

LIFE Project Portfolio

Project Name and Group: Gamification of Human Rights Education II, Group A

Names: Robert Trofimov, Ervin Puust, Essi Johansson, Jessica Schwartz, Kevin Erik Iin

1. Project Report

General Introduction

The initial idea for the project was to create a game based on human rights but more on the civil part of rights, for example, privacy and data rights – which is the topic we chose to focus on. The game would consist of different “levels” that the player could play through. The levels would consist of different scenarios as a whole storyline with questions, relating to privacy and data rights, that could vary from base-level knowledge to a little more sophisticated questions. As creating a game within the time that was allowed, seemed a little too much to handle, the group chose to switch to a more general and broader platform.

The idea was to create a learning management system (LMS) platform, where users could take part in different so-called “courses”, which would consist of the same topics, privacy and data rights, where users could gain knowledge in legislation that could assist them in everyday life. Courses consist of main topics, then sub-topics, and then before mentioned scenarios. Since the main focus was still to implement gamification into the platform, the scenarios could not be removed. The group’s goal was to have a ready-developed demonstration (Demo) version of the platform ready by the end. On the legal aspect, the courses and scenarios would be based on the European Union’s General Data Protection Regulation (GDPR), since the legal students were most comfortable with that, as they have been exposed to it within their studies the most. Additionally, the group thought that using GDPR as the basis for our courses and scenarios would be the most beneficial to the users as it is based on digital and privacy rights.

Everyone was divided into 3 groups, who had certain responsibilities within the whole group. Those groups were the legal team, development team, and kind of doing everything team. People

in the legal team, Essi Johansson and Jessica Schwartz took the responsibility to conduct the legal research and later on, writing and creating the scenarios and tying them with legal texts. The development team, Ervin Puust, and Kevin Erik Iin, coded and developed the platform. Robert Trofimov took on the role of the group leader and took the place mostly as the designer but worked on every other aspect. Dividing the group's obligations in a way as compartmentalizing, made the work more efficient and gave better chances at succeeding in the goal that everyone had in mind. Robert, Jessica, and Essi study Law. Ervin and Kevin study Computer Science.

Problem Importance

The central problem that the project seeks to tackle is the lack of engaging education resources for adults on digital rights, privacy, and online security. Existing resources primarily cater to children or focus on other age groups. This project identifies the need for a platform that is not only interesting for young adults but also imparts advanced knowledge in this field.

This project aims to address this problem by offering users the opportunity to learn about digital rights, privacy, and online security engagingly. This project allows us to explain complex laws and concepts in a more simplified and practical manner, making our topics more approachable and understandable. Therefore our goal is to empower users to make more informed decisions online.

By creating a user-friendly platform, we aim to fill the void in adult education on digital rights, privacy, and online security. Our approach goes beyond existing resources, ensuring that young adults find the content engaging while gaining advanced knowledge in this crucial domain. Through this project, we aspire to make learning about digital rights accessible and enjoyable.

Reaching stakeholders and Sustainability

The project is aimed at the general population, ages 18-40, who seek to increase and/or gain knowledge in the legal field, whilst not becoming a lawyer. The platform will contribute to

building awareness among users regarding the importance of digital rights. This awareness will hopefully lead to more informed and responsible online behavior and an increased understanding of potential risks and threats in the digital space.



Additionally, the content does not have to be made only by us but rather expanded in a way that could lead to more exposure. In a way to create more partnerships, for example, with universities or with different corporations, who see that the use and the benefit the platform has, could potentially be efficient to expand the knowledge of their students or employees. The universities, for example, could create their own courses or transfer their already existing ones to enhance the learning experience for the students, or corporations could partner with the platform to share more knowledge in the legal field where the corporation works.

In summary, the project's strategy involves not only producing valuable content but also fostering partnerships with educational institutions, corporations, non-profits, and industry leaders to create a comprehensive and widely accessible platform for legal education in the digital era. This collaborative effort aims to empower individuals, institutions, and communities with the knowledge needed to navigate the evolving legal landscape in the digital age.

Summary of Results

The goal, which was to have a demonstrative platform ready by the deadline was achieved. We successfully developed a ready platform that has a publicly accessible web page and functions which we tried to achieve. The demo scenario is functional and is possible for a playthrough. The webpage does have cosmetic so-called bugs and does not look fully finished but given the time limit that we had, the outcome is positive.


It is possible to play the scenario/course called: “Privacy Law Essentials”, which has a total of 15 questions ranging from general data to privacy topics. Some questions have legal aspects tied to them but others have information that would be good to know aspects, for example, not using publicly accessible Wi-Fi from a cafe or clicking links on phishing emails, and how to act in such situations, if they may come up.

 Hello, {user}
 


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Privacy Law Essentials




Data Law Essentials



Privacy Law Essentials

5 Scenarios


2 hours




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Privacy Law Advanced



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Course info


Privacy Law Essentials

5 Scenarios 2 hours



Welcome to "Privacy Law Essentials," a dynamic course offering a comprehensive understanding of privacy laws in today's digital landscape. Explore five diverse hypothetical scenarios, applying your knowledge of privacy laws in practical yet fictional situations. Gain the skills to navigate data protection, consent, and user rights while safeguarding sensitive information and ensuring compliance with relevant legislation. Whether you're a legal professional, business owner, or privacy-conscious individual, this course empowers you to confidently address privacy challenges, protect digital rights, and enhance data security.

