

**GAMECHANGE: Innovative Board Games for Youth Engagement**  
**Agreement Number: 2025-1-CY01-KA210-YOU-000350542**

## **Chapter 3**

### **Quantitative Research Analysis**

#### **3.1 Research Design and Data Collection**

The quantitative research phase of the GAMECHANGE project aimed to collect empirical data on young people’s gaming habits, learning preferences, and expectations regarding educational board games. A structured online questionnaire was disseminated to young people in Cyprus between **November and December**, using an open-access digital form.

A total of **108 valid responses** were collected. The questionnaire included closed-ended questions (multiple choice and Likert-scale items) and selected open-ended questions to capture spontaneous preferences. The dataset provides a reliable basis for descriptive and exploratory quantitative analysis and directly informs the design of the GAMECHANGE educational board game

#### **3.2 Profile of Respondents**

The respondents represent a heterogeneous group of young people, mainly aged between **15 and 30**, with varying educational backgrounds and levels of familiarity with board games. The sample includes participants who reported learning or physical difficulties (e.g. dyslexia, mobility limitations), enabling the analysis to incorporate **accessibility and inclusion considerations** as a core dimension rather than a marginal aspect.

#### **3.3 Familiarity with Board Games and Gaming Habits**

The results indicate a **high level of familiarity and engagement with board games** among young people in Cyprus. Respondents reported regular or occasional participation in board gaming activities, primarily in informal social contexts.

**Table 3.1: Most Frequently Mentioned Board Games (N = 108)**

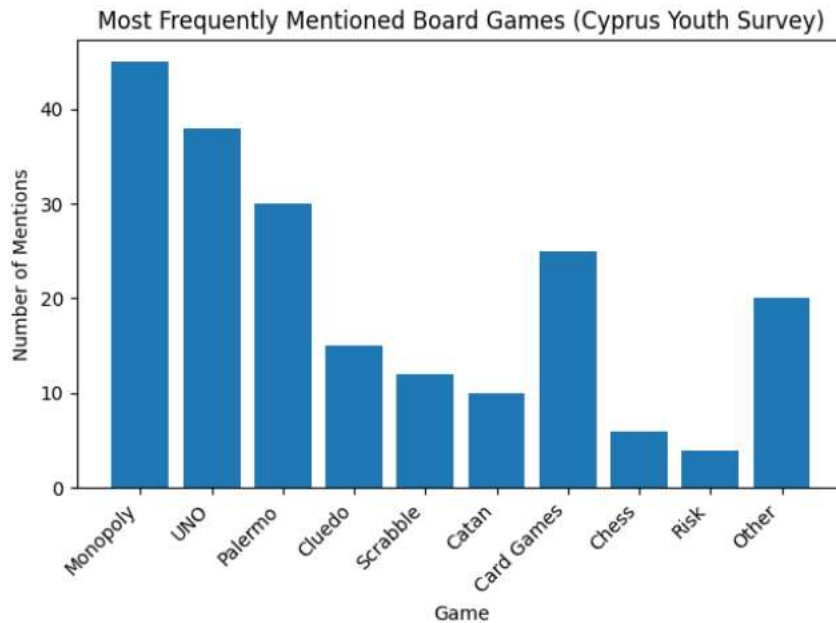
<b>Game</b>	<b>Number of Mentions</b>
Monopoly	45
UNO	38
Palermo	30
Card games (general)	25
Other	20
Cluedo	15
Scrabble	12
Catan	10
Chess	6
Risk	4

### Analytical interpretation:

The dominance of Monopoly, UNO, and Palermo suggests that young people strongly favor games that are **socially interactive, easy to learn, and culturally familiar**. These games typically feature simple rules, shared decision-making, and strong discussion elements. More complex strategy-based games (e.g. Risk, Chess) appear less frequently, indicating that accessibility and social interaction outweigh strategic depth for most respondents.

**Figure 3.1**

### Frequency of Board Games Mentioned by Young People



### Analytical interpretation:

Figure 3.1 visually reinforces the concentration of preferences around a small number of widely recognized games. This pattern highlights the importance of **shared cultural references and low entry barriers** in sustaining youth engagement. For GAMECHANGE, this finding supports the strategy of building on familiar mechanics while embedding new educational and social learning content.

## 3.4 Preferred Game Characteristics

Quantitative responses reveal that young people prioritize **social interaction and meaningful participation** over purely competitive gameplay. Respondents indicated that they are more engaged when games include:

- interaction and discussion with other players,
- clear objectives and simple rules,
- opportunities to make decisions that influence outcomes.

This confirms that games are perceived primarily as **social learning environments**, not as isolated individual activities.

### 3.5 Learning Preferences Through Play

The survey data show a strong association between games and **experiential learning**. Young people reported that they learn more effectively when content is presented through examples, scenarios, and relatable situations.

**Table 3.2: Learning Preferences Identified Through the Survey**

Learning Mode	Observed Trend
Learning through examples and scenarios	Very high
Learning through discussion and interaction	High
Learning through competition	Moderate
Learning through abstract explanation	Low

**Analytical interpretation:**

The findings indicate a clear preference for **constructivist learning approaches**, where understanding is developed through experience, dialogue, and reflection. This supports the design of scenario-based and role-driven board games, which align closely with the educational goals of GAMECHANGE.

### 3.6 Inclusion and Accessibility Expectations

Inclusion emerged as a significant quantitative theme. Respondents emphasized that games should be accessible to all players, regardless of prior experience or ability.

**Table 3.3**

**Inclusion and Accessibility Expectations**

Accessibility Feature	Perceived Importance
Simple and clear rules	Essential
Clear and inclusive language	Essential
Equal opportunity for participation	Very important
Adaptability for different abilities	Very important

**Analytical interpretation:**

Accessibility is viewed as a **core quality requirement**, not an optional addition. These findings underline the need for inclusive-by-design game mechanics and confirm that accessibility enhances engagement for the entire group, not only for individuals with fewer opportunities.

### 3.7 Synthesis of Quantitative Findings

The quantitative analysis demonstrates that:

1. Board games are a **relevant and familiar medium** for youth engagement.
2. Social interaction and discussion are key motivational drivers.
3. Young people strongly associate games with experiential and example-based learning.
4. Simplicity and clarity are valued over complexity.
5. Inclusion and accessibility are fundamental design expectations.

These findings complement the qualitative insights presented in Chapter 2 and provide strong empirical justification for the GAMECHANGE board game design approach.

## 3.8 Contribution to the GAMECHANGE Project

The quantitative results directly inform the GAMECHANGE project by identifying concrete design priorities. The future board game should:

- promote interaction, dialogue, and collective decision-making,
- embed learning content into scenarios and stories,
- remain accessible through simple rules and inclusive mechanics,
- reflect themes and situations familiar to young people.

Grounding the game design in youth-generated data ensures relevance, acceptance, and long-term educational impact.

# Annex I

## Quantitative Data Overview – Cyprus

### A1. Survey Information

- **Country:** Cyprus
- **Period:** November–December, 2025
- **Respondents:** 108 young people
- **Method:** Online questionnaire
- **Target group:** Youth (mainly 15–30)

### A2. Core Quantitative Indicators

#### Most frequently mentioned games:

Monopoly, UNO, Palermo, card games, Cluedo, Scrabble, Catan.

#### Key engagement drivers:

Social interaction, discussion, simple rules, shared experiences.

#### Learning preferences:

Scenario-based learning, learning through examples, experiential play.

#### Inclusion priorities:

Clear rules, inclusive language, adaptability, equal participation.

### A3. Relevance for Project Outputs

The quantitative dataset provides evidence-based guidance for:

- board game mechanics,
- narrative and scenario development,
- accessibility and inclusion strategies,
- alignment with youth learning preferences.

The annex supports transparency and replicability of the research process and strengthens the scientific credibility of the GAMECHANGE project.