NEWSARCADE - Seriously, Play the News!

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D2.5 Evaluation Report

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1. Introduction

The purpose of this report is to evaluate and summarize the results obtained from the MVP experiments with stakeholders, conducted as part of the [NewsArcade-Seriously Play the News!](#) project (number:101060250). The report aims to provide a comprehensive overview of the insights, feedback, and opinions expressed by the participants during the workshops. It serves as a means to capture and document the key findings, observations, and recommendations arising from the stakeholder experiments process.

The report's purpose is multifaceted. Firstly, it aims to provide a record of the experiments outcomes, ensuring that valuable insights and perspectives are not overlooked. It consolidates the diverse range of feedback received from stakeholders, allowing for a holistic understanding of their opinions and concerns in order to improve the NewsArcade Authoring tool (for the launch of its improved version in the beginning of the 2nd year of the project).

Secondly, the report serves as a tool for evaluation. It assesses the extent to which the workshop objectives were achieved and examines the impact of the experiments on stakeholder understanding, collaboration, and possible adoption of the tool. The evaluation helps identify the strengths and weaknesses of the project's results, enabling improvements for future engagements.

Additionally, the report facilitates communication and knowledge sharing. It provides a summary of the workshops' outcomes, which can be shared with stakeholders who were unable to participate directly. It also serves as a reference for the NewsArcade partnership, allowing the consortium to review and consider the stakeholders' input when making decisions or designing future project outputs.

The workshops were implemented between June-July 2023. In total, we carried out 6 workshops, both physical and digital involving key stakeholder from different European regions:
1. 14th of June 2023 in Copenhagen with representatives from the educational sector.
2. 22nd of June 2023 in Paris with media professionals, publishers and journalists.
3. 22nd of June 2023 two online workshops with media stakeholders from all around Europe.
4. 28th of June 2023 in Cyprus with young people.
5. 10th of July 2023 online workshop with the Advisory Board.

2. Objectives and Scope

The objectives of the workshops were carefully designed to align with the overall goals of the project. In particular, the experiment workshops had a two-fold objective:

1. Sought to enhance stakeholder understanding of the project, its goals, and potential impacts and create an environment that promoted cooperation with them for the sustainability and exploitation of the project results.
2. Sought to solicit feedback from stakeholders regarding the MVP-NewsArcade Authoring tool. The objective was to gather insights, suggestions, and recommendations that could contribute to improving project outcomes.

These objectives serve as the guiding principles for the stakeholder engagement process and provide a clear direction for the workshops. Thus, the workshops aimed to collect diverse perspectives from different target groups such as educators, journalists and publishers and young people themselves. The objective was to ensure that a wide range of voices and opinions were heard, fostering inclusivity and representation.

The scope of this evaluation report encompasses the stakeholder workshops conducted as part of the project. The report focuses on assessing the effectiveness and the quality of the MVP. The evaluation period covers the duration of the workshops, from the initial planning stages to the final collection of feedback. The report includes data from multiple sources, including observation notes taken during the workshops and post-workshop evaluation survey responses. The key evaluation questions revolve around the impact of stakeholder engagement on project outcomes, the value of stakeholder perspectives and recommendations, and the overall effectiveness of the workshops in fostering collaboration and achieving project goals. By defining the scope, this report provides a clear framework for evaluating the workshop outcomes and their impact on the project.

3. Methodology

Evaluation of new digital tools and products can be conducted using different methods, depending on the main goal of the to be achieved. Usually these include one or a mix of: user interviews, focus groups, usability testing, surveys and questionnaires, A/B testing with analytics and user data gathering, contextual inquiry and remote user testing. In the case of NewsArcade it was decided to carry out experiments as individual workshops with specific target groups. This is not only a very resource effective way to gather high-quality feedback but also provides us with the opportunity to very closely observe and interact with the target stakeholders.

