



**H.F.R.I.**  
Hellenic Foundation for  
Research & Innovation

**Description of funded project**  
**1st Call “Science & Society”**  
**“200 years from the Greek Revolution”**

**Title of the project:** Experiential educational game for exploring the social identity of the revolution - BYRON

**Project Coordinator:** Phivos Mylonas

**Host Institution:** Ionian University

**Collaborating Institution(s):** -

**Project webpage:**

<https://hilab.di.ionio.gr/byron/index.php/en/home/>



**Budget:** 100.000 €

**Duration:** 24 months

## Project Synopsis

Digital games are considered to be cultural objects inextricably linked to history and materiality, as they unfold narratives and playful situations. Unlike traditional narratives, digital games represent not just one event, but a series of possible events, as they do not present the past in the form of a linear temporal representation, but rather create complex actions, enabling the player to perceive all potential possibilities of his character/avatar, different kinds of consequences his moves will have, how he perceives the continuity and change within the game, the limits of historical empathy, the moral dilemmas that emerge, and, finally, the ways of utilizing the data provided by the game itself. Realizing the needs of such a new era, Ionian University, Department of Informatics and Department of History, were led to the formation of a cross-scientific research team assimilated by members of both Departments, which undertook the design and implementation of a serious game on the Greek Revolution topic, combining knowledge from digital game research and historical social groups and content items from a corresponding digital repository.

Thus, the BYRON project aims towards an innovative approach of the Greek Revolution, highlighting the social forces, which acted for its beginning and development, addressed to both students and the general public. Its users are given the opportunity, while playing and having fun, to gather interesting information and to explore how historically fragmented societies and social groups without concentrated means of power start the Revolution and begin to form the Greek state. Avoiding, therefore, a one-dimensional depiction and evaluative judgment of social groups and through the involvement of students / players with the content, perceptions and situations of various social groups shortly before the start of the Greek Revolution, the BYRON project wishes to highlight an aspect of the Revolution that has not been developed so far in a highly interactive way, with the aim of cultivating the historical consciousness and historical thinking of the players.

## Expected results & Project Impact

The impact of the project's scientific work consists mainly of three parameters. The first one concerns the scientific community because the results produced will contribute to the cross-scientific approach of History - Informatics - Sciences of Education and Teaching of History, since researchers will narrate an aspect of the Greek Revolution through the multifaceted system of a digital serious game. The serious game will form a point of reference for other similar projects related to the Revolution or other historical milestones. The game will serve as a research tool for future university students, since its purpose is to expand to other topics besides the one that will be created for the particular historically focused project.

The second parameter is related to the use of the BYRON game by the educational community (teachers and students) for the purpose of the different representations that the social groups had, depending on the resources, the allied forces and the spatial environment they were in, in order to initiate the Greek Revolution. Its players will expand their knowledge around a topic of the Greek Revolution that has not emerged, but at the same time through the historical empathy, they will explore the environment, people, dilemmas and challenges that people faced until the actual start of the Greek Revolution. Collaboration with the scientific journal "Nea Paideia" will assist in the dissemination of content in the scientific and educational community with events, scientific articles within a dedicated special issue and the organization of a Panhellenic Conference with a related theme.

Finally, the educational BYRON game is addressed to the broad general public, which will have the opportunity to play free of charge and without space-time restrictions. To this end, the research team will also contact cultural organizations, such as museums, cultural and youth centers, et al., to highlight the contents of the game and create the necessary content dissemination processes that will allow for its massive adoption and publicity.

## The importance of this funding

Going through an era of rapid technological and social change, in which innovation is seen as a challenge in many areas, it is a fact that innovative ideas are integrated and shape important organizational and productive changes, with the aim of developing different ways of solving problems and / or improving products and services. Considering that an innovative action is the driving force for the creation of a new learning cycle, the promotion of wider changes and the improvement of services provided, the need arises for the existence of organizations, such as H.F.R.I., to finance such actions.

Innovation occurs only when the recipients of the innovative action - in this case of the BYRON project, teachers and students - use the tool of the educational serious game to organize new learning situations, supporting pedagogical approaches, which expand and enhance learning, such as the notion of gamification. Financing of such actions strengthens the collective effort of all stakeholders, as practical support for the research work carried out, and contributes significantly to the implementation of actions, which contribute to the introduction of innovative pedagogical elements, changing the wider educational and learning environment.



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