



Education Alliance Finland

The Education Alliance Finland Evaluation Process



All EAF certified products can be found on www.educationalliancefinland.com

Squid Academy



Squid Academy provides a hybrid-learning platform for careers in esports

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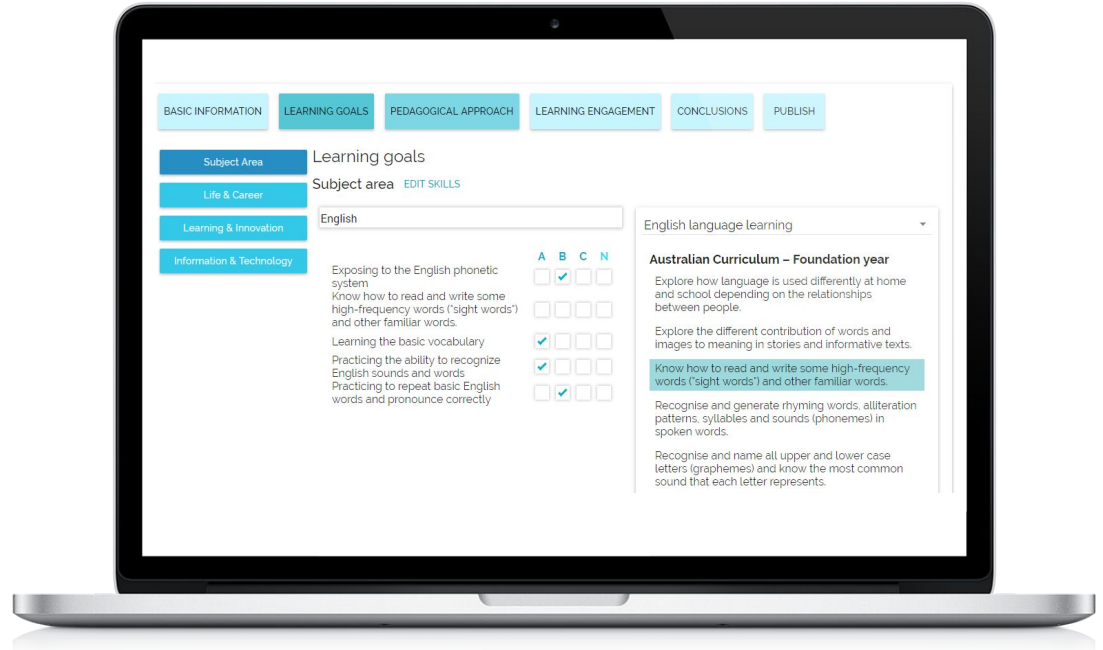
Learning Goals

Matching the learning goals

The evaluator maps the product's learning goals against a specific curriculum/curriculums.

All supported skills are listed and classified as *didactic (A-level)* or *facilitative (B-level)* goals.

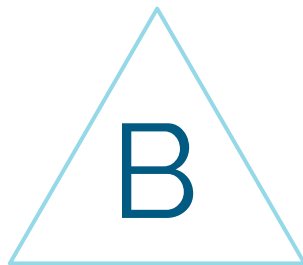
The EAF Evaluation Tool has several hundred skills listed from various national curriculums on several subjects (Languages, STEM, Arts etc.)





Primary Goals

Content is instructional and didactic: Learning of these skills is constantly present in the core usage.



Secondary Goals

Content is partly instructional, partly facilitative: Learning of these skills is present in the core usage, but not essentially and constantly stressed.



Non-Existing

Content does not exist: Learning these skills would be a meaningful part of the use of the solution, but they are missing.



Subject Area

Esports

Note about the learning goals


The following learning goals were taken from Squid Academy's syllabus. In the evaluation the team verified these goals can be met by following the provided course curriculum and lesson material.




Subject area - Primary skills

Squid Academy - Special courses - Classes 1-3

1. Differences between traditional and Lean esports organisations, and their respective approaches to management, decision-making, and team growth. 
2. Esports organisations as businesses, and balancing financial success with providing a supportive environment for players and engaging fans. 
3. Key qualities necessary for success as an esports organisation owner. 
4. Difference between an esports team and an esports organisation. 
5. Provide an overview of esports organisations, their structure, and their goals. 
6. Provide individuals with knowledge and tools to improve their self-care, well-being, and health. 
7. different career paths available within the industry beyond just being a professional player. 
8. Similarities between esports and traditional sports. 
9. Provide an overview of the esports industry, its history, growth, and major tournaments and leagues. 






 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Squid Academy - Special courses - Classes 10-12

1. Educate students on the structure and function of the musculoskeletal system, including the skeletal, muscular, and connective tissue components of the body. 
2. Help entrepreneurs and individuals interested in starting an esports organisation to make informed decisions and create a successful esports brand. 
3. Provide guidance on starting and growing an esports organisation. 
4. Make informed decisions about their dietary choices and maintain optimal health and well-being. 
5. Provide information and guidelines on healthy eating habits and diets, cooking methods that maximise flavour and nutrient profile, potential nutrient deficiencies, and the importance of reading food labels. 






 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Squid Academy - Special courses - Classes 13-15

1. Provide guidance on assessing self-care needs, setting long-term goals, creating a self-care action plan, and incorporating it into daily life. 
2. Educate individuals about the Plan-Do-Check-Act (PDCA) cycle, which is a four-stage process commonly used in schools and businesses for planning and self-assessment. 
3. Value of social innovation, continuous learning, understanding the Hook Framework and gamification, and providing a positive customer experience for long-term success. 
4. Educate individuals involved in the esports industry on important considerations when promoting their brand on social media. 
5. Teach students about the project prioritisation matrix, to categorise tasks or projects based on their level of effort and value. 