The methodology employed for conducting the workshops was designed to create an inclusive and participatory environment that encouraged active engagement and collaboration among stakeholders. By employing a mix of interactive activities, skilled facilitation, and thoughtful data collection, the workshops effectively gathered valuable input from the participants. The following elements were incorporated into the methodology:

- Workshop Design: The workshops were carefully designed to include a mix of interactive activities, group discussions, and individual interaction with the MVP. The structure of the workshops allowed for both large group sessions and smaller breakout groups to facilitate focused discussions and idea generation.
- Facilitation Approach: Partners were facilitating the workshops as they have expertise in journalism and education. They employed facilitation techniques to ensure equal participation and create a safe space for open dialogue. The facilitators encouraged stakeholders to share their perspectives, actively listen to others, and fostered an atmosphere of respect and inclusivity.
- Data Collection: Multiple methods were used to collect data during the workshops. Team members assumed the role of observers and took detailed notes on participant reactions, discussions, and key insights. Additionally, a post-workshop evaluation survey was administered to gather more detailed feedback and recommendations from participants.
- Participant Engagement: Participants were actively involved throughout the workshops, with opportunities provided for them to share their insights, ask questions, and contribute to group discussions. Interactive activities, such as group exercises and brainstorming sessions, were incorporated to foster engagement and collaboration.
- Flexibility and Adaptability: The methodology allowed for flexibility and adaptability to accommodate the unique needs and dynamics of the stakeholders. Facilitators were responsive to the changing dynamics during the workshops and adjusted the agenda or activities as needed to ensure maximum engagement and participation (e.g., online workshops, one-to-one sessions).
- Inclusive Communication: Clear and transparent communication channels were established to ensure that all participants had access to information and understood the purpose and goals of the workshops. Instructions, materials, and presentations were provided in a language and format accessible to all stakeholders.

The stakeholder engagement strategy employed in this process was pivotal in collecting feedback and recommendations to improve the tool's effectiveness. In particular, the workshops engaged a variety of stakeholders and target groups, each of them bringing unique perspectives and expertise needed at this stage of the project:

- Publishers and journalists as the main target group of the project who will adopt the tool into their everyday journalistic practices.
- Educators (secondary and higher education, youth workers, non-formal education experts, museum experts) as the secondary target group of the project to explore the MVP's scale-up potential in this sector.
- Young people (aged 18-35) which are the end users of the NewsArcade MVP.

In total, through the activities we reached 11 educators, 14 media professionals and 7 young people. To ensure the above, the coordinator of the project, DIAS Media Group who leads this task (WP2, T2.3), drafted some methodological guidelines (see Annex 1) defining the procedure and steps to be taken by the consortium to ensure the successful implementation of the experiments.

4. Key Findings

4.1 Main feedback received from the focus group (scale up event) with educators in Copenhagen:

- Lack of Opinion: Participants expressed uncertainty or a lack of personal opinion for the end users, emphasizing the need for relevance rather than validity in evaluating news.
- Deprivation from Generic Feedback: Participants felt unsatisfied with generic feedback from journalists, desiring more specific and concise explanations about the chosen angle in their articles.
- Validity vs. Relevance: There was confusion about the scaling of validity and a suggestion to focus on the relevance of news sources rather than their validity.
- Student Research and Reflection: Participants highlighted the importance of students conducting their own research and reflecting on the sources of news stories.
- Realistic and Relatable Visuals: It was suggested that images in gamified news articles should feature real people rather than stock photos to enhance relatability and authenticity.
- Role-Playing and Didactic Elements: Adding role-playing elements, such as imagining being an editor, was proposed to enhance the didactic experience of the tool.
- Insufficient Time for Story Creation: Participants felt that the given time frame of two to three hours was insufficient for teachers to create a story from scratch.
- Feedback Improvements: Suggestions were made to be more concise in feedback provided, emphasize the absence of right or wrong answers, and provide clearer actions or steps for improvement.

