# GAME-BASED

# E-LEARNING

# PROGRAMS

| Project Result | PR2 – Game-Based e-Learning Programs |
| --- | --- |
| Activity | R2/A6.4 Online Game-based Learning Guidelines |
| Deliverable lead | Associazione Akira |
| Due date | 28 February 2023 |
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| Keywords | Gamification, vocational education, e-learning, game-based learning |

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# Summary

In the rapidly evolving landscape of education, the integration of game-based learning has emerged as a powerful tool to actively engage students and boost their motivation in learning, deeply challenged by the pandemic. In this context, four organisations from Romania, Italy and Turkey created a multidisciplinary consortium to implement the "Game-Based Learning: Innovative e-learning pedagogies for VET educators" (INNOVET) Erasmus+ project. The consortium, building on a comprehensive study on Gamified solutions for vocational e-learning developed in the scope of the project, designed a set of templates for game-based e-learning programs. This publication serves as a comprehensive guide, outlining the methodological approach, development process and outcomes, as well as the usability of these templates. Co-created and validated by teachers and trainers from three countries, these templates aim to empower vocational education and training providers in designing captivating and stimulating learning experiences for their students.

**Chapter 1** introduces the publication, setting the stage for the exploration of guidelines for using templates of game-based e-learning programs. The chapter offers an overview of the significance of gamification and game-based learning in the context of vocational education and training. It highlights the need for engaging and motivating learning experiences to enhance students' skills and knowledge acquisition.

**Chapter 2** delves into the methodological approach employed during the development process. It provides insights into the strategies and techniques utilised to develop the game-based e-learning program templates. The chapter discusses the collaborative efforts of teachers, trainers, and the transnational research consortium in designing effective templates through co-creation and collaborative validation with teachers and trainers in the three countries.

**Chapter 3** provides an in-depth analysis of the development process undertaken to create the game-based e-learning program templates. The chapter outlines the development stages involved, from the Co-creation Lab in Italy to the Validation with teachers and trainers. Furthermore, the chapter provides a comprehensive guide to the game-based e-learning program templates developed by the consortium, offering detailed descriptions of each template, highlighting their features, objectives, and target audience.

**Chapter 4** presents the conclusions drawn from the research findings and highlights key recommendations for utilising the game-based e-learning program templates effectively.

**Chapter 5** provides recommendations for tailoring the templates for different target groups and education and training contexts.

# 1. Introduction

Technological advancements and fast-changing societal and labour market needs have profoundly impacted the pedagogical approaches employed in teaching-learning. The evolutions in students' learning needs have challenged the effectiveness of traditional teaching and training models. Consequently, there is a growing demand for adaptive practices that foster active participation and collaboration among learners[1].

Numerous educational games have been developed to address this need and the declining motivation often observed within the current educational system[2]. However, despite their potential benefits, using such tools in the education and training contexts is commonly challenged by the difficulty of balancing pedagogical objectives and entertainment aspects[3].

In this context, the international consortium of the "Game-Based Learning: Innovative e-learning pedagogies for VET educators" (INNOVET) project, a cooperation partnership co-funded by the Erasmus+ Programme of the European Union, developed **Templates of Game-Based E-Learning Programs** to produce an already balanced structure to support teachers and trainers in combining game elements and game experiences in different online learning stages and boost the engagement and motivation of their students.

The multidisciplinary partnership comprising four organisations from Romania (Association TEAM 4 Excellence - Consortium leader -, and Carol I Constanța Commercial College), Italy (Associazione Akira) and Turkey (Konya Provincial Directorate of National Education), co-created and validated the Templates with teachers and trainers from the three countries. The templates were built on the results of the international research on Gamified solutions for vocational e-learning conducted by the consortium[4] and aim to guide vocational education and training providers in designing engaging and motivating learning experiences for their students through gamification and game-based learning.

These templates are the foundation for the gamified online courses available on the **INNOVET's digital education ecosystem**, https://courses.trainingclub.eu/, an educational and digital platform managed by TEAM4Excellence, which enables teachers and trainers to generate their gamified e-learning programmes.

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[1] Gütl C., Cheong C., Cheong F., Chang S. Z. N. & Pirker J. (2015). Expectations of the generation NeXt in higher education. Proceedings of the IEEE International Conference on Interactive Collaborative Learning (ICL 2015), pp.205-214. DOI: https://doi.org/10.1109/ICL.2015.7318027.

[2] Lambruschini B.B. & Pizarro W.G. (2015). Tech — Gamification in university engineering education: Captivating students, generating knowledge. 295-299. DOI:10.1109/ICCSE.2015.7250259.

[3] Dicheva D., Irwin K., Dichev C. & Talasila S. (2014) A Course Gamification Platform Supporting Student Motivation and Engagement, IEEE ICWOAL'14, Dubai, UAE, 25-27, November 2014, 1-4. DOI: 10.1109/ICWOAL.2014.7009214.

[4] Acomi N., Acomi O, Akinci E., Andrei R. E., Aydin I., Bencu Z., Constandache M., Dima A., Dudan A., Lanzetta M. & Ordine F. (2022). Gamified solutions for vocational e-learning (Version 1). Zenodo. https://doi.org/10.5281/zenodo.7316089.

# 2. Methodological Approach

The methodological approach adopted by the project consortium for the development of the templates for game-based e-learning programs was built on two foundational elements:

1. Integration of a **co-creation approach** in the design and development process;
2. Analysis of the **challenges and needs of learners in each of the five stages of e-learning**, as theorized in "The Five-Stage Model of E-Learning" by Prof. Gilly Salmon[5].

**Co-creation** s served as a foundational component in the consortium's methodological approach to developing the templates necessary to create products that could cater to different teaching and training contexts and diverse target groups. By actively involving teachers and trainers in the co-creation process, the partner organisations aimed to harness diverse individuals' collective expertise, insights, and creativity to create innovative solutions that could meet the needs of a diverse target audience. Hence, a Co-creation Lab was implemented to gather experiential inputs and knowledge from professionals representing different educational backgrounds, disciplines, and teaching practices, enabling a comprehensive perspective during the template development. Furthermore, participants in the Co-creation lab were encouraged to collaborate and engage in hands-on activities such as prototyping and content creation and, therefore, to actively contribute to the design and development process with their unique perspectives, insights, and expertise.

The **Five-Stage Model of E-Learning** served as a guiding structure to integrate game elements and game experiences that could address learners' challenges and needs in each e-learning stage. The Model represents a sequential framework developed by Prof. Gilly Salmon, which provides valuable insights into the design, implementation, and facilitation of successful online learning experiences. The Model outlines five key stages that learners typically progress through in online learning environments. Each stage represents a distinct phase in the learning process, encompassing key aspects of learner engagement, socialization, information exchange, knowledge construction, and personal development.

Stage 1: Access and Motivation. The first stage of the Model focuses on addressing access barriers and fostering learner motivation at the beginning of an e-learning experience.

Stage 2: Online Socialization. The second stage addresses online socialization and community building, requiring actions to facilitate collaboration, interaction, the formation of online learning communities, and, therefore, the creation of a supportive and inclusive environment that fosters meaningful peer-to-peer interaction and cooperation.

Stage 3: Information Exchange. The third stage revolves around the exchange of information between learners. It requires actions to support learners in coordinating, cooperating and communicating with their peers so that every participant can work towards their objectives within the online activity.

Stage 4: Knowledge Construction. The fourth stage focuses on knowledge construction, where learners actively engage in critical thinking, problem-solving, and higher-order cognitive activities. This stage requires actions to enhance deep understanding and construct new knowledge.

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[5] Salmon G. (2000). E-Moderating. The Key to Teaching and Learning Online. Kogan Page.

**Stage 5: Development**. The final stage focuses on learners' personal development and reflection on their learning. Particularly, this stage requires actions to support learners in demonstrating their ability to apply the gained knowledge, work with content and ultimately reflect upon their learning progress.

As further described in Chapter 3, the consortium tailored the game-based learning program template's structure to effectively address each stage's specific needs and challenges, such as access barriers, motivation issues, socialization difficulties, information gaps, and knowledge construction gaps.

# 3. Game-Based E-Learning Program Templates

Three consortium members developed four templates of Game-Based e-Learning Programs.

The non-profit organization *Akira* developed a program dedicated to "***Digital Advocacy 101***", an online course that addressed to people and groups that want to create and implement effective digital advocacy campaigns.

The *Commercial College Carol I* developed two programs, such as "***Business Lab***", a course about entrepreneurship competences, and "***Effective Communication in the Hospitality Industry***" an online course aimed at improving the communication skills of vocational learners in the Hospitality sector.

*Konya Provincial Directorate of National Education* developed "***Reduce, Reuse, Recycle-Environmental awareness***", an environmental education course focusing on developing learners' green skills and foundational knowledge of sustainable living and waste management.

The upcoming sections of this chapter present the development process of the templates and the final achieved results.

## 3.1 Development Process

The template development process was articulated into three main stages:

1. A Co-creation Lab in Italy, bringing together a diverse group of teachers and trainers to ideate, design, and co-create the initial templates for game-based learning programs;
2. The refinement of the templates generated in Stage 1, involving experts from the partner organisations in individual and team assignments to analyse and refine the initial products;
3. The validation of the templates through an online survey administered to a sample of teachers and trainers and aimed at validating the templates' effectiveness and suitability.

### 3.1.1 Stage 1: Co-creation Lab in Italy

Nineteen vocational teachers and trainers from Italy, Romania and Turkey participated in a five-day Co-creation Lab in Caserta, Southern Italy, from 18 to 22 July 2022, to co-design Game-Based Learning Programs following the project methodology.

#### 3.1.1.1 Composition of the group

The group was characterised by a mixed representation of upper-secondary and continuing vocational teachers and trainers. Particularly, 58% of participants were upper-secondary vocational teachers and 42% continuing vocational trainers.

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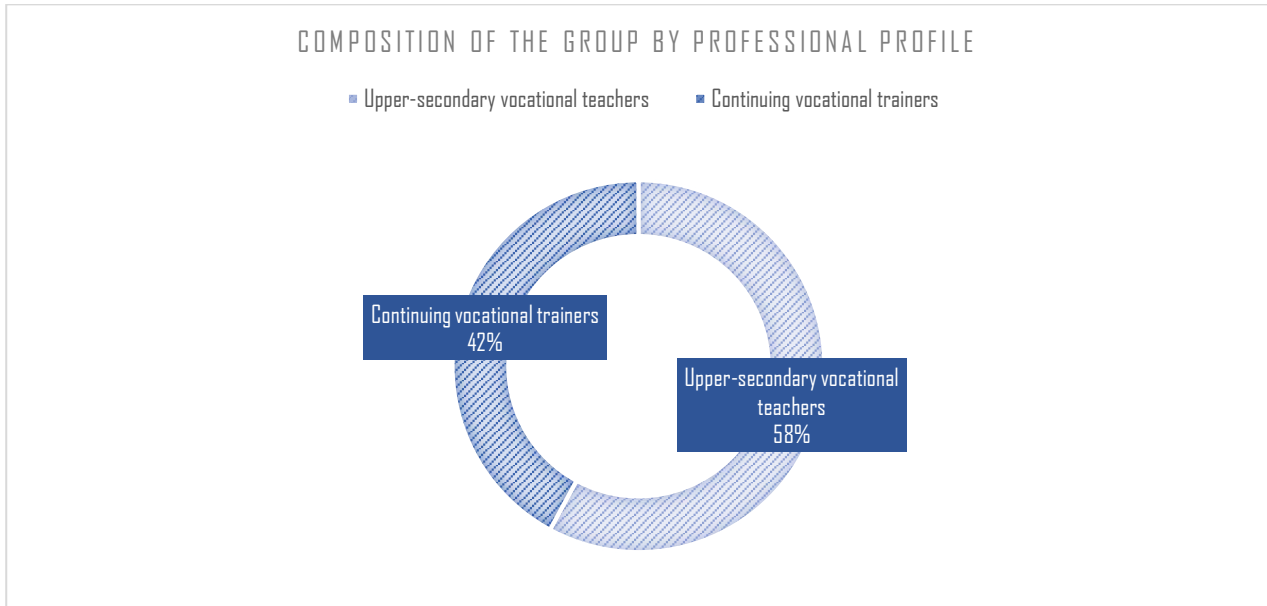
*Figure 1. Co-creation Lab: Composition of the group by professional profile*

The participation was driven by the interest in learning more about gamification and game-based learning, exploring innovative practices and tools for their work, networking with other teachers and trainers and sharing knowledge with peers from different countries. The following table gathers the statements resulting from the expectation assessment conducted at the beginning of the Lab.

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**What do you expect from this Co-Creation Lab?**

- "To learn how I can use games for motivation and involvement of learners."
- "To develop a deeper understanding of the methods to design game-based e-learning programs that meet the needs and preferences of different students."
- "I would like to learn more about game mechanics and dynamics and share the gains with our VET teachers to disseminate and exploit the project results."
- "I would like to learn how to design a game for my students."
- "To gain a better understanding of co-design processes to develop game-based learning programs".
- "To learn different approaches to integrate gamification and game-based learning to engage diverse groups of learners".
- "To learn how games can increase involvement."
- "To learn about game-based learning or e-learning."
- "To learn about using games in education, use games in different activities."
- "To learn new game concepts."
- "I expect to gain insights into the challenges and opportunities of designing and implementing game-based e-learning programs, and how to overcome the challenges and leverage the opportunities."
- "To learn games that can be applied at different ages."
- "To gain new tools to innovate my practices."
- "I would like to learn how to apply new tools in my classroom."
- "To network with VET teachers to share and gain teaching methods to increase the quality and attractiveness of education."
- "I expect to collaborate with other teachers to develop more innovative and engaging programs for students."
- "To network with other professionals and learn about innovative practices to transfer into my institution."
- "I see this project as a great way to learn about how different countries implement games in their teaching. All countries have different student profiles which teachers need to take into consideration while planning game-based education. I'd like to get an insight into this diverse approach."
- "Good results for the flow of the project activities."

*Figure 2. Co-Creation Lab: Participants' Expectations*

### 3.1.1.2 Implementation phases

The implementation of the activity, based on non-formal education methods, followed three main phases:

I. **Introduction and orientation**: This phase included the activities aimed at setting up the co-creation environment, presenting the co-creation processes and tools, and introducing the foundational elements to build the programs, such as the 5-Stage Model of e-Learning by Prof. Gilly Salmon and the game elements resulting from the analysis of best practices conducted by the INNOVET project consortium[6];

II. **Co-design**: Participants were divided into three international working groups, to collaboratively develop the structure of a game-based learning program, guided by a sample template;

III. **Collaborative evaluation** of the programs: The activities were concluded by a pitching session dedicated to the presentation of the final programs of each international working group, followed by a collaborative evaluation.

### 3.1.1.3 The program template

The program template was structured into six main sections:

a) **General information.** This section included the denomination of the program, a brief description, its overall aim and specific objectives.

b) **The first stage of e-learning:** *Access and Motivation*. This section aimed at collecting the actions to motivate learners at the beginning of the e-learning experience and the game elements used for this purpose. Participants were invited to answer the following guiding questions:

- How will learners be welcomed?
- How will they be motivated?
- How will they find their way around the platform?
- How will the initial concerns be addressed?
- What will help them to feel more comfortable in a new unknown learning environment?

c) **The second stage of e-learning:** *Online socialisation*. This section aimed at collecting the actions to enable learners to relate to others in the shared space, thus paving the way for collaborative learning practices and the game elements used. Participants were invited to answer the following guiding questions:

1. How can learners start to socialise?
2. What actions will enhance team building?
3. How will they interact and relate to each other during the learning experience?