 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Squid Academy - Special courses - Classes 16-18

1. Mechanisms for muscle growth, including muscle tension, metabolic stress, and muscle damage. . . . 
2. Three types of progressive resistance training, the FIT principle, and types of resistance training equipment. . . . 
3. Performance nutrition and how it can be used to improve athletic performance, training, and recovery, specifically in the context of Esports. 
4. Tailoring social media strategy, prioritising engagement rate over follower count for attracting sponsors, and utilising creative marketing strategies to increase conversion rates for sponsors. 







 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Squid Academy - Special courses - Classes 19-20

1. Various aspects involved in scaling an organisation, including recruitment, skills and experience . . .  necessary for different roles, networking, and communication.
2. The legal and tax implications of different business structures, the importance of consulting experts,  in different fields, and the benefits of using an umbrella structure to structure multiple companies within an esports organisation.
3. Various ways to expand the network and gain important knowledge for scaling the companies in, . . .  the esports industry.
4. Importance of negotiation, setting expectations, and building strong relationships with sponsors, . . . 
5. Different approaches to obtaining sponsorships and the steps involved in creating effective  sponsorship proposals.
6. Importance of social media advertising and search engine optimization in securing sponsorships for,  esports organisations.







 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Squid Academy - Special courses - Classes 4-6

1. Training methods for the anaerobic system, such as HIIT and anaerobic capacity and power training, and designing an effective aerobic workout based on the individual's fitness level and the intensity of the workout. 
2. Understanding of the three main energy systems in the body, including the aerobic, anaerobic, and ATP-PCR systems. 
3. The importance of research, customer insights, competitor analysis, and SWOT analysis in starting an esports organisation. 
4. The functions and dietary sources of key nutrients such as calcium, iron, zinc, and vitamin D. 
5. The importance of energy balance, the benefits of consuming plant-based proteins, the role of fats in a healthy diet, the importance of hydration, and the key nutrients needed for growing teenagers and young adults. 
6. Provide an understanding of the main nutrients required for a healthy diet. 






 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)




Subject area - Primary skills

Squid Academy - Special courses - Classes 7-9

1. Financial projections and the relationship between cost and benefits when starting an esports organisation, 
2. Provide an understanding of the importance of different skills and perspectives in an esports organisation, including the value of analytical and creative skills. 
3. Various aspects of self-care and well-being, including mindfulness, sleep, physical activity, nutrition, support networks, gratitude, organisation skills, planning, rest, recovery, nature, social media, and online safety. 
4. How to plan for the future of the esports organisation, find players who best represent the brand archetype, 
5. To explain the importance of brand archetypes, how to choose one that resonates with the organisation, and how to use this information to create a brand identity document. 

 = Primary goal: content is [didactic](#)

 = Secondary goal: content is [facilitative](#)




Life & Career

Wellbeing and Sustainable Development / Cross-Disciplinary Thinking / Cross Cultural Skills and Global Awareness / Social Skills / Work life skills and Entrepreneurship /



Wellbeing and Sustainable Development



1. Practicing to take care of one's own and other people's safety  A
2. Practicing to take care of one's own wellbeing and health  A
3. Recognizing habits that are good for sustainable living  A
4. Encouraging the growth of positive self-image  A
5. Practicing to recognize and express feelings  A
6. Learning to face failures and disappointments  A
7. Supporting the growth of environmental awareness  B


 A = Primary goal: content is [didactic](#)


 B = Secondary goal: content is [facilitative](#)



Cross-Disciplinary Thinking

1. Learning to combine information to find new innovations. 
2. Learning to build information on top of previously learned. 


 = Primary goal: content is [didactic](#)


 = Secondary goal: content is [facilitative](#)



Cross Cultural Skills and Global Awareness

1. Encouraging to build new information and visions  A
2. Learning to understand people, surroundings and phenomenons around us  A
3. Learning to face respectfully people and follow the good manners  A
4. Learning about different countries and their characteristics  A
5. Learning about cultural aspects and to respect different cultures  A
6. Supporting student to build their own linguistic and cultural identity  A
7. Getting familiar with different cultures  A









 A = Primary goal: content is [didactic](#)

 B = Secondary goal: content is [facilitative](#)




Life & Career skills

Social Skills

1. Enabling the growth of positive self-image 
2. Learning to understand the meaning of rules, contracts and trust 
3. Practicing communication through different channels 
4. Learning decision-making, influencing and accountability 
5. Learning to listen other people's opinions 
6. Practicing to work with others 
7. Practicing to give, get and reflect feedback 
8. Practicing to argument clearly own opinions and reasonings 










 = Primary goal: content is [didactic](#)

 = Secondary goal: content is [facilitative](#)



Life & Career skills

Work life skills and Entrepreneurship

1. Connecting subjects learned at school to skills needed at working life. 
2. Practicing decision making. 
3. Learning to plan and organize work processes 
4. Learning consumer knowledge and smart economics. 
5. Practicing time management 
6. Encouraging positive attitude towards working life. 
7. Realizing the connection between subjects learned in free time and their impact to skills needed at worklife 
8. Practicing versatile ways of working. 
9. Learning to use foreign language in work context 



= Primary goal: content is didactic



= Secondary goal: content is facilitative




Learning & Innovation


Learning to Learn / Creativity and Innovation / Critical Thinking
& Problem Solving /



Creativity and Innovation







1. Practicing to use arts as a way to express. 
2. Practicing to use imagination and to be innovative. 
3. Encouraging students to be innovative and express new ideas. 
4. Practicing to improvise. 
5. Practicing creative thinking. 
6. Creating requirements for creative thinking. 


 = Primary goal: content is didactic


 = Secondary goal: content is facilitative



Learning to Learn

1. Practicing to evaluate one's own learning. 
2. Practicing to set one's own learning goals. 
3. Practicing to take responsibility of one's own learning. 
4. Practicing to find ways of working that are best for oneself. 
5. Practicing persistent working. 
6. Learning to find the joy of learning and new challenges. 


