

Sparks



GAMIFICATION AND GAME-BASED LEARNING

**BEST PRACTICES AND REQUIREMENTS
FOR DIGITAL ENVIRONMENTS**

Romania

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of the European Union



Strategic Partnership for Digital Education Readiness

Co-funded by the Erasmus+ Programme of the EU

Game-based Learning: best practices and requirements for digital environments

NATIONAL REPORT – ROMANIA

Bexley C-Level IT (BCLIT)

Project Information

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Introduction

The Sparks project

The COVID-19 pandemic had a significant impact on the delivery of Education and Training all over the world: almost 1.6 billion learners from pre-primary to tertiary education, including VET, were affected (UNESCO, “COVID-19 Impact on Education”, 2020), while education and training providers have been forced to adapt to digital tools to maintain services to learners. The pandemic caused to students a great loss due to the difficulty in re-engaging with education activities; their demotivation as they fall further behind; the curbing of their educational aspirations due to the uncertainty of the learning environment (OECD, “Education and COVID-19: Focusing on the long-term impact of school closures”, 2020).

In this context, Sparks, a Partnership for Digital Education Readiness project, co-founded by the Erasmus Plus Programme of the European Union and implemented by six organizations from Greece, Italy, Spain, Poland, Portugal and Romania, aims to develop a new Conceptual Framework for Game-Based e-Learning Programs and E-Learning platform to let VET providers deliver innovative online learning experiences with the use of gamification, and boost their learners’ motivation and engagement in learning.

The transnational research of Best Practices and requirements in digital environments

The transnational research developed gathers best practices and requirements for Digital Environments of game-based learning and gamification across the six European countries: Spain, Greece, Poland, Italy, Romania, and Portugal.

The research lead by Femxa S.L.U has followed three phases. Firstly, the identification and collection of 48 best practices in game-based learning and gamification experiences, following a unify common criteria tailor designed for the Sparks Project. Secondly, the development of an online survey as a quantitative research tool to validate the key game mechanics, dynamics, components, and game features found as success factors of the best practices collected. The survey was disseminated in the six countries to collect the input of 304 experts in in education and training, validating with incredibly successful results the best practices. None of the key elements included in the survey received an average below an 83% of high ratings (4 or 5).

Thistly, ten Focus Groups aiming at gathering the requirements and needs in digital environments of the VET providers and learners. The activities were celebrated with 144 educators and learners from different backgrounds of the VET community from the six EU countries, that hosted 24 participants each. Lastly, the best practices and validated game features, as well as the results of the discussions developed during the Focus Groups, were comparatively analyse by the expert researchers of the six organizations, concluding in this transitional final report

The results will be used by the transnational research team to identify the process and system features and the game elements to transfer into a Conceptual Framework for Game-based e-Learning Programs.

Best Practices

Each partner organisation analysed the best practices in game-based learning and gamification for education and training in their country.

The definitions adopted by the research team for "game-based learning" and "gamification" are the following:

- "**Game-Based Learning** refers to the borrowing of certain gaming principles and applying them to real-life settings to engage users" (Trybus, 2015);
- "**Gamification** is the use of game elements and game design techniques in non-game contexts" (Werbach, 2012).

The following pages report the results of the analysis carried out by BCLIT in Romania.

1. Gamify your teaching

Title	Gamify Your Teaching – increasing vocational competences of entrepreneurship Teachers with the use of gamification
Date	2017
Authors	Mihaela Breaz, Consiliul National al Intreprinderilor Private Mici si Mijlocii din Romania – filiala Arad
Geographical scope	The project was developed by a consortium from Romania, Greece, Lithuania, UK, Italy, Poland and Spain. The game is in English and available online in any country.

Partners/Stakeholders

Programme: Erasmus+

Coordinator:

- Consiliul National al Intreprinderilor Private Mici si Mijlocii din Romania – filiala Arad

Partners:

- Kentro Merimnas Oikogeneias Kai Paidiou
- Socialiniu Inovaciju Fondas
- Inova Consultancy Ltd
- Ineuropa Srl
- Stowarzyszenie Centrum Wspierania Edukacji I Przedsiębiorczosci
- Instalofi Levante Sl

Target groups/Beneficiaries

- VET teachers and trainers of entrepreneurship from Romania, Italy, Lithuania, Poland, United Kingdom, Spain and Greece (any age);
- VET learners (any age).