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[6] Acomi N., Acomi O, Akinci E., Andrei R. E., Aydin I., Bencu Z., Constandache M., Dima A., Dudan A., Lanzetta M. & Ordine F. (2022). Gamified solutions for vocational e-learning (Version 1). Zenodo. https://doi.org/10.5281/zenodo.7316089.

d) **The third stage of e-learning:** *Knowledge Exchange*. This section guided participants to include in the program design actions aimed at developing a collaborative mindset and actions that show participants how to give meaning to what they learn, provide feedback to each other, and explain and clarify information in the spirit of deepening understanding. These actions focus on exploring coordination, cooperation and communication between learners so that each participant works towards his/her objectives within the online activity (e.g., individual or group task assignments culminating in a plenary debate).

e) **The fourth stage of e-learning:** *Knowledge Construction*. In this section, participants were invited to detail the main strategies and activities to deliver the learning content, particularly: how learners should move through one content (e.g. video lessons, live lessons, reading a document, researching or performing other assignments) to another, through game dynamics, mechanics and components (e.g. which type and number of actions give access to a reward, and how a reward is received after several actions; how the learner progress through levels and gains points).

f) **The fifth stage of e-learning:** *Development*. The last section of the template guided participants to design measures and strategies to let learners demonstrate their ability to work with content, particularly how they can apply the gained knowledge, reflect upon their learning progress and demonstrate their achievements.

### 3.1.1.4 Results

The international working groups co-developed three programs outlined using the design template. The programs covered diverse topics, such as social media management, entrepreneurship and hospitality management. The following pages summarise the measures and strategies conceptualised by the participants to integrate game elements into the five stages of e-learning.

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**Working Group 1**. Social Media Management Program

| | |
|---|---|
| **Access & Motivation** | •**Rewarding** learners upon completion of the following activities: (a) watching a video of the trainers to introduce the program briefly; (b) presentation of job opportunities, statistics, success stories and good practices; (c) participation in forum discussions inviting participants to introduce themselves, and sharing hopes, fears and expectations. |
| **Online Socialisation** | •Engaging students in **collaboratively developing** a **social media plan** on specific environmental challenges and charity work. |
| **Information Exchange** | •Engaging learners in sharing their created content and tasks, peer reviewing each other's work, and fostering **cooperation** within groups and **competition** across groups. |
| **Knowledge Construction** | •Employing **storytelling**: designing a narrative focused on a social networking provider's call for new social media managers, requiring learners to get prepared to present their application to the company's team. While proceeding in the learning path, after each quiz, learners will be **rewarded** with a green card and **micro-badges** to meet one of the company's board members, and ultimately sign a virtual contract with the company's CEO to earn a **social media manager badge**. |
| **Development** | •Engaging learners in building a **demo project** and doing a presentation on how to manage social media at the end of the program (e.g., through a podcast) to receive additional **rewards**. |

*Figure 3. Co-Creation Lab: Overview of the first Working Group's Product*

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**Working Group 2**. Hospitality Management

| | |
|---|---|
| **Access & Motivation** | • Integration of **extrinsic motivators** (e.g., points upon completion of a video-tutorial presenting the e-learning environment's structure, tools, pathways and assessments) and **intrinsic motivation** sources, such as testimonials from former graduates (e.g., through video, podcasts or images with former vocational learners at work), and invitation to participate in **ice-breaking games** (e.g., getting to know their colleagues and share their expectations and interests with digital tools like *Google Jamboard* or *Mentimeter*). |
| **Online Socialisation** | • Incentivising participation in **forum** discussion where learners can introduce themselves and explain what they know, what they want to learn about the subject, and **debates** facilitated by instructors where learners can formulate arguments and counter arguments.<br>• Integration of **role playing** (e.g., choosing avatars and engaging with a team), learning and assessment (unlock levels, gain points and upgrade the avatar to a superior job, or downgrade for unsuccessful missions). |
| **Information Exchange** | • Integration of **competitions** for the exchange of information about a certain topic or participation in brainstorming and collaborative spidergrams. |
| **Knowledge Construction** | • Combination of online lessons (asynchronous or synchronous) and self-directed learning through games or gamified experiences, based on **avatar progression** and **level unlock**. The program is structured into three levels.<br>• Level 1 – Upon completion of a video delivered by the instructor or online lesson to explain the topic (i.e., classifications and structures of hotels and HR), learners will be able to unlock the next level: the Matching game. Through the game, the specific tasks required to perform a certain job (e.g., reception, restaurant or entertainment jobs) will be matched to the job/career/avatar. The student with the highest ranking and the fastest will choose first the Avatar. At this stage, all participants can choose the initial avatar/role depending on their score.<br>• Level 2 – Following a lesson about services offered in the different careers in hospitality and meeting with professionals, learners are invited to complete knowledge checks through quizzes. Based on the quizzes' results, learners' avatars will move to different senior roles in their career (e.g., supervisor or chef).<br>• Level 3 – This level includes reading relevant materials and simulations: learners will be required to solve real-life problems that can occur in the hotel in relation to their career path (e.g., reception, restaurant or entertainment). Depending on the results, they can upgrade their avatar to General manager or downgrade to the previous position. |
| **Development** | • Development of **world cafes** (e.g., forming groups with different roles, managed by the General managers) and **missions** to bring the hotel to a superior level. |

*Figure 4. Co-Creation Lab: Overview of the second Working Group's Product*

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**Working Group 3**. Entrepreneurship

**Access & Motivation**
- Provision of **instant rewards** (e.g., points, virtual coins and badges) upon completion of: (a) a video presentation about successful businesses; (b) introductory videos related to the specific domain (e.g., accounting, marketing, human resources, communication, sales); (c) a pre-assessment to identify the proficiency level to tailor the program activities to the different learning needs;
- Allocation of a **virtual budget** to manage throughout the program.
- Instant **encouragement** like pop-ups;
- Daily assessment with: "I know, I want to know, I will do better".

**Online Socialisation**
- Promotion of **interactive team-building games** and **forum discussions** between learners to motivate them to socialise with other peers and integration of collaborative assignments and team leaderboards to provide visual progress and stimulate cooperation and competition among students' teams.

**Information Exchange**
- **Rewarding** students for sharing information or notes with other peers and for participating in group debates on relevant topics.

**Knowledge Construction**
- Provision of **instant rewards** (e.g., points, virtual coins and badges) upon completion of video lessons, tutorials, mentoring activities.

**Development**
- **Rewarding** students a **badge** upon successful completion of the development of a business plan and ranking other peers' business plans proposals.

*Figure 5. Co-Creation Lab: Overview of the third Working Group's Product*

### 3.1.1.5 Evaluation of the Lab

An evaluation questionnaire was administered to the attendees to evaluate the quality of the activities and the achievement of the objectives and the expected outcomes of the Lab. **All the participants believed the Lab met its objectives** and stated to be **extremely likely** to recommend the co-creation lab to a friend or a colleague.
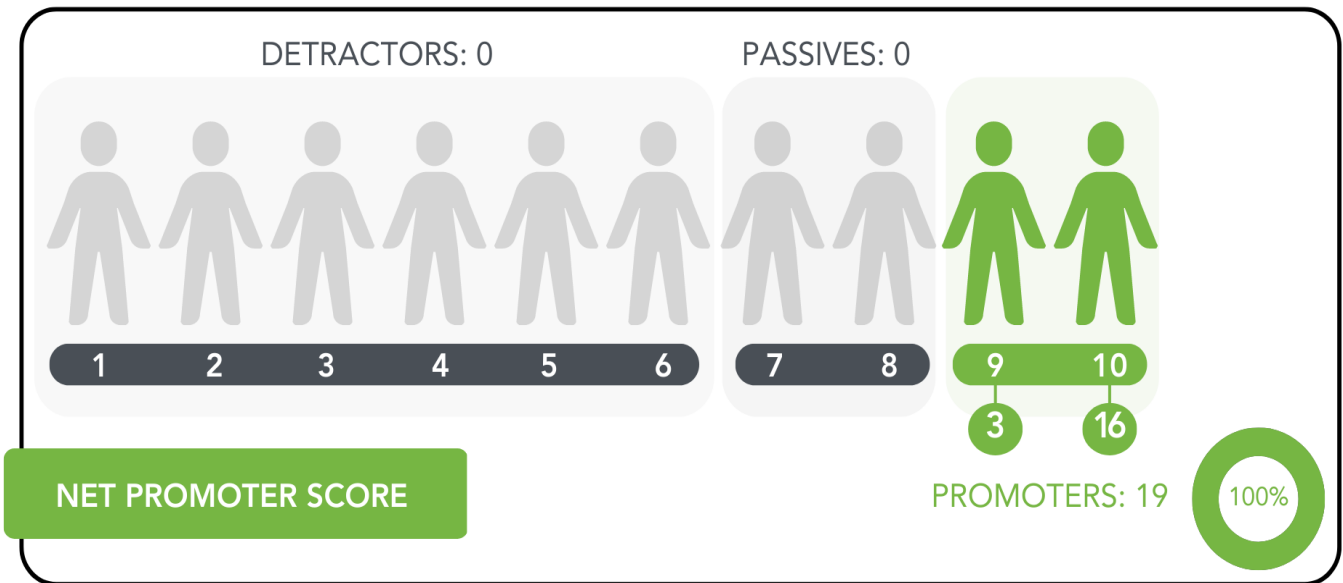


*Figure 6. Co-creation Lab: Net Promoter Score (NPS)*

Furthermore, for 89% of the teachers and trainers involved, participation in the transnational Co-creation Lab also resulted in increased **motivation** and **ability to work in a transnational and multidisciplinary team**, increased **motivation and satisfaction in their teaching and training profession.**

Among the success factors contributing to this result, participants indicated the *collaborative environment*, the **active participation**, the **transnational dimension** of the activity, and the **cooperation and facilitation** of the sessions. For 100% of the respondents, there was a positive relational atmosphere with the other colleagues and with the hosting organisation.

The following figure gathers the relevant statements related to each success factor, representing participants' answers to the survey question "What did you appreciate the most about the activities?"

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### Collaborative Environment

- "Teamwork atmosphere during all the activities carried out in the LTTA";
- "Open-minded and very creative atmosphere";
- "Excellent relational atmosphere";
- "[I appreciated the most] the teamwork atmosphere during all the activities carried out in the LTTA".

### Active Participation

- "I felt involved in the activities and I am happy that I had the chance to contribute to them";
- "I think workshop and interactive presentation parts were really good";
- "The fact that the activities were interactive, and everyone contributed";
- "We learnt a lot of gamification tools in a practical and interactive way".

### Transnational Dimension

- "[I appreciated the most] the immense diversity of the international teaching atmosphere".

### Cooperation and Facilitation

- "Collaboration and coordination, great facilitation and quality results";
- "The explanation and information was excellent";
- "Very well hosted and facilitated".

*Figure 7. Co-creation Lab: Success Factors*

The evaluation survey, based on a five-point Likert Scale from "1-Strongly Disagree" to "5-Strongly Agree" included fifteen questions to assess the effectiveness of the Lab. The following figures present the result for the main two questions clusters:

**Cluster 1**: Questions addressing the effectiveness of the Lab to improve participants' competences in the fields of gamification, game-based learning and digital teaching and training.
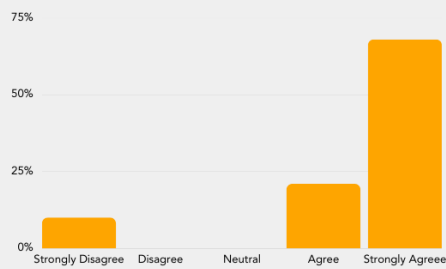
**Cluster 2**: Questions addressing the effectiveness of the Lab to improve participants' overall professional competences, motivation and satisfaction in their job and to work with peers at a transnational level.
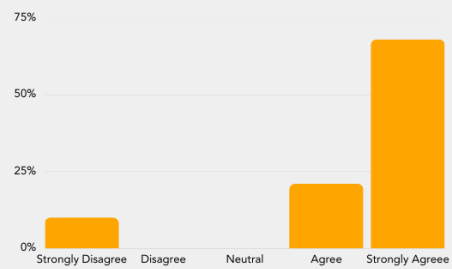
*Figure 8. Evaluation of the Co-Creation Lab: Question Cluster 1*

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## Cluster 2

Please, share your level of agreement of disagreement with the following statements

"The Lab let me...

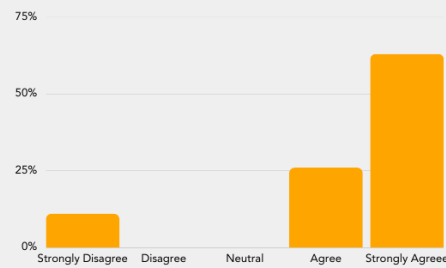### Extend my **professional network** with professionals with similar goals
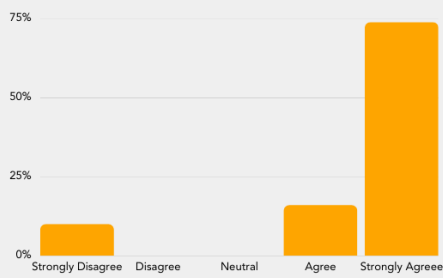


### Increase my **motivation** and **satisfaction in my job**



### Increase my ability to use **foreign languages** and **digital tools t**o design training/learning resources
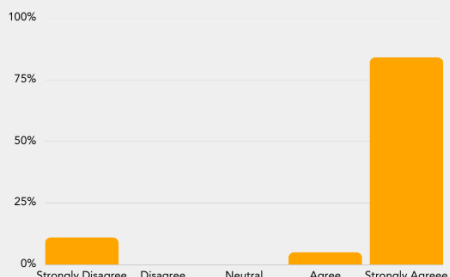


### Improve **competences linked to my professional profile**



### Increase my **motivation and ability to work in a transnational** and **multi-disciplinary team**
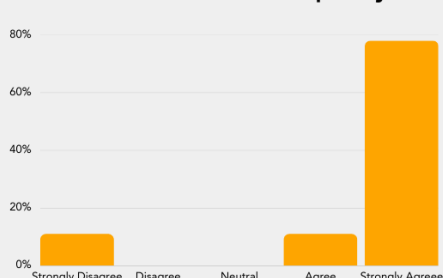


### **Build new professional relationships** with colleagues from other disciplines and professional skills
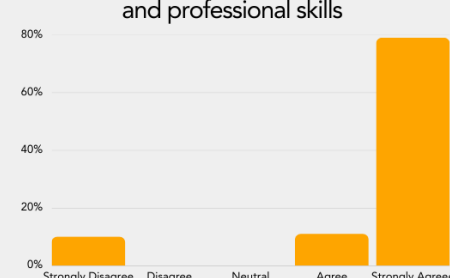


*Figure 9. Evaluation of the Co-Creation Lab: Question Cluster 2*

### 3.1.2 Stage 2: Template Refinement

During the template refinement stage, the project partners analysed the results of the Co-design Lab and the final sample programs created during the activity. This process involved the collaboration of each partner's instructional designers and trainers, who reviewed and assessed the outputs of the Co-Creation Lab to create a final template consolidating the most highly rated and recommended inputs, ideas, and solutions derived from the products of the Lab.

The analysis began by examining the feedback, suggestions, and insights gathered from the Co-Creation Lab sessions. The partners' instructional designers and trainers collaborated to synthesize the collected inputs, ideas, and solutions, to select the most relevant and impactful elements that would enhance the template's effectiveness and applicability.

The final step was to combine the selected inputs, concepts, and solutions into a single, unified template. During this phase, the partners assessed how the elements would complement and enhance each other within the broader framework of the template. The objective was to ensure the final product embedded the components needed to effectively address the needs and challenges of the different target audiences.

Throughout the refinement process, collaboration and iterative feedback loops were established to ensure continuous improvement. The partners' instructional designers and trainers actively sought feedback from the co-creation participants to validate and further improve the template. With the help of this iterative process, more insights and modifications could be incorporated, culminating in a final template that successfully captured the most rated and recommended elements from the Co-Creation Lab.

The final template aims to guide teachers and trainers through the steps for gamifying an online course or program. The template is structured into three main blocks:

**Block 1: General Information** - This block aims to support teachers and trainers in summarising all the key information about their course or program, such as the title, description, target audience, objectives, learning outcomes and syllabus.
**Block 2: Gamifying the 5 Stages of E-Learning**: This block collects guiding questions and relevant options to gamify the program or course for each of the five stages of e-learning defined in "The Five-Stage Model" of Prof. Gilly Salmon.
**Block 3: Integration** - This block aims to guide the users to integrate the measures they planned to facilitate each stage in the course's structure.

The figures on the following page present each block of the result, which is also available as an editable worksheet in .DOCX format on the project website at https://trainingclub.eu/innovet/.

