**Public and private actors in educational games development: Modes of collaboration**

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**ABSTRACT** [Please write your abstract here. Abstract should be no more than 750 words in length and does not have to contain bibliographic references]

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| The EU sponsored 6Aika project that operates in six cities in Finland aims at creating innovation platforms that offer modes of collaboration for cities, schools, citizens, civil society and companies. The EduDigi sub-project in the cities of Espoo, Vantaa, and Oulu is an experiment to create a platform for development of educational games. The actors of the project are three universities and two science centres in the area. Several modes for collaboration have been tried and analysed in order to discover permanent structures that would benefit various actors, including universities, primary schools, game companies, and science centres. Crucial problems that prevent efficient collaboration have been identified, such as different timespan and periods of activity in educational institutions and private companies. Another set of difficulties involves financial issues and questions concerning privacy, especially when minors are involved, as well as intellectual property rights and open sharing of results. These could be seen as practical problems that can be solved by careful planning of the process or projects.Asides of these general concerns in multiparty co-operation, some more game specific issues have been identified: the understanding of use of games in education and pedagogical goals and methods are not necessarily shared between game developers and educators. Moreover, the organizational cultures in game development world and in public education are far apart. The views could be summarized simply as follows: game developers seek to create games that are addictive and fun whereas educators want tools that support curriculum goals and enhance learning. For example, a new educational game Big Bang Legends has many entertaining and addictive elements, but it offers high school physics to primary school age kids. On the other hand, many virtual learning environments offer “gamified” features such as badges and points, without really ensuring that they enhance learning. Research in serious games and gamification spans various disciplines, and it is still at a nascent stage. The research results from academia have not yet fully reached the commercial world or schools, and more work is needed to reconcile the views to entail collaborative design practices in learning.Metropolia has been involved various projects in addition to EduDigi where gamification of educational content has been explored in collaborative settings. We will report here several trials of collaboration between primary schools and various groups of university students, as well as game development together with large enterprises and start-up companies. The fields of application involve health care and health education, engineering education and simulations. An outline for best practices will be drafted.  |

**KEYWORDS** [List 3 to 5 keywords]

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| Keyword 1 | Collaborative development |
| Keyword 2 | Educational games |
| Keyword 3 | Game design |
| Keyword 4 | Urban innovation platform |
| Keyword 5 |  |

**SUBJECT CATEGORIES** [Select 3 to 5 WoS Subject Categories that the paper covers. Wos Subject Categories can be found in the first column of Table 1]

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| WoS Subject Category 1 | Computer Science, Interdisciplinary Applications |
| WoS Subject Category 2 | Education & Educational Research |
| WoS Subject Category 3 | Health Care Sciences & Services |
| WoS Subject Category 4 |  |
| WoS Subject Category 5 |  |

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