Context

More than 5 million people under 25 are unemployed in the EU today. According to the “Rethinking Education” initiative (2012), in order to build “skills for the 21st century”, efforts are needed to develop skills such as entrepreneurship, which should be given particular attention since they enhance employability. Even if entrepreneurship is included in VET national curricula of many EU countries, there is still a gap to be filled caused principally by the lack of successful teaching methods.

Objectives

Gamify Your Teaching aims at supporting the professional development of vocational competencies of teachers and trainers dealing with entrepreneurship. It also aims to enhance ICT teaching through innovative pedagogy and an approach to teaching with the use of gamification.

Technical details and device requirements

The GAMIFY game has been built as a web-based interactive game working in an online mode. Therefore, playing it requires either a PC or a tablet device with an active Internet connection, with most recent version of web browser supporting HTML5 installed (most popular of them are Chrome, Firefox and Safari). As the GAMIFY game is equipped with audio effects, it is advisable (although not mandatory), to play it with the use of speakers or headphones.

The requirement regarding an active Internet connection is connected directly with the GAMIFY game engine that loads the required assets (graphics, sounds, levels) to be shown to the player. This approach allows the players to take advantage of an automatic state-saving mechanism, meaning that once the player achieves and unlocks specific levels, relevant data records will be created, allowing for easy resume of the game at a later stage.

In the light of the technical specifications outlined above, the players should be aware that the GAMIFY game is an on-line software that works via a web browser and it is not possible to download it in the form of a standalone, locally installed application. In addition to that, the reliability of the Internet connection impacts how the game works. Even though there are appropriate mechanisms in place that try to be bandwidth-efficient, the poor or unstable Internet connection will result in slow responsiveness of the game interface.

Process

The game is based on a needs analysis and integrated with didactic material. GAMIFY includes seven scenarios about different topics of the entrepreneurship as follows:

- Increasing self-confidence and self-belief (More materials can be download!),
- Market research,
- Goal setting and visualization,
- Understanding if self-employment is right for me,
- Developing a business model,
- Role of social media in establishing a business,
- How to start and run a business from home.

The game is supported by lesson plans for teachers/trainers. There are also case studies of entrepreneurs; these case studies are not integrated into the game.

The game can be integrated into a face-to-face course or played independently on the internet (without facilitator).

To play the game, course participants need to create accounts and self-register on the game platform. Players can choose to start with any of the 7 modules, although the order given in the platform is highly recommended (because it has been developed to follow a logical structure).

After completion of each level, the teacher can give additional explanations or can conduct a discussion with players about what they have learned, understood, discovered, about personal opinions and feedbacks regarding the topic faced (it is important to investigate if students think that it could be applicable, whether they think it is useful in real life, have to be deeper studied, can be exercised, etc.).

Each scenario represents a topic of the game and has different challenges for the students. Each scenario presents information about topic, has different tasks to play and read & learn and/or play again.

Indicate, as established in the methodology, which dynamics, mechanics and game components are necessary to develop the practice.

Dynamics

- Emotions. Yes. The relevant emotions are curiosity (of discovering scenarios and questions) and competition (by answering questions and receiving points, the players are in competition with themselves and with the top game performers).
- Narration. The game is based on one's challenge to start a business. However, there is no fluent narration (story) to drive the player across game modules.
- Progress. The evolution and development of the player/student are visible through the levels achieved. There is no integrated story across the game modules.
- Relationships. The game itself does not build social interactions. However, the didactic materials include hints to integrate the game as a support for face-to-face training; in this context, the game helps building relationships.
- Restrictions. To go to level 2, you always need to complete level 1 (and so on).

Mechanics

- Collaboration. No, the game does not include collaboration.
- Competition. Yes, by answering questions and receiving points, the players are in competition with themselves and with the top game performers
- Challenges. The course modules include scenarios, which can be viewed as challenges that require players to make efforts towards specific goals.
- Rewards. Yes, there is a scoreboard, where the points of the top 5 performers + the point of the user are shown.
- Retro alimentation. No.
- Luck. No, GAMIFY does not include any elements of luck
- Transactions. No, GAMIFY does not include buying or exchanging between players
- Turns. No, this game is not being played in turns; participants enrol and go through the game independently at their own pace.