**Template for Game-Based E-Learning Programs**

| GENERAL INFORMATION ABOUT THE PROGRAM | |
|---|---|
| Title | Insert here the title of your program. |
| Description | Insert here a brief description of your course. |
| Target Groups | Describe the target groups of your program. |
| Objectives | Define the SMART (Specific, Measurable, Attainable, Realistic and Time-bound) objectives of your program. |
| Outcomes | Describe what are the expected learning outcomes of the program. |
| Syllabus | Insert here the syllabus of your program. |

| Module | Content (e.g., lessons, exercises or assessments) |
|---|---|
| 1. [Title] | 1.1<br>1.2<br>1.3<br>… |
| 2. [Title] | 2.1<br>2.2<br>2.3<br>… |
| 3. [Title] | 3.1<br>3.2<br>3.3<br>… |
| … | … |

*Figure 10. Program Template: Block 1 "General Information"*

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**InnoVET**

## Template for Game-Based E-Learning Programs

### GAMIFYING THE FIVE STAGES OF E-LEARNING

### STAGE 1: ACCESS AND MOTIVATION

Describe in this section the actions aimed at motivating learners at the beginning of the e-learning experience, and the game elements used for this purpose.

**1. How will learners be welcomed? How will they be motivated to continue in the learning experience? What will help them to feel more comfortable into a new unknown learning environment?**

☐ Welcome Video | ☐ Welcome letter or message by the instructor

☐ Invitation to an online discussion forum where all students and instructor introduce themselves.

☐ Gamified assessment of existing knowledge (e.g., via Quiz, Hangman, Crossword or Millionaire)

☐ Other_____

**Description**

Add here what will be the content of the selected option.

**2. How will learners find their way around the platform?**

☐ Video-tutorial | ☐ Written instructions

☐ Image Gallery (e.g., screenshots highlighting the key features of the online learning environment)

☐ Other_____

**Description**

Add here what will be the content of the selected option.

*Figure 11. Program Template: Block 2 "Gamifying the Access and Motivation Stage of E-Learning"*

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**InnoVET**

Template for Game-Based E-Learning Programs

**GAMIFYING THE FIVE STAGES OF E-LEARNING**

**STAGE 2: ONLINE SOCIALISATION**

Describe in this section the actions aimed at enabling learners to relate to other people in the shared space, thus paving the way for cooperative learning practices, and the game elements used for this purpose.

**1. How can learners start to socialise?**

☐ Invitation to introduce themselves in the online forum.

☐ Invitation to partner with a peer on an assignment.

☐ Other_____

**Description**

Add here what will be the content of the selected option.

**2. How will you enhance team building?**

☐ Team leaderboard

☐ Collaborative assignments

☐ Other_____

**Description**

Add here what will be the content of the selected option.

**3. How will students interact and relate to each other during the learning experience?**

☐ Forum discussions or community of learning with classroom discussion on different topics

☐ Debates facilitated by the instructor where learners can formulate and critique arguments

☐ Other_____

**Description**

Add here what will be the content of the selected option.

*Figure 12. Program Template: Block 2 "Gamifying the Online Socialisation Stage of E-Learning"*

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**Template for Game-Based E-Learning Programs**

**GAMIFYING THE FIVE STAGES OF E-LEARNING**

**STAGE 3: INFORMATION EXCHANGE**

Describe in this section the actions aimed at developing a collaborative mindset and actions which show participants how to give meaning to what they learn, how to provide feedback to each other, explain and clarify information in the spirit of deepening understanding.

These actions focus on exploring coordination, cooperation and communication between learners so that each participant works towards his/her own objectives within the overall online activity (e.g. individual or group task assignments which culminates in a plenary debate).

**1. How will you enhance information exchange?**

☐ Allocation of points for peer reviews of assignments

☐ Allocation of point for sharing notes or learning materials

☐ Collaborative assignments

☐ Other_____

**Description**

Add here what will be the content of the selected option.

*Figure 13. Program Template: Block 2 "Gamifying the Information Exchange Stage of E-Learning"*

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InnoVET

Template for Game-Based E-Learning Programs

**GAMIFYING THE FIVE STAGES OF E-LEARNING**

**STAGE 4: KNOWLEDGE CONSTRUCTION**

Describe in this section the main strategies and activities to deliver the learning contents. You can detail how learners should move through one content (e.g. video-lessons, live lessons, reading a document, researching or performing other assignments) to another through game dynamics, mechanics and components (e.g. which type and number of actions give access to a reward, and how a reward is received after a number of actions; how the learner progress through levels and gains points).

In the first two columns below, add your course's syllabus, and then indicate the points, badges or rewards learners will gain upon completion of each component of your course.

| Module | Content (e.g., lessons, exercises or assessments) | Points Will learners receive points? If yes, how many? |
|---|---|---|
| 1. [Title] | 1.1 1.2 1.3 … | |
| Will learners receive a badge after completing Module 1? | | No/Yes ["Badge Title"] |
| 2. [Title] | 2.1 2.2 2.3 … | |
| Will learners receive a badge after completing Module 2? | | No/Yes ["Badge Title"] |
| 3. [Title] | 3.1 3.2 3.3 … | |
| Will learners receive a badge after completing Module 1? | | No/Yes ["Badge Title"] |
| What will be the rewards for completing all the Modules? | | [Insert here the rewards] |

*Figure 14. Program Template: Block 2 "Gamifying the Knowledge Construction Stage of E-Learning"*

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**InnoVET**

Template for Game-Based E-Learning Programs

**GAMIFYING THE FIVE STAGES OF E-LEARNING**

**STAGE 5: DEVELOPMENT**

Describe in this section how learners can demonstrate their ability to work with content.

**1. How can learners apply the developed knowledge?**

☐ Capstone Project

☐ Reviewing peers' work

☐ Other_____

**Description**

Add here what will be the content of the selected option.

**2. How can they reflect upon their learning path?**

☐ Quiz

☐ Individual eJournal

☐ Public ePortfolio

☐ Other_____

**Description**

Add here what will be the content of the selected option.

*Figure 15. Program Template: Block 2 "Gamifying the Development Stage of E-Learning"*

Figure 16. Program Template: Block 3 "Integration"

### 3.1.3 Stage 3: Validation Survey

The third stage of the development process consisted of a validation survey addressed to **100 Vocational Education and Training professionals** from the three project partner countries and aimed at validating the Game-based e-Learning Template developed in the previous stage.

**3.1.3.1 Composition of the group**

The group was composed of different professionals operating in the Vocational Education and Training sector, from teachers (92% of the respondents) and trainers (1%) to mentors (2%) and coaches (5%) working in Upper-secondary, Post-secondary and Continuing VET.



COMPOSITION OF THE GROUP BY VET LEVEL

■ Upper-secondary vocational teachers   ■ Continuing vocational trainers   ■ Post-secondary VET

Post-secondary VET
13%

Continuing vocational trainers
14%

Upper-secondary vocational teachers
73%
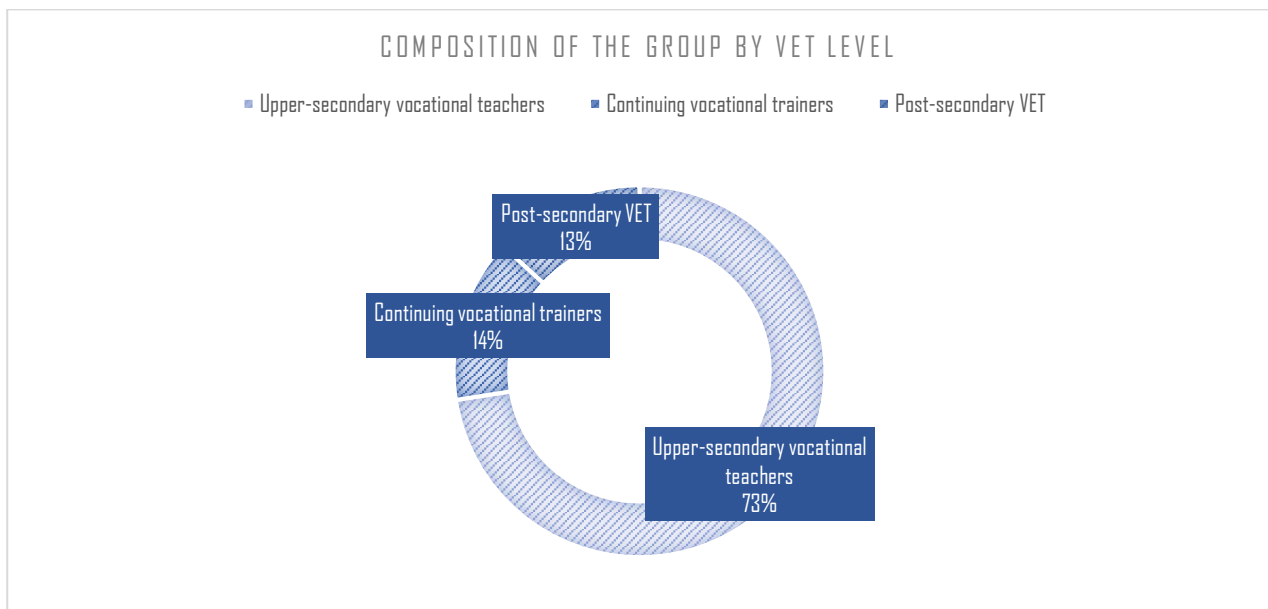
*Figure 17. Validation Survey: Composition of the Group by VET level*

**3.1.3.2 Questions**

The survey included two main questions, based on a five-point Likert Scale, aimed at assessing two key desired characteristics of the template:

4. Effectiveness in supporting teachers and trainers in designing a game-based learning program that is engaging and effective for their students;
5. Ease of use and clarity of the template;

Furthermore, the survey included a question to assess the target group's likelihood to recommend the product to a friend or a colleague, on a scale from "0-Not likely at all" to "10-Highly likely", and three optional open questions to collect, respectively, the respondent's most appreciated features of the template, recommendations for improvement and gaps in the template.

### 3.1.3.3 Results of the validation survey

The following figures collect the key results of the validation survey, concerning the template's effectiveness, ease of use and clarity.
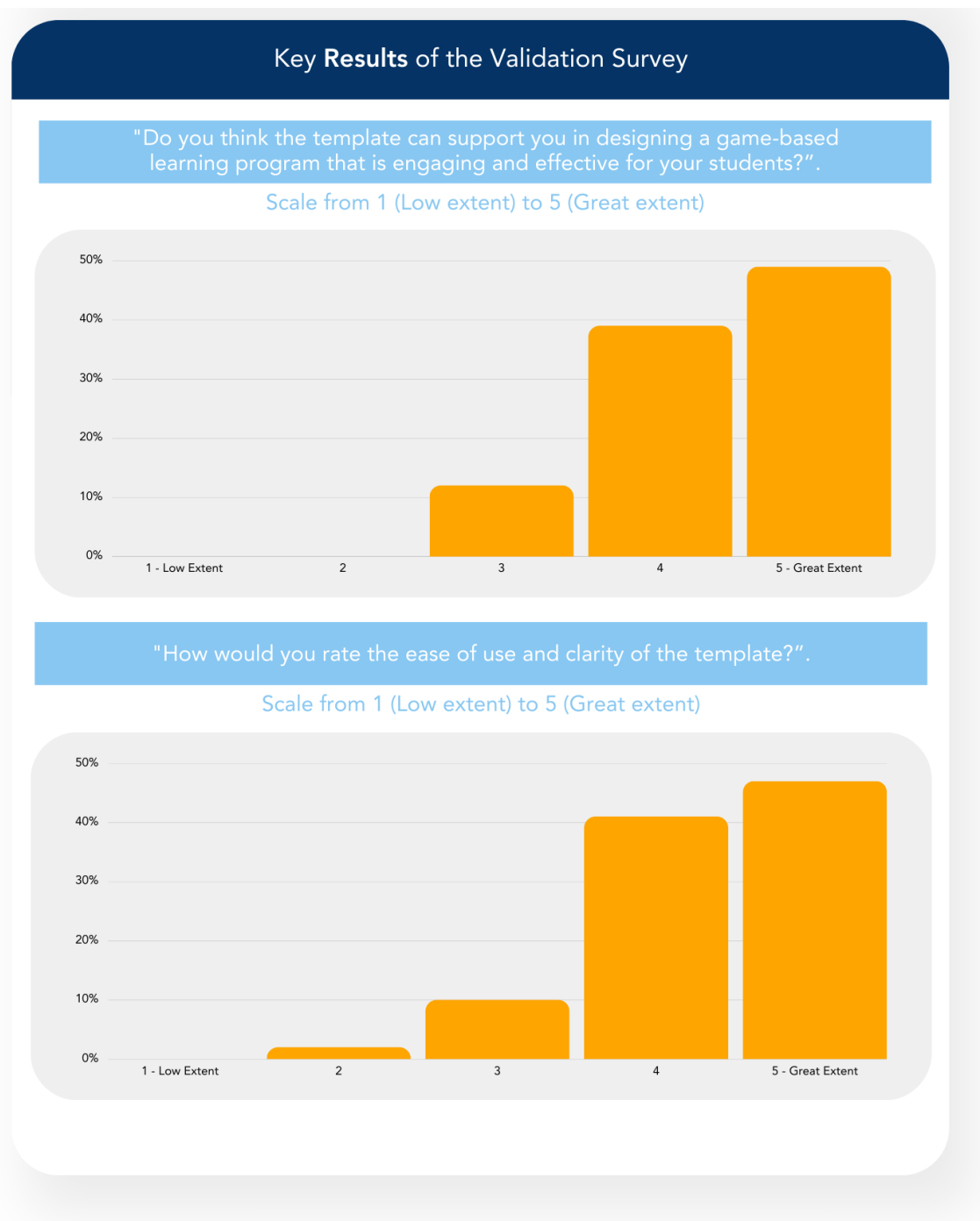


*Figure 18. Validation Survey: Template Effectiveness, Ease of Use and Clarity*

When asked about their likelihood, on a scale from "0-Not Likely" at all to "10-Highly Likely", to recommend the template to other teachers who are interested in designing game-based learning programs, almost all the participants indicated they would recommend the template to a peer. The following figure presents the results achieved.
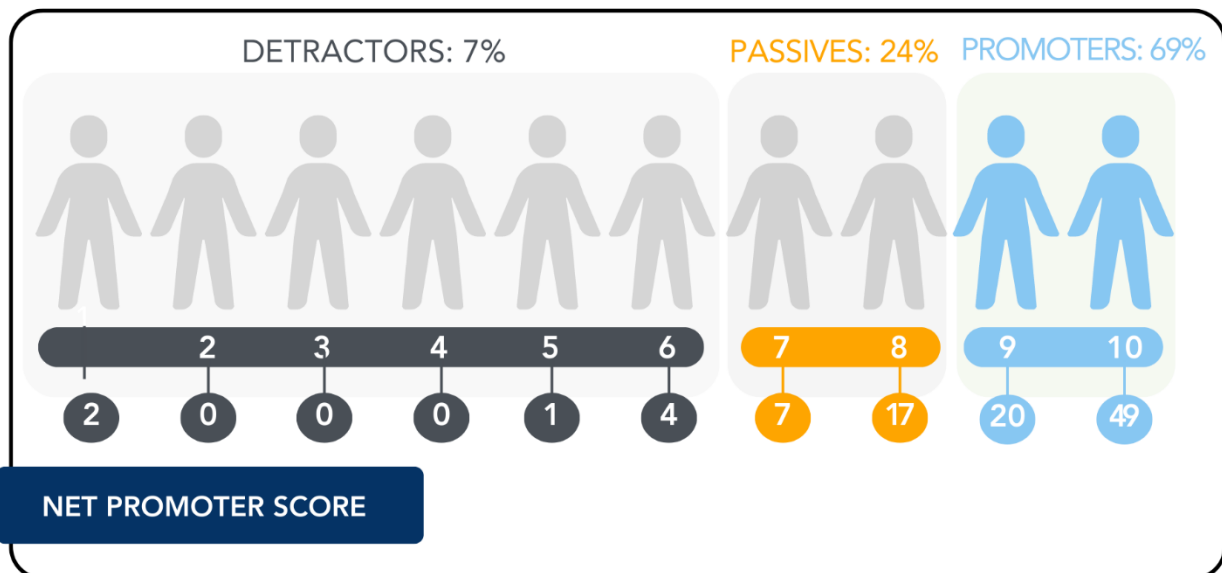


*Figure 19. Validation Survey: Respondents' Likelihood to Recommend the Template*

Among the most appreciated components and features of the template, the responses can be grouped into four main clusters: [1] innovation and structure; [2] information clarity; [3] user-friendliness and adaptability; [4] other comments.