 = Primary goal: content is didactic


 = Secondary goal: content is facilitative



Critical Thinking & Problem Solving

1. Practicing strategic thinking 
2. Practicing to plan and execute studies, make observations and measurements 
3. Practicing to look things from different perspectives 
4. Practicing to notice causal connections 
5. Developing problem solving skills 
6. Practicing to create questions and make justifiable arguments based on observations 
7. Learning to recognise and evaluate arguments and their reasonings 
8. Learning to find solutions in social conflicts 

 = Primary goal: content is [didactic](#)

 = Secondary goal: content is [facilitative](#)








Information & Technology


Multimodal Literacy / Media and Information Literacy / ICT
Literacy /



Multimodal Literacy

1. Using technology as a part of explorative and creative process  A
2. Learning to acquire, modify and produce information in different forms  B
3. Understanding and interpreting of matrices and diagrams  B
4. Practicing logical reasoning to understand and interpret information in different forms  B






 A = Primary goal: content is [didactic](#)


 B = Secondary goal: content is [facilitative](#)




ICT Literacy - Primary skills

Media and Information Literacy

1. Practicing to use information independently and interactively  A
2. Practicing keyboard skills and touch typing  B
3. Familiarizing with the influences of media and understanding its affordances  B
4. Learning to view and consider media and advertising critically,  B
5. Practicing to find, evaluate and share information,  B
6. Learning to plan and design own written content and textual representations  B

 A = Primary goal: content is didactic


 B = Secondary goal: content is facilitative




ICT Literacy - Primary skills

ICT Literacy

1. Using technology for interaction and collaboration 
2. Understanding and practicing safe and responsible uses of technology 
3. Using technological resources for finding and applying information 
4. Using technology as a part of explorative process 
5. Using technology for interaction and collaboration (also internationally) 
6. Using technology as a part of explorative and creative process 
7. Using technology resources for problem solving 
8. Building common knowledge of technological solutions and their meaning in everyday life 

 = Primary goal: content is [didactic](#)

 = Secondary goal: content is [facilitative](#)

Pedagogical Approach

Assessing the pedagogy

Pedagogical Approach » Subject Area
Passive - Active Hide this parameter ⊖

Fully A lot o A little Not at all Ignore

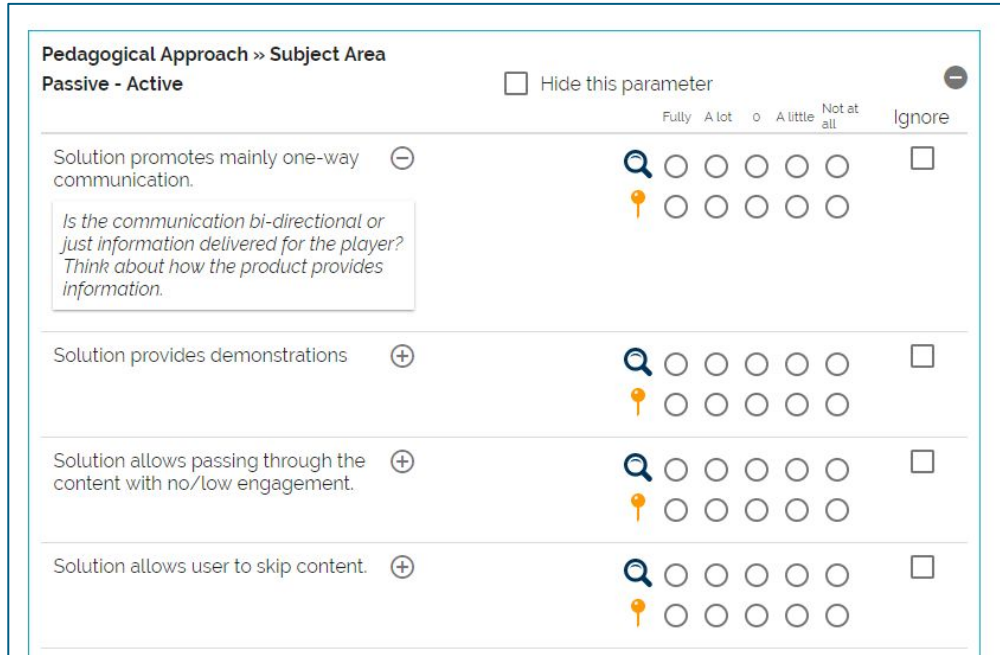
Solution promotes mainly one-way communication. ⊖

*Is the communication bi-directional or just information delivered for the player?
Think about how the product provides information.*

Solution provides demonstrations ⊕

Solution allows passing through the content with no/low engagement. ⊕

Solution allows user to skip content. ⊕



The screenshot shows a web-based assessment interface. At the top, it says 'Pedagogical Approach » Subject Area' and 'Passive - Active'. There is a checkbox 'Hide this parameter' and a minus sign icon. Below this, there are four rows of assessment items. Each row has a statement on the left, a search icon (magnifying glass) and a pin icon (orange), and a Likert scale of five circles in the middle. The first row is 'Solution promotes mainly one-way communication.' with a minus sign icon. Below it is a text box with the question: 'Is the communication bi-directional or just information delivered for the player? Think about how the product provides information.' The other three rows are 'Solution provides demonstrations' with a plus sign icon, 'Solution allows passing through the content with no/low engagement.' with a plus sign icon, and 'Solution allows user to skip content.' with a plus sign icon. Each row also has an 'Ignore' checkbox on the right.

The evaluator answers a set of statements to assess the product's pedagogical approach.

The answers to the questions result to a numeric score on each parameter. The parameters are shown as contrary pair sliders.

The assessment is divided into four parameters:

- 1. Passive – Active**
- 2. Rehearse – Construct**
- 3. Linear – Non-linear**
- 4. Individual – Collaborative**

The set of questions and definitions, have been developed by researchers from the Helsinki University.

Criterion definition

Q **Passive / Active**

Passive: Learner in an observant role

Active: Learning by doing

Q **Individual / Collaborative**

Individual: Learner is learning by her- or himself

Collaborative: Requires collaboration with other learners

Q **Linear / Non-linear**

Linear: Proceeding linearly through repetitive tasks

Non-linear: Supports free exploration and finding solutions in variable ways.

