difficult part of the game" can be divided in to three main categories. The students considered the most difficult part of the game to in the beginning when they had to come up with an idea.

"To come up with an idea out of nothing."

It is understandable that creating an idea out of nowhere is difficult, but it is also a part of the game to overcome the insecurity about your own thoughts and beliefs.

The students considered other challenging parts of the game to be developing the ideas further and trying to find a way to execute them in reality.

"To develop ideas further in fast pace."

"To think how to execute an utopian idea."

That's way the game includes the Dart Board, which gives the participants a possibility to change their perspective into something totally different.

The answers to the question "The most interesting part of the game" were unanimous. The participants different ideas and thoughts were considered to be the most interesting part.

"Different ideas and thoughts and how they would have been executed in reality."

"Discussion about how to change the world."

"To learn and know about others thoughts."

Answers to the question "The most educational part of the game was" can be divided in to three main categories. Interaction and producing ideas were considered to be the most educational parts of the game. Also the short videos were considered to be educational. Other interesting feedback was given, such as:

"Afterwards to think about what the game reflected about reality and it gave new ambitions."

"Who am I, What do I want."

Based on the results of the question "Was any part of the game that you thought was unnecessary" can be drawn a conclusion that the pictures used in the beginning of the game were considered to be unclear to the students. Also the World Map's involvement in the game was considered to be unclear.

"Why the continents? It would have been nice, if they would have been included in the game in a more concrete way. For example, in which continent the idea would have been the most easiest or important to execute."

"The use of the pictures was left without any attention."

The role of the map and pictures as part of the game was unclear."

Almost half of the participants thought that there wasn't any unnecessary parts in the game.

All of the participants would recommend the game to others. The game was considered to be suitable for everybody, but specifically for students and for shy people. All of the participants would be interested in playing the game again, but they would wish it to be played with a different group that would be more heterogeneous. The participants also had a lot of ideas about how to improve the game. Suggestions such as:

"The game duration could be longer and include more content."

"To clarify the first task about the idea /how concrete or personal the idea should be."

"To give some feedback during the game."

"The video in the beginning could be more startling and shorter."

"To add more practical concreteness to the ideas."

"To clarify the purpose and aim of the game more."

"To add more discussion between the groups for diplomacy."

Based on these results I will give recommendations for future development in the chapter 7.2. For future development.

7 CONCLUSIONS

The project process lasted over a year, and while the outcome of the project was not what originally planned, it can be seen successfully operating as pilot of a pilot. In this chapter I will analyze the factors, which influenced the outcome of this project. This project is now in the stage that it can be considered to be a pilot of a pilot. Meaning that in the near future the actual pilot in an upper secondary school environment will be organized. This project can be used as a directional research for the actual pilots in upper secondary schools.

7.1 Assessment of success

One factor for the success of the pilots been organized was the matter of contacting teachers and establishing commitment. Teachers that are already fulltime employed with study plans and organizing teaching can be overloaded with work. So getting them to be involved with extra workshops from an artist group can be a challenge. Yet, it is hopeful that I found even two teachers that were interested about this game.

The experience that I have from spring 2011, I realized that a real commitment to projects can only be established through face-to-face contacts, not through phone conversations or emails. The lack of solid contacts led in to the cancellation for both games after the initial interest and scheduling from the schools. Also the realisation that initial interest and enthusiasm towards ideas, doesn't necessarily lead in to results. Also through emails, it is always impersonal to agree on schedules and participation.

Another factor was the scheduling between the schools and facilitators. Even if the teachers are interested in participating these kind of workshops that aren't scheduled in the study plan, the scheduling is still a challenge. The upper secondary schools have governmentally instructed study plans which of course defines the teaching hours. Also the matriculation examinations every autumn and spring take a lot of time, and during those periods these kind of extra workshops are not organisable (Vanhanen 2013). This is also because of the venue issue, because the exams are organised in the gymnasium venue, which is the most suitable for this game.

YKON group has three Finnish speaking game facilitators, and the game requires two facilitators per game. It is not necessary for both facilitators to be Finnish, but of course that would be ideal for the game. Scheduling two facilitators to moderate the game, turned out to be challenging. All members are, of course, tied-up with other work, and the games are played under those restrictions. Factors like travelling, other commitments, work, hobbies, and family are a handful for anybody. So in this scenario, it can be understandable that scheduling five hours during the daytime in a weekday, can be challenging.

Thirdly it is worth mentioning about the maintenance of motivation as well as force majeure. When projects prolong, it is expected that the people involved might lose their interest about the project unintentionally. It would be important to organize the meetings and games in a relatively short period of time. That can be a challenge due to the scheduling issues.

As I have already described the unfortunate incident of a water damage, which was devastating for this project and finally for my thesis deadlines, it was a matter that no-one expected. Of course these kind of incidents are not possible to be prepared, but unfortunately this incident had a major impact on this thesis' outcome.

7.2 For future development

I have divided my recommendations for future development into two (2) different perspectives: the game structure and concept and productional challenges.

Based on the results, it is clear that the game is beneficial for the participants in many ways. Especially through engaging them to share ideas, discuss and express themselves through group work. The content of the game is good, but it could be clarified more by the instructions. Technical elements are supporting the game, especially the videos on the educational point of view. But other elements, such as the World Map and the Pictures should be included in the game more. There should be a more concrete reason for those elements to be a part of the game. The facilitators should give extra attention to the instructions they give, while playing a game in a school environment.

The duration of the seemed to be appropriate, but it is important to keep in mind what Hanna-Mari Vanhanen mentioned about the concentration skills of students. The interest towards the game can be maintained by making sure that participants are kept busy the whole time. So keeping the energy going is a challenge.

Few concrete recommendations would be to include an introduction video beforehand, that the teacher could show to the students. And also to consider the variations with different themes. The themes could be based on the course subject, so that the students would have some background information that they could start exploring. This modification would also highlight the educational side of the game even more. There was some request for more collaboration between the groups, which could be included in the structure by increasing more diplomatic tasks. After all, the most liked part of the game was group work.

The main productional challenge is the scheduling on behalf of all parties. I would recommend that a project assistant would take over these matters, and continue to

contact the schools. I would also advise to contact directly the head masters, and to propose a meeting, which would be open to all the teachers in the school. Another important phase would be to create webpages for the game in Finnish. This would be helpful for future contacts to look up online the game idea in a nutshell. The YKON's existing pages are not designed for the game only, and they are available only in English.

It would be good to contact the schools at least a half a year earlier before the actual game to be played. For example, to make the contact in autumn, and to meet the teachers during autumn semester, and agree the game to be played in spring time. It is not reasonable to contact the teachers so that the summer vacations would be in the middle, because usually the curriculums are made from autumn to spring. And I strongly recommend that teachers would be met in person, because of the feedback received from the meeting with Torkkeli school.

Timetable:

- August-September: Contacting the headmasters by emails and calls. Offering the possibility to participate in to a pilot, and to organize a meeting with the teachers.
- October-November: Meetings with the schools. After the meeting it is reasonable to require the study plan schedules for the spring. Then you can immediately start fitting the schedules together and the facilitators can organize their schedules well in advance.
- February-May: The pilots

7.3 Introducing new ideas

I have come to a conclusion, that the World Idea Game could offer much more than even expected. Making the game goals more accurate, the game could be a part of the upper secondary schools curriculums. Especially in social science teaching.

There is a SCO in Finland, named Peace Union of Finland, which maintains the Peace School and Peace Education in Finland. The Peace School collects different edu-

cational materials, like drama workshops on their webpage and they also educate teachers and drama teachers. They organize the Peace School- days for schools, and it is free of charge for schools to participate in them. (Rauhankoulu, 2013). YKON could contact them and introduce the game idea, and maybe play a pilot game with them. Or they could be invited to participate in a pilot game, to evaluate if they would be interested in this kind of workshop. This could lead in to cooperation, and they could organize the game education of more facilitators. Because of right now, the game is depending on four facilitators.

Other organisation to consider to collaborate with could be the World School-project, which is maintained by the Peace Education Institute of Finland (Rauhankasvatus-instituutti) (Maailmankoulu 2013). The project is been subsidised by the Government of Foreign Affair. The World School, like the Peace School, organizes education to both teachers and students. The used teaching methods for example are drama and role play. (Rauhankasvatus-instituutti 2013.)

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ATTACHMENTS

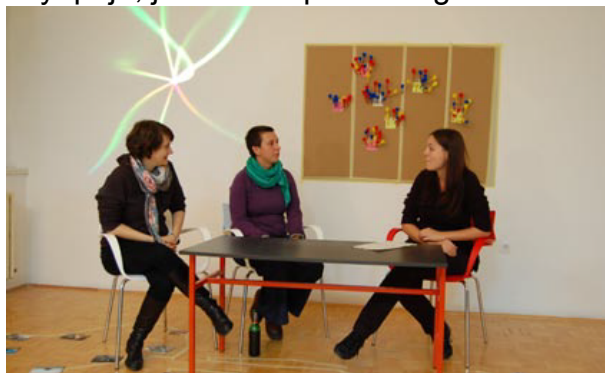
Attachment 1. Invitation (in Finnish)

Attachment 2. Feedback survey (in Finnish)

Attachment 1. Invitation (in Finnish)

Haluamme kutsua luokkanne osallistumaan Maailman ideapeliin!