In relation to the **first cluster** (i.e., *innovation and structure*), when asked "What do you appreciate the most about the templates?", participants indicated the following components:

- *The innovative way in which the lessons are presented;*
- *The structure of the template;*
- *The clear and simple structure;*
- *The comprehensiveness of each section;*
- *The introduction of playful methods to support learning;*
- *The different tools presented;*
- *The section on Online socialisation;*
- *The positive interaction between teachers and students;*
- *How each section of the template is set up and explained in detail;*
- *The structure of Knowledge Construction;*
- *The variety of working methods and their attractiveness;*
- *The innovative elements for students;*
- *The variety of tools and their presentation;*
- *The guiding table to assign scores;*
- *Through this game system students can learn more easily;*
- *Impact and usefulness of the template;*
- *The systematisation of the questions;*
- *The interactivity;*
- *The point allocation system which helps visualise the learning experience.*

In relation to the **second cluster** (i.e., *information clarity*), participants expressed their appreciation for the following components:

- *Clear and detailed explanations of each section;*
- *The clear and precise set up of each section;*
- *The clarity of the content;*
- *Presentation methods and content;*
- *Each section is very clear and detailed;*
- *The simplicity of the questions;*
- *Clear and understandable sections;*
- *Appealing design.*

In relation to the **third cluster** (i.e., *user-friendliness and adaptability*), the following responses were collected:
- *Interactive work proposals that can be adapted;*
- *Easy to use for both teachers and students;*
- *Easily adaptable to any content;*
- *The ease of application for multiple institutions.*

Lastly, in relation to the **fourth cluster** (i.e., *other comments*), the following responses were collected:

- *I found everything interesting;*
- *I like the concept;*
- *I like all the proposed games and game elements;*
- *I appreciated all the template's elements;*
- *I appreciated the overall content of the template.*

While most participants (59%), when asked about potential improvements to the template, responded with either a lack of suggestions or expressed their belief that the template is already complete and comprehensive, 41% of respondents provided suggestions for potential improvements to enhance the template's effectiveness further. Particularly, out of the total number of respondents who suggested potential improvements to the template (22):

- 23% recommended increasing the collection of feedback from students throughout the program design process;
- 27% recommended the integration of more examples and images;
- 14% recommended more or more simplified instructions for teachers;
- 14% recommended the translation of the template into national languages (particularly, Romanian);
- The remaining participants, individually, suggested "including an overall shared ranking in the system", "taking into account regional characteristics", "more interaction", integrating the "possibility of simple content modification by end-users" and "creating an open-source platform" where "more people's ideas and experiences can be applied".

Out of the total number of respondents to the survey, a small number of respondents (29 participants) responded to the survey question "What is missing in the template?" indicating possible improvements to the template. Particularly, out of the 29 respondents:

- 28% indicated the lack of translation into national languages, which, according to the INNOVET project plan, will occur in the following project result, such as the multi-language Digital Education Ecosystem;
- 21% recommended the improvement of the feedback process;
- 10% recommended the integration of a shared ranking system;
- 7% recommended the integration of more examples;
- 7% recommended the integration of more visual components (e.g., illustrations and graphics);
- 7% recommended the integration of more instructions for educators;
- The remaining participants, individually, suggested adapting the template to "Children", to further include "Interaction", and "Student participation" in the design process.

## 3.2 Program "Digital Advocacy 101"

The application of the program template was tested by Associazione Akira, a non-profit organisation from Italy, to design a sample program about Digital Advocacy.

| GENERAL INFORMATION |
| --- |

**Course Title**

Digital Advocacy 101

**Course Description**

This online course is addressed to people and groups that want to create and implement effective digital advocacy campaigns. Digital advocacy has become a powerful instrument for making a difference and influencing public opinion in today's fast-paced and interconnected world. From start to end, this course gives a step-by-step approach to creating and implementing successful digital advocacy campaigns. The course covers a variety of subjects, such as creating campaign goals and objectives, identifying target audiences, developing appealing messaging, and harnessing the most recent digital technologies and methods to reach and engage audiences. Participants will learn how to create support and push change through social media, email, websites, and other digital tools.

**Target groups**

The course is designed for individuals with all levels of experience, from beginners to seasoned professionals. Whether you're working in a non-profit organisation, government agency, or advocacy group, you'll gain the knowledge and skills needed to launch successful digital advocacy campaigns.

**Objectives of the course**

This course aims to equip participants with the knowledge and skills to:

- Establish campaign goals and objectives.
- Identify and segment the target audiences for digital advocacy campaigns.
- Create powerful messages for digital advocacy campaigns.
- Reach and engage target audiences, using social media, email, websites, and other digital platforms.
- Create and implement effective digital advocacy campaigns.

**Learning outcomes**

Participants are expected to:

- gain a comprehensive understanding of digital advocacy campaign design, including the latest tools and practices used to reach and engage target audiences;
- be able to design and launch successful digital advocacy campaigns;
- learn how to effectively use digital tools and practices to reach and engage target audiences, build support,

and drive change;
- develop the skills and knowledge needed to create compelling messages and develop effective digital advocacy campaigns and apply the principles and best practices of digital advocacy campaign design to real-world situations, and effectively measure the impact of their campaigns.

## Syllabus

Indicate here the syllabus of your course.

| Topic | Content (L - Lessons / AND- Exercises / A- Assessments) |
|---|---|
| 1. Introduction to Digital Advocacy | 1.1 What is advocacy? (L)<br>1.2 Defining digital advocacy (L)<br>1.3 Case studies and successful practices (L) |
| 2. Understanding our target audience | 2.1 Stakeholder mapping (L)<br>2.2 Segmenting the target audience (L)<br>2.3 Empathy Map (L)<br>2.4 Develop the empathy map for your campaign (E) |
| 3. Setting up our goals and key messages | 3.1 Goal setting techniques (L)<br>3.2 The message: the power of a story (L)<br>3.3 Develop the SMART objectives for your campaign (E) |
| 4. Planning, implementing and monitoring digital advocacy campaigns | 4.1 Selecting the appropriate channel and tools (L)<br>4.2 Developing a campaign timeline and budget (L)<br>4.3 Implementing and monitoring our campaigns (L)<br>4.4 Measuring the impact of digital advocacy campaigns (L)<br>4.5 Develop a campaign plan (E) |
| 5. Conclusions & Final Assessment | 5.1 Review of key course concepts (L)<br>5.2 Final Assessment (A) |

## GAMIFYING THE 5 STAGES OF E-LEARNING

### Stage 1 - **Access and Motivation**

Describe in this section the actions aimed at motivating learners at the beginning of the e-learning experience, and the game elements used for this purpose. Detail:

1. How will learners be welcomed? How will they be motivated to continue in the learning experience? What will help them to feel more comfortable in a new unknown learning environment?

| ☒ Welcome letter or message by the instructor |
| --- |
| **Description** |
| A welcome letter will be shown to participants upon the first login:<br><br>*Hello and welcome to "Digital Advocacy 101"!*<br><br>*We are delighted to have you as a participant in this program and look forward to a fruitful and fun learning experience together.*<br><br>*In this course, we will share some techniques and best practices for creating and managing effective digital advocacy campaigns. Furthermore, you will learn about some tools and strategies for reaching out to target audiences and organising supporters, as well as how to implement these ideas in real-world projects and exercises.*<br><br>*This course is designed to be interactive and hands-on, so your input and feedback will be critical to our success. We encourage you to collaborate with your classmates and engage in open and respectful discussions.*<br><br>*Don't hesitate to contact us anytime if you have questions or concerns. We aim to ensure you have the support you need to succeed in this course and future endeavours.*<br><br>*Thank you for choosing this course. We look forward to working with you.*<br><br>*AKIRA's Team* |

2. How will they find their way around the platform?

| ☒ Other: **Document** |
| --- |
| **Description** |
| A brief User Manual (.pdf) will be created and linked at the end of the welcome letter. The User Manual, with brief texts and screenshots of the learning environment, will cover the following content:<br><br>● **Course dashboard**: explain the course dashboard, highlighting the navigation menu, course syllabus, and any other important resources.<br>● **Key areas of the learning environment**: explain the key features of the online learning platform, such as the personal profile area, discussion forum, and assignment submission area.<br>● **Repository**: explanation of the repository where students can find the course materials and other useful resources.<br>● **Technical support**: presentation of the technical support resources, such as the contact information to get in touch with the organisation's team, as well as the help centre and the list of FAQs about Moodle |

Stage 2 - **Online Socialization**

Describe in this section the actions aimed at enabling learners to relate to other people in the shared space, thus paving the way for cooperative learning practices and the game elements used for this purpose. Detail:

1.  How can learners start to socialise?

☒ Invitation to introduce themselves in the online forum

**Description**

After the welcome letter, students will be invited to introduce themselves in the online forum:

*We are ready to start our learning journey. To help us and your peers get to know each other better, we would like to invite you to introduce yourself in the forum.*

*In this forum, you can share a brief background about yourself, your interests, and why you are taking this course. This will give us an opportunity to connect with each other and build a strong sense of community.*

*Navigate to the "Introductions" section of the forum (LINK): create a new post and share whatever you would like us and your peers to know about you!*

*We look forward to getting to know you and learning together in this course!*

2.  How will you enhance team building?

☒ Encouraging peer-to-peer support via the discussion forum

**Description**

Students will be encouraged to support their peers by reviewing the work in the online forum.

3.  How will students interact and relate to each other during the learning experience?

☒ Forum discussions

**Description**

A forum on the platform will be structured into five sections:

| 1. Introduction | In this section, students can share a little bit about themselves and their backgrounds. |
| --- | --- |
| 2. Class discussions | In this section, students can discuss, and share insights related to the topics covered in the different modules. The instructor can post prompts or questions to encourage student participation and facilitate discussion. |
| 3. Peer Reviews | In this section, students can support each other on the course's exercises. They can share updates, ask questions, and provide feedback to each other. |
| 4. Resources | In this section, students can access and share useful resources related to digital advocacy campaigns, such as articles, case studies, and tools |

| 5. Q&A | In this section, students can ask questions and receive support from the instructors and other students. |
|---|---|

## Stage 3 - **Information Exchange**

Describe in this section the actions aimed at developing a collaborative mindset and actions which show participants how to give meaning to what they learn, how to provide feedback to each other, and explain and clarify information in the spirit of deepening understanding.

These actions focus on exploring coordination, cooperation and communication between learners so that each participant works towards his/her objectives within the overall online activity (e.g., individual or group task assignments culminating in a plenary debate).

| ☒ Other: **Peer reviews** |
|---|
| **Description** |
| Students will be encouraged to support their peers by reviewing the work in the online forum. |

## Stage 4 - **Knowledge Construction**

Describe in this section the main strategies and activities to deliver the learning content. You can detail how learners should move through one content (e.g., video lessons, live lessons, reading a document, researching or performing other assignments) to another through game dynamics, mechanics and components (e.g., which type, and number of actions give access to a reward, and how a reward is received after several actions; how the learner progress through levels and gains points).

In the first two columns below, add your course's syllabus, and then indicate the points, badges or rewards learners will gain upon completing each component of your course.

| Topic | Content | Points |
|---|---|---|
| 1. Introduction to Digital Advocacy | 1.1 What is advocacy? | **Video-lesson** | 5 |
| | 1.2 Defining digital advocacy | **Video-lesson** | 5 |
| | 1.3 Case studies and successful practices | **Document** | 5 |

| Will learners receive a badge after completing Topic 1? | | Yes: "**Advocacy Advocate**" |
|---|---|---|
| 2. Understanding our target audience | 2.1 Stakeholder mapping **\| Video-lesson** | 5 |
| | 2.2 Segmenting the target audience \| **Video-lesson** | 5 |
| | 2.3 Empathy Map \| **Video-lesson** | 5 |
| | 2.4 Develop the empathy map for your campaign \| **Assignment** <br><br> Students will be invited to download the template of empathy map (.ppt) and to submit the filled-in template for a sample campaign. | 10 |
| Will learners receive a badge after completing Topic 2? | | Yes: "**Audience Insights**" |
| 3. Setting up our goals and key messages | 3.1 Goal setting techniques \| **Video-lesson** | 5 |
| | 3.2 The message: the power of a story \| **Video-lesson** | 5 |
| | 3.3 Develop the SMART objectives for your campaign \| **Assignment** <br><br> Students will be invited to download the SMART Objectives Worksheet (.docx) and submit the filled-in template for their sample campaign via email to the instructor. | 10 |
| Will learners receive a badge after completing Topic 3? | | No |
| 4. Planning, implementing and monitoring digital advocacy campaigns | 4.1 Selecting the appropriate channel and tools **\| Video-lesson** | 5 |
| | 4.2 Developing a campaign timeline and budget **\| Video-lesson** | 5 |
| | 4.3 Implementing and monitoring our campaigns **\| Video-lesson** | 5 |
| | 4.4 Measuring the impact of digital advocacy campaigns **\| Video-lesson** | 5 |
| | 4.5 Develop a campaign plan \| **Assignment** <br><br> Students will be invited to download the Campaign Plan template (.docx) and submit the filled-in template for their sample campaign. | 20 |

| Will learners receive a badge after completing Topic 4? | | Yes: "**Campaign strategist**" |
|---|---|---|
| 5. Conclusions & Final Assessment | 7.1 Review of key course concepts \| **Video-lesson** | 5 |
| | 7.2 Final Assessment \| **Quiz** | 25 |
| Will learners receive a badge after completing all the modules? | | Yes: "**Advocacy Innovator**" |

## Stage 5 - **Development**

Describe in this section how learners can demonstrate their ability to work with content.

1. How can they apply the gained knowledge?

| ☒ Capstone Project |
|---|
| **Description** |
| Through the submission of the Campaign Plan (6.5) |

2. How can they reflect upon their learning path?

| ☒ Quiz |
|---|
| **Description** |
| Through the final assessment (7.2) |

## INTEGRATION

This section aims to guide you to integrate the measures you planned to facilitate each stage in the course's structure. Copy and paste and enrich the content you created in the previous sections.

| **Access and motivation** | Points |
|---|---|
| ● **Welcome letter by the instructor** | 0 |

*A welcome letter will be shown to participants upon the first login:*

*Hello and welcome to "Digital Advocacy 101"!*

*We are delighted to have you as a participant in this program and look forward to a fruitful and fun learning experience together.*

*In this course, we will share some techniques and best practices for creating and managing effective digital advocacy campaigns. Furthermore, you will learn about some tools and strategies for reaching out to target audiences and organising supporters, as well as how to implement these ideas in real-world projects and exercises.*

*This course is designed to be interactive and hands-on, so your input and feedback will be critical to our success. We encourage you to collaborate with your classmates and engage in open and respectful discussions.*

*Don't hesitate to contact us anytime if you have questions or concerns. We aim to ensure you have the support you need to succeed in this course and future endeavours.*

*Thank you for choosing this course. We look forward to working with you.*

*AKIRA's Team*

- **User Manual**

  A brief User Manual (.pdf) will be created and linked at the end of the welcome letter. The User Manual, with brief texts and screenshots of the learning environment, will cover the following content:

  - Course dashboard: explain the course dashboard, highlighting the navigation menu, course syllabus, and any other important resources.
  - Key areas of the learning environment: explain the key features of the online learning platform, such as the personal profile area, discussion forum, and assignment submission area.
  - Repository: explanation of the repository where students can find the course materials and other useful resources.
  - Technical support: presentation of the technical support resources, such as the contact information to get in touch with the organisation's team, as well as the help centre and the list of FAQs about Moodle.

| Preliminary online socialisation | Points |
|---|---|
| ● **Invitation to introduce themselves in the online forum** | 0 |

After the welcome letter, students will be invited to introduce themselves in the online forum:

*We are ready to start our learning journey. To help us and your peers get to know each other better, we would like to invite you to introduce yourself in the forum.*

*In this forum, you can share a brief background about yourself, your interests, and why you are taking this course. This will give us an opportunity to connect with each other and build a strong sense of community.*

*Navigate to the "Introductions" section of the forum (LINK): create a new post and share whatever you would like us and your peers to know about you!*