Q **Rehearse / Construct**

Rehearse: Practicing earlier learned

Construct: Learning and constructing new concepts

How to read the contrary pair analysis?



The magnifier tells where the product currently positions the learner, in the pedagogical dimension.

The pin shows where the product should position the learner according to the evaluators.

The Rating Scale



-80

Fair

There are crucial issues with the pedagogical approach. Improvements are necessary in order to achieve high educational quality.



80+

Good

The pedagogical approach is valid. However, many improvements could be made in order to improve this aspect of learning experience.



90+

Excellent

The pedagogical approach is innovative and meaningful. Some improvements could be made in order to improve this aspect of learning experience.



95+

Outstanding

Product is exceptionally innovative and provides high educational value. The content is delivered in an extremely meaningful and engaging way.



Passive - Active: 92/100 = Excellent



Strengths: The lesson structure is perfect and keeps different kind of learners in mind; warm up activity, information delivery, learning through activities, working together, discussion and finally summing up the learned together. Pedagogical points are very well thought out and clearly written in the beginning of the lesson plans, in case a more inexperienced teacher uses these material. In general, this is an excellent package that includes video course material created by professionals, comprehensive lesson plans for group activation, a planned visit to a real esports community with planned activities, and the opportunity to also receive personal coaching.

The material is well thought out for the needs of those aiming for an esports career. It was great to notice that, for example, the models and graphics in the instructional videos, e.g. for planning your own goals.

"In the health and selfcare section, there could still be more guidance for concrete aspects related to the ergonomics of one's own game point, as well as a training program that supports body parts related to static posture. I think the nutrition section was nicely worded and shown with pictures."



Passive - Active: 92/100 = Excellent



Development areas: Assessments didn't give feedback about the right and wrong questions. In principle, there would also be an opportunity for learning here, when the test is completed - chance to repeat questions that went wrong, help questions based on wrong answers, which could be repeated before a new attempt. If the test would also tell which sections/information was well mastered, the student's self-confidence could be strengthened. It is important to get positive feedback from the instructor as the studies progress, because there isn't any in the LMS. The importance of personal positive feedback could be emphasized in the teacher's instructions.

"I'm wondering if Lana has been given too much of a role in the conversation and how often such long opening conversation works with the videos - experience will tell. On the other hand, Lana sums up the most important things efficiently and pleasantly and thus brings support alongside the changing live trainers".

The screenshot shows the SOUID ACADEMY logo at the top left. Below it is an orange notification box with the text: "Sorry, your assessment is not pass. You got 4 out of 10 correct". Underneath, there are two sections: "What you know" with a green checkmark icon and the text "asdasdasdsa", and "What you should review" with a red exclamation mark icon and the text "asdasdasdsa". At the bottom right, there are two buttons: "RETRY AFTER 23:58:39" and "CONTINUE LEARNING".



Rehearse - Construct: 88/100 = Good

Rehearse



Construct

Strengths: The course aims to keep up the learner's interest during the progress and guides the learner to define own learning goals. In particular, the lectures on well-being goals were stimulating and in line with the principle of good solution-oriented coaching. The courses support learning new things through creative tasks. Course uses modern ways of learning and teaching for the product - quizzes, games, solving problems and doing tasks collaboratively. Various activities support practicing collaboration skills a basic level. The course requires utilizing learned in open-ended problem solving - concepting tasks and all applying acquired information is practiced, and visits to esports organizations and encouragement to networking tie everything learned to real life.

Introduction To Starting Your Own Esports Organisation - Assessment

Question 2/14

What is the value proposition of an organization?

- The amount of revenue generated by the organization
- The number of competitive teams under the organization
- The merchandise lines the organization offers
- The unique value the organization brings



56s

You can do this!

✓ SUBMIT ANSWER



Rehearse - Construct: 88/100 = Good

Rehearse



Construct

Development areas: In the online online LMS the progress is mainly based on memorizing things. The LMS could be used to measure more than memorized points from the lectures. There could be more progress indicators, creation of your course portfolio, submission of work and getting feedback on it. Of course, this requires more resources from the facilitator, and some of it could be done in other platforms. But if the groups are small and motivated, it could be successful. You could still invest better communicating to the learners, what they have learned and achieved. There were concluding videos/speechs in the video courses, and the Assessments part helps here too.

"In my opinion, the parts about exercise and body well-being could have been expanded a bit. the most common types of injuries to wrists, backs and necks could have been explained better. Body care was present at a fairly general level in the materials I studied. Clear, concrete examples of the most common injuries and their prevention could have been presented, as they may end a career that has started well and lead to large financial and quality of life losses."



Linear - Non-linear: 94/100 = Excellent



Strengths: The course promotes free exploration of tools and/or content, and supports unlimited learning process. There is plenty of additional resources and the learners can explore lot of the material at their own pace. For example social media is used for exploration of the market, and the students are encouraged to create their own goals and create work based on those.

An Introduction to Self Care

2 hours 4 chapters 20 lessons

The objective of this course is to enhance the audience's self-awareness about the factors affecting their well-being and to develop strategies to improve it. The course covers the six dimensions of well-being, goal setting, tailoring self-care practices, reframing, seeking support, and improving health.

1. Introductions FREE 0%

The objective of this chapter is to introduce Chris Thurston & his course titled 'An Introduction to Self Care.'

SHOW CHAPTER DETAILS ▼ START CHAPTER

2. Getting Started FREE 0%

The objective of this chapter is to provide a comprehensive understanding of self-care and well-being, including the six dimensions of well-being: physical, psychological, emotional, social, spiritual, and occupational. It also discusses the external and internal aspects of self-care, and the importance of identity change. The chapter

Chris Thurston
Performance Lifestyle Coach

I'm Chris, a sports science graduate with a post-grad certificate in Education and 18 years of player and staff experience, including working in the USA and England with clubs like Chicago Fire SC, Sheffield Wednesday FC, The Football Association, and Watford FC. I take a people-first approach to support aspiring elite performers, with 8 years in English Football Academies and 5 seasons in a Premier League Academy leading personal development, transitional support, and player well-being.