Components

- Avatar. Yes, users can create avatars by choosing from selected styles of gender, hair, glasses, dress.
- Collections. Yes, accumulating points through the game.
- Combat/Fighting. No
- Unlocking of contents. Yes, upon completion of each level the next level is unlocked.
- Teams. No, GAMIFY is not played in teams
- Social graphics. No
- Eastern eggs. No
- Insignias. No badges or certificates are given.
- Time limits. There is no time limit. The estimated time for playing each Module is 45 min.
- Missions. No. While there are scenarios which resemble challenges, these challenges are not integrated into a fluent story with objectives. No rewards are given.
- Levels. Yes, each of the 7 modules is structured on different levels. Players need to complete level one to move on to level 2.
- Gifts. No
- Tutorials. Yes, the game users have access to the "Didactic Manual", where they find all the information needed to understand the rules of the game.

Indicate the structure of the gamification experience following this structure.

- Modelling of Knowledge: There is educational content at the beginning of each module. At the end of some of the modules there is concluding information, including the key learning points.

- Game process.

- The objective of the game follows the SMART rule: specific, measurable, achievable, relevant and on time. In addition, there is even a part of the game about SMART objectives.
- The proposition of the challenge is coherent with the learning objective, original and attractive, although the challenges are not integrated into a coherent story.
- A reward management model is defined, directly related to the learning object, but points and top performers only.
- The rules of the game are clear and understandable to the user. There is a didactic manual dedicated to that.
- The competition is motivating.
- There are levels, but rather to mark the different stages of achievement, rather than the difficulty.

- Data. The system collects and stores into the database the username, email address, password and all answers from participants, scores and levels accomplished.

- Development of the game considering the interface: what are the usability conditions? Computer with access to internet, browser, email address.

- Indicate whether a pilot test has been carried out to verify that it meets all the requirements initially proposed.

GAMIFY was tested by 2 teachers per partner in order to be further improved. Improvements were implemented.

- Indicate whether the game has been validated: have all the problems and deficiencies encountered during the fine-tuning been debugged?

The game works fine, which is an indication that all issues have been resolved.

- Indicate whether the same practice has been successfully replicated.

GAMIFY is an Erasmus+ Good Practice and Success Story.

Gamification in teaching is the application of typical elements of game playing such as rules of play, point scoring or competition with other player to areas of teaching to boost students' engagement and increase their motivation. The game motivates users to self-develop to unlock new levels. By gaining points, it recognizes the value of work.

Results

The Game includes 7 modules simulating activities teaching entrepreneurial skills divided into levels, based on scenarios and embedded content about entrepreneurship. Each level in the game is a complete and playable "scene" following a case-solving approach, consisting of background (introductory) information, a number of possible learning paths to be taken in response to the decisions and actions made, and appropriate scoring measures defining the player's individual performance.

Impact

The project's impact is observed on VET teachers and on the students who use the game and effectively increase their entrepreneurial and ICT competences. In the long term period, the game has an impact on increasing the sense of initiative and entrepreneurship, not only with regard to the students who participate, but also other young people reached via different channels.

Success factors

The conditions, internal (game elements, systems, and tools) and external (institutional, economic, social, etc.), necessary to make this practice a success are:

- Availability of the game online
- Internet access
- PC, laptop, tablet or smartphone
- Best when integrated with face-to-face facilitation.

Limitations

Available only in English, although support materials are available in all project partner languages.

Related resources/Links

EPRP:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-RO01-KA202-014975>

Project website: <http://gamify-project.eu/>

Game: <http://play.gamify-project.eu/>

Contact: mihaela.breaz@imm-arad.ro

Criteria	Rating	Comments
Efficacy	★★★★★	GAMIFY includes many game-based elements (see above).
Transferability	★★★★★	The didactic manual, the game content and process are transferable.
Usability	★★★★★	The game is available online since 2017 and works without flaws or bugs. It is very easy to use.
Playability	★★★★☆	There is a good interaction between the game and the player. However, the graphics are not so attractive (the game is more than 4 years old).
Innovation	★★★★★	The game integrates new educational methods, practices or processes for teaching entrepreneurship.
Inclusion	★★★★★	Inclusion is related to accessibility for different diverse groups. GAMIFY is available online to all, while it can be used as a support for face-to-face training.
Efficiency	★★★★★	GAMIFY does very well what is supposed to do, i.e. helping trainers teach entrepreneurship and learners gain entrepreneurial competences.
Ecosystem Diversity	★★★★★	The game works well on PC, laptop, tablet and smartphone.