*We look forward to getting to know you and learning together in this course!*

| Topic | Content | Online socialisation & Information Exchange | Points |
|---|---|---|---|
| 1. Introduction to Digital Advocacy | 1.1 What is advocacy? | **Video-lesson** | | 5 |
| | 1.2 Defining digital advocacy **| Video-lesson** | | 5 |
| | 1.3 Case studies and successful practices | **Document** | **Instructor's action on the Forum:** Students will be encouraged to share their comments about the successful practices presented. | 5 |
| AWARDED BADGE UPON COMPLETION OF THE MODULE: "**Advocacy Advocate**" | | | |
| 2. Understanding our target audience | 2.1 Stakeholder mapping **| Video-lesson** | | 5 |
| | 2.2 Segmenting the target audience | **Video-lesson** | | 5 |
| | 2.3 Empathy Map | **Video-lesson** | | 5 |
| | 2.4 Develop the empathy map for your campaign | **Assignment** Students will be invited to download the template of the empathy map (.ppt) and to submit the filled-in template for a sample campaign. | **Instructor's action on the Forum:** Students will be encouraged to support their peers by reviewing their work in the online forum and sharing insights related to the topics covered in the module. | 10 |

| | AWARDED BADGE UPON COMPLETION OF THE MODULE: "**Audience Insights**" | | | |
|---|---|---|---|---|
| 3. Setting up our goals and key messages | 3.1 Goal setting techniques \| **Video-lesson** | | | 5 |
| | 3.2 The message: the power of a story \| **Video-lesson** | | | 5 |
| | 3.3 Develop the SMART objectives for your campaign \| **Assignment** <br><br> Students will be invited to download the SMART Objectives Worksheet (.docx) and submit the filled-in template for their sample campaign via email to the instructor. | **Instructor's action on the Forum:** Students will be encouraged to support their peers by reviewing their work in the online forum and sharing insights related to the topics covered in the module. | | 10 |
| | AWARDED BADGE UPON COMPLETION OF THE MODULE: None | | | |
| 4. Planning, implementing and monitoring digital advocacy campaigns | 4.1 Selecting the appropriate channel and tools \| **Video-lesson** | | | 5 |
| | 4.2 Developing a campaign timeline and budget \| **Video-lesson** | | | 5 |
| | 4.3 Implementing and monitoring our campaigns \| **Video-lesson** | | | 5 |
| | 4.4 Measuring the impact of digital advocacy campaigns \| **Video-lesson** | | | 5 |
| | 4.5 Develop a campaign plan \| **Assignment** <br><br> Students will be invited to download the Campaign Plan template (.docx) and submit the filled-in template for their sample campaign. | **Instructor's action on the Forum:** Students will be encouraged to support their peers by reviewing their work in the online forum and sharing insights related to the topics covered in the module. | | 20 |
| | AWARDED BADGE UPON COMPLETION OF THE MODULE: "**Campaign strategist**" | | | |
| 5. Conclusions & Final Assessment | 5.1 Review of key course concepts \| **Video-lesson** | | | 5 |
| | 5.2 Final Assessment \| **Quiz** | **Instructor's action on the Forum:** The instructor will encourage students to | | 25 |

| | | share their reflections on the learning experience and how they plan to apply what they learnt in their life/work- | |

| AWARDED BADGE UPON COMPLETION OF THE MODULE: "**Advocacy Innovator**" |||

| **Development** | **Points** |
| --- | --- |
| <ul><li>**Capstone Project**<br>Through the submission of the Campaign Plan (4.5)</li><li>**Quiz**<br>Through the final assessment (5.2)</li></ul> | Already included in the course content. |

## 3.3 Program "Business Lab"

The Commercial College *Carol I* from Constanta, Romania, tested the template by developing the course "*Business Lab*", about entrepreneurship competences.

| GENERAL INFORMATION |
| --- |

| Course Title |
| --- |

**Business Lab**

| Course Description |
| --- |

A dummy company is a mock firm that mirrors specific operations of real business, in the chosen branch. It is a didactic concept, an imitation of a real professional situation, with educational objectives.
During the activity in the mock company, skills are finalised and developed fundamentals needed to work in a company. The organisation of education in the form of a company that carries out its activity on a determined market and subordinated to the legislation in force in the country and abroad determines to what extent, how, where and when the knowledge is applied acquired during the learning process.
The characteristics of the mock company are:
¬ it is a laboratory for theoretical and practical economic training;
¬ conducts its activity as a real company, but with virtual money and goods, in compliance with the practice and laws specific to the national economy;
¬ forms knowledge about the workplace, under the methodological guidance of the teacher;
¬ offers the possibility to involve experts from the practical sphere in the learning process;
¬ wrong decisions, which in reality would create serious problems, do not have such consequences in the case of a mock company, but it offers learning situations

| Target groups |
| --- |

11th-grade students from the fields of commerce, economics, tourism, food and hospitality.

| Objectives of the course |
| --- |

- To identify the characteristics of a mock company;
- to establish the mock company based on a business idea

- to realise the visual identity of the company;
- to plan economic activities by the department;
- to create the business plan for the established mock company.

## Learning outcomes

- To become familiar with the specific activities of a real company;
- to develop their digital skills;
- to simulate operations and economic processes specific to the real business environment;
- to improve their business language;
- to develop skills and attitudes necessary for a dynamic entrepreneur: creativity, critical thinking, problem-solving, decision-making, assuming responsibility, teamwork, initiative, perseverance, self-organisation and self-evaluation of individual resources, flexibility.

## Duration

**45'**

## Syllabus

| Topic | Content (L - Lessons / AND- Exercises / A- Assessments) |
|---|---|
| 1. Introduction to Business Lab | 1.1. Theoretical concepts for the activity in the mock company; (L)<br>1.2. Advantages of the activity in the mock company; (L)<br>1.3. Actors of the mock company; (L)<br>1.4. Daily activity, special events in the mock company- (E) |
| 2 Establishment of a mock company | 2.1. Business idea (external environment analysis); (L)<br>2.2. The establishment procedure at ROCT and the establishment documents (L)<br>2.3. Organization of the mock company (A) |
| 3. Visual identity | 3.1. Specific elements of the visual identity: header, logo, slogan, mission, vision, etc. (L)<br>3.2. Ways to promote visual identity at an enterprise level (L)<br>3.3. Develop the visual identity (A) |
| 4. Human resources management | 4.1. Recruitment and selection in the mock company (A)<br>4.2. Salary of the staff in the mock company;( L)<br>4.3. Staff motivation and evaluation; (L) |
| 5. Planning the activity in the mock company | 5.1. Mock firm - model and means of learning; (L)<br>5.2. Annual objectives: vision, mission, objectives, strategies, measures; (L)<br>5.3. Time management;( L)<br>5.4. Development of a plan with the mock company activities (E) |

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| 6 Business Plan | 6.1. Modelling of the mock company - the premise of the financial plan;(L) <br> 6.2. Elaboration of the business plan (A) |
| --- | --- |
| 7. Conclusions & Final Assessment | 7.1 Review of key course concepts (L) <br> 7.2 Final Assessment (A) |

## GAMIFYING THE 5 STAGES OF E-LEARNING

### Stage 1 - **Access and Motivation**

Describe in this section the actions aimed at motivating learners at the beginning of the e-learning experience, and the game elements used for this purpose. Detail:

1.  How will learners be welcomed? How will they be motivated to continue in the learning experience? What will help them to feel more comfortable in a new unknown learning environment?

**Welcome letter by the instructor:**
*We are delighted to have you as participants in the Business Lab course. In this course, we will learn together what the steps are for creating a company starting from the formulation of a business idea, the organisation of economic activities, marketing and the design of a business plan using interactive and innovative methods. This course is designed to be interactive and hands-on, so your input and feedback will be critical to our success. We encourage you to collaborate with your classmates and engage in open and respectful discussions.*

Invitation to an online discussion forum where all students and the instructor introduce themselves.

Gamified assessments of existing knowledge, with **Quiz, Hangman** and **Millionaire.**

2.  How will they find their way around the platform?

Video-tutorial

### Description

To support students in finding their way around the platform, video-tutorials will be included at the beginning of the course to cover the following content:

- **Course dashboard**: show/explain the course dashboard, highlighting the navigation menu, course syllabus, and any other important resources.
- **Online learning platform**: Demonstrate the features of the online learning platform, such as the discussion forum, assignment submission area, and grade book.
- **Virtual classroom**: If your course includes virtual class meetings, show/explain the virtual classroom, highlighting the different tools and features that students can use, such as audio and video settings, chat, and screen sharing.
- **Online resources**: show/explain any online resources that students will use during the course, such as e-books, articles, or videos.
- **Group work**: If your course includes group work, show/explain the group collaboration tools, such as shared documents or group discussion boards.
- **Feedback and grading**: explain the areas where students can view their grades and feedback from the instructor, such as the grade book or assignment submission area.
- **Technical support**: highlight the technical support resources, such as the help centre or a list of frequently asked questions, to help students get the assistance they need.

## Stage 2 - **Online Socialization**

Describe in this section the actions aimed at enabling learners to relate to other people in the shared space, thus paving the way for cooperative learning practices and the game elements used for this purpose. Detail:

1. How can learners start to socialise?

| Invitation to introduce themselves in the online forum |
|---|
| Invitation to partner with a peer on an assignment |

2. How will you enhance team building?

| Encouraging peer-to-peer support via the discussion forum |
|---|

3. How will students interact and relate to each other during the learning experience?

| Forum discussions -they will talk about new ideas and plans for how they will work during the course. |
|---|
| Community of learning with classroom discussions on different topics |

## Stage 3 - **Information Exchange**

Describe in this section the actions aimed at developing a collaborative mindset and actions which show participants how to give meaning to what they learn, how to provide feedback to each other, and explain and clarify information in the spirit of deepening understanding.

These actions focus on exploring coordination, cooperation and communication between learners so that each participant works towards his/her objectives within the overall online activity (e.g., individual or group task assignments which culminate in a plenary debate).

| Allocation of points for peer reviews of assignments |
|---|
| Allocation of points for sharing notes or learning materials |
| **Description** |
| Students will be encouraged to share their notes and individual and team assignments. And present them at the end of the activity |

## Stage 4 - **Knowledge Construction**

Describe in this section the main strategies and activities to deliver the learning content. You can detail how learners should move through one content (e.g., video lessons, live lessons, reading a document, researching or performing other assignments) to another through game dynamics, mechanics and components (e.g., which type, and number of actions give access to a reward, and how a reward is received after several actions; how the learner progress through levels and gains points).

In the first two columns below, add your course's syllabus, and then indicate the points, badges or rewards learners will gain upon completing each component of your course.

| Topic | Content | Points |
|---|---|---|
| 1. Introduction to Business Lab | 1.1. Theoretical concepts for the activity in the mock company; **Ppt** | 1 |
| | 1.2. Advantages of the activity in the mock company **Document** | 1 |
| | 1.3. Actors of the mock company; **Document** | 1 |
| | 1.4. Daily activity, special events in a mock company; -**Game** | 1 |
| Will learners receive a badge after completing Topic 1? | | Yes ("Business Start") |
| 2 Establishment of a mock company | 2.1. Business idea (external environment analysis); -**Ppt** | 3 |
| | 2.2. The establishment procedure at ROCT and the establishment documents - **Document** <br> Students will be invited to download the document from www.roct.ro, complete them and send via email to the instructor(teacher) | 3 |
| | 2.3. Organization of the company, **Game** <br> Students will be invited to download the template and fill it in with their departments <br> https://www.armoredpenguin.com/crossword/Data/2023.03/1812/18120747. | 3 |

| | 569.html | |
|---|---|---|
| **Will learners receive a badge after completing Topic 2?** | | Yes ("Best Business Idea") |
| 3. Visual identity | 3.1. Specific elements of the visual identity: header, logo, slogan, mission, vision, **Ppt, Game "Hangman"** https://youtu.be/ASOLAt8fj5s | 3 |
| | 3.2. Ways to promote visual identity at enterprise level **Ppt** | 3 |
| | 3.3. Develop the elements of the visual identity **Assignment.** They will create the logo of their company and upload it on the forum | 10 |
| **Will learners receive a badge after completing Topic 3?** | | Yes – („Logo Creator") |
| 4 Human resource | 4.1. Recruitment and selection in the mock company; **Document, game** https://www.daniela-pracsiu.com/administrarea-firmei-video/ https://crosswordlabs.com/view/curriculum-vitae-9# | 10 |
| | 4.2. Salary of the staff in the mock company; **PPT, Video lesson** | 2 |
| | 4.3. Staff motivation and evaluation -**Ppt, Game** https://www.hangmanwords.com/play/custom?g=TU9USVZBVElB | 2 |
| **Will learners receive a badge after completing Topic 4?** | | Yes ("Employed ") |
| 5 Planning the activity in the mock company | 5.1. The mock firm - model and means of learning; -**document** | 3 |
| | 5.2. Annual objectives: vision, mission, objectives, strategies, measures; **game hangman** | 3 |
| | 5.3. Time management; **document** | 3 |
| | 5.4. Development of a plan with mock company activities - **Assignment** The realisation of the product offer for the company and sheet evaluation | 3 |
| **Will learners receive a badge after completing Topic 5?** | | Yes („Good plan") |
| 6 Business Plan | 6.1. Modelling of the mock company-**ppt** | 5 |

| | 6.2. Elaboration of the business plan for the mock company - **Assignment** | 20 |
|---|---|---|
| 7. Conclusions & Final Assessment | 7.1 Review of key course concepts -**game hangman** | 5 |
| | 7.2 Final Assessment-**Quiz** | 15 |
| Will learners receive a badge after completing all the topics? | | Yes ("Businessman /Women") |

## Stage 5 - **Development**

Describe in this section how learners can demonstrate their ability to work with content.

1. How can they apply the gained knowledge?

| Capstone Project (i.e., a School project to be implemented outside of the e-learning environment) |
|---|
| Description |
| Business Plan for a mock company |

2. How can they reflect upon their learning path?

| Self-reflection questions |
|---|
| Facilitated self-reflection on the Forum |

## INTEGRATION

This section aims to guide you to integrate the measures you planned to facilitate each stage in the course's structure.

| Access and motivation | Points |
|---|---|
| Welcome letter by the instructor<br>We are delighted to have you as participants in the Business Lab course. In this course, we will learn together what are the steps for creating a company starting from the formulation of a business idea, the organisation of economic activities, marketing and the design of a business plan using interactive and innovative methods.<br>This course is designed to be interactive and hands-on, so your input and feedback will be critical to our success.<br>We encourage you to collaborate with your classmates and engage in open and respectful discussions. | N/A |
| **Preliminary online socialisation** | Points |
| Copy and paste into this cell the measures you planned for the preliminary online socialisation (ref. ***Question 2.1*** *How can learners start to socialise?*) | N/A |

**Course content**

1. Copy and paste below the content of the table you created in *Stage 4 - Knowledge Construction*. Start by selecting all the "Topics" and "Content" together and paste them into the first and second columns below.
2. Proceed to copy the "Points" column and paste it into the last column of the table below.
3. Indicate in the "Online socialisation & Information Exchange" column, where relevant, the actions you planned in the sections dedicated to *Stage 2 - Online socialisation* and *Stage 3 – Information Exchange*. This step will help you make sure that you integrate such measures throughout the course.
4. Adjust the content and points as you see fit.
5. Delete the rows you don't need.

| Topic | Content<br>(L - Lessons / E- Exercises / A- Assessments) | Online socialisation & Information Exchange<br>Indicate in this column the online socialisation action you planned, locating it in relation to the relevant content | Points<br>Will learners receive points? If yes, how many? |
|---|---|---|---|
| 1. Introduction to Business Lab | **1.1** Theoretical concepts for the activity in the mock company; **Ppt** | | 1 |
| | 1.2 Advantages of the activity in the mock company -**Document** | | 1 |
| | 1.3. Actors of the mock company; **game** | | 1 |
| | 1.4 Daily activity, special events in the mock company; -**Document** | | 1 |
| 2 Establishment of a mock company | 2.1. Business idea (external environment analysis, successful idea)**; Assignment** | **Instructor's action on the Forum:** Students will be encouraged to present their business ideas and company name using www.mentimeter.com and they will vote for the best business idea | 3 |
| | 2.2. The establishment procedure at ROCT and the establishment documents - **Document** Students will be encouraged to work in 2 teams and complete the documents (docx) downloaded from www.roct.ro | | 3 |
| | 2.3. Organization of the company -**game** Students will be invited to download the template and fill it in with their departments | | 3 |
| 3. Visual identity | 3.1. Specific elements of the visual identity: header, logo, slogan, mission, vision, etc. **Ppt game** | | 3 |
| | 3.2. Ways to promote visual identity at an enterprise level –**Document** | | 3 |
| | 3.3. Develop the elements of visual identity- **Assignment.** They will create and attach the logo of their company | **Instructor's action on the Forum:** Students will be encouraged to share the logos they have created and discuss them. | 10 |
| 4 Human resource | 4.1. The recruitment and selection process in the mock company; **Video lesson, ppt**, game | **Instructor's action on the Forum:** | 10 |

