

GAME BASED LEARNING – FINANCIAL LITERACY PROJECT

THE STRUCTURE OF THE PROJECT

A. THE PARTNERS

Okan University (OU)

Valencia Polytechnic University (UPV)

Turkish European Foundation (TAV) & Ms. Hülya GÜVENÇ Academic Advisor, Prof.Dr.

Finlit Partners (FP) & Ms. Auli OJALA Academic Advisor, PhD.

Association of Young Entrepreneurs of Valencia (AJEV)

DK Information Tech & Software Inc. (DK)

BAREM

This Erasmus+ project, prepared to apply by the contribution of Turkish, Finnish and Spanish Partners both in preparation and application phase.

B. THE OBJECTIVES

The key objective of this project is to increase the knowledge and the skills of the young generation, helping them to make smart decisions for brighter financial future. The secondary objective of the project is to cooperate young University students to develop the game. This process will help them to understand the real life works, combining with the importance of the literacy. The process of the development and implementation will provide opportunities to the partners, to work for the common goal and to understand the different cultures to increase the opportunities of networking, the exchange of best practices and between academics and civil society organizations from the EU and Turkey, and finally to enhance awareness of the opportunities and challenges of Turkey's accession to the EU.

C. THE CONTENT

Financial literacy is a combination of awareness, knowledge, skill, attitude and the behavior necessary to make sound financial decisions and ultimately achieve individual financial wellbeing, according to the OECD. Similar to literacy, it can be viewed as an expanding set of knowledge, skills and strategies, which individuals build on throughout life, rather than as a fixed quantity. Consumer understanding of financial concepts and ability to correctly interpret financial data is what is generally referred to as financial literacy in the field of consumer finance.

Financial education is the process through which consumers improve their understanding of financial products, financial risks and the opportunities presented by the market, so that they can make informed decisions on their finances. Making financial education widely accessible will benefit society as a whole, reducing the risk of financial exclusion and encouraging consumers to plan ahead and save, which would also help to prevent people getting into excessive debt.

Digital Game-Based Learning is the integration of gaming into learning experiences to increase engagement and motivation and enhancing the skills of the critical-thinking, creativity, communication and collaboration.

The partners agreed to apply the below mentioned framework to achieve the objectives;

- Concept development,
- Designing the game,
- Creative design,
- Technical implementation,
- Educational tests,
- Dissemination and publishing the game,
- Assessment of the impact,
- Web site design,
- Project framework management.

D. THE PROCESS & THE SET OF ACTIVITIES

1. Concept Development

The most important phase of the project which all the partners involved in.



The partners will come together for kick-off meeting (TPM-1) to start for the preparation of the concept. The academic staff role is important to determine the learning content to achieve the learning of financial literacy and developing the skills.

2. Designing the Game

This stage is the combining of the different parts of the conceptual design.



learning framework,
the languages,
the visuals,
the scenarios.

In this step, the project will start to cooperate with Turkish and Spanish students and platforms to start for the development of the creative design.

3. Creative design

During this process, Okan and UPV will support the activities by the contribution of academic staff, technicians and students. Helsinki Technical Development meeting (TPM-2) will support the collaboration of the partners.

a. Technical implementations

This will be the technical development process of the game.



b. Educational test



The application of tests is the key implementation to assess the technical and educational performance of the game, executed by the professionals, students and academic staff in Turkey, Finland and Spain.

The second evaluation meeting in Valencia (TPM-4) will show clear brief of the performance of the game.

c. Dissemination and Publishing the Game



After finalizing the final adjustments and controls, the dissemination events with students and stakeholders started to be executed.

d. Evaluation and Assessment of the impact



The program evaluation is a systematic assessment of the implementation of a financial literacy learning by serious-game with fun and compares learner achievements in financial literacy with the program goals and objectives to determine the success level of the educational program in different geographies.

e. Web site design



In addition to mobile game, the project partners agreed to launch website and online tools, to reach wider target audience to increase the awareness of financial issues and the importance of the literacy by providing information.

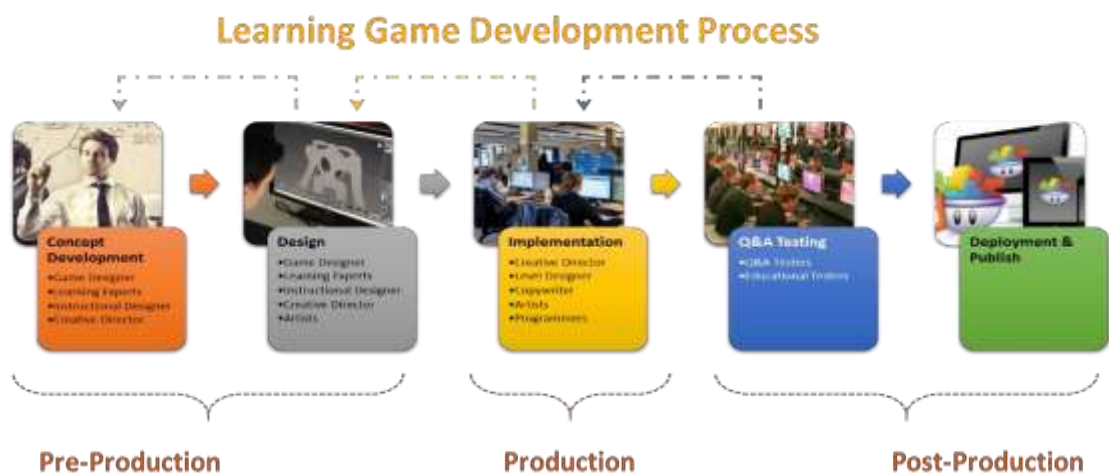
E. Project Framework Management



BAREM, one of the partners will execute the monitoring, evaluating the project life-cycle. The team will prepare a document that helps to track and assess the results of time and cost effectiveness throughout the life of the project. This document will be a living document that should be referred to and updated on a regular basis. This management work will measure the performance of the project cycle. The key issue of the management of the project is to arrange the Multiplier Events in İstanbul and Valencia on time.

F. EXPECTED LEARNING OUTCOMES

- Making budget,
- Spending and Planning to use different payment methods,
- Earning capability,
- Borrowing Money,
- Saving and Investment for future.
- The participants will learn the dynamics of the financial market and services, the importance of the insurance and the role of taxes.



THE PROCESS OF THE PROJECT