Maailman ideapeli on interaktiivinen työpaja, joka toimii pelin hengessä. Pelin tarkoitus on saada osallistujat ajattelemaan yhteiskuntaamme, ja koko maailmaa uusista näkökulmista. Mitä ongelmia yhteiskuntamme tänä päivänä joutuu kohtaamaan? Mikä pienikin epäkohta maailmassa on mielestäsi korjaamisen arvoinen? Onko niihin ylipäättään ratkaisua? Entäpä ratkaisua, joka tyydyttäisi kaikkia...



Tarjoamme mahdollisuuden osallistua pilottiryhmäksi YKON ry:n Maailman ideapeliin. YKON ry on perustettu vuonna 2005 taiteilijoiden, tieteilijöiden ja opettajien toimesta. Yhdistyksen kiinnostuksen kohteita ovat yhteiskunnalliset ja globaalit ilmiöt, ja niiden synnyttämät vaihtoehtokulttuurit- ja yhteisöt.

Peli alkaa maailman pysähtymisestä, jonka jälkeen osallistujat aloittavat keskustelut ja ajatusten vaihtamisen valitsemissä ongelmien ratkomiseksi. Peli etenee vaiheittain, ja ajatuksia päästään syventämään ja uudelleen kehittämään. Maailman ideapeli olisi aihealueeltaan soveltuvuin yhteiskuntaopin syventäviin tai soveltaviin kursseihin. Maailman Ideapeli soveltuu hyvin myös filosofian ja psykologian kursseille, tai mille tahansa yhteiskunnalliseen aktiivisuuteen ja osallistavuuteen kannustavalle luennolle.

Pelin kesto on noin kolme tuntia, ja minimi osallistujamäärä on 10 henkilöä. Varsinaisen pelin päätyttyä toivoisimme kaikkien osallistujien vastaamaan lyhyeen palautekyselyyn. Kyselyn vastausten perusteella voimme kehittää peliä entistä paremmaksi, ja sopivammaksi kouluympäristöön. Pelin jälkeen käydään myös yhteinen purkukeskustelu, jossa oppilaat voivat kertoa vapaasti ajatuksistaan pelistä, ja millaisia kokemuksia peli tarjosi.

Peliin ei tarvita erityisiä alkuvalmisteluja, ainoastaan paperia ja kyniä. Muun materiaalin tarjoaa YKON ry. Lisäksi ajatusten virkistämiseksi tarjoamme myös hedelmiä ja mehua. Luokkatilassa tulisi kuitenkin olla projektori, koska pelissä näytetään kuvia ja karttoja. YKON ry:n toimesta paikalle tulee, itseni lisäksi, myös pelin vetäjä.

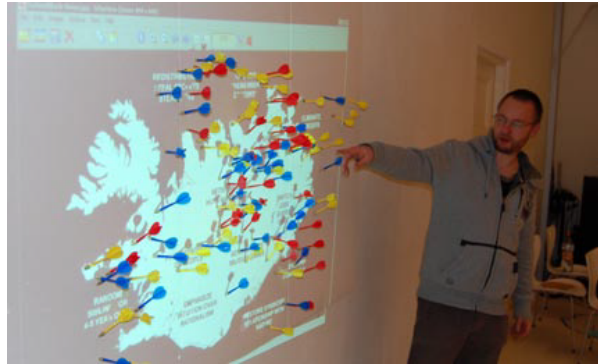
Työskentelen tuotantoassistenttina YKON ry:lle, joka on kuuden vuoden aikana kehitellyt Maailman ideapeliä. Peliä on pelattu useiden eri taidenäyttelyiden ohessa ympäri maailman (Helsinki, Hampuri, Berliini...). Palaute on ollut huikeaa ja innostavaa! Nyt yhdistyksemme haluaa kokeilla Maailman ideapelin mahdollisuuksia toisenlaisessa ympäristössä. Uskomme pelin tuovan uusia näkökulmia maailmastamme oppilaille kuin opettajallekin. Pelissä ei ole voittajia, mutta jokainen osallistuja saa varmasti paljon ajateltavaa. Lisäksi teen opinnäy-

tetyöni Humanistisen ammattikorkeakoulun kulttuurituotannon linjalle Maailman ideapelin soveltuvuudesta lukioiden opetussuunnitelmaan.