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| | | | |
|---|---|---|---|
| | Students will watch the video lesson about recruitment:https://www.daniela-pracsiu.com/administrarea-firmei-video/<br>Students will be encouraged to download the templates with the curriculum vitae and the letter of intent(docx)<br>At the end of the learning experience, we will access the link for the game. https://crosswordlabs.com/view/curriculum-vitae-9# | Students will be encouraged to discuss the curriculum vitae and the cover letter. | |
| | 4.2. Salary of the staff in the mock company; **Ppt** | | 2 |
| | 4.3. Staff motivation and evaluation; **Game** https://www.hangmanwords.com/play/custom?g=TU9USVZBVElB | | 2 |
| 5. Planning the activity in the mock company | 5.1. The mock company - model and means of learning; **Document** | | 3 |
| | 5.2. Annual objectives: vision, mission, objectives, strategies, measures; **Game** | | 3 |
| | 5.3. Time management; **Document** | | 3 |
| | 5.4. Develop a plan with the activities from the mock company - **Exercise**<br>Develop a plan with the activities from the mock company.<br>The realisation of the product offer for the company<br>Worksheet and evaluation sheet | | 3 |
| 6. Business Plan | 6.1. Modelling of the mock company | | 5 |
| | 6.2. Elaboration of the business plan for the mock company- **Assignment**<br>Students will download the business plan template | The instructor will encourage students to share their reflections on the learning experience and how they plan to apply what they learnt in their life | 20 |
| 7. Conclusions & Final Assessment | 7.1 Review of key course concepts -**game hangman** | | 5 |
| | 7.2 Final Assessment-Quiz | | 15 |

| Development | Points |
|---|---|
| Business plan for their mock company | N/A |
| Quiz | N/A |

## 3.4 Program "Effective communication in the hospitality industry"

The Commercial College *Carol I* also developed the online course "*Effective Communication in the Hospitality Industry*" aimed at improving the communication skills of vocational learners in the Hospitality sector.



| GENERAL INFORMATION |
|---|

| Course Title |
|---|

**Effective communication in the hospitality industry**

| Course Description |
|---|

This online course is aimed at individuals and groups who want to improve their effective communication skills. An adequate business communication strategy is crucial for creating a team culture and a positive work environment, having a considerable impact on business success. The key to successful businesses and business relationships duration consists in the ability to communicate with colleagues, subordinates, customers, the partners of the business, the representatives of local administration etc., to present ideas and views so that they will not only understand but also be persuaded. Employees in the hospitality industry must understand customer behaviour very well, carefully listen to customers, use appropriate language, be aware of their tone and empathise with customers.

In the Effective Communication course, you can decipher the secrets of assertive communication and find the optimal ways to relate to those around you. The course offers the possibility of developing the ability to listen and make yourself understood, to say things in such a way as not to leave room for ambiguities and confusion, so that the message is understood as efficiently as possible by the interlocutor.

The course covers a variety of subjects, such as communication process, forms of communication, effective communication and conflict and their resolution. Participants will learn how to communicate effectively with colleagues, subordinates, and clients, ensuring thus significant benefits in the short and medium term for the company.

| Target groups |
|---|

The course is designed for people of all experience levels, from beginners to expert professionals. Whether you work in a hospitality organisation, government agency or non-governmental organisation, you will gain the knowledge and skills to communicate effectively.

| Objectives of the course |
|---|

At the end of this course, the students will be able to:
- list the elements of the communication process;

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- specify the objectives and functions of communication;
- characterise the forms of communication;
- describe the main types of verbal interaction;
- list the rules of written communication;
- characterize the elements of nonverbal communication;
- list the elements of effective communication;
- present the methods of de-tensioning a conflictual situation.

## Learning outcomes

Participants are expected to:
- position themselves correctly within a communication scheme;
- evaluate the objectives and functions of communication;
- analyse the levels of communication;
- apply different forms of communication in different contexts;
- monitor and adapt their own communication to situational requirements;
- communicate in different contexts;
- apply different forms of communication;
- improve the quality of communication by removing existing barriers;
- demonstrate a conciliatory attitude in the communication process and receiving feedback;
- demonstrate the ability to carry out effective communication with business partners in a given situation;
- demonstrate the ability to solve conflictual situations in a given situation.

## Duration

**45'**

## Syllabus

| Topic | Content (L - Lessons / E- Exercises / A- Assessments) |
|---|---|
| 1. The communication process | 1.1. The definition of communication (L)<br>1.2. The elements of the communication process (L)<br>1.3. Positioning in a communication scheme (E)<br>1.4. Communication objectives (L)<br>1.5. Communication functions (L)<br>1.6. Levels of communication (A) |
| 2. Forms of communication | 2.1. Verbal communication (L)<br>2.2. Nonverbal communication (E)<br>2.3. Written communication (L)<br>2.4. Establishing forms of communication in different contexts (A) |
| 3. Verbal Communication | 3.1. The characteristics of verbal communication (L)<br>3.2. The principles of effective verbal communication (A) |
| 4. Nonverbal communication | 4.1. The language of silence (L) |

| | 4.2. The language of time (L) |
|---|---|
| | 4.3. The language of space (L) |
| | 4.4. The language of colours (L) |
| | 4.5. Body language - gestures (E) |
| | 4.6. Physical appearance - personal presence (L) |
| | 4.7. Tone of voice (A) |
| 5. Written communication | 5.1. Characteristics of the written message (L) |
| | 5.2. Rules for writing the written message (L) |
| | 5.3. Forms of written communication - documents: minutes, PV, memorandum, report (E, A) |
| 6. Effective communication | 6.1. Factors that influence communication (L) |
| | 6.2. Listening techniques (L) |
| | 6.3. Active listening - passive listening (E) |
| | 6.4. Communication barriers and their removal (A) |
| 7. Conflicts and their resolution | 7.1 What is a conflict? (L) |
| | 7.2 Types of conflict (L) |
| | 7.3 Causes of conflict (L) |
| | 7.4 Mapping conflict (E) |
| | 7.5 Methods for solving conflict (L) |
| | 7.6 Conflict resolution strategies (E, A) |
| 8. Conclusions & Final Assessment | 8.1. Review of key course concepts (L, E) |
| | 8.2 Final Assessment (A) |

## GAMIFYING THE 5 STAGES OF E-LEARNING

### Stage 1 - **Access and Motivation**

Describe in this section the actions aimed at motivating learners at the beginning of the e-learning experience, and the game elements used for this purpose. Detail:

1. How will learners be welcomed? How will they be motivated to continue in the learning experience? What will help them to feel more comfortable in a new unknown learning environment?

| ☒ Welcome letter or message by the instructor |
|---|
| **Description** |
| A welcome letter will be shown to participants upon the first login: |

Dear Students,
Welcome to Effective communication in the hospitality industry! We are thrilled to have you join us on this exciting learning journey.
We are confident that this course will provide you with valuable knowledge, new skills, and a rewarding experience. We are dedicated to creating a supportive and engaging environment for you to reach your full potential.
In this course, we will be exploring Conflicts and their resolutions, and we are eager to share our expertise with you. Whether you are new to the subject or have prior experience, we believe that you will find this course to be both challenging and fulfilling.
We encourage you to actively participate in the course, ask questions, engage in discussions, and collaborate with your peers. Your contributions and insights will be invaluable to the learning experience for everyone in the class.
Let's start this journey together and make the most of this opportunity to learn and grow.

Best regards,
CCVET team

2. How will they find their way around the platform?

☒ Other: Document (User Manual)

**Description**

A brief User Manual (.pdf) will be created and linked at the end of the welcome letter. The User Manual, with brief texts and screenshots of the learning environment, will cover the following content:

● **Course dashboard**: show/explain the course dashboard, highlighting the navigation menu, course syllabus, and any other important resources.
● **Online learning platform**: Demonstrate the features of the online learning platform, such as the discussion forum, assignment submission area, and grade book.
● **Virtual classroom**: If your course includes virtual class meetings, show/explain the virtual classroom, highlighting the different tools and features that students can use, such as audio and video settings, chat, and screen sharing.
● **Online resources**: show/explain any online resources that students will use during the course, such as e-books, articles, or videos.
● **Group work**: If your course includes group work, show/explain the group collaboration tools, such as shared documents or group discussion boards.
● **Feedback and grading**: explain the areas where students can view their grades and feedback from the instructor, such as the grade book or assignment submission area.
● **Technical support**: highlight the technical support resources, such as the help centre or a list of frequently asked questions, to help students get the assistance they need.

Stage 2 - **Online Socialization**

Describe in this section the actions aimed at enabling learners to relate to other people in the shared space, thus paving the way for cooperative learning practices and the game elements used for this purpose. Detail:

1. How can learners start to socialise?

√ Invitation to introduce themselves in the online forum

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**Description**

*We are ready to begin our learning journey. To help us and your colleagues get to know each other better, we would like to invite you to choose one of the 21 little men hanging from the tree hangers that you feel represents you in this moment! Each of the 21 little men has a different position in that one tree and defines a different mood. Post on the forum the number of the little man that represents your state of mind at this moment.*
*https://classroom.google.com/c/NTk4MzgyOTE4Njg5/a/NTYzMTgwNDI5MjQ5/details*
*https://wordwall.net/ro/resource/54184665*

*This forum will provide an opportunity to connect with each other and build a strong sense of community.*
*Navigate to the "Introductions" section of the forum (LINK): create a new post and share everything you want us and your colleagues to know about you!*

*We look forward to meeting you and learning together in this course!*

  √ *Invitation to express their needs.*
*Jamboard https://classroom.google.com/c/NTk4MzgyOTE4Njg5/a/NTk4MzgyOTQ0NDc1/details*

*Please write down what you put in your luggage today:*

*I. THE BEGINNING BAGGAGE:*
*Fears:*
*- What I can do for others;*
*- Routine;*
*- Course flexibility;*
*- Efficient management of time as a resource;*
*Personal contributions:*
*- My personal experience on the topic of this course;*
*- Openness to new things;*
*Expectations:*
*- Discovery of new things;*
*- Experience.*

*II. FINAL BAGGAGE*
*Purchases:*
*- Discovery of new things;*
*- Competence acquired for conflict resolution.*

  **✔** *Invitation to partner with a peer on an assignment*

**Description**

*Students will be encouraged to support their peers by reviewing the work in the online forum.*

2.  How will you enhance team building?

   Encouraging peer-to-peer support via the discussion forum

**Description**

Students will be encouraged to support their peers by reviewing the work in the online forum.

3. How will students interact and relate to each other during the learning experience?

| Forum discussions | |
| --- | --- |
| **Description** | |
| A forum on the platform will be structured into five sections: | |

| | |
| --- | --- |
| 1. Introduction | In this section, students can share a little bit about themselves and their backgrounds. |
| 2. Class discussions | In this section, students can discuss, and share insights related to the topics covered in the different module instructor can post prompts or questions to encourage student participation and facilitate discussion. |
| 3. Peer Reviews | In this section, students can support each other on the course's exercises. They can share updates, ask ques provide feedback to each other. |
| 4. Resources | In this section, students can access and share useful resources related to digital advocacy campaigns, such a case studies, and tools. |
| 5. Q&A | In this section, students can ask questions and receive support from the instructors and other students. |

| |
| --- |
| Community of learning with classroom discussions on different topics |
| Debates facilitated by the instructor, where learners formulate and critique arguments |

## Stage 3 - **Information Exchange**

Describe in this section the actions aimed at developing a collaborative mindset and actions which show participants how to give meaning to what they learn, how to provide feedback to each other, and explain and clarify information in the spirit of deepening understanding.

These actions focus on exploring coordination, cooperation and communication between learners so that each participant works towards his/her own objectives within the overall online activity (e.g., individual or group task assignments which culminate in a plenary debate).

| |
| --- |
| Allocation of points for peer reviews of assignments |
| Allocation of points for sharing notes or learning materials |

## Stage 4 - **Knowledge Construction**

| Topic | Content | Points |
|-------|---------|--------|
| 1. The communication process | 1.1 The definition of communication (ppt) | 2 |
| | 1.2 The elements of the communication process (video lesson) https://www.youtube.com/watch?v=X26HqrGznb0&t=3s https://wordwall.net/ro/resource/54175412 (Exercises / Game / Crossword) | 4 |
| | 1.3 Positioning in a communication scheme (ppt) | 2 |
| | 1.4. The objectives of communication (ppt) | 2 |
| | 1.5. The functions of communication (video lesson) https://youtu.be/KnX8xP7Nfyo | 2 |
| | 1.6. The levels of communication https://wordwall.net/ro/resource/54186668 (Exercises / Games/ Flashcards) https://wordwall.net/ro/resource/54176298 (Assignment/ Exercises/ Games/ Crosswords) | 4 |
| Will learners receive a badge after completing Topic 1? | | Yes („Receiver") |
| 2. Forms of communication | 2.1. Verbal communication (document) | 2 |
| | 2.2. Nonverbal communication (video lesson) https://youtu.be/e2fLqaOGSY4 | 2 |
| | 2.3. Written communication | 2 |
| | 2.4. Establishing forms of communication in different contexts https://prezi.com/p/4hocdrwiv62z/2-formele-comunicarii/ (ppt) https://youtu.be/qJXuexDtUOY | 4 |
| Will learners receive a badge after completing Topic 2? | | Yes („Broadcaster") |
| 3. Verbal communication | 3.1. The characteristics of verbal communication (ppt) | 2 |
| | 3.2. The principles of effective verbal communication (video lesson) https://youtu.be/sCy_3OqvSE8 (Assignment) | 4 |
| Will learners receive a badge after completing Topic 3? | | Yes ("Verbal |

| | | |
|---|---|---|
| 4. Nonverbal communication | 4.1. The language of silence (ppt) | 2 |
| | 4.2. The language of time (document) | 2 |
| | 4.3. The language of space (ppt) | 2 |
| | 4.4. The language of colours (ppt) | 2 |
| | 4.5. Body language. Gestures (document, video lesson) https://youtu.be/HxDqYEl20hI https://wordwall.net/resource/3735173/games/name-that-emotion (Exercises / Quiz) | 6 |
| | 4.6. Physical appearance - personal presence (video lesson) https://youtu.be/T5n_KVEAbkA | 2 |
| | 4.7. Tone of voice (document, video lesson, assignment) https://www.youtube.com/watch?v=5T0IUK5URNk https://www.youtube.com/watch?v=ZFFg8sKspvQ | 4 |
| Will learners receive a badge after completing Topic 4? | | Yes ("Nonverbal communicator") |
| 5. Written communication | 5.1. Characteristics of the written message (document) | 2 |
| | 5.2. Rules for writing the written message (document) | 3 |
| | 5.3. Forms of written communication - documents: minutes, PV, memorandum, report (Exercises) https://wordwall.net/ro/resource/52698673/comunicare-scrisa (Assignment/Exercises/match) | 5 |
| Will learners receive a badge after completing Topic 5? | | Yes ("Written documentation developer") |
| 6. Effective communication | 6.1. Factors that influence communication (ppt) | 2 |
| | 6.2. Listening techniques (document, video lesson) https://youtu.be/nuRRpeym2-E https://www.youtube.com/watch?v=rzsVh8YwZEQ | 2 |
| | 6.3. Active listening - passive listening (video lesson) https://youtu.be/W4cD09v9rPk https://www.hangmanwords.com/play/custom?g=YWN0aXZlJTIwbGlzdGVuaW5n W5n (Exercises / Game/hangman) https://wordwall.net/ro/resource/54176986 (Exercises / Game / Flashcards) | 2 |

| | 6.4. Communication barriers and their removal (video lesson) https://youtu.be/3bmlgpF-8WA https://www.youtube.com/watch?v=slq1nAhZuqE https://wordwall.net/ro/resource/37894652/ce-stil-de-comunicare-este (assignment/exercises/sort by group) | 4 |
|---|---|---|
| Will learners receive a badge after completing Topic 6? | | Yes ("Assertive communicator") |
| 7. Conflicts and their resolution | 7.1 What is a conflict? (document) | 2 |
| | 7.2 Types of conflict (ppt) | 4 |
| | 7.3 Causes of conflict (ppt) | 3 |
| | 7.4 Mapping conflict (ppt) https://www.liveworksheets.com/qi1890331zo (Exercises) https://classroom.google.com/u/0/w/NTk4MzgyOTE4Njg5/t/all | 4 |
| | 7.5 Conflict-solving methods (ppt) | 5 |
| | 7.6 Conflict resolution strategies (ppt, video lesson, assignment) https://www.powtoon.com/online-presentation/eOCM7eBOdQo/?mode=movie https://classroom.google.com/u/0/w/NTk4MzgyOTE4Njg5/t/all https://classroom.google.com/u/0/w/NTk4MzgyOTE4Njg5/t/all | 10 |
| Will learners receive a badge after completing Topic 7? | | Yes ("Negotiator") |
| 8. Conclusions & Final Assessment | 8.1. Review of key course concepts | 5 |
| | 8.2 Final Assessment (Assignment) | 25 |
| Will learners receive a badge after completing Topic 8? | | Yes ("Effective communicator") |

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Stage 5 - **Development**

Describe in this section how learners can demonstrate their ability to work with content.