- Varied Choices and Multiple Story Angles: Participants recommended offering more choices and allowing students to angle the story in multiple ways to reflect the complexity of the real world.
- Teacher's Effort and Knowledge: Some participants expressed concerns about the effort required for teachers to utilize the tool effectively and their limited knowledge about journalism.
- Interactive and Engaging Format: Suggestions were made to make the format less pre-produced, provide more choices, and create shorter texts to enhance engagement.
- Expand the Tool: Participants expressed the need for an extended tool that explores different journalistic disciplines and includes elements of how news is produced and published.
- Context and Age Group: Participants emphasized the importance of defining the tool's context within classrooms and considering the target age group during the design phase.
- Training Tool and Components: There were suggestions to include not only sources but also headlines and graphics as choices to create a more comprehensive training tool.
- Focus on News Production: It was recommended to explore how news is served on different media platforms and consider incorporating elements of gaining followers and clickbait themes.
- Timer and Deadline Element: Participants suggested adding a timer to simulate the deadline pressure and create a more authentic newspaper article experience.
- Balancing Manipulation and Message: Concerns were raised that the manipulative aspects of news creation within the tool might undermine the intended message.
- Finding Mistakes and Contextualizing Opinions: Participants proposed including an activity to identify mistakes and suggested finding a suitable place for participants to express their opinions within the tool.

4.2 Main feedback received from the experiments with Publishers (either held physically in Paris or online):

Face-to-face workshops:

Overall, the feedback on the product is positive, as it successfully addresses the key element of editorial choices and understanding the journalistic process. However, improvements and clarifications are suggested to enhance the user experience:

- Clarify the Newsroom Process: Provide a scenario around the experience to make it more interesting and personal, explaining the process that occurs in the newsroom.

- Revamp the Scale Segment: Change the segment of the scale to make it more engaging and aligned with the journalistic process.
- Increase Interactivity: Make the experience more interactive and engaging, potentially by incorporating pop-ups or other interactive elements.
- Clarify Evaluation Criteria: Specify what users are evaluating against, whether it is feedback or a comparison with the original article.
- Explain the Principle: Clearly explain the role of the user as a news website writer, their task of selecting the right elements and deciding on the angle of the story.

Strengths:
- Focus on editorial choices and the concept of an angle.
- Helps users understand the research, decision-making, and multiple perspectives involved in journalism.
- Gamification is seen as a positive aspect, but it needs further development.

Weaknesses:
- Lack of credit given to journalists' work and the pre-writing process, which should be explained before users interact with the content.
- Building an article should involve more information, choices, and shorter content.

General Suggestions:
- Replace the phrase "how much validity" as it implies personal opinions rather than neutrality of facts.
- Clearly indicate the prominence of the story on the website (front page, bottom, or snippet).
- Use direct and concise comments.
- Allow players to choose their target audience and the type of media they work for.
- Conduct testing with young people to gather their feedback and further enhance the product based on their needs and consumption trends/habits.

Online session:
- Participants suggested explaining the reasoning behind the headlines and incorporating the title selection as a step in the game process to provide insight into the journalist's perspective.
- Recommendations were made to include references and sources before making selections.
- Simplifying the process by comparing one's choices with others at the end, rather than positioning oneself in the selection process, was suggested.

- Feedback was provided on the approach of agreeing with sources, with a suggestion to focus more on the journalistic verification process and critical thinking rather than personal agreement.
- Questions were raised regarding the intended user group and context for using the tool, with suggestions that it could be more suitable for educational settings.
- The need for templates to support journalists in the content creation process was mentioned, emphasizing the utilization of existing work and articles.
- Participants mentioned the potential of the tool to address mistrust but emphasized the importance of incorporating interactive and gamified elements to enhance engagement and enjoyment for users.
- Suggestions included incorporating angry readers' feedback, letters, and introducing stakes or rewards to make the game more immersive.
- In a subsequent session, the importance of reducing content for younger audiences and distributing it in various formats was emphasized. Feedback indicated that while the tool had potential, it lacked gamification, attractiveness, and was perceived as too long.