Low High

2. Online training courses for E+ Youth Workers

Title	Online Training Courses for E+ Youth Workers
Date	2020
Authors	Sorin-Victor Roman, S.C. PREDICT CSD CONSULTING S.R.L.
Geographical scope	The project was developed by a consortium from Romania, UK, Italy and Spain. The game is in English, Romanian, Spanish and Italian and available online in any country.

Partners/Stakeholders

Programme: Erasmus+

Coordinator:

- S.C. PREDICT CSD CONSULTING S.R.L.

Partners:

- CESIE
- ASOCIATIA MILLENIUM CENTER ARAD
- ASOCIACION MUNDUS - UN MUNDO A TUS PIES
- VISION 2020 LEADERSHIP INITIATIVE

Target groups/Beneficiaries

Around 6000 Youth workers (EVS/ESC (mentors, facilitators), coordinators, leaders in youth exchanges) from Romania, Italy, United Kingdom, Spain (any age).

Context

"Online Training Courses for E+ Youth Workers" started from a small research, showing that some organisations have a very specific challenge: there are no proper tools available to train youth workers in youth programs, especially E+ in a specific and flexible timeframe. Also, there is a big fluctuation in the positions. In this field people are not staying for a long time, they are changing a lot because projects have a start and an end – plus there are breaks between projects and this is very much valid for youth exchanges. Somebody who is sent now as a leader will not be available again next month/year. To conclude, there is a need for a flexible training system to prepare youth workers in narrow fields of E+: EVS/ESC (mentors, facilitators), coordinators, leaders in youth exchanges..

Objectives

To develop 4 innovative online courses, in 4 languages, for 4 positions in youth work and connected fields:

- e-course for project managers in E+ projects;
- e-course for the mentors in EVS/ESC;
- e-course for the facilitators in EVS/ESC;
- e-course for the leaders in youth exchanges.

By the end of the course, participants are expected to:

- Gain knowledge about volunteering projects;

- Identify skills and competences needed for a facilitators/mentors/project managers/mentors;
- Understand essential aspects of facilitation, mentorship, etc.;
- Acknowledge the learning opportunities offered by volunteering activities;
- Gain knowledge on time, stress, conflict and crisis management;
- Identify and apply criteria to recruit volunteers;
- Understand advantages of procedures in volunteering projects implementation;
- Get familiar with specific and transversal competences

Technical details and device requirements

The GAMIFY game has been built as a web-based interactive game working in an online mode using Moodle. Therefore, playing it requires either a PC, mobile or tablet device with an active Internet connection and any browser. A badge system is also integrated into the game.

Process

The game is based on a needs analysis and integrated with didactic material. As you register, be prepared to follow a story. This will take you in different areas and challenge your skills. There are diverse characters, with different behavior in this small gamified environment. You will have these 2 dimensions all day long: the story and our actual world.

Game dynamics, mechanics and components

Dynamics

- Emotions. Yes. The relevant emotions are curiosity (of discovering scenarios and questions) and competition (by answering questions and receiving points, the players are in competition with themselves and with all game performers). The full ranking of players is available.
- Narration. There is a fluent story about a character gone for a treasure hunt. Users go through the course material and discover elements of a superhero outfit.
- Progress. The evolution and development of the player/student are visible through the course progress, points, elements discovered and badges attained.
- Relationships. There are forums where people engage with each other. The forums are semi-facilitated, i.e. the facilitator asks various questions and participants answer the questions and comment on other people's answers.
- Restrictions. None. You can start anywhere, but the game will always indicate you the completed areas and those not completed. To get all badges and complete the game, you need to cover all topics.

Mechanics

- Collaboration. No, the game does not include collaboration.
- Competition. Yes, by answering questions and receiving points, the players are in competition with themselves and with the other players
- Challenges. The course modules include scenarios. Basically, the challenge is to get all badges (elements of an armour of the superhero).
- Rewards. Yes, there is a scoreboard, where the points of all users is shown.
- Retro alimentation. No.
- Luck. No, GAMIFY does not include any elements of luck
- Transactions. No, GAMIFY does not include buying or exchanging between players

- Turns. No, this game is not being played in turns; participants enrol and go through the game independently at their own pace.