COLLABORATOR(S):

Chris Thurston



Linear - Non-linear: 94/100 = Excellent



Development areas: Assessments test the mastery of certain knowledge goals at the end of the course. The evaluated material didn't clearly tell, how the students will gain more personal proof of how their know-how in entrepreneurship and esports has accumulated over the whole course.

Take your learning to the next level. "Assessment" category tests your esports career knowledge with fine-tuned questions.

How To Build Your Own Esports Organisation - Assessment

TOPICS COVERED

COMPLETED

Introduction To Starting Your Own Esports Organisation - Assessment

TOPICS COVERED

START ASSESSMENT



Individual - Collaborative: 93/100 = Excellent

Individual



Collaborative

Strengths: The lessons have plenty of activities that require participation of the whole group; Games, activities and discussion. The leaderboard encourages learners to compete against other learners. Yet, playing is meant to be a playful and motivating activity and an opportunity to learn something new together. The course provides an open learning community to share information, thoughts, and experiences in class and perhaps also through social media channels.

GAME TIME!!

(25 to 30 mins)

The "Stardew Valley and Project Prioritisation" activity involves using the popular video game Stardew Valley to teach high school students about the project prioritisation matrix. Students are divided into groups, given laptops with the game installed and a Project Prioritisation Matrix handout. They play the game for 25-30 minutes, prioritising their in-game tasks and projects using the matrix. After the game session, they come together to discuss their progress and present their categorised tasks and projects to the class. The activity concludes with a debriefing session to reinforce the practical application of the project prioritisation matrix in real-life situations.



Individual - Collaborative: 93/100 = Excellent

Individual



Collaborative

Development areas: Although there is plenty of group work, there isn't much focus on instructing effective and constructive group work. How are decisions made? How to organize the group? In some activities a leader is appointed, but there could be other roles the group members could assign to themselves. Understanding of the process for working together for common good in business, making choices that benefit the whole group etc. could have even more emphasis in this course.

The course guides the learner to define their own learning goals and targets for their personal esports career. Yet, the course could offer more guiding material for the goals set by the learner - how to take them forward during and after the course, and how possibly form groups with people who share the same or similar goals in the course. A lot of this happens organically in the course Discord community.

❖ Activity Title: "Build Your Own Esports Organisation"

→ Objective: The objective of this group activity is to encourage students to think critically about the strategies and challenges of building an esports organisation on a budget or with capital. Through group discussions and brainstorming, students will learn about the importance of networking, social media, and partnering with other organisations. Additionally, they will learn how to create incentives to attract talented players and teams while staying within their budget, and develop a social media campaign that promotes their esports organisation.

→ Materials:

- ◆ Laptops and projectors
- ◆ Paper and pens

→ Instructions:

- ◆ Divide the students into groups of 4-5 and ask them to select a game title they want to build an esports organisation around.
- ◆ Provide each group with a laptop and projector to research and discuss their selected game title and the strategies they would use to build an esports organisation around it. They should also consider the challenges and benefits of building an esports organisation on a budget versus building one with capital, and the importance of networking, social media, and partnering with other organisations. They will have 10 minutes for this task.
- ◆ Ask each group to present their findings and strategies to the rest of the class. Facilitate a discussion on the different approaches and ideas presented.
- ◆ Next, ask the groups to brainstorm and list down potential incentives they could offer to attract talented players and teams, while ensuring they stay within their budget. They will have 5 minutes for this task.

Learning Engagement

The Six Aspects of Learning Engagement

Q **Autonomy**

Feeling that the user's actions in the product are based on their own decisions rather than feeling there is external pressure to choose a certain action.

Q **Competence**

The user can feel capable and effective in their actions rather than feeling incompetent or ineffective.

Q **Relatedness**

Feeling that in the product there is meaningful contact with people who care about you rather than feeling lonely and uncared for. You can also feel connection with fictional characters and events in the product.

Q **Respect**

Feeling that the product takes the user into account as a capable and desired actor rather than feeling that the user's opinions and experiences are neglected.

Q **Stimulation**

Feeling that the product offers plenty of enjoyment and pleasure rather than feeling bored and understimulated by the product.

Q **Safety**

Feeling that the product is a safe environment for having fun and trying out things rather than feeling uncertain of the consequences or threatened by other users.

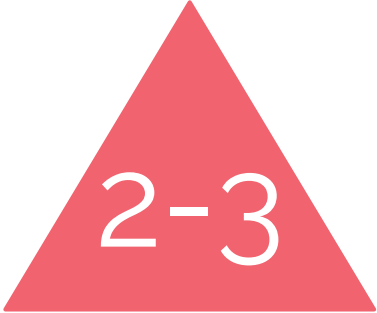
The Rating Scale



1

Not Supported

There are issues with the user engagement in this area.



2-3

Supported

The product takes into account this aspect of user engagement. Some improvements could be made in order to improve the support.



4-5

Well supported

There are several well executed features which support this aspect of user engagement.



Autonomy

Score: 4.25/5 = Well supported

The users actions in the product are based on their own decisions rather than feeling external pressure to choose a certain action.

Main strengths

Score

- | | | |
|----|--|-----|
| 1. | The product motivates the use well. | 5 |
| 2. | The user can create their own goals for the use. | 5 |
| 3. | It is possible to use creativity and express yourself when using the product. | 4.5 |

Course has a versatile coverage of different methods and the so-called inputs for the student. In general, the information is made clear and easy to follow. The students get a good idea of what esports is about, but they have the freedom to develop their own ideas and plan for a future role in esports career.