4.3 Main feedback received from the workshop with young people:

Positive feedback:
- Participants appreciated the short paragraphs and interactions in the game.
- They found it interesting to see what others thought and chose, and suggested mentioning the name of the journalist.
- Participants suggested more feedback through pop-ups and links to provide additional information.
- Adding choices of more statements and including neutral opinions was suggested.
- Creating an account, earning points or badges, and incorporating a news feed for sharing stories and fostering discussions among users were recommended.
- Participants suggested adding reaction elements to indicate their stance or what they learned from the article.
- Incorporating a section where journalists explain the journalistic process through videos or recordings as links was suggested.

Areas for improvement:
- Participants felt that the interactive news stories felt like an exam and desired clearer indications that the selection phase leads to creating their own article.
- Some participants found the game boring, suggesting it was too long and needed to be more appealing to young people, potentially with a more audiovisual design.

- Concerns were raised about the placement of public feedback, as it could influence the choices made. Suggestions were made to move public feedback to the end for an overall trend.
- Recommendations were made to split statements for shorter selections and make it more interactive with wordplay.
- Participants mentioned struggling to focus during the game.
- Participants found the scale in the game confusing, emphasizing that it's not about personal agreement or disagreement.
- A recommendation was made to include a disclaimer on the first page to ensure players understand the purpose of the game and that it's not meant to judge them.
- Adding the option to select headlines/titles and providing feedback on clickbaiting/propaganda was suggested.

4.4 Main feedback received from the online workshop with the Advisory Board:

- Concerns were raised about the impact of non-translated links on the reader's understanding, potentially leading to incorrect information. The limited information provided and the potential for biased articles based on platform-selected content were also mentioned, highlighting a perceived lack of agency for users.
- Participants expressed the need for clearer indications of the source of the statements and the inclusion of links for users to access the original articles.
- The purpose and usage of the scale in assessing validity were questioned, with suggestions to make it more meaningful or reduce the number of options.
- The process of generating statements was unclear, and participants suggested introducing a tick box at the beginning for better clarity and flow.
- Participants appreciated the idea of incorporating social media for online interaction and suggested adding more interactive and gamified elements, such as multimedia content (videos and photos).
- Accessibility considerations were raised, emphasizing the need to comply with accessibility guidelines and provide alternative forms for people with disabilities.
- The importance of source selection as part of the journalistic process was mentioned, highlighting the need for its integration into the game.
- The scale was perceived as tricky to understand, and the use of averages was seen as potentially judgmental or pressurizing.
- Participants noted that the game felt more like an educational tool rather than a game and suggested making it quicker, more fun, and visually attractive to align with the expectations of the new generation.

5. Evaluation of Outcomes & Future Recommendations for improvement

Based on the feedback provided, the following categories can be identified:

Category	Summary of findings	Action Plan/Recommendations for improvement
User Experience and Engagement	➔ Lack of Opinion ➔ Deprivation from Generic Feedback ➔ Interactive and Engaging Format ➔ Shorter Content and More Choices ➔ Realistic and Relatable Visuals ➔ Role-Playing and Didactic Elements ➔ Gamification and Multimedia Content ➔ Timer and Deadline Element ➔ Balancing Manipulation and Message ➔ Focus on News Production and Media Platforms	➔ Develop an interactive and visually appealing format, incorporating gamification elements. ➔ Provide shorter content with more choices, allowing users to angle the story in multiple ways. ➔ Use realistic and relatable visuals, featuring real people rather than stock photos. ➔ Incorporate role-playing and didactic elements to enhance the educational experience. ➔ Integrate multimedia content, such as videos and photos, to increase engagement.
Clarity and Explanation	➔ Validity vs. Relevance ➔ Student Research and Reflection ➔ Explanation of the Newsroom Process ➔ Clear Evaluation Criteria ➔ Source of Statements and Links to Articles ➔ Clarify Scale Segment	➔ Clearly define the distinction between validity and relevance, focusing on the importance of relevance in evaluating news. ➔ Emphasize the significance of student research and reflection, promoting critical thinking skills.