Components

- Avatar. Yes, users can create avatars, including own photo/logo and description.
- Collections. Yes, accumulating points through the game.
- Combat/Fighting. No
- Unlocking of contents. No, all materials are available at all time.
- Teams. No, GAMIFY is not played in teams
- Social graphics. No
- Eastern eggs. Yes – the elements of an armour must be found.
- Insignias. Yes – badges and certificates are given.
- Time limits. There is no time limit. The estimated time for playing each of the 4 courses is 32 to 40 hours.
- Missions. Yes. The mission is to equip yourself with a superhero armour. There is a good link between game and reality
- Levels. No.
- Gifts. No
- Tutorials. Yes, the game users have access to the “Welcome Pack” where they find all the information needed to understand the rules of the game.

Structure of the gamification experience

- Modelling of Knowledge: there is a lot of educational content structured in e-books for each chapter. At the end of some of the modules there is concluding information, including the key learning points.

- Game process:

- the objective of the game follows the SMART rule;
- the proposition of the challenge is coherent with the learning objective, original, and attractive;
- a reward management model is defined, directly related to the learning object;
- the rules of the game are clear and understandable to the user;
- the competition is motivating;
- there are no different levels of difficulty.

- Data: the system collects and stores into the database the username, email address, password and all answers from participants, testimonials, etc. It is a typical complete Moodle installation.

- Usability conditions: computer with access to internet, browser, email address to create user.

- Pilot tests to verify that it meets all the requirements initially proposed: Pilot tests with youth workers were implemented. Currently, the game works fine, which is an indication that all issues have been resolved.

Results

Explorers that enrolled to the general courses, navigating to all areas or only in some of them:

- Leader in Youth Exchanges: 2430;
- Facilitator in Volunteering activities: 1347;
- Mentor in Volunteering activities: 1230;
- Project manager in Erasmus Plus: 2285.

Visits, the following total, of all the monthly key indicators for the entire period, 2018–2020:

- Unique visitors: 56.124;
- Number of visits: 95.065;
- Pages explored: 7,354,294;
- General visitors came from 159 countries and territories.

More than visits, in terms of people registered on the portal, there were a total of 5983 users that enrolled on the platform during the project. Users registered during the project period came from 114 countries.

And:

- At least 487 persons were familiarised with the project management field in E+ projects;
- At least 273 persons were familiarised with the mentorship area in EVS/ESC;
- Preparation of at least 295 persons as facilitators in EVS/ESC projects;
- At least 448 persons got basic competences as a youth leader in our online course

Impact

The project had an impact on the 4 categories of target groups and on their organisations. With this course, they were able to do their work better, faster, more efficiently.

Some testimonials:

"This course offer skills and knowledges. I learnt a lot but what I like more is that I can choose in which way I learn because it offers videos, E-books ... It's funny because I have a chance to choose and what resources to use more."

"I would generally say and confirm that I enjoyed taking part on this course. Almost everything at some extent was marvellous and look forward to complete the upcoming courses."

"This is a great course. Videos, documents and bibliography. Since the course was opened one year ago, I found those courses really well done."

"I love these courses. They are very interesting and I am learning some new things every time."

"Is the first time when I participate in this kind of course so I must tell you that was challenging and rewarding for me. I have discovered that I like learning on E-books, audio-video presentations and 3D game. This Project Manager course it was an engaging experience for improving my learning. I found new things related to project planning, his processes and about managing the risks. I really enjoyed this course. Thank you so much for this great opportunity to learn how to become a successful Project Manager."

Success factors

The conditions, internal (game elements, systems, and tools) and external (institutional,

economic, social, etc.) necessary to make this practice a success are:

- Availability of the game online
- Internet access
- PC, laptop, tablet or smartphone.
- Existence of Erasmus and ESC projects

Limitations

Available only in four languages.

Related resources/Links

EPRP:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-2-RO01-KA205-037767>

Game: <http://thecourses.eu/>

Contact: contact@predictconsulting.ro

FINAL ASSESSMENT



3. All In!

Title	ALL IN! INcredible Practitioners to empower adults with disABILITIES through Education, Employment&Social Entrepreneurship
Date	2020
Authors	Federatia pentru Accesibilizarea Romaniei
Geographical scope	The project was developed by a consortium from Romania, Greece, France, Belgium and Spain. The game is in English and available online in any country.