Competence Score: 4.06/5 = Well supported

Feeling that you are very capable and effective in your actions rather than feeling incompetent or ineffective

Main strengths

Score

- | | | |
|----|---|---|
| 1. | Navigation in the product is easy and intuitive. | 4 |
| 2. | Experienced and advanced users can find more challenge in the product. | 5 |
| 3. | The product gives you enough information to use it efficiently. | 4 |

In general, the students will produce clear outcomes in every lesson, and the progress in the LMS is easy to monitor. The goals for learning are clearly explained, and features such as gaming leaderboard create a motivating factor. The LMS platform is easy and pleasant to use



Competence Score: 4.06/5 = Well supported

Feeling that you are very capable and effective in your actions rather than feeling incompetent or ineffective

Main development areas	Score
1. Progression on the product depends on succeeding on things relevant for learning.	3.5
2. The product rewards the user in a meaningful way and according to the challenge.	3

The LMS could have more places for qualitative feedback and chances for improving learning that way. A lot of the feedback should come from the course facilitator, but this was not evident from the observed material.



Relatedness Score: 4.17/5 = Well supported

The product supports meaningful contact with people who care about your actions rather than feeling that the contact is one-sided or meaningless. The user can feel connection with fictional characters and events in the product.

Main strengths	Score
1. The product uses language which makes you feel welcome and cared for.	5
2. The product provides examples or motivation to learn the skill it tries to teach.	4.5

The language and the way things were talked about through out the product was very positive and inspiring. Having Lana as a presenter was an interesting idea, and may work very well depending on the facilitator. However, some might find it less fluent to discuss with a recording.



Relatedness Score: 4.17/5 = Well supported

The product supports meaningful contact with people who care about your actions rather than feeling that the contact is one-sided or meaningless. The user can feel connection with fictional characters and events in the product.

Main development areas

Score

- | | | |
|----|--|-----|
| 1. | The product supports communication with other people and there are good reasons to communicate | 3.5 |
| 2. | The story or fictional world present in the product motivates learning | 4 |

Some of the videos end a little abruptly, and there was slight differences in quality:

"The woman telling about the nutrition had her gaze wandering in a disturbing way when she was telling, but maybe she was nervous."

In general, there could be more focus on teaching constructive collaboration and effective group work.



Respect

Score: 3.8/5 = Supported

Feeling that the product takes the user into account as a capable and desired actor rather than feeling that the user's opinions and experiences are neglected.

Main strengths

Score

1. The product doesn't include discriminative narrative or enforce unnecessary stereotypes. **4.5**
2. The product is suitable for both inexperienced and experienced users. Players can eg. skip tutorials. or choose wanted difficulty levels **4.5**

The material starts from the very basics, so even a person with very little knowledge of the field can join. There were also plenty of chances for diving deeper into the topics and to challenge oneself. The course doesn't bring up eg. gender to focus, and material is neutral in that sense. However, the topic might come up in eg. branding, selection of target groups etc. Therefore it might be good to include some material around demographics of gamers/esports players/industry professionals.



Feeling that the product takes the user into account as a capable and desired actor rather than feeling that the user's opinions and experiences are neglected.

Main development areas

Score

1. The product doesn't have bugs which cause errors or crashing. **3.5**

There were some links which didn't work in the LMS, and sometimes the system had placeholder texts in place.

4. Free Resources

Resource Link

1. "How to Get Sponsored on YouTube and Twitch" by Creator Academy (Video):
2. "How to Write a Sponsorship Proposal" by The Sponsorship Collective (Article)
3. "How to Build a Relationship with Your Sponsor" by The Balance Small Business (Article)

[BACK](#) [FINISH CHAPTER](#)

On the left: Some links didn't open properly.



Stimulation

Score: 4.5/5 = Well supported

Feeling that you get plenty of enjoyment and pleasure rather than feeling bored and understimulated by the product.

Main strengths

Score

- | | | |
|----|---|-----|
| 1. | The product's challenge level is optimal for the targeted users, or it can be chosen, | 4.5 |
| 2. | The product's graphics, sounds and other elements support the narrative and user experience in a meaningful way and are pleasant. | 4.5 |
| 3. | The product encourages exploring it further, | 4.5 |

The learners can set goals for their own learning in the course in many ways, from mindset development to business skills and building a company culture. There is certainly enough information to be acquired both for the beginners and those who are further in the path already.



Safety

Score: 4.42/5 = Well supported

Feeling that the product is a safe environment for having fun and trying out things rather than feeling uncertain of the consequences or threatened by other users

Main strengths	Score
1. Making errors is beneficial. Everytime you make an error, you learn something from it.	4.5
2. The product doesn't include content or advertising which would be harmful for the targeted users. .	4.5

"I think the best thing about the course is a really encouraging way to talk about developing into an esports professional. Everyone makes mistakes and the road to the top is multifaceted and not straight at all. I think one of the strengths of the product was the really encouraging tone in the speech. The professionals had impressive work experiences and it was nice to hear what they had to say."



Safety

Score: 4.42/5 = Well supported

Feeling that the product is a safe environment for having fun and trying out things rather than feeling uncertain of the consequences or threatened by other users

Main development areas

Score

1. There is a way to report and possibly block misbehaving users.

4

The course could have a clear code of conduct that everyone sign up for. The environment can be quite competitive, and it is important that it all happens in a good spirit. Having a clear way on how to deal with misbehavior is important also for facilitators.



Results

Squid Academy

High Educational Quality Aspects

1. Multifaceted and varied course program for learning about various options in esports career.
2. The course uses modern, activating, creative and collaborative ways of learning.
3. The course videos show expertise in the topic, but offer it to the learners in easy to understand way.

Pedagogical Approach **92 %**

Learning Engagement **4.2**



CERTIFIED
PEDAGOGICAL QUALITY

According to Education Alliance Finland evaluation, Squid Academy represents high educational quality and is proven to promote learning efficiently.



