

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

ERASMUS+ Cooperation Partnership

WHAT WE'RE TALKING ABOUT

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 EU, achieved another important milestone on their pathway towards innovating vocational education and training through games: the four consortium members from Romania, Italy and Turkey have developed the second major result of the project: **Templates of Game-Based E-Learning Programs**, co-created and validated with teachers and trainers from the three countries.

GAME-BASED E-LEARNING PROGRAM TEMPLATES

The partner organizations developed **four templates of Game-Based e-Learning Programs**: the nonprofit organisation Akira (IT) has developed the "Digital Advocacy 101" online course, addressed to people and groups that want to create and implement effective digital advocacy campaigns. Colegiul Comercial „Carol I” (RO) has developed two program templates: "Business Lab", a course about the skills necessary to work in a company, a mock firm that mirrors specific operations of real business, in the chosen branch, and "Effective Communication in the Hospitality Industry", an online course aimed at individuals and groups who want to improve their effective communication skills. The Konya Provincial National Education Directorate (KMEM - TR) has developed the "Reduce, Reuse, Recycle" course, addressing environmental challenges and the impact of recycling on reducing waste material .

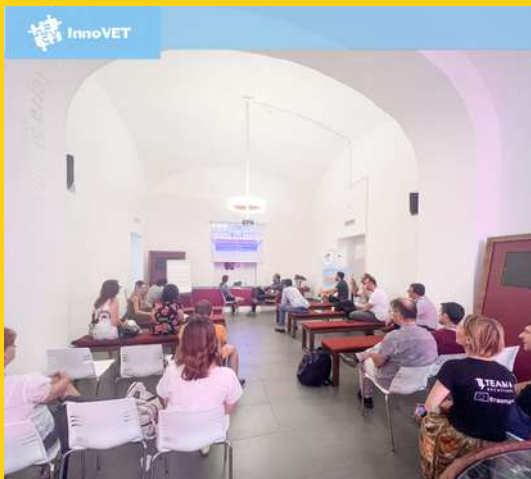
The templates were built on the results of the transnational research on Gamified solutions for vocational e-learning conducted by the consortium and will be transferred to INNOVET's digital education ecosystem <https://courses.trainingclub.eu/>, an educational and digital platform which will enable teachers and trainers to generate their gamified e-learning programmes.

WHAT'S NEXT IN INNOVET ERASMUS?

- **40 VET trainers and teachers** will take part in **national webinars** delivered in national languages to test functionalities and contribute to improvement of the **INNOVET digital education ecosystem**.
- **200 VET learners** will develop entrepreneurial, effective communication and digital marketing skills during **learning sessions** designed by our experts in education.

DEVELOPMENT OF THE TEMPLATES: INTERNATIONAL 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. The group was composed of a mixed representation of upper-secondary and continuing vocational teachers and trainers.



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

- **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**
- **Co-design:** participants were divided into three international working groups, to collaboratively develop the structure of a game-based learning program
- **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.

Participants worked collaboratively on a **sample template**, structured into six main sections:

- **General information:** this section included the denomination of the program, a brief description, its overall aim and specific objectives.
- 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
- Second stage of e-learning: **Online socialization**, this section aimed at collecting the actions to enable 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.
- 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 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
- 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
- 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



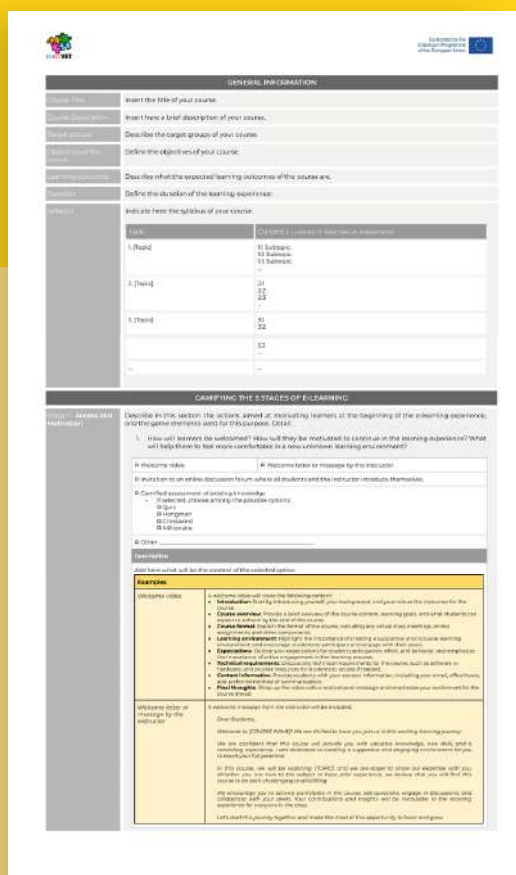
All the participants believed the Lab met its objectives, and stated to be **extremely likely to recommend the co-creation lab to a friend or a colleague**. Among the success factors contributing to this result, participants indicated the following: **collaborative environment, active participation, transnational dimension, coordination and facilitation**.



GAME-BASED LEARNING PROGRAM TEMPLATE

The purpose of the template is to guide instructors through possible steps for gamifying an online course or program. The template is structured into three main blocks:

- **General information:** this block aims to support educators in summarising all the key information about their course or program, such as the title, description, target audience, objectives, learning outcomes and syllabus
- **Gamifying the 5 Stages of E-Learning:** this block collects guiding questions and relevant options to gamify the course for each of the five stages of e-learning defined in “The 5 Stage Model” of Prof. Gilly Salmon: *Access and motivation; Online socialisation; Information exchange; Knowledge construction; Development.*
- **Integration:** this section aims to guide educators to integrate the measures they planned to facilitate each stage in the course’s structure.



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