		➔ Provide clear explanations of the newsroom process, evaluation criteria, and the source of statements with links to the original articles. ➔ Revise the scale segment to ensure it aligns with the journalistic process and avoids personal agreement or disagreement.
Educator and Teacher Considerations	➔ Insufficient Time for Story Creation ➔ Teacher's Effort and Knowledge ➔ Integration into Educational Settings ➔ Templates and Support for Journalists	➔ Address the time constraint by providing templates or tools that streamline story creation. ➔ Develop user guides and training materials to support educators in utilizing the tool effectively. ➔ Collaborate with educators to ensure the tool aligns with educational settings and addresses their specific needs and knowledge gaps.
Stakeholder Collaboration	➔ Context and Age Group ➔ Extended Tool and Different Disciplines ➔ Collaboration and Comparisons among Users ➔ Testing with Young People	➔ Define the target age group and context clearly, considering the integration of the tool into publishers' websites and its potential application in educational settings. ➔ Expand the tool to explore different journalistic disciplines and incorporate elements of news production and publication. ➔ Provide features that

		facilitate collaboration, such as comparisons among users, discussions, and feedback sharing. ➔ Conduct user testing with young people to gather their feedback and enhance the tool based on their preferences and consumption trends.
Feedback and improvement	➔ Concise and Actionable Feedback ➔ Assessment of Feedback and Original Article ➔ Feedback on Clickbaiting/Propaganda ➔ Finding Mistakes and Expressing Opinions	➔ Improve the feedback mechanism by providing concise, specific, and actionable feedback that explains the chosen angle and journalistic decisions. ➔ Clarify the purpose of feedback as a tool for improvement rather than judgment. ➔ Incorporate the option for users to evaluate and provide feedback on clickbaiting and propaganda. ➔ Include an activity for users to identify mistakes and find a suitable place for expressing their opinions within the tool.

In summary, the tool should have the following improvements:

➢ Clarify the newsroom process: Develop a clear and engaging scenario that explains the process that occurs in the newsroom. This will provide users with a better understanding of the pre-writing stages and the work done by journalists before creating an article.

➢ Revamp the scale segment: Redesign the scale segment to make it clearer, more engaging and aligned with the journalistic process. Instead of using the term "validity," focus on assessing the relevance or importance of information to the story. Provide clearer instructions on how the user's input in the scale segment contributes to the article creation process. Consider how this influences or pressures the creator.

➢ Increase interactivity and gamification: Incorporate more interactive elements, such as pop-ups or multimedia content, to enhance user engagement. This can include videos, images, or interactive features that provide additional information or context related to the article and journalistic processes. Make the title selection and headline part of the game. Try to incorporate more gamification elements.

➢ Provide clear evaluation criteria: Clearly communicate the criteria against which users' choices and articles are evaluated. Specify whether the evaluation is based on feedback received or a comparison with the original article. This will help users understand the purpose and outcome of their participation in the tool.

➢ Explain the principle: Clearly explain the role of the user as a news website writer and the task of selecting the right elements and deciding on the angle of the story. Provide a concise and engaging introduction that sets the context and purpose of the tool.

➢ Enhance content richness and variety: Address the feedback regarding the need for more information, choices, and shorter content. Expand the available content to provide users with a wider range of options and perspectives. Consider different formats, such as snippets, headlines, or quotes, to create a more comprehensive and engaging experience.

➢ Conduct user testing with young people: Engage young people in user testing sessions to gather their feedback and further refine the tool based on their needs and preferences. This will ensure that the tool effectively meets the expectations and consumption trends of the target age group.

➢ Incorporate feedback mechanisms: Include mechanisms for users to provide feedback, express opinions, or report issues within the tool. This can be done through feedback forms, comment sections, or interactive elements that allow users to share their thoughts and suggestions for improvement.