Kunnioittaen,
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Attachment 2. Feedback survey (in Finnish)

Palautekysely Maailman Ideapeli

SUKUPUOLI: Mies Nainen

SYNTYMÄVUOSI: _____

KOULU JA OPPIAINE: _____

Vastaa seuraaviin väittämiin arvoasteikolla 1-5.

1= Täysin eri mieltä, 2= Jokseenkin eri mieltä, 3= En samaa enkä eri mieltä, 4= Jokseenkin samaa mieltä, 5= Täysin samaa mieltä

1. KOULUYMPÄRISTÖ

Miten mielestäsi seuraavat väittämät pitävät paikkansa?

	1=Täysin eri mieltä	2=Jokseenkin eri mieltä	3=En samaa enkä eri mieltä	4=Jokseenkin samaa mieltä	5=Täysin samaa mieltä
1.a) Peli soveltui luokkatilaan					
1.b) Peli sopi kurssin teemaan / aiheeseen					
1.c) Peli oli hyvää vaihtelua muuhun opetukseen					
1.d) Peli soveltuu ikäiselleni					
1.e) Pelin kaltaisia opetusmuotoja pitäisi olla enemmän					
1.f) Olisin halunnut tietoa pelistä etukäteen enemmän					

2. PELIN RAKENNE / TEKNIikka

Miten seuraavat tekijät toteutuivat pelissä?

	1=Täysin eri mieltä	2=Jokseenkin eri mieltä	3=En samaa enkä eri mieltä	4=Jokseenkin samaa mieltä	5=Täysin samaa mieltä
2.a) Pelin kesto oli sopiva					
2.b) Mielenkiintoni pysyi koko pelin ajan yllä					
2.c) Tekniset elementit (video, kartta) tukivat peliä					
2.d) Peliä oli helppo pelata					
2.e) Vetäjät antoivat selkeitä ohjeita koko pelin ajan					
2.f) Olisin toivonut yksityiskohtaisempaa ohjausta					
2.g) En ollut koko ajan varma mitä pitää tehdä					
2.h) Pelin vetäjien ammattitaito toi varmuutta peliin					

Vastaa seuraaviin kysymyksiin vapaamuotoisesti.

3. Mieluisinta pelissä oli:

–

4. Vaikeinta pelissä oli:

–

5. Mielenkiintoisinta pelissä oli:

–

6. Opettavaisinta pelissä oli:

–

7. Pelissä oli jokin osio, joka mielestäsi oli turha? Jos oli niin mikä?

–

8. PELIN SISÄLTÖ

	1=Täysin eri mieltä	2=Jokseenkin eri mieltä	3=En samaa enkä eri mieltä	4=Jokseenkin samaa mieltä	5=Täysin samaa mieltä
8.a) Peli oli hauska					
8.b) Peli oli mielenkiintoinen					
8.c) Peli oli opettavainen					
8.d) Peli oli uusi ja erilainen tapaa oppia					
8.e) Pelistä sain uusia ajatuksia ja ideoita					
8.f) Peli avasi maailmankuvaani					
8.g) Mielestäni on hyvä, että pelissä ei ollut tarkkaan rajattua teemaa					
8.h) Pelin avulla voi oppia jotain yhteiskunnasta					
8.i) Pelin avulla voi oppia jotain muista ihmisistä					
8.j) Pelin avulla voi oppia jotain itsestään					

9. HENKILÖKOHTAISET KOKEMUKSET

	1=Täysin eri mieltä	2=Jokseenkin eri mieltä	3=En samaa enkä eri mieltä	4=Jokseenkin samaa mieltä	5=Täysin samaa mieltä
9.a) Peli lisäsi rohkeutta ilmaista itseäni					
9.b) Peli vaikutti tapaan ajatella kriittisemmin					
9.c) Peli auttoi omien mielipiteiden muodostamisessa ja jakamisessa muiden kanssa					
9.d) Olisin valmis osallistumaan peliin vapaa-ajallani					
9.e) Olisin valmis pelaamaan peliä, vaikka se tarkoittaisi ylimääräisiä tunteja kurssin opetusohjelmaan					

10. Suositteletko muille osallistumista peliin? Kyllä En

Vastaa seuraaviin kysymyksiin vapaamuotoisesti

11. Jos vastasit kyllä, niin kenelle suosittelet osallistumista peliin?

—

12. Olisitko kiinnostunut osallistumaan peliin jatkossakin? Perustele.

—

—

13. Miten parantaisit peliä?

—

KIITOS VASTAUKSISTASI!!