

GAME-BASED LEARNING: INNOVATIVE E-LEARNING PEDAGOGIES FOR VET EDUCATORS

ERASMUS+ TEAMWORK MAKES THE DREAM WORK


WHAT WE AIM

The INNOVET - Game-Based Learning: Innovative e-learning pedagogies for VET educators - Erasmus+ project consortium of partners aims to develop a digital educational ecosystem with tools and tutorials for education providers to use digital technologies for learning in a creative and collaborative way. At the same time, we seek to create real and sustainable value by preparing learners for an increasingly integrated and globalised economy and to increase the relevance and attractiveness of vocational education and training.

HOW WE'RE GONNA ACHIEVE THIS

Starting in February 2022 from the first online meeting with project partners, we began to develop events with the intention of raising awareness among participants and their organisations about best practice in game-based learning for digital environments to address the needs of the most disadvantaged.

PROJECT EVENTS IN PARTNERS COUNTRIES

 On the 14th of March 2022, TEAM4Excellence Association organized in Agigea, Constanța the **first face to face transnational project meeting** within the Erasmus+ INNOVET Project. The event was attended by delegates from all project partners: "Carol I Commercial College" and "Association TEAM4Excellence" from Romania, "AKIRA Association" from Italy and "Konya Provincial Directorate of National Education" from Turkey.

During the meeting, partners discussed about the project implementation plan as well as about the visibility and transferability of project results.

Partners developed a methodology to guide experts and teachers to conduct primary and secondary research to collect, analyze, evaluate and validate best practices for using gamification in the educational process. The most relevant games used in the process of teaching, learning and assessment, together with the game elements, will serve as the foundation of the innovative game based learning program.

The **main results of the project** comprises of new teaching tools and a digital game-based ecosystem for teachers, students and educational institutions.



FOCUS GROUPS

Each partner organisation implemented one Focus group with 10 VET teachers/trainers to gather the target groups' needs, preferences on features and game elements they would find more effective and engaging Game-based Learning Programs with the purpose of understanding the opinion of the participants about gamification for the VET disciplines and to determine the most appropriate elements that can be integrated at different stages of learning experience.



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On June 7th it took place a focus group about gamified pedagogic methods organised by Carol I Commercial College. Due to the fact that pandemic showed us that digital technology can be an excellent learning tool, the first topic of discussion focused on increasing students' motivation in the e-learning process. Participants exchanged opinions about the effectiveness of the game elements in the student's development when it comes to the following learning skills: to retain, to understand, to apply, to analyse, to evaluate, to create. They received good practices and the organisers centralised the educational games that are suitable for several school subjects and methods of learning.

The second focus group in Romania was hosted by TEAM4Excellence on July 12th. To align everybody's general knowledge of gamification, the moderator guided the discussion with the key questions to encourage a deeper analysis of game elements that can be used for learning. The participants answered the questions and enriched with new ideas and more motivated to experiment with new teaching methods and practices based on e-learning games. We collected good practices to select the relevant game elements that can be used at various stages of e-learning.



On June 10th, partners from Turkey participated in an online focus group about gamified pedagogic methods organised by AKIRA in Italy. The first topic of discussion focused on digital knowledge of tools and platforms for gamifying lessons. Each participant gave an example such as a test, puzzle or other game practice. Then they focused on both appropriate game elements during any lesson and game elements that would help participants measure students' abilities to remember, understand, apply, analyse, evaluate and create.

In the end, they exchanged opinions about the effectiveness of the game elements in the student's development when it comes to the following learning skills: to retain, understand, apply, analyse, evaluate and create. All responses were saved to keep the ideas saved for implementation.



On June 17th, KMEM organised a focus group on gamified pedagogical methods organised in hybrid mode with participants from VET Institutions in Turkey. They started with some examples of gamification, and some good practices to encourage and motivate VET teachers to use gamification in schools. Among the topics, they discussed how can be students motivated to join an online educational game. Each participant shared their own ideas about the relevant aspects of gamification, how we could make the game elements attractive during the lesson, and the most appropriate motivational elements added to gamification through a survey.

In the end, they concluded all the aspects discussed during the focus group to improve the project activity. At the same time, they analysed together the answers collected through the survey.