➢ Provide guidance and support for educators and journalists: Develop resources, templates, and support materials to assist educators and media professionals in effectively using the tool in educational settings.

In analyzing the feedback received and for planning the changes to be implemented during the second iteration of the gamified news format and authoring tool it was necessary to reconcile the somewhat different needs and wishes of the two main stakeholders (educators and publishers/young readers). Indeed requests from one group would sometimes come at the detriment of those of the other. Thus it necessary to first distill two different strategies we could take for the NewsArcade tool:

➢ **Pathway 1: Prioritizing Educators' Needs**
Objective: Enhance the tool's educational value and align it with the needs of educators.

1. Content Enrichment:

- Increase the amount of educational content within the tool, providing more in-depth information and resources for educators and students.
- Include supplementary materials such as lesson plans, discussion guides, and additional reading materials to support classroom activities.

2. Teacher Support:
- Develop comprehensive training materials and resources to help educators effectively integrate the tool into their curriculum.
- Offer professional development workshops or webinars to provide educators with guidance on using the tool and facilitating discussions around media literacy.

3. Customization Options:
- Provide flexibility for educators to customize the tool based on their specific teaching objectives and target age group.
- Allow educators to tailor the tool's content and activities to align with their curriculum and desired learning outcomes.

4. Collaboration Opportunities:
- Foster a community of educators using the tool by establishing an online platform or forum for sharing best practices, lesson plans, and experiences.
- Facilitate collaboration between educators and the project team to gather ongoing feedback and co-create additional educational resources.

➢ **Pathway 2: Balancing Publishers' and Youth Needs**
Objective: Create a balance between educational elements and engaging, gamified features to cater to the preferences of publishers and young users.

1. Gamification and Interactivity:
- Introduce more gamified elements such as challenges, rewards, roleplay, timers, and leaderboards to increase user engagement and enjoyment.
- Incorporate interactive features like quizzes, puzzles, or simulations to make the tool more interactive and immersive.

2. Visual Appeal and Shorter Content:
- Enhance the visual design of the tool to make it more appealing and visually engaging for young users.
- Condense the content into shorter, bite-sized sections to cater to the attention span and consumption patterns of young users.

3. Personalization and Social Features:
- Allow users to personalize their experience by choosing avatars, customizing profiles, or earning badges based on their progress.
- Integrate social features to enable users to share their achievements, compare their choices with friends, and participate in discussions.

4. User Feedback Integration:
   ● Continuously gather feedback from publishers, young users, and other stakeholders to iterate and refine the tool based on their preferences and needs.
   ● Conduct user testing and user experience research to ensure that the tool meets the expectations and requirements of the target audience.

By prioritizing the second target group while scaling the tool for educational settings, these actions will help bridge the gap between the two pathways. The tool can be designed to meet the needs and preferences of publishers and young users, while also aligning with the educational goals and requirements of educational settings.

Below, there is an indicative list of strategies to enhance the tool's usability, engagement, and educational value, addressing the different needs of stakeholders:

   ● Flexible Design: Develop a flexible design framework that allows for customization and adaptation based on the specific needs of educational settings. Provide customization options within the tool to cater to different user groups. Allow educators to adapt the tool's content and features to align with educational objectives, add templates that could be adjusted by publishers and journalists themselves, while also providing settings for young users to personalize their experience within predefined boundaries.
   ● Gamified Educational Elements: Integrate gamified elements that enhance the educational aspect of the tool. Incorporate interactive quizzes, challenges, and rewards that align with educational goals and standards. These elements should be designed to be appealing and enjoyable for young users, encouraging their active participation and learning.
   ● Teachers' Support and Training: Provide comprehensive support and training materials for teachers to effectively utilize the tool in educational settings. Offer workshops, webinars, and resources that guide teachers on integrating the tool into their lesson plans, facilitating discussions, and leveraging the tool's features to enhance student engagement and critical thinking.
   ● Journalists' Support and Training: Provide comprehensive support and training modules for journalists to effectively utilize the tool and write content for the users. Offer workshops, webinars, and resources that guide them in using the tool in their everyday work.
   ● Clear Communication: Clearly communicate the purpose and objectives of the tool to all stakeholders. Emphasize that the tool aims to strike a balance between educational value and engaging elements, highlighting the benefits for both educators and young users.
   ● Iterative Development and continuous improvement: The consortium will continuously iterate and refine by implementing an iterative development approach, regularly evaluating and refining the tool based on user feedback and emerging trends from