Background

*Expert Evaluation of **what** the solution teaches and **how** it teaches?*

Education Alliance Finland
conducts impact
evaluations based on
global quality standard for
learning solutions

Education Alliance Finland



Expert Evaluation and Rating

The analysis of how the product supports learning of different skills is done by using a contrary pair criterion. The evaluator uses contrary pairs to diagnose skill-specifically the pedagogical approach which the product represents. The diagnose is done by using slider between contrary pairs, setting the slider in a position that describes the product's approach. Evaluator uses the same slider to describe the best possible approach and gives a rate (0-100) on how adequate approach the product has.

All diagnoses and ratings are done by two expert-evaluators separately. After all skills are diagnosed through the criterion, evaluators discuss and form a concluding diagnose of two separate evaluations.

The rating points out the strengths and development areas, mirroring them with the needs of education field and product development possibilities. After pointing out the development areas, the analysis gathers suggestions on how to improve the product.

Outcomes

- Q Defining **what** and **how** the product teaches
- Q Analysis of features which **engage** the learners
- Q Pointing out the strengths and development areas
- Q Giving validation for building the marketing message

Pedagogical Model and Learner Perception

In the first phase of the analysis evaluators are forming product related statements to define a variation of skill sets that the use of the product supports. The base of the statements is formed upon definitions of 21st century skills, Finnish pedagogics and existing research evidence related to the product. The reason for using the mentioned influencers is that they represent the needs of the education field globally.

In the second phase the same influencers are used to develop the criterion for evaluation how the product supports learning of different detected skills. Finnish new curriculum represents a learner perception based on most advanced understanding of efficient pedagogical approach and therefore it can set the highest quality standards for education tools.

Pedagogical approach - Passive / Active

Regarding the role of the student, we characterize the learning solution as promoting learning that is situated somewhere on the scale between *passive* and *active*. As key components determining the characteristics of the solution on this scale we use *accountability*, *behavioural engagement* and *emotional engagement*.

Agency	Behavioural engagement	Emotional engagement
<i>Autonomy</i>	<i>Interactivity</i>	<i>Activating motivation</i>
<i>Self-regulation</i>	<i>Engagement</i>	<i>Sustaining motivation</i>
<i>Intentionality</i>	<i>Scaffolding</i>	<i>Feed forward</i>

Passive



Active

Pedagogical approach - Rehearse / Construct

Regarding the learning activities, we characterize the learning solution as promoting learning that is situated somewhere on the scale between rehearse and construct. As key components determining the characteristics of the solution on this scale we use sparking of interest, building of knowledge and reflection of learned.

Interest	Knowledge building	Reflection
<i>Activating interest</i>	<i>Defining goals</i>	<i>Reflection</i>
<i>Mapping prior knowledge</i>	<i>Applying existing knowledge (adaptation/assimilation)</i>	<i>Decision-making</i>
<i>Customisation</i>	<i>Knowledge creation</i>	<i>Difficulty optimisation</i>

Rehearse



Construct

Pedagogical approach - Individual / Collaborative

Regarding the learning activities, we characterize the learning solution as promoting learning that is situated somewhere on the scale between individual and collaborative. As key components determining the characteristics of the solution on this scale we use interaction, responsibility and regulation.

Interaction	Responsibility	Regulation
<i>Interaction</i>	<i>Accountability</i>	<i>Self / co-regulation</i>
<i>Fostering collaboration</i>	<i>Peer support</i>	<i>Personal / shared learning goals</i>
<i>Content sharing</i>	<i>Information sharing</i>	<i>Independency / co-dependency</i>

Individual



Collaborative

Pedagogical approach - Linear / Non-linear

Regarding the learning process, we characterize the learning solution as promoting learning that is situated somewhere on the scale between linear and non-linear. As key components determining the characteristics of the solution on this scale we use procession and predictability.

Process	Predictability
<i>User progression</i>	<i>Predictability of outcomes</i>
<i>UX optimisation</i>	<i>UX limitations</i>

Linear



Non-linear

Assessing User Happiness

The user experience evaluation is done from the perspective of the user happiness. The evaluation assesses, how fun and engaging an product is to use, and it is suitable for entertainment games, learning games and utility apps,.

The evaluation focuses on things the users are able to do in the product, and how these features make the users feel. It takes into account the general usability of the products, but looks behind issues which are not essential for the experience. Therefore this type of evaluation is also suitable for proof of concept -state prototypes and ideas.

The evaluation report serves as a tool for the design and development team. It shows what are the features that support the user happiness the best, and how they do it. It will also point out things that hinder the happiness, and ways the experience could be improved.

Sources: The aspects of player happiness are from Hassenzalh, Marc et all: Designing Moments of Meaning and Pleasure. Experience Design and Happiness. International Journal of Design Vol. 7 No. 3 2013

Autonomy	<i>The user's actions in the product are based on their own decisions rather than feeling there is external pressure to choose a certain action.</i>	
1. The user can create their own goals for the use.		4. The product sets limitations for using it when and where I want to, and the limitations feel unnecessary or annoying.
2. The product motivates the use well		5. It is possible to make choices, and the different choices have clearly different and meaningful outcomes.
3. It is easy to understand, what is the goal in using the product.		6. It is possible to use creativity and express yourself when using the product.

Sources: The heuristics are adapted from the following sources:

Korhonen, Hannu & M. I. Koivisto, Elina. (2006). [Playability heuristics for mobile games.](#)

Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

Competence

Feeling that you are very capable and effective in your actions rather than feeling incompetent or ineffective

1. The product rewards the user in a meaningful way and according to the challenge	5. Progression on the product depends on succeeding on things relevant for learning.
2. The product gives you enough information to use it efficiently.	6. The first time experience is encouraging and it is easy to learn to use the product
3. Navigation in the product is easy and intuitive.	7. It is possible to feel successful and proud of myself when I am using the product.
4. The challenges and tasks in the product feel optimal for the targeted users	Experienced and advanced users can find more challenge in the product.