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Privacy Law Essentials

01. Introduction

You registered for a new app because you are seeking to get example pictures of how to decorate your room. The app requires access to your location, contacts and camera

What will you do?



01. Grant all permissions for a seamless experience
02. Decline all permissions to safeguard privacy
03. Carefully review the permissions and grant only necessary ones
04. Ignore the permissions and install the app

2. Project Action Plan

Activity and short description	Timeframe (which month)	Person (name + study field) or team responsible
Project Kickoff and Planning – Discussing deadlines and the goal of the project.	October	Everyone
Legal Research – Legislation and deciding on the material to be used for scenarios.	October	Legal Team
Platform Research – Platform research on what to base the project on.	October	Development Team
Platform Design & Artwork – First design sketches of framework and artwork.	October	Robert Trofimov
Scenario writing (drafts) – Linking the researched material and writing scenarios.	October	Legal Team
Coding and platform development – Prototype of the project.	November	Development Team, Robert Trofimov
Platform Scenario Mechanic – Development	November	Development Team, Robert Trofimov
Final Design – Fixing framework and artwork that needs to be finalized.	November	Robert Trofimov
Scenario Writing (Final Draft) – Changes in scenarios based on feedback.	November	Legal Team
Platform Quality Control – Testing the platform and how every aspect works together.	November	Everyone

Final Project Review and Adjustments – Final fixes before the deadline.	December	Everyone
Project Portfolio Writing	December	Everyone
Final Presentation Writing	December	Everyone

3. Communication to Stakeholders

In regards to stakeholder communication, the group deployed the platform as a website, where we gathered people to try and give feedback on the platform itself. Feedback was generally positive, with room for improvement which we welcomed. Since the timeframe to complete the work was quite limited for such a project, the team tried their hardest to bring out a version of a demo for the last deadline.

4. Self-reflection Report

Robert Trofimov:

The learning experience itself was quite educative, as I got to widen my so-called skillset. Designing to me was not that new, as I had done previous projects in high school as well which were similar to this one. Additionally leading a group or a project in general, while being a demanding skill to have today, was educative as I have not done that often. Being more introverted, I moved out of my comfort zone I would say I did quite well in it, but it is not up to me to “grade” or value it, if it was that useful or not towards the general goal for the group.

Additionally, I did get a hands-on introduction to developing and coding, as I took my baby steps in writing a few lines of code. As a group, I would say that we made it as far as possible but not exactly to the goal that we were achieving at first when we met in our first meeting. We’ve had some differences with a member of our group, to which the group work stayed at a stand-still for a few weeks, as this is the reason for being a little bit behind the schedule. But the group tried to

pick themselves up again and here we are, having the platform as a website and the working scenario uploaded to the site itself. So good job to us!

Jessica Schwartz:

The learning experience of this project was really interesting and new to me. At first, it seemed really hard, pushing me out of what I'm used to. Teaming up with different and new people was nice. Planning the project carefully taught me patience and to be organized. The main things that I learned were time management since we were in a rush all the time. I also learned to create game scenarios which I have never done before and I learned more about digital privacy myself. I also learned more about group work since this was a really long time to work in a group.

I would say that some people were more active than others in the project. We haven't heard from one of the members since the first month and I think that at first it really slowed us down. There might have been misunderstandings, but in the end, we resolved everything smoothly with our existing group. This illustrates the challenge of group work, when you can't reach everyone, you still need to push forward and complete the project. Waiting for responses can lead to a rush.

My feelings by the end of the project are very positive. Even when things didn't go smoothly, we all learned how to be flexible and communicate.

Ervin Puust:

The learning experience for me was really good and I learned a lot, because I had a chance to work on a project where most of the topic is really out of my area of expertise. Because of that it felt at first maybe a bit overwhelming, but as the time went on I started to understand more and more about the human rights laws and about gamification.

This project was also a good way to develop teamwork skills, because after all we had to work together with total strangers. Of course there were times where we all couldn't meet to work on the project, or there were some other ideas on how to move forward, but finding solutions to those things really helped to make my teamwork skills better and also make my own time

management skills better. In the end we got all the things done, so I would say it was a really good experience.

Kevin Erik Iin:

For me the learning experience was really positive, because I haven't really dealt with human rights laws before. It was a good opportunity to widen my knowledge about that topic and also to use my programming skills to gamify it into a working prototype. Also it's good that I got some teamwork experience with people that were at first strangers, because it is something that I can always use in the future.

There were some problems with finding the right time to meet with each other or some arguments about what exactly the final project would look like, but through good communication we got through it all. There was one teammate that disappeared, but luckily it didn't stop us from completing all the things we had to do and in the end we completed the working prototype. In the end it was a really nice experience, from where I can take a lot with me for the future.

Essi Sofii Johansson:

My learning experience was overall positive. While I have worked on many team projects before, most have been short-term projects. Therefore, I was very excited to be part of a project where we would have to work together for a bit longer. Sometimes, we had trouble figuring out the meeting times, but I think we found a common ground to make it work.

Moreover, I was excited to learn more about digital privacy and the laws around it since many of them are quite new. In addition, it was interesting to learn more about games because I don't know much about them. So overall, this project allowed me to get a more comprehensive understanding of both in a fun way.

Most of the time, our group members got along nicely, but we also had times when it was hard to compromise. But this is also why I find it important to be part of projects like this one.