publishers, educators and young people. We will encourage ongoing collaboration with stakeholders, including educators, publishers, and young people, to ensure the tool remains relevant and effective and engaging for the target groups.

6. Conclusion

The workshops conducted as part of the project have had a significant impact, providing valuable insights and feedback from stakeholders, including educators, publishers, young people, and the Advisory Board. The workshops served as a collaborative platform for knowledge sharing, co-creation, and meaningful discussions. They facilitated stakeholder engagement and fostered a sense of ownership among participants, leading to a deeper understanding of the tool's strengths and areas for improvement.

Particularly, educators gained a deeper understanding of the tool's relevance, highlighting the importance of student research, reflection, and the journalistic process. Publishers' participation provided valuable insights into the tool's usability, potential integration into their websites, and the need for gamification and interactivity. Young participants expressed their preferences and engagement aspects, emphasizing the importance of concise feedback, interactive elements, and personalization options. The Advisory Board contributed their expertise and raised important considerations, such as accessibility guidelines and the integration of source selection. Overall, the workshops fostered collaboration among stakeholders, encouraged meaningful discussions, and facilitated decision-making by identifying areas for improvement.

The workshops also revealed a disparity in participants' expectations and preferences, with some educators expressing concerns about the effort required and their limited knowledge of journalism. Additionally, the suggestion to explore different journalistic disciplines and include elements of news production and publication expanded the scope of the tool beyond its initial objectives. These unexpected outcomes indicate the need for flexibility and further consideration to ensure the tool's alignment with stakeholders' expectations and goals.

Overall, the workshops successfully achieved their objectives and helped the partnership to shape the direction of the project and the areas for the improvement of the Authoring tool for the launch of its second version and the implementation of the next round of pilotings and experiments with the above stakeholders in the second year of the project.

Next Steps:

Action	Responsible Party	Timeline	Status
Conduct a workshop to go through the feedback and decide on the tool's changes based on the identified gaps.	Consortium partners	July	Done
Improvement of content and approach	Content team	August-September 2023	In progress
Improvements in the CMS	Development team	August-October 2023	In progress
Re-design of the game based on feedback	Development team/Design team	September-October 2023	Not started yet
Releasing the 2nd version of the game	Development team	November 2023	Not started yet
2nd round of pilotings and experiments (T3.3&T3.4) with publishers and educators	Research team	December 2023-February 2024 (preparation from November 2023)	Not started yet

7. Appendices

Annex 1: Methodological Guidelines and templates

T2.3 EXPERIMENTS WITH PUBLISHERS

AIM & OBJECTIVES

What is the purpose of T2.3?

T2.3 is led by DIAS and it aims to set up and carry out the first experiments in order to evaluate the Newsarcade MVP. Content creators will use the Authoring tool in order to create several news games in the NewsArcade format and will evaluate these with a limited number of end-users (consumers). The planning phase of the trials will include the specifications of ethical guidelines for involving humans. IN2 and PortaPlay will closely monitor the trials, offer support and training and gather feedback through questionnaires, interviews, and usage analytics (for which a dedicated data-gathering framework will be implemented).

METHODOLOGY

Approach to be followed:
The experiments will be carried out in the format of workshops. The duration of each workshop should be around 3-5 hours and it will aim to present the project and MVP (wireframe) as well as give the opportunity to participants to experiment with the tool and create their own NewsArcade stories.