1. How can they apply the gained knowledge?

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| Capstone Project (i.e., a school project to be implemented outside of the e-learning environment) |
| --- |
| **Description** |
| *Add here what will be the content of the selected option.* |

2. How can they reflect upon their learning path?

| Self-reflection questions |
| --- |
| Facilitated self-reflection on the Forum |
| **Description** |
| *Add here what will be the content of the selected option.* |

## INTEGRATION

This section aims to guide you to integrate the measures you planned to facilitate each stage in the course's structure.

| Access and motivation | Points |
| --- | --- |
| - Welcome letter by the instructor;<br>- User Manual. | - |
| **Preliminary online socialisation** | **Points** |
| **-** Invitation to introduce themselves in the online forum;<br>- Invitation to express their needs;<br>- Invitation to partner with a peer on an assignment. | - |
| **Course content** | |

1. Copy and paste below the content of the table you created in *Stage 4 - Knowledge Construction*. Start by selecting all the "Topics" and "Content" together and paste them into the first and second columns below.
2. Proceed to copy the "Points" column and paste it into the last column of the table below.
3. Indicate in the "Online socialisation & Information Exchange" column, where relevant, the actions you planned in the sections dedicated to *Stage 2 - Online Socialisation* and *Stage 3 - Information Exchange*. This step will help you make sure that you integrate such measures throughout the course.
4. Adjust the content and points as you see fit.
5. Delete the rows you don't need.

| Topic | Content (L - Lessons / E- Exercises / A- Assessments) | Online Socialisation & Information Exchange Indicate in this column the online socialisation action you planned, locating it in relation to the relevant content | Points Will learners receive points? If yes, how many? |
|---|---|---|---|
| 1. The communication process | 1.1 The definition of communication (ppt) | | 2 |
| | 1.2 The elements of the communication process (video lesson) https://www.youtube.com/watch?v=X26HgrGznb0&t=3s https://wordwall.net/ro/resource/54175412 (Exercises / Game /Crossword) | | 4 |
| | 1.3 Positioning in a communication scheme (ppt) | | 2 |
| | 1.4. The objectives of communication (ppt) | | 2 |
| | 1.5. The functions of communication (video lesson) https://youtu.be/KnX8xP7Nfyo | | 2 |
| | 1.6. Levels of communication https://wordwall.net/ro/resource/54186668 (Exercises / Game / Flashcards) https://wordwall.net/ro/resource/54176298 (Exercises / Game / Crossword) Students will receive a written text and will be invited to identify the elements of communication. Students will receive case studies and will be asked to determine the level of communication corresponding to each case. | **Instructor's action on the Forum:** Students will be encouraged to support their peers by reviewing their work in the online forum and sharing insights related to the topics covered in the module. | 4 |
| 2. Forms of communication | 2.1. Verbal communication (document) | | 2 |
| | 2.2. Nonverbal communication (video lesson) https://youtu.be/e2fLqaOGSY4 | | 2 |
| | 2.3. Written communication | | 2 |
| | 2.4. Establishing forms of communication in different contexts https://prezi.com/p/4hocdrwiv62z/2- | **Instructor's action on the Forum:** Students will be encouraged to support their peers by reviewing | 4 |

| | | | |
|---|---|---|---|
| | formele-comunicarii/ (ppt)<br>https://youtu.be/qJXuexDtUOY<br>Students will receive case studies and will be asked to identify types of interactions according to the number of participating broadcasters corresponding to each case | their work in the online forum and sharing insights related to the topics covered in the module. | |
| 3. Verbal communication | 3.1. The characteristics of verbal communication (ppt) | | 2 |
| | 3.2. The principles of effective verbal communication (video lesson)<br>https://youtu.be/sCy_3OqvSE8<br>Students will be encouraged to practice forms of monologue/dialogue on given topics | **Instructor's action on the Forum:** Students will be encouraged to support their peers by reviewing their work on the online forum and by sharing insights related to the topics covered in the module. | 4 |
| 4. Nonverbal communication | 4.1. The language of silence (ppt) | | 2 |
| | 4.2. The language of time | | 2 |
| | 4.3. The language of space (ppt) | | 2 |
| | 4.4. The language of colours (ppt) | | 2 |
| | 4.5. Body language. Gestures (document, video lesson)<br>https://youtu.be/HxDqYEl20hI<br>https://wordwall.net/resource/3735173/games/name-that-emotion (Exercises / Quiz) | | 6 |
| | 4.6. Physical appearance - personal presence (document, video lesson)<br>https://youtu.be/T5n_KVEAbkA | | 2 |
| | 4.7. Tone of voice (document, video lesson)<br>https://www.youtube.com/watch?v=5T0IUK5URNk<br>https://www.youtube.com/watch?v=ZFFq8sKspvQ<br>Case studies are given regarding the non-verbal behaviour of a hotel worker, respectively of a waiter. Students will be encouraged to identify and find arguments regarding the situation in which the workers have a correct/incorrect attitude. | **Instructor's action on the Forum:** Students will be encouraged to support their peers by reviewing their work on the online forum and by sharing insights related to the topics covered in the module. | 4 |

| | | | |
|---|---|---|---|
| 5. Written communication | 5.1. Characteristics of the written message (document) | | 2 |
| | 5.2. Rules for writing the written message (document) | | 3 |
| | 5.3. Forms of written communication - documents: minutes, PV, memorandum, report (Exercises) https://wordwall.net/ro/resource/52698673/comunicare-scrisa (Exercises / match) Students will be encouraged to complete templates of various written documents. | **Instructor's action on the Forum:** Students will be encouraged to support their peers by reviewing their work on the online forum and by sharing insights related to the topics covered in the module. | 5 |
| 6. Effective communication | 6.1. Factors that influence communication (ppt) | | 2 |
| | 6.2. Listening techniques (video lesson) https://youtu.be/nuRRpeym2-E https://www.youtube.com/watch?v=rzsVh8YwZEQ | | 2 |
| | 6.3. Active listening - passive listening (video lesson) https://youtu.be/W4cD09v9rPk https://www.hangmanwords.com/play/custom?g=YWN0aXZlJTlwbGlzdGVuaW5n (Exercises / Game/hangman) https://wordwall.net/ro/resource/54176986 (Exercises / Game / Flashcards) | | 2 |
| | 6.4. Communication barriers and their removal (video lesson) https://youtu.be/3bmlgpF-8WA https://www.youtube.com/watch?v=slq1nAhZuqE https://wordwall.net/ro/resource/37894652/ce-stil-de-comunicare-este (exercises/sort by group) Students will communicate in pairs and will be encouraged to develop a mental map for effective communication between them. In the end, they will compare the mental maps and make additions to improve communication. | **Instructor's action on the Forum:** Students will be encouraged to support their peers by reviewing their work in the online forum and by sharing insights related to the topics covered in the module. | 4 |
| 7. Conflicts and their resolution | 7.1 What is a conflict? (document) | | 2 |
| | 7.2 Types of conflict (ppt) | | 4 |

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| | | | |
|---|---|---|---|
| | 7.3 Causes of conflict (ppt) | | 3 |
| | 7.4 Conflict map (ppt) https://www.liveworksheets.com/qi1890331zo (Exercises) Students will be invited to download the conflict map template and submit the completed template for a conflict presented in a case study. https://classroom.google.com/u/0/w/NTk4MzgyOTE4Njg5/t/all | **Instructor's action on the Forum:** Students will be encouraged to support their peers by reviewing their work in the online forum and by sharing insights related to the topics covered in the module. | 4 |
| | 7.5 Methods of conflict solving (ppt) https://classroom.google.com/u/1/w/NTk4MzgyOTE4Njg5/t/all | | 5 |
| | 7.6 Conflict resolution strategies (document, video lesson) https://www.powtoon.com/online-presentation/eOCM7eBOdQo/?mode=movie Students will be encouraged to identify different conflict resolution strategies and apply the win/win strategy presented in a case study. https://classroom.google.com/u/0/w/NTk4MzgyOTE4Njg5/t/all | **Instructor's action on the Forum:** Students will be encouraged to support their peers by reviewing their work in the online forum and by sharing insights related to the topics covered in the module. | 10 |
| 8. Conclusions & Final Assessment | 8.1. Review of key course concepts ……. | | 5 |
| | 8.2 Final Assessment (A) QUIZ | **Instructor's action on the Forum:** The instructor will encourage students to reflect on their learning experience and how they plan to apply what they have learned in their life/work- | 25 |

| Development | Points |
|---|---|
| ● Mental map for effective communication; <br> ● conflict map; <br> ● proposals for win/win strategies for solving various conflicts | Already included in the course content. 4 4 10 |
| ● **Quiz** <br> At the final assessment (8.2) | 25 |

## 3.5 Program "(3R) Reduce, Reuse, Recycle-Environmental Awareness"

Konya Provincial Directorate of National Education (Turkey) tested the template to develop the "*Reduce, Reuse, Recycle-Environmental Awareness*" course, an environmental education course focusing on developing learners' green skills and foundational knowledge of sustainable living and waste management.

| GENERAL INFORMATION |
|---|

| Course Title |
|---|
| (3R) REDUCE, REUSE, RECYCLE - ENVIRONMENTAL AWARENESS |

| Course Description |
|---|
| The students will learn about the environmental problems and the impact of recycling on reducing waste material. |

| Target groups |
|---|
| Vocational students who work on recyclable material during lessons. |

| Objectives of the course |
|---|
| This course aims to educate vocational students about the importance of recycling and encourage the ways to reuse scrap material that they work on during their vocational lessons. |

| Learning outcomes |
|---|
| Vocational students will be able to find creative ways to reuse scrap material and recycle waste material for a greener world and adapt this knowledge to their everyday life. |

| Duration |
|---|
| 40' mins |

| Syllabus |
|---|
|  |

| Topic | Content (L - Lessons / E- Exercises / A- Assessments) |
|---|---|
| 1. What are the 3Rs of recycling? | 1.1 Reduce! Think about what you are throwing away. Can someone else find a way to use it? Someone's trash is somebody else's treasure!<br>1.2 Reuse! Reusing material can drastically reduce waste material disposal hence contributing to protecting the environment.<br>1.3 Recycle! If you can't reduce or recycle don't throw them away! Recycle |
| 2. Implementing gained knowledge into the classroom environment. | 2.1 Look around the classroom. What materials can you name that we can reduce using?<br>2.2 What materials can be reused that look like trash to you at the moment?<br>2.3 What materials that we use in the class can be recycled and how can we make use of them? |
| 3. Implementing knowledge to everyday life. | 3.1 It starts with you! Take your knowledge home and implement it in your daily life.<br>3.2 Encourage others to contribute to recycling in your household and where you live. |

## GAMIFYING THE 5 STAGES OF E-LEARNING

### Stage 1 - **Access and Motivation**

1. How will learners be welcomed? How will they be motivated to continue in the learning experience? What will help them to feel more comfortable in a new unknown learning environment?

- Welcome letter or message by the instructor.
- Gamified assessment of existing knowledge
   - Quiz
   - Millionaire

**Description**

o    The teachers share a welcome message as follows.

Welcome to our recycling lesson!

We are excited to have you here as we explore the importance of recycling and its impact on the environment. In this lesson, you will learn about the different types of waste and how we can reduce, reuse, and recycle them.

We believe that recycling is a crucial aspect of protecting our planet and conserving its resources for future generations. Therefore, we are thrilled that you have decided to join us in this learning experience.

Our goal is to provide you with the knowledge and skills needed to make informed decisions about recycling in your daily life. We will also explore how you can inspire others to adopt sustainable practices and join the movement towards a cleaner and healthier planet. We hope you will find this lesson informative and engaging. Our team is here to support you throughout the learning journey, and we encourage you to participate actively, ask questions, and share your ideas.

Thank you for joining us, and let's get started on this exciting journey towards a greener world!

o    The teacher plays a game of millionaire or conducts a quiz to assess the readiness of the students.

2. How will they find their way around the platform?

- Orientation session
- User-friendly Interface
- Technical Support
- Resource Centre

**Description**

o *An orientation session will be conducted that provides an overview of the online learning platform and its features. This will help learners understand how to access course materials, participate in discussions, and submit assignments.*

o A user-friendly interface with clear navigation menus and intuitive icons will be provided. This will help learners easily find what they need and navigate the platform efficiently.

o *Technical support to learners who encounter any issues with the online learning platform will be offered. This will help prevent frustration and ensure that learners have a positive learning experience.*

o *A resource centre with tutorials, FAQs, and other helpful resources that can assist learners in navigating the online learning platform will be provided.*

## Stage 2 - **Online Socialization**

Describe in this section the actions aimed at enabling learners to relate to other people in the shared space, thus paving the way for cooperative learning practices and the game elements used for this purpose. Detail:

1. How can learners start to socialise?

- Introducing themselves in the online forum,
- Showing their environmental sensibility via an online questionnaire
- Share personal experiences

**Description**

o Attendants will introduce themselves and state what they have done so far in their lives for protecting the environment using the 5-article questionnaire.
o *Learners will be encouraged to share personal experiences related to the course material. This will help learners connect with each other on a more personal level and create a sense of empathy and understanding.*

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2. How will you enhance team building?

- Icebreakers
- Team-building activities.
- Clear communication
- Active participation
- Celebrate successes

**Description**

o The lesson will start with an icebreaker activity that helps participants get to know each other and build rapport. This will help break down barriers and create a sense of community.
o Team-building activities will be brought into the learning experience, such as problem-solving exercises or group projects. This will help participants develop their communication and collaboration skills and learn to work effectively as a team.
o All participants will actively participate in team-building activities and group discussions. This will help build trust and a sense of shared purpose among team members.
o Team successes will be celebrated, and individual contributions will be acknowledged. This will help boost morale and build a sense of accomplishment among team members.

3. How will students interact and relate to each other during the learning experience?

- Collaboration
- Discussion
- Peer feedback

**Description**

o Students can collaborate with each other on group projects or activities that involve recycling. For example, they can work together to create a recycling campaign or develop a plan to reduce waste in their community.

o Students can participate in group discussions or debates about recycling, sharing their perspectives and opinions. This can help them learn from each other and develop a deeper understanding of the topic.

o Students can provide feedback to each other on their work related to recycling, offering suggestions for improvement and highlighting areas where they did well.

Stage 3 - **Information Exchange**

Describe in this section the actions aimed at developing a collaborative mindset and actions which show participants how to give meaning to what they learn, how to provide feedback to each other, and explain and clarify information in the spirit of deepening understanding.

These actions focus on exploring coordination, cooperation and communication between learners so that each participant works towards his/her own objectives within the overall online activity (e.g., individual or group task assignments which culminate in a plenary debate).

