



An Invitation to Research: Post-COVID Global 50

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About The Study

The Post-COVID Global 50 study is intended to answer 2 questions:

1. What does the **global educational landscape, especially with regard to skills**, look like post-COVID?
1. Is there a **chess effect** that helps mitigate the impact of COVID?

Anticipated outcomes:

- Show **positive impact** of chess on **outcomes relevant to educators**
- **Increase demand** for Educational Chess



Current Environment – Research

30 years of research on the academic and social impact of disaster-related school closure

In 2005, an earthquake struck Kashmir, killing 80,000+ people, nearly 25% of whom were children. Students in affected areas **missed 14 weeks** of school. 4 years later, researchers discovered:

- Impacted students were an average of **1.5 to 2 years behind** their peers
- School closure accounts for **only 10%** of the learning loss. **90% of the falling behind happened after students returned to school**
- If deficits continue, those affected would **lose 15% of lifetime earnings**

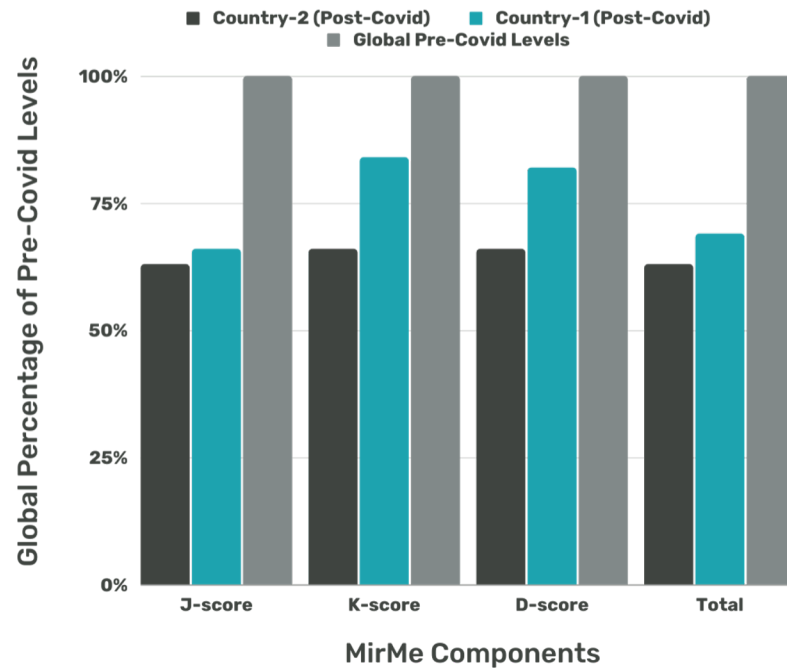


Current Environment – Recent Studies

Conducted by members of FIDE EDU CHESS Research Workgroup*

MirMe Scores Against Pre-Covid Levels

Age Normed



3,000 students, ages 9-14, 2 countries

- **Much lower** skill levels vs pre-COVID
- Country-1 experienced **18% drop** in skill-based learning
- Country-1 further along post-COVID impact curve than Country-2
- Country-2 performed **significantly worse** than Country-1

Conclusion:

Deficits compound over time

* Whitepapers available upon request



Project Description

Post-COVID Global 50 involves:

Student samples:

- Drawn from at least 50 countries, multiple cities where possible
- Minimum of 30 and maximum of 100 students in each sample
- Ideally over 8 years old and within a 3 year age bracket
- 45 minute online assessment
- Step-by-step implementation guide and research protocols

Educational partners:

- Given access to anonymised data for all participants
- Included as co-author on whitepaper
- Invited to be co-authors on subsequent academic journal articles
- Sent 5 free licenses to try MirMe for themselves

The total cost to educational partners is **US\$500** per sample group





About MirMe®

Assessment tool for measuring 21st century skills



The MirMe® psychometric assessment for Situational Intelligence ('SQ') is the world's first and only validated, online, game-based psychometric assessment for 21st Century Skills.

Developed by LogicMills, since 2012 MirMe has been extensively tested and validated with Max Planck Institute (Berlin). More than 150,000 test subjects aged 6-92 years.

21st century skills measured by MirMe map directly to best-practice curriculum frameworks (Singapore, Australia, USA), including the 4-C's model.

MirMe can be administered in 45 minutes. The test involves playing a simple abstract game 3 times plus answering a simple yes/no 15 question survey.

Recent research shows that MirMe correlates with chess performance





MirMe®

Assessment tool for measuring 21st century skills



MirMe® SQ Assessment Demo

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Report Summary

Name : Mark A. Sample
 Email Id : mark@emailprovider.com
 User Id :
 Date of Birth : 01 May 1980

Report Date :19 June 2019
 1st Game Date :05 July 2018
 2nd Game Date :19 June 2019
 3rd Game Date :19 June 2019

MIRME Summary Scores

SQ Score	Explanation
74	Situational intelligence determines a person's ability to solve problems in a dynamic environment with evolving challenges.

Personality Category Results

Jump in and know where you are	Percentile: 86
Mark demonstrates an ability to adjust to new environments and learn more about different situations and problems that he may encounter. When needed he very often thinks critically and tries to solve problems systematically, while also keeping an eye on multiple available solutions. He makes many successful attempts at prioritizing goals and makes a clear distinction between what really needs to be focused on and what might be distracting or less important.	
Know what you can do	Percentile: 60
Mark sometimes may not focus much on how his current actions (along with the external factors) affect future opportunities or create future problems. On some occasions he observes the actions of others and then based on the current environment, attempts to forecast future problems and opportunities. But on other occasions, he tends to not do this. Mark, for the most part, prefers to not take chances (or actions) that may create potential opportunities that others have not yet taken.	
Do it and see if it works	Percentile: 58
Mark tries to better understand his surroundings and keeps an eye out for his competition. He tries to understand what needs to be done to maximize his chances of being successful in the tasks ahead. He also tries to understand his skills better, especially with respect to what is needed, and tries to adapt and improve aspects of his personality and work. On many occasions he tries to learn new things which may be needed for him to be successful at his tasks. He also keeps an eye out for new resources that may be available to him and, on many occasions, utilizes them to the best of his abilities.	





Project Benefits

Benefits for EduChess and Chess Teachers

- Objectively measure positive impact of chess on students
- Increase demand for EduChess in educational community
- Tie chess interventions directly to academically-relevant skill areas and outcomes
- Identify specific skills impacted – essential for improving EduChess curriculum
- Relevance of EduChess made obvious to educators and ministries of education





Thank You!

Please contact me at

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for enquiries and to participate in this study