The **preliminary agenda** (see Annex 1) is as follows:
1. Presentation of the project
2. Presentation of the MVP
3. Experimentation with the MVP – give time to experiment and give questions for brainstorming
4. Create your own stories session (either individually or in groups depending on the size of the workshop) - if possible at this stage of the project - otherwise we show them the steps to create a story
5. Discussion/feedback on the approach, usability, format, potential, etc.
6. Concluding Remarks & Evaluation

Note: In case of online 1-hour workshops we can online present the project vision and MVP (20'), give participants time to experiment with our existing stories (10-15') and initiate a discussion/ to collect their feedback on key points/themes mentioned below (25-30').

By the end of the online workshops, we can send participants an email with the MVP link and the guide on how to create a story and ask them, if interested and available, to try and create their own stories. We give them a deadline and the dedicated evaluation to complete (Annex 5b).

The **target groups** of the experiments are:
Primary (Media Professionals/Stakeholders):
- Journalists
- Publishers

- Editors

Secondary (Educational Sector & Young people):
- Media literacy experts
- Media literacy educators
- CCIs representatives
- CSOs representatives
- Young people

To support the collection of feedback, the workshop will be experiential and interactive and will encourage group discussions. The step-by-step manual on how to use the NewsArcade tool will be used by the facilitators to support participants in creating their own stories.

Documents needed:
- **Prior to the workshop: invitation, agenda, registration form**

Partners can already send some information about the website and the tool to participants if it will support the facilitation of the workshop. An invitation will be sent to participants via email with an attached agenda and a registration form.
- **During the workshop: consent for photos, attendance list, photos/videos**

During the workshop, facilitators (partners) will need to observe and take notes of the discussion with participants in regard to the feedback received. The workshops can also be recorded. The feedback will be valuable. Upon the participants' arrival, they will need to sign the attendance list and consent form.

Preliminary questions for feedback during the workshop (debriefing process):
- How was your experience with the tool?
- How impactful do you think it will be for the purpose it serves?
- How do you think it can be used in your profession/daily work/organisation?
- What feedback do you have for its improvement?

Note: You can ask more follow up questions.

- **After the workshop: survey and report with findings analysed**

After the workshop, the participants will fill in a post-evaluation survey (see Annex 5a - https://forms.gle/fnRLVrp4npmiEbuR7) and partners will analyse their data into a short document (see Annex 6) and send it to DIAS, IN2 and Portaplay.

INDICATORS

As per the proposal, after each pilot phase, we need 50 experiences to be created and involve at least 5 media professionals and 500 in each pilot phase, thus 20 professionals and 2000 people. We also need to reach 1000 people from the educational sector in total. At least 15 people should be at the scale-up event in Copenhagen and 15 media professionals at the publishers' experiment event in Paris, both held in June 2023.

TIMEFRAME

Task	Deadline	Partners
D2.4 MVP	25/05/2023	PORTAPLAY & IN2

Partners to create a NewsArcade story	20/05/2023	SAPESO, APIF, WAN-IFRA, SDU, DIAS/NISV
Stories to be integrated into the wireframe	10/06/2023	PORTAPLAY
Educational scale-up event in Copenhagen	14/06/2023	SDU, IN2, Portaplay, NISV
Publishers' Experiments in Paris	22/06/2023	DIAS, SAPESO, APIG, WAN-IFRA, IN2
Online workshop with AB	July	ALL (IN2 & DIAS will organise the event)
Evaluation Reports	July	ALL
Follow up meeting	July	ALL
D2.5 Evaluation Report Preparation & Review	28/08/2023	DIAS, IN2 & APIG

ANNEXES
Annex 1- Agenda
Annex 1a - Registration Form
Annex 2- Attendance List
Annex 3- Consent Form
Annex 4- Manual for how to create a NewsArcade story
Annex 5a- Workshop Evaluation Survey
Annex 5b - Evaluation Survey only for "Create your NewsArcade story"
Annex 6 - Evaluation Report template

NEWSARCADE - Seriously, Play the News!

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