Partners/Stakeholders

Programme: Erasmus+

Coordinator:

- Federatia pentru Accesibilizarea Romaniei

Partners:

- CENTRO SUPERIOR DE FORMACION EUROPA SUR
- ETHNIKI SYNOMOSPONDIA ATOMON ME ANAPIRIA ESAMEA
- Asociatia Consultantilor si Expertilor in Economie Sociala Romania
- EUROPEAN ASSOCIATION OF SERVICE PROVIDERS FOR PERSONS WITH DISABILITIES
- Conseil Français des Personnes Handicapées pour les Questions Européennes

Target groups/Beneficiaries

The target groups addressed are educators, trainers, training and human resources managers, coordinators, professional counselors, social workers, mentors, experts.

Context

The world has already entered a new reality, in which human potential is the main agent that stimulates economic and social growth and inclusive communities. Adults with disabilities have a major potential as members of society, but also as agents of change. Inclusion requires the adaptation of adult education to meet this potential of people with disabilities. The environment, teaching and learning, adult education providers will be systematically changed to remove barriers to students with disabilities so that they can maximize their achievements. NGOs with and for people with disabilities, adult education and employment services and other institutional actors in this field face a major NEED – the lack of educators and the training of support staff to support INCLUSIVE education and PERSONALIZED learning.

Objectives

AIM

To stimulate a multidisciplinary & collaborative framework which supports increasing the quality of adult education practitioners work and their initiatives & services in order to be

adapted to needs of adults with disabilities in the light of UN Convention on the Rights of People with Disabilities – UNCRPD.

OBJECTIVES

Equipping educators, trainers, HR managers, other experts with proper competences & at least 9 practical resources & tools for innovatively create adult education settings that support disabled adults in progressing towards higher qualifications and in their society & labor market inclusion in 5 countries/at european level.

Empowering bridges between education & training world and work world based on a closer cooperation among adult education providers, enterprises, public authorities, other kind of stakeholders for high quality inclusion of disabled persons.

Technical details and device requirements

- as a web-based interactive game working in an online mode
- requires either a PC or a tablet device with an active Internet connection
- it plays music and speech, so it needs audio
- made with Unify <https://unity.com/>
- using Celebriti (<https://www.cerebriti.com>) / Classtools (<http://www.classtools.net/>)
- it teaches social entrepreneurship

Process

“READY4Impact” – a boardgame as an innovative pedagogical online game to be used by educators/mentors in their work with disabled adults.

The ONLINEgame “Ready4Impact” consists of inviting the player to take a tour through the different phases that are considered to be necessary, from the theoretical (learning) and the practical (applicability) point of view, to create and start a social enterprise.

In particular, the game consists of going through 4 phases/levels.

The game starts when the player has created his user in the boardgame. From there starts level 1 of the tour.

The objective of this level is that the player manages to open all the training pills and reads the contents trying to embrace the information and understand it.

To assure that the player has acquired with certain strength all the concepts, he/she will have to complete the quiz he/she will find in the last training pill.

For each right answer in the quiz, the player will receive a load of vitamins that will be necessary to get to the second level

Game dynamics, mechanics and components

Dynamics

- Emotions. Yes. Curiosity (to go ahead and discover new questions/get new vitamins), competitive (self-competition), frustration (when dying because of touching the bombs; when giving wrong answers it displays “fail”), happiness (when getting vitamins and giving correct answers).
- Narration. No. The game is based on one’s challenge to start a social business. However, there is no narration (story) into the game.
- Progress. No.
- Relationships. No.
- Restrictions. You need to complete the levels sequentially from 1 to 4.

Mechanics

- Collaboration. No, the game does not include collaboration.
- Competition. No, but we can say that players are in competition with themselves
- Challenges. Yes, the challenge is to navigate with keyboard to avoid bombs and reach vitamins.
- Rewards. Yes, you get vitamins, although getting vitamins does not change the status of the player in any way.
- Retro alimentation. No.
- Luck. No, GAMIFY does not include any elements of luck
- Transactions. No, GAMIFY does not include buying or exchanging between players
- Turns. No, this game is not being played in turns; participants go through the game independently at their own pace.

Components

- Avatar. No.
- Collections. No.
- Combat/Fighting. No
- Unlocking of contents. Yes, when you get a vitamin you unlock some more content. Then you move to the next level
- Teams. No
- Social graphics. No
- Eastern eggs. No
- Insignias. No badges or certificates are given.
- Time limits. There is no time limit. The estimated time for playing the game is 30 minutes.
- Missions. No. While there are scenarios which resemble challenges, these challenges are not integrated into a fluent story with objectives. No rewards are given.
- Levels. Yes, there are 4 levels.
- Gifts. No
- Tutorials. No, the game is not well supported by a tutorial or similar.

Structure of the gamification experience

- Modelling of Knowledge: There is educational content throughout. Getting a vitamin means getting access to new knowledge..
- Game process.
 - The aim of the game is described, but not in terms of SMART objectives.
 - The proposition of the challenge is coherent with the learning objective, original, and attractive, although the challenges are not integrated into a coherent story.
 - A reward management model is not defined.
 - The rules of the game are clear and understandable to the user, but described very briefly.
 - The competition is not motivating.
 - There are levels, but rather to mark the different stages (learning and applicability), rather than the difficulty.
- Data: the system does not collect user data.

- Usability conditions: computer with access to internet, browser, email address to create user.

- Pilot tests were implemented to verify that it meets all the requirements initially proposed: Currently, the game works fine, which is an indication that all issues have been resolved.

Results

There is a lot of info resulted from the project, but quantitative data is not available. The results include:

1. Spread the importance of working for and contributing to the community&society.
2. Create awareness about social enterprises and the work they do.
3. Help understand what makes social enterprises succeed or fail.
4. Encourage more people to start or be associated with social enterprises.
5. Make students/learners socially conscious to work for the community and for other not-so-privileged people.

Impact

The strongest aspect that this game adds is based on its innovation. It improves even the initial idea stated in the proposal, making it much more dynamic.

The content about social business is creative and useful for the target group.

The tool itself is user-friendly.

effective educational/training tool-amusing and attractive training way:

- it could use easily be used by persons with disabilities
- innovation and technology, Interactivity, the ability to learn new things about entrepreneurship Innovative, informative, well-designed, fun large usability for other target groups considering that it is an online tool; clear explanations/instructions for playing the game; specific tasks to be done in order to learn about social enterprises".

Success factors

The conditions, internal (game elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success are:

- Availability of the game online
- Internet access
- PC, laptop, tablet or smartphone.
- Best when integrated with face-to-face facilitation.

Limitations

Available only in English.

Related resources/Links

EPRP:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-RO01-KA204-049335>

Project website: <https://far.ngo/ALL-IN/>

Game: <https://play.all-in-erasmus-project.com/>

Contact: +40722675655

FINAL ASSESSMENT



4. Path 4 Career

Title

Path for Career

Date	2021
Authors	ASOCIATIA SMART EDUCATIONAL PROJECTS
Geographical scope	The project was developed by a consortium from RO,FR,UK,ES,IT,MT. The game is in RO,FR,EN,ES,IT and available online in any country.

Partners/Stakeholders

Programme: Erasmus+

Coordinator:

- ASOCIATIA SMART EDUCATIONAL PROJECTS

Partners:

- INTERACTIVE 4D
- MBM Training and Development Center
- FUNDACION UNIVERSITARIA SAN ANTONIO
- Essenia UETP – University and Enterprise Training Partnership s.r.l.
- ACROSSLIMITS LTD

Target groups/Beneficiaries

- Adult trainers,
- Adults looking for a job.

Context

The idea for the project emerged from the Europe 2020 strategy which identifies the need for more relevant employment opportunity for young graduates. The strategy aims to ensure a 75% employment rate for people aged 20-64, as well as the employment rate in the graduated field to exceed 90%, whilst taking into account the time and expenses for education. This has become a major problem in many EU countries due to the increase in the number of graduates which as a result, has also increased competitiveness of the labour market.

Objectives

Improving the skills of 16 trainers from partner organizations to deliver quality training in career management, soft skills (complex problem solving, critical thinking, people management, coordination with others, analysis and decision-making) and internship for graduates.

Development of soft skills and career management skills for 90 higher education graduates following the use of intellectual output PFC in 9 workshops to facilitate them access to a job and career progression.

It is in fact composed of 3 games:

- Proactive Career Management
- Soft Skills for a Job
- Internship – A Step in your Career

Technical details and device requirements

- an interactive game working in online mode
- available on web, IOS and Google Play
- playing it requires either a PC, mobile or tablet device with an active Internet connection
- is equipped with audio effects, so it is advisable (although not mandatory), to play it with the use of speakers or headphones.
- made with Unity <https://unity.com/>

Process

The digital games created in the project bring as novelty the compatibility with all the platforms where messaging can be seen. Users can return to them when they need to use Facebook, Messenger, Viber or Whatsapp. We chose this option based on the reality that people do not like to learn, but they like to play. Learning through the