Sources: The heuristics are adapted from the following sources:

Korhonen, Hannu & M. I. Koivisto, Elina. (2006). [Playability heuristics for mobile games.](#)

Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

Relatedness *In the product there is meaningful contact with people who care about your actions rather than feeling that the contact is one-sided or meaningless. The user can feel connection with fictional characters and events in the product.*

1. The story or fictional world present in the product motivates learning

4. The product supports social interaction, such as multiplayer or sharing of content with other people

2. The product uses language which makes you feel welcome and cared for.

5. The product provides examples or motivation to learn the skill it tries to teach.

3. The visuals and characters in the product are suitable for targeted users.

6. The product supports communication with other people and there are good reasons to communicate

Sources: The heuristics are adapted from the following sources:

Korhonen, Hannu & M. I. Koivisto, Elina. (2006). [Playability heuristics for mobile games.](#)

Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

Respect	<i>Feeling that you are very capable and effective in your actions rather than feeling incompetent or ineffective</i>
1. The product gives clear feedback on all your actions	4. The product is suitable for both inexperienced and experienced users. Players can eg. skip tutorials or choose wanted difficulty levels
2. The product doesn't make assumptions on player's age, gender, race or origin.	5. The product doesn't have bugs which cause errors or crashing.
3. The product doesn't include discriminative narrative or enforce unnecessary stereotypes	

Sources: The heuristics are adapted from the following sources:

Korhonen, Hannu & M. I. Koivisto, Elina. (2006). [Playability heuristics for mobile games.](#)

Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

Stimulation	<i>Feeling that you get plenty of enjoyment and pleasure rather than feeling bored and understimulated by the product.</i>	
1. The product encourages exploring it further	4. The user doesn't unnecessarily need to repeat things which they have already learned	
2. The product's challenge level is optimal for the targeted users, or it can be chosen	5. The product's graphics, sounds and other elements support the narrative and user experience in a meaningful way and are pleasant.	

Sources: The heuristics are adapted from the following sources:

Korhonen, Hannu & M. I. Koivisto, Elina. (2006). [Playability heuristics for mobile games.](#)

Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

Safety

Feeling that the product is a safe environment for having fun and trying out things rather than feeling uncertain of the consequences or threatened by other users.

1. Making errors is beneficial. Everytime you make an error, you learn something from it

4. The user does not lose any hard-won rewards or results if they do something wrong.

2. There is a way to report and possibly block misbehaving users.

5. If the user shares content - their work, their comments or anything else - it is always clear, who has access to the shared content.

3. The product doesn't include content or advertising which would be harmful for the targeted users

6. The user cannot make irreversible errors. Points that lead to restarting the use or re-doing things without a considerable effort should not be possible

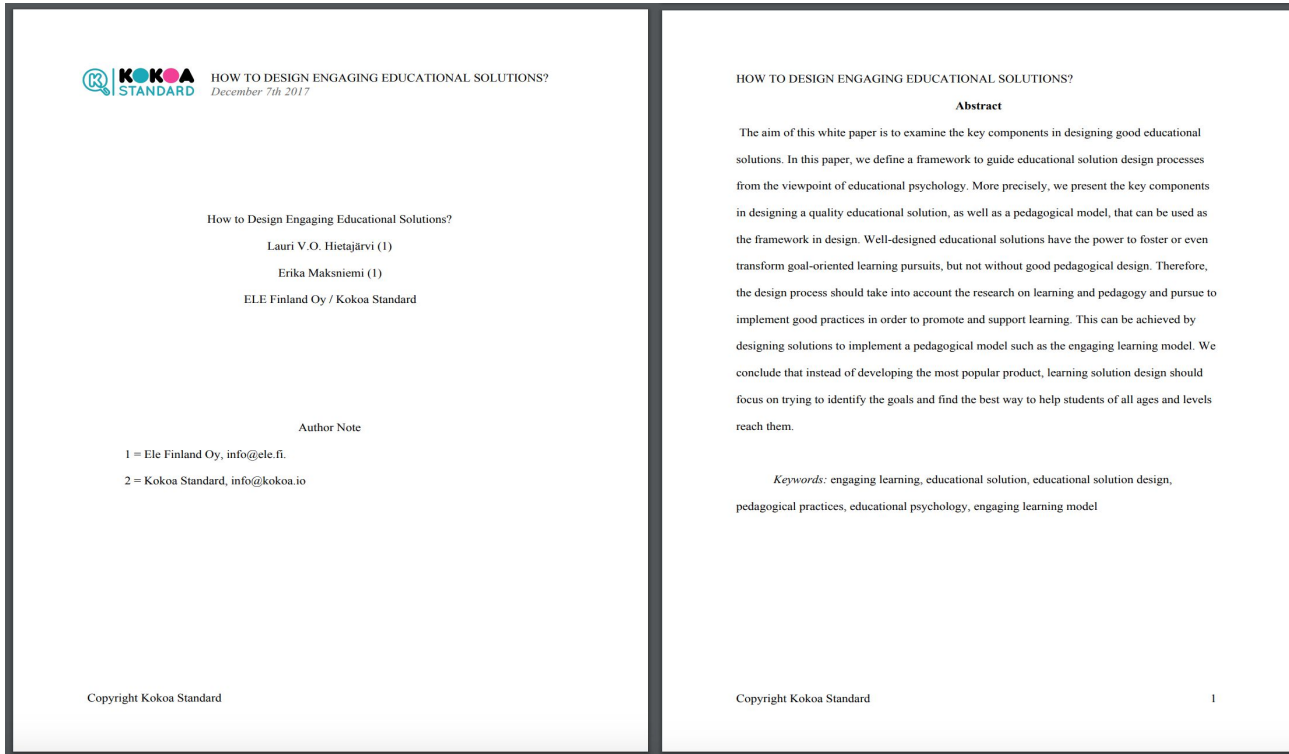
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Inostroza, Rodolfo et al (2012). [Usability Heuristics for Touchscreen-based Mobile Devices.](#)

Nielsen, Jacob. (1994a). [Enhancing the explanatory power of usability heuristics.](#)

The white paper article describes the theoretical background of the evaluation.





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