SMILEY

Social Mindedness In Learning community

www.smileyschool.eu

INCLUSIVE EDUCATION

Co-funded by the
Erasmus+ Programme
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UNIVERSITÀ
degli STUDI
di CATANIA

ISIG 50

Don't stop playing!
A Serious game experience based on the positive value of difference

Augusto Gamuzza
Università di Catania

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The main objective of the project was to promote the use of ICT in education proposing a sociological approach to conflict resolution at School

5 Educational Contexts

(Great Britain, Italy, Poland, Romania and Turkey)

Consortium

5 types of skills:
1) Academic, Scientific
2) Technological
3) Experts in dissemination/promotion
4) Evaluators
5) Pilot schools

4system
The Art of e-Learning

RESEARCH & TRAINING PMF
JO Group

T.C. MİLLİ EĞİTİM BAKANLIĞI

SICILIAE STVDIVM GENERALE · 1434 ·

enigma interactive

Gimnazjum nr 2 im. Adama Asnyka w Zielonej Górze

Collège National "Mihai Eminescu" 1865

5 types of skills:

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- The SMILEY "numbers"
- 5 countries (Italy, Poland, Romania, Turkey, United Kingdom)
- 115 schools participating in the project
- 150 referring teachers
- 4973 students (10-16 years)

What is Social Mindedness?

Social mindedness translate the connection between values and social competences that individuals put in practice to achieve integration, cohesion and sense of community.

Structural orientation of the Self towards relationship and intersubjective integration dynamics of which the individual and the community benefit in the daily life context

liaison between individual relational domain (Self) and group relationships

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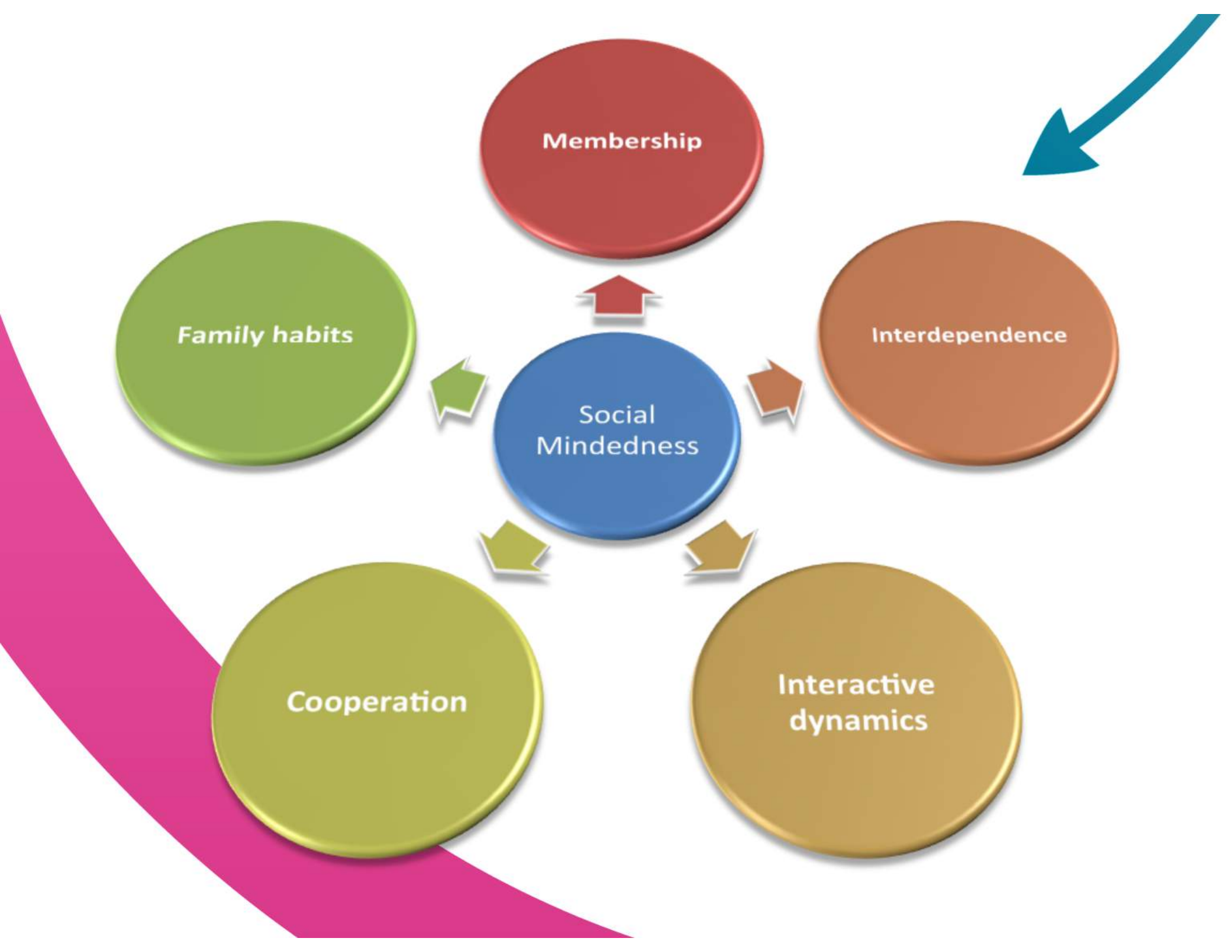

Membership
Family habits
Interdependence
Social Mindedness
Cooperation
Interactive dynamics

The originality of SMILEY is based on its approach

Compared to the "classic" projects that deal with exclusion within the school context focusing on the individual-psychological dimension of the excluding subject (ie bullying)
SMILEY focuses its attention on avoiding that the school environment may originate exclusion practices

YOUR
TOWN
Welcome back Susan!
<< High scores
instructions
Play >>

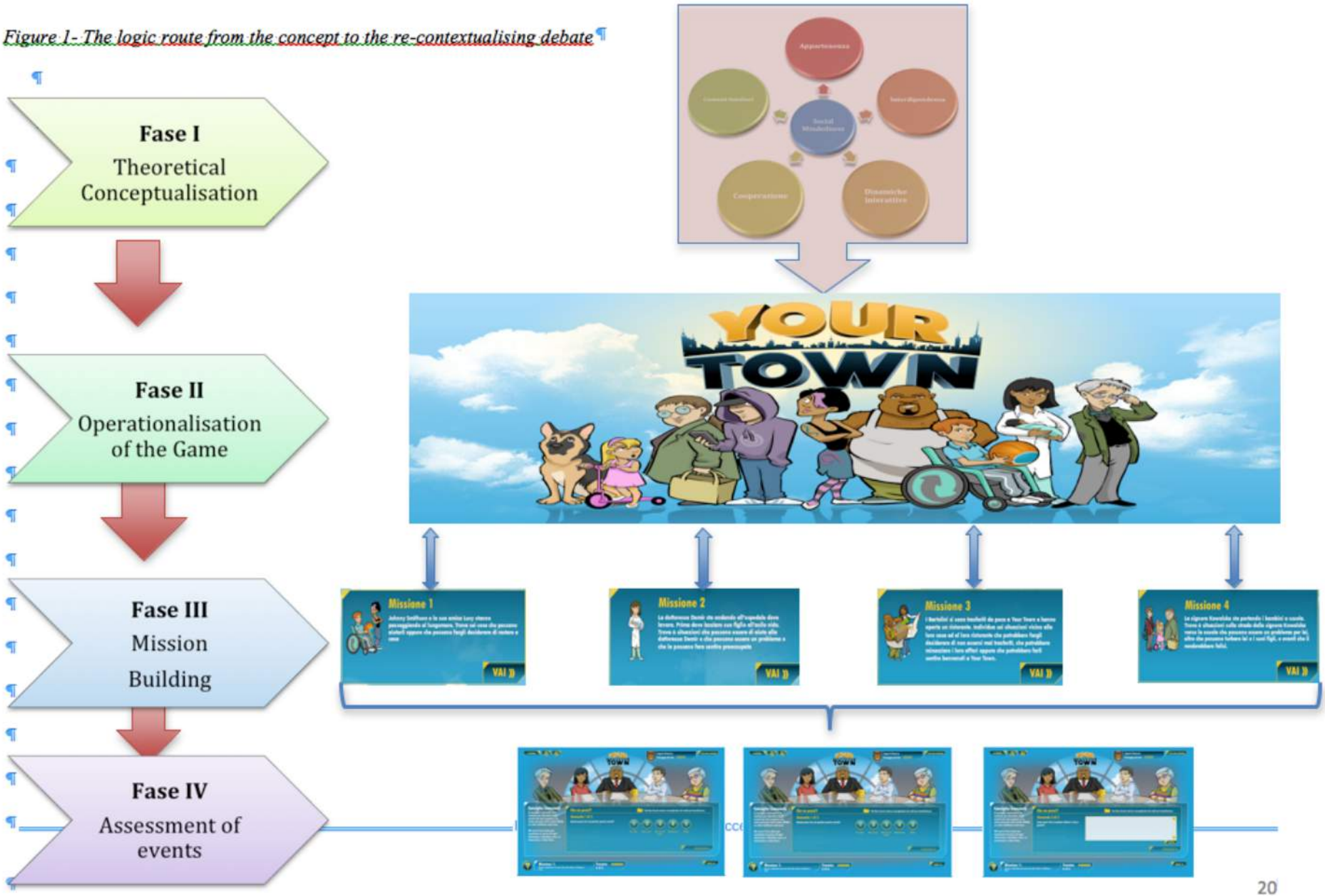
The Analytical Path

- Quantitative Survey;
- Questions during the Edu-GDR "YourTown";
- Dialogical re-contextualization;
- "Final" variables collected after the "online" and "offline" phases

Relational hypothesis

"SM is linked to the mutual influence of the individual cultural system - expressed by family habits - the sense of belonging to the context, the networks of relational interdependence and the dynamics of cooperation."

Figure 1- The logic route from the concept to the re-contextualising debate



Each mission (and related game events) is defined starting from the dimensions the concept of Social Mindedness

EXIT GAME
YOUR TOWN
Welcome back
Augusto Gamuzza!
HIGH SCORES
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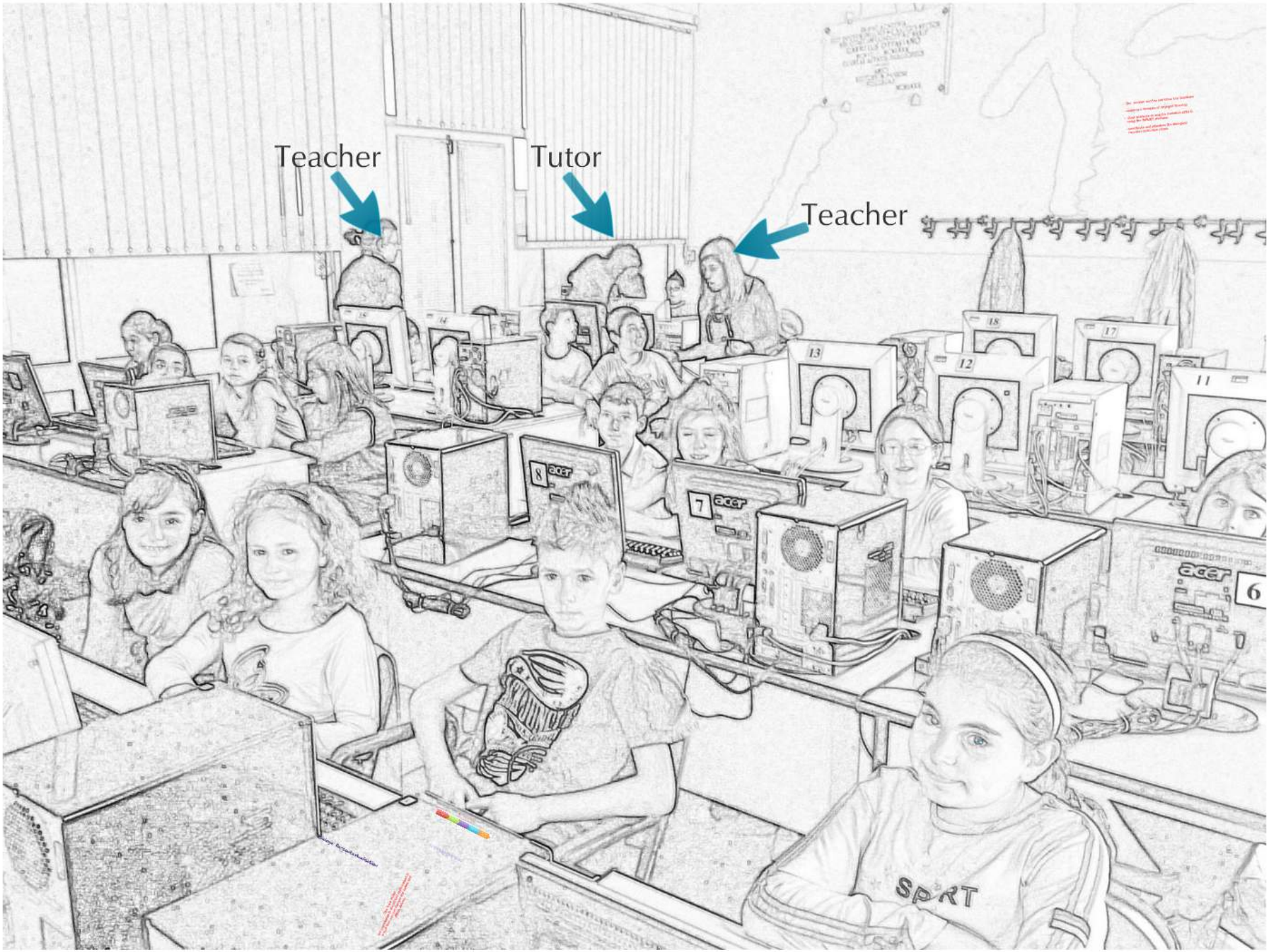
Teacher
Tutor
Teacher
acer
SPRT

- The teacher carries out three key functions
- catalyze a dynamic of engaged learning
- allow students to acquire technical skills in using the SMILEY platform
- coordinate and stimulate the dialogical recontextualization phase

The scheme is Easy

Dialogic Re-contextualisation

During the "offline" phase, the class that RI-CONTESTUALIZE the game events in the school environment thanks to a debate stimulated by the referent teacher

At the end of the game session the debate in the classroom allows to recontextualize within the school environment thanks to the grid provided to the referent teacher

The Core Point:
the experience in the virtual environment is a tool that can not replace the active and REAL debate

Mission three

Mr & Mrs Bartolini have recently moved to Your Town and opened up a restaurant. Find 6 things near their home and their restaurant that could make them wish they hadn't moved here or could threaten their business or things that might make them feel welcome in Your Town.

GO »

Mission four

Mrs Kowalska is taking her two young children to school. Find 6 things on Mrs Kowalska's route to school that may be a problem for her, which would make her or her children feel upset, or things that would make them feel happy.

GO »

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nclusions and open-ended ques

- the family cultural context represents a relevant field of orientation
- Students seems to negotiate social rules in order to achieve personal goals

Even if respect for the generalized other and recognition of diversity as value are declared as an "ordering principle", the qualitative section of the research has shown how this emotional disposition is not always consistent with the stated action. Social desirability is always "lurking"

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