



3E-LEARNING



BUSINESS GAME

OVERVIEW OF THE TESTING PHASE

Overview

The testing phase of the 3E-Learning business game has concluded, marking a significant milestone in our mission to revolutionize business education for secondary school students through an innovative online platform. This project brought together expertise and enthusiasm from five partner countries: Slovenia, Italy, Portugal, Poland and Turkey.

Highlights of the testing phase

- **High student participation:** A significant number of students from all partner countries actively participated in testing the game. Their engagement and enthusiasm were palpable, contributing to the dynamic and realistic environment of the game.
- **Positive feedback:** The feedback from students has been overwhelmingly positive. They praised the game's interactive design, the real-world business scenarios, and the valuable lessons it imparted about entrepreneurship and business management.
- **High satisfaction rate:** The satisfaction rate among students was very high. Many students highlighted how the game made learning about business concepts enjoyable and practical, allowing them to apply theoretical knowledge in a simulated business environment.

The testing phase in numbers

- **Turkey:** Turkey saw the highest participation, with 205 students testing the game.
- **Slovenia:** Slovenian students also showed great interest, with 79 participants joining the testing phase.
- **Portugal:** In Portugal, 47 students took part in the game.
- **Italy:** Italian students contributed significantly to the testing phase, with 155 participants.
- **Poland:** In Poland, 196 students participated in the testing phase.



With the testing phase successfully concluded, we analyzed the feedback to make necessary improvements. The goal of the testing was to refine the game to better meet the educational needs and expectations of our young entrepreneurs-in-training.

Aim of the 3E-LEARNING business game

To address the digital transformation, promoting a gamified educational path in secondary high schools, with the aim to develop and transfer to students strategic competences (digital entrepreneurship and management) and transversal competences (readiness, flexibility, proactivity).

The didactic and educational proposal aims to offer a new model of learning based on an online role-playing and simulation game designed specifically for youth.



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