**First Round is practical, second is conceptual**

**Visualize the time per round;**

**Example turns**

**Prompts for facilitators; do you want groups that know each other or don’t? If unfamiliar, prompt facilitator to foster communication**

**Noise; make sure there is enough space per group**

**Phase 1: Setup (15 minutes)**

The purpose of Phase 1 of the game is to make each of the players responsible for one of the six areas of digital competency for educators. Ideally there are six players such that there is a perfect match – otherwise there may be players having the same area (more than six players) or a few areas that were not assigned (less than six players).

There is a deck of area cards. Each area card describes an area of digital competency for educators and each area is associated with a color. The six area cards are:

|  |  |
| --- | --- |
|  |  |

Steps for the facilitator:

1. Deal out the **competency area cards** to the players with the color-coded **scenario cards**. If there are fewer than six players, select which areas you would like to include. Deal out **the player boards** and **bet tracking tokens**; they will be used in **Phase 2.**
2. Allow a short amount of time for each player to read both the **competency area cards** and the color-coded **scenario cards** card for themselves and form an idea of what the area entails. **(Up to 5 minutes)**
3. Have a round where each player **reads** out their area title and provides an **example** of what that means in their day-to-day practice. If they cannot make such an example, they can go with one of the examples listed on the card. **(1 min per player)**
4. Set a timer of **2 minutes**. Instruct the players to discuss with one of their neighbors. They should decide whether they would like to switch cards or not.
5. Set a timer of **2 minutes**. Similarly, players now discuss with their other neighbor and choose whether they would like to switch cards.
6. Some players may now have their original cards while other players may have switched it once or even twice. In all likeliness each player has now briefly considered three areas of competence and has been assigned a competence area that suits them – more or less.
7. Finish this phase by having each player read out the title of their competence area and show their card to show its color. Distribute the QR codes for the mentimeter where responses will be entered.
8. This concludes the first phase of the game.

**Phase 2: Gameplay (75 minutes total, 2 rounds)**

The purpose of Phase 2 of the game is for the players to explore their expertise in the six areas of digital competency for educators. Remind the players that the solutions are focused on digital competence, in terms of both technical proficiency and responsible use of the proper tool for the situation.

**Setup:** Each player takes the **scenario deck** associated with their color and chooses which scenario they want to present. Each player also starts with **12 digital competency tokens,** marked on the **player board**; these will be used for betting during this phase. **Bets** are marked on the **Current Bet section** during the round, so players do not need to remember if they bet 0 1 or 2 tokens during the round; at the end of each round, add or subtract from the **player board total** based on the expert's decision.

Pass around

**Gameplay:** For each of the six competency areas, there is a color-coded deck. The **Facilitator** decides which **expert** starts the first round.

1. The **expert** for a competency area chosen from phase picks up the top card of their deck and reads the **scenario overview** out loud.
2. The players to the left and right of the expert now place a **bet of 2, 1 or 0 tokens** for their confidence in their answer to the scenario overview being chosen by the expert (hereafter referred to as ‘the **competing players**’).
3. Other players can place a bet of 2, 1 or 0 tokens on which of the players competing will have their answer chosen by the expert (**side bets**).
4. The expert then reads the **full scenario**.
5. Each competing player then has **1 minute** to write their response to the scenario (on a piece of paper or digitally, their choice).
6. After 1 minute, each player has 1 minute to convince the expert.
7. After both players have finished, the expert decides which answer solved the scenario best. Bets are marked on the player boards.
8. Play proceeds clockwise. Now the previous left-most contestant is the expert, and the players to their left and right are the competing players.

Repeat the steps above until each expert has gone through 2 scenarios.

Example Card:

Teaching and Learning

Overview: You are implementing a new tool for digital learning.

Full Scenario: Your program wants to include a Miro board for students to benchmark their work against peers in one of your courses. How would you implement this in a course of your choice?

Glossary:

**Expert**: The player acting as a subject matter expert for a digital literacy competency area during the game.

**Competing Players**: The players to the left and right of the expert, each of whom is convincing the expert of their response to the scenario.

**Bet**: Competing players bet 2, 1 or 0 tokens on their confidence in convincing the expert.

**Side Bet**: non-competing players can place a 1 token bet on which player will convince the expert of their response to the scenario.

**Overview**: A short description of the scenario. Players only hear this when deciding their bets.

**Full Scenario**: The expert reads this to the competing players once bets and side bets have been placed.

**Competency area cards**: The color coded cards relating to competency areas according to the DigCompEdu framework.

**scenario cards**: Cards that describe a scenario per competency area. Have an overview on one side and a full scenario on the other.

**Player Boards:** The boards that have the current player score, bet, and rules for each turn.

**Bet Tracking Tokens:** 2 tokens per player, one marking current digital competency points and one marking your current bet.

Rules Clarifications:

In Phase 1 you are choosing the area you are most confident in for Phase 2.

**Phase 3: Reflect and Evaluate (15 min)**

Each group will reflect on their experience and decide which 3 scenario answers they want to present to the entire group in the next Phase. Facilitators will write the Competency Area, specific scenario, and responses for the top 3 chosen scenario responses.

**Phase 4: Workshop Wrap-Up (15 min)**

Everyone comes together to reflect on the workshop as a whole and present their top 2-3 scenario responses. Facilitators hand out cards with QR codes to take Eelco’s version of the DigcompEDU test and QR codes for the short post-workshop survey. The workshop is successfully completed!

Appendix:

