

Building Citizens: The Educational Role of the 'New Ekinata' Project in Obtaining Documents by Young People

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The 'New Ekinata' project introduces an innovative approach to civic education for young Brazilians by focusing on acquiring essential documents for citizenship. The project proposes the development of a mobile game designed to educate and engage youth in obtaining documents, understanding their requirements, and appreciating their significance in societal life. This initiative addresses the information gap many young people face, empowering them to understand and exercise their rights and duties. The game seeks to make learning more engaging and practical, with a detailed analysis planned at the project's conclusion to assess its development, impact on civic awareness, and contribution to facilitating access to essential documents.

Keywords: Young People. Documents. Game. Citizenship.

In the Brazilian context, obtaining essential documents for citizenship can be challenging, particularly for young people. There is a pressing need for initiatives that raise awareness and facilitate access to information on this crucial topic. In response to this need, the "New Ekinata" project introduces an innovative approach to civic education by developing a mobile game. The primary objective of this game is to provide a didactic and engaging method for explaining the document acquisition process, detailing its requirements, and emphasizing its significance for active participation in society. This initiative aims to enhance civic awareness and facilitate document access among young Brazilians, highlighting the project's purpose and potential positive impact on the target audience.

Materials and Methods

The methodology adopted for the "New Ekinata" project involved a focused study and

development process centered around creating a mobile game for civic education. Over a year, the project was primarily conducted domestically, utilizing team members' machines. Remote collaboration, facilitated through online communication and file-sharing tools, was crucial to the project's progress.

Although the game's target audience included college students and individuals interested in civic education, there was no requirement to collect specific field data from this population. Data analysis was primarily conducted at college events, where user feedback was gathered at various project stages.

Quantitative and qualitative analyses assessed the game's effectiveness and user engagement. Ethical standards were upheld throughout the project, including obtaining informed consent from participants when applicable and ensuring their privacy was respected during all phases of the research.

Using games for learning is widely recognized as both practical and engaging. According to Gee (2003) [1], games provide unique opportunities for learning by encouraging problem-solving, critical thinking, and collaboration among players. Thus, educational games like the one developed in the "New Ekinata" project can significantly enhance civic education and improve user engagement.

Received on 22 May 2024; revised 16 August 2024.

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J Bioeng. Tech. Health 2024;7(3):257-258
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Results and Discussion

Analysis of the "New Ekinata" reception reveals predominantly positive feedback among users who tried the game. In particular, there was a strong appreciation for the artistic elements employed, highlighting the game's visual quality and aesthetic appeal. The game's dynamics were also well-received, with users noting their ability to keep players engaged and entertained throughout the experience. However, some observations were made regarding the game's complexity. Multiple users expressed difficulties with certain aspects, considering them somewhat complex. This perception may have impacted the game's accessibility and overall user experience. In response to this feedback, changes and adjustments were implemented in the game after Computing Week to make it more intuitive and accessible to a broader range of users.

Results and Discussion

These insights highlight the importance of involving users in the game development process. The ability to adapt and adjust the game based on user feedback and experiences is crucial for ensuring its effectiveness and relevance. The initial positive feedback, combined with the modifications made, suggests the promising potential for "New Ekinata" as both an educational tool and a means of civic awareness.

Conclusion

The "New Ekinata" project represented an enriching journey in game development, offering a valuable opportunity to gain knowledge in various areas. The extensive research on game design, applications in Unity, and the use of the C# language significantly contributed to a deeper understanding of the game creation process. Additionally, the project provided in-depth learning about the procedures for obtaining documents in Brazil, emphasizing each document's importance in society. Combining these elements, "New Ekinata" provides entertainment, educates, and raises awareness among players about essential civic issues. This project reflects a commitment to innovation, continuous learning, and the desire to positively impact society through technology and education.

Acknowledgments

We thank Professor Márcio Sousa for his support and guidance while developing the "New Ekinata" project and Student Gabriel Francisco for participating.

Reference

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