*Developing a collaborative mindset among participants involves creating a culture of openness, trust, and mutual respect. There are some actions that can be taken to develop a collaborative mindset and promote meaningful learning and feedback:*

- *Establish clear expectations.*
- *Encourage active participation:*
- *Foster teamwork*
- *Provide opportunities for reflection.*
- *Encourage feedback*

**Description**

*Establish clear expectations: Set clear expectations for how participants should engage with each other, communicate, and provide feedback. This includes establishing ground rules for communication, such as listening actively, speaking respectfully, and avoiding interruptions.*

*Encourage active participation: Encourage participants to actively participate in group discussions, ask questions, and share their perspectives. This can be done by creating a safe and supportive environment where participants feel comfortable expressing their thoughts and ideas.*

*Foster teamwork: Encourage participants to work together and collaborate on group projects. This can help build trust and a sense of shared purpose among participants.*

*Provide opportunities for reflection: Provide opportunities for participants to reflect on their learning and how it relates to their personal and professional goals. This can help them make connections between what they learn and their real-life experiences.*

*Encourage feedback: Encourage participants to provide constructive feedback to each other, focusing on areas where they can improve and offering suggestions for how to do so.*

*Encourage participants to explain and clarify information to each other to deepen their understanding of the material. This can be done by asking open-ended questions, encouraging participants to share their perspectives, and facilitating discussions that challenge assumptions and encourage critical thinking*

Stage 4 - **Knowledge Construction**

Describe in this section the main strategies and activities to deliver the learning content. You can detail how learners should move through one content (e.g. video lessons, live lessons, reading a document, researching or performing other assignments) to another through game dynamics, mechanics and components (e.g. which type and number of actions give access to a reward, and how a reward is received after several actions; how the learner progress through levels and gains points).In the first two columns below, add your course's syllabus, and then indicate the points, badges or rewards learners will gain upon completing each component of your course.

| Topic | Content | Points |
|---|---|---|
| 1. What are the 3Rs of recycling? | **1.1**<br>● Quiz<br>● Video lesson | No |
| Will learners receive a badge after completing Topic 1? | | Yes ("Badge Title: Helper) |
| 2. Implementing knowledge in the classroom environment. | 2.1<br>● Peer work<br>● Hangman | No |
| Will learners receive a badge after completing Topic 2? | | Yes ("Badge Title: Apprentice") |
| 3. Implementing gained knowledge into everyday life. | 3.1.<br>● Millionaire<br>● Banner Contest | No |
| Will learners receive a badge after completing Topic 3? | | Yes ("Badge Title: Chief") |
| Add topics and rows as needed... | | |
| Will learners receive a badge after completing all the topics? | | Yes("Badge Title: Master") |

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## Stage 5 - Development

Describe in this section how learners can demonstrate their ability to work with content.

1. How can they apply the gained knowledge?

- Practice
- Real-life situations
- Creative projects

**Description**

- Students can apply their knowledge through practice by solving problems, completing assignments, and working on projects related to the subject matter. This will help them solidify their understanding and develop their skills.
- Real-life situations: Students can apply their knowledge to real-life situations by finding ways to relate the subject matter to their everyday lives.
- Students can apply their knowledge to creative projects, such as creating art, writing stories, or designing products. This will help them develop their creativity and critical thinking skills.

2. How can they reflect upon their learning path?

- Online Journaling
- Self-assessment
- Peer feedback

**Description**

- Students can keep an online learning journal where they document their thoughts and reflections on what they have learned, how they learned it, and what they still need to work on. This can help them identify patterns and areas for improvement.
- Students can assess their own learning by reviewing their assignments, tests, and projects to identify what they did well and what they struggled with. This can help them understand their strengths and weaknesses and develop a plan to improve.
- Students can also seek feedback from their peers, either in class or through online forums. This can help them gain a different perspective on their work and identify areas for improvement.

## INTEGRATION

This section aims to guide you to integrate the measures you planned to facilitate each stage in the course's structure.

| Access and motivation | Points |
|---|---|
| o The teachers share a welcome message as follows.<br><br>Welcome to our recycling lesson!<br>We are excited to have you here as we explore the importance of recycling and its impact on the environment. In this lesson, you will learn about the different types of waste and how we can reduce, reuse, and recycle them.<br>We believe that recycling is a crucial aspect of protecting our planet and conserving its resources for future generations. Therefore, we are thrilled that you have decided to join us in this learning experience.<br>Our goal is to provide you with the knowledge and skills needed to make informed decisions about recycling in your daily life. We will also explore how you can inspire others to adopt sustainable practices and join the movement towards a cleaner and healthier planet. We hope you will find this lesson informative and engaging. Our team is here to support you throughout the learning journey, and we encourage you to participate actively, ask questions, and share your ideas.<br>Thank you for joining us, and let's get started on this exciting journey towards a greener world!<br><br>o The teacher plays a game of millionaire or conducts a quiz to assess the readiness of the students and to create a friendly environment. | N/A |

| Preliminary online socialisation | Points |
|---|---|
| o Attendants will introduce themselves and state what they have done so far in their lives for protecting the environment using the 5-article questionnaire.<br>o *Learners will be encouraged to share personal experiences related to the course material. This will help learners connect with each other on a more personal level and create a sense of empathy and understanding.* | N/A |

| Course content |
|---|

1. Copy and paste below the content of the table you created in *Stage 4 - Knowledge Construction*. Start by selecting all the "Topics" and "Content" together and paste them into the first and second columns below.
2. Proceed to copy the "Points" column and paste it into the last column of the table below.
3. Indicate in the "Online Socialisation & Information Exchange" column, where relevant, the actions you planned in the sections dedicated to *Stage 2 - Online Socialisation* and *Stage 3 - Information Exchange*. This step will help you make sure that you integrate such measures throughout the course.
4. Adjust the content and points as you see fit.
5. Delete the rows you don't need.

| Topic | Content<br>(L - Lessons / E- Exercises /<br>A- Assessments) | Online Socialisation & Information Exchange | Points |
|---|---|---|---|
| 1. 3Rs of Recycling | **1.1 Title**<br><br>**Quiz**<br>**Video Lesson** | After learners have completed the quiz and watched the video lesson, they can be directed to a virtual discussion forum where they can share their thoughts and perspectives on the topic. | N/A |

| | | | | |
|---|---|---|---|---|
| | | The discussion forum can be set up as a threaded discussion board where learners can post their comments and reply to others' posts. The facilitator can provide prompts or questions to guide the discussion and encourage learners to share their opinions and insights. This virtual discussion forum can create an opportunity for learners to interact with each other, ask questions, and share their experiences related to the topic. It can also provide a platform for learners to learn from each other, deepen their understanding of the topic, and build a sense of community. | |
| 2. Implementing knowledge to the classroom environment. | ● Peer work<br>● Hangman | After learners have completed the peer work and hangman game, they can be directed to a virtual group chat where they can discuss their experiences and collaborate on future activities. | N/A |
| 3. Implementing gained knowledge to the everyday life environment. | ● Millionaire<br>● Banner Contest | After the banner contest a gallery walk can be organized where students can vote and comment on each other's work. A virtual feedback session can be initiated where students can provide feedback on each other's work. The virtual feedback session can be set up using a platform like Zoom or Google Meet, where learners can join a live video chat and communicate with each other in real time. The facilitator can provide prompts or questions to guide the conversation and encourage learners to share their thoughts and insights. | N/A |

| Development | Points |
|---|---|
| ● Students can apply their knowledge through practice by solving problems, completing assignments, and working on projects related to the subject matter. This will help them solidify their understanding and develop their skills.<br>● Real-life situations: Students can apply their knowledge to real-life situations by finding ways to relate the subject matter to their everyday lives.<br>● Students can apply their knowledge to creative projects, such as creating art, writing stories, or designing products. This will help them develop their creativity and critical thinking skills. | N/A |
| ● Students can keep an online learning journal where they document their thoughts and reflections on what they have learned, how they learned it, and what they still need to work on. This can help them identify patterns and areas for improvement.<br>● Students can assess their own learning by reviewing their assignments, tests, and projects to identify what they did well and what they struggled with. This can help them understand their strengths and weaknesses and develop a plan to improve.<br>● Students can also seek feedback from their peers, either in class or through online forums. This can help them gain a different perspective on their work and identify areas for improvement. | N/A |

# 4. Conclusions and Recommendations

Games can be a powerful tool for transforming e-learning and preparing learners for success in the ever-evolving digital age. We hope that this publication and the Template for Game-Based e-Learning Programs developed by the consortium will inspire and support teachers, trainers, and educational stakeholders to embrace gamification and game-based learning by providing practical and adaptable resources to engage students in meaningful and enjoyable learning experiences.

All the vocational education and training professionals who participated in the validation believe, to different extents, that the template can effectively support teachers and trainers in designing game-based learning programs that are engaging and effective for their students. **The co-creation process proved crucial for this achievement**: the active involvement of teachers and trainers from the three partner countries ensured the incorporation of their valuable insights, perspectives and multi-disciplinary expertise, leading to the creation of comprehensive and relevant templates. However, **customization and adaptation** to specific learning contexts and target groups are encouraged: educators and trainers should tailor the templates to meet the unique needs of their students, ensuring optimal relevance and effectiveness.

The use of the Template in combination with the results of the previous international research of the INNOVET project consortium, *Gamified Solutions for Vocational Learning* (Acomi et al., 2022) is recommended: the research results can become a further source of inspiration with replicable best practices of gamified or game-based learning experiences, as well as insights on the game elements that teachers and students from the three partner countries believe to be more effective to enhance learning.

Looking forward:

- The consortium aims to transfer the developed programs and template to the INNOVET Digital Education Ecosystem at https://trainingclub.eu/innovet/, where knowledge sharing among educators and trainers who use the templates will be promoted in order to facilitate the exchange of best practices, innovative ideas, and strategies for implementation;

- As future research directions, it is warranted to explore the long-term effects of implementing the templates, including their impact on student achievement, motivation, and engagement.

In conclusion, the current publication and the Template for Game-Based e-Learning Programs have the potential to revolutionize e-learning and empower learners in the digital age. By embracing gamification and game-based learning, educators can create engaging and impactful learning experiences for their students, preparing them for success in the evolving digital landscape.

# Usability and Transferability

This publication is part of the Erasmus+ project "Game-Based Learning: Innovative e-learning pedagogies for VET educators" implemented by a consortium of four partners from Romania, Italy and Turkey. INNOVET project aims to develop an innovative high-performing digital education ecosystem with supportive tools for vocational education and training (VET) providers. Following the research "Gamified solutions for vocational education", this publication is the second precursory step in creating the ecosystem.

Although the templates address primarily vocational education and training providers, such as teachers and trainers, vocational education and training centres, technological and economics high schools as well as professional schools, the product may also be utilized in other areas including schools, higher education, adult and youth education. Therefore, the category of potential users of this study extends to teachers, researchers, university professors, adult educators, social workers and youth workers.

In the following paragraphs, we outline the elements that can be used by the direct target groups or transferred to other target groups. We define usability as the ways in which the content can be used to achieve the required goals effectively and efficiently (Jordan, 2002). In comparison, transferability is the degree to which the content is relevant and applicable to other similar situations (Lincoln & Guba, 1985).

Firstly, the co-creation approach adopted by the consortium could be replicable by any other education and training provider, both in formal and non-formal education settings. Chapter 2, dedicated to the "Methodological Approach" to the design and development of the game-based e-learning templates, describes the added value of the co-creation approach, while section 3.1.1.2 "Implementation phases" of this publication presents how the activity was structured and implemented, providing guidance to replicate the Co-creation Lab implemented by the consortium, which could be tailored to the specific needs of diverse target groups. Moreover, the evaluation of the Lab - reported in section 3.1.1.5 – can provide guidance for planning a similar co-creation experience, building on the success factors indicated by the participants.

Secondly, the templates of game-based e-learning programs may be used in other projects as a starting point to plan new e-learning experiences which leverage the power of games and game elements, or to guide the development of new courses or programs for both vocational and non-vocational education and training.

The insights provided by the vocational teachers and trainers participating in the validation survey may clarify the extent to which the integration of games and game elements into instructional design responds to the pedagogical needs of vocational educators but may also indicate which features and game components would be more appealing and could encourage participation in game-based learning programs.

All the items mentioned above are included in this written publication for vocational teachers, trainers, instructors and managers. However, this study should be regarded as a complementary component of the entire educational package being developed and provided in the INNOVET project.

Currently, all the project deliverables and activities are freely accessible in various formats from the INNOVET project webpage. All these are made available to any vocational teacher and trainer to help them design their classes 24/7 around the year, every year, no matter of time zone. Everything will be maintained and updated

for many years from now. Moreover, upon the completion of the INNOVET project, the materials and their online references will be made available through the Erasmus+ Project Results Platform (EPRP).

Last, but not least, our consortium adheres to a set of guiding principles in terms of transparency, integration and copyright.

Transparency is a principle that attracts possible partners and any person who is interested in this topic or a specific organization. The current study that has been created can be found online and accessed by anyone.

The project methodologies, resources, processes, results and outcomes were incorporated into partner organizations. This is the focal point of our approach since it enhances partners' capabilities (competences and resources) and demonstrates that our educational and managerial approach works. In the end, the goal is to make sure that other organizations adapt and successfully use the tools, techniques or lessons that we developed.

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Co-funded by the
Erasmus+ Programme
of the European Union

# About the Partner Organisations

**TEAM4Excellence (T4E)** is a Romanian association aiming to improve the quality of life through education, research and consulting activities. To address societal challenges, they provide learning opportunities and career advice for social inclusion, development and employability of people, and equip trainers with key competences and skills to foster personal as well as professional development. Within 30+ EU-funded projects, the association produces and transfers innovation, experience and know-how through cooperation with domestic and international partners. By hosting events, training courses and conferences, T4E strengthens collaboration between people, supports organizations and bridges the gaps between generations. The wide expertise in management enables T4E staff to provide consultancy to large companies and SMEs using EFQM Model and Business Model Canvas.

**Akira** is a non-profit and non-governmental organisation founded in January 2017 in Naples (Italy). In the past 3 years, the organisation reached over 3.000 youngsters (mainly secondary school and university students, young adults and young people Neither Employment Nor in Education or Training) and about 500 trainers, educators and youth workers, through workshops, debates, seminars and conferences on themes that vary from bullying and gender violence to personal development and entrepreneurship. The association works in partnership with non-profit organizations the at regional, national and EU level and public institute at local level, by promoting synergies and cooperation to promote and affirm the principles of solidarity, non-discrimination, equal opportunities, respect for the human being and social inclusion, the right to education, culture and lifelong learning.

**Konya Provincial National Education Directorate (KMEM)** is a state institution in charge of the planning and coordination of all kinds of educational and training activities in preschool, primary, secondary and adult education in Konya. Konya Province has 31 districts with 2.654 schools, 485.893 students and 33.770 teachers in total. Konya İl MEM is an umbrella organisation for all these. We are a big family. Konya İL MEM's mission is to ensure to boost of efficiency and productivity of associated institutions of employees and pleasure of labour and service fields; to develop the education teaching process by following modern innovations and advances, by carrying research, to improve and to implement laws and other regulations through the general goals and fundamental principles of National Education System in Konya Province. We hold a variety of in-service training courses for our staff, students and young workless people to enhance the education quality of our city and to ensure to be trained the students the teachers that are innovators and followers of the modern formal, informal and non-formal education-teaching methods very closely. We as trainers and educators believe that it is our crucial duty to provide new opportunities to young generations to create a better world.

**Carol I Commercial College (CCVET)** was established in 1920 and it is situated in the centre of Constanta, Romania. It is the best commercial education institution in the Southeast region of Romania, and it has more than 850 students and 60 teachers. The school follows a curriculum decided by the Ministry of National Education. The courses focus both on Science and Economic Studies, but the teaching of foreign languages is also considered essential. Our students are trained in the following areas: tourism, administration, accounting, commerce and culinary art. They are involved in various extracurricular activities (ecological workshops, trips) and very interesting curricular activities (practical activities, culinary exhibitions, promotional workshops and business classes). Our school is making progress with project-based learning, with the help of social clubs and debating clubs, students are interested in art, theatre and poetry. They are usually involved in competitions, exhibitions and social activities.

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