COOPERACY LET'S DO IT TOGETHER

LEARN LIKE EARTH!

COOPERACY



COOPERATION SCIENCE

- QUANTITATIVE AND QUALITATIVE COOPERATION MEASUREMENT
- FACILITATION + GAMIFICATION OF MEETINGS & LONG TERM PROJECTS

- REDIS



MANY WAYS OF LEARNING





SO KIDS ARE TAKING OVER...



AND THE WEB IS HELPING THEM

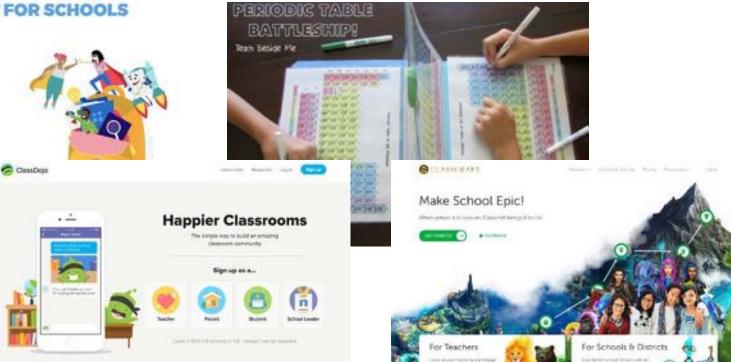


Make learning awesome as a team!

Mahood for schools is our new offering built around collaboration and susing time for tractives and school admins. Put pour creative minds together with either educators, increase productivity, and make learning awardoms at a beam?

Learn more about all the superpowers Kahoot: for schools unlisted

Course treat



WHAT IS SCHOOL FOR?



ClassCraft Teachers' Report after one year:

98% of teachers say that it has increased student engagement

99%

of teachers say that it has had a positive impact on the classroom atmosphere (bullying)

88% of teachers have reported an increase in academic performance

89% of teachers have reported an increase in overall efficiency in the classroom

of teachers have reported improved attendance

100% of teachers say that students are having more fun in class!

DO "EXPERTS" WANT TO PLAY?

- 1. PSYCHOLOGY AND GAMES AS LEARNING TOOLS FOR ADULTS TOO
- As we've seen
- 1. COMPETITIVE S.T.E.M. ENVIRONMENT
- Investigators FIGHT instead of having some fun
- If you make mistakes other learners are invited to blame you!
- Paradox: not blamed? The other's ideas are weak (!!!)
- 1. COOPERATION IS BETTER FOR EARTH SCIENCES
- Group votes (If a part is bad, the whole is worse)
- It cannot be taught in a monoperformative way
- Mono-heroes will think in a non-systemic way

DEMONSTRATING EVIDENCES

Wang, A. I., & Lieberoth, A. (2016, January). <u>The effect of points and audio on concentration</u>, <u>engagement</u>, <u>enjoyment</u>, <u>learning</u>, <u>motivation</u>, <u>and classroom dynamics using Kahoot</u>. In <u>European Conference on Games Based Learning</u> (p. 738). Academic Conferences International Limited. (Cited by 20 - h-index 21, 7)

Vesselinov, R., & Grego, J. (2012). <u>Duolingo effectiveness study</u>. *City University of New York, USA*, 28. (Cited by 104 - h-index 18)

Muntean, C. I. (2011, October). Raising engagement in e-learning through gamification. In *Proc.* 6th International Conference on Virtual Learning ICVL (Vol. 1). Sn. (Cited by 436 - h-index 7)

Osipov, I. V., Nikulchev, E., Volinsky, A. A., & Prasikova, A. Y. (2015). <u>Study of gamification effectiveness in online e-learning systems</u>. *International Journal of advanced computer science and applications*, 6(2), 71-77. (Cited by 37 - h-index 5, 22, 33)

GAMIFIED ECOSYSTEMIC LEARNING

GROUP VOTES = Learn to push up the whole not the single

CIRCLE VOLLEY = Nobody wins, everyone wins

ESCAPE ROOM = Win as a team

EXAMPLES: JULES VERNES STYLE GAMES

VOYAGE TO THE OUTSIDES OF THE EARTH

Use satellites maps and information to change the Earth, for example reversing the gulf current or the seasons cycle (kids) or reversing climate change effects (experts).

AROUND THE WORLD IN EIGHT MINUTES

They have eight minutes to gather information from earth and escape

35000 KILOMETERS OVER THE SEA

Each kid or expert is given a satellite as superpower. They gather information in order to test predictions about the sea temperature effect on wind temperatures



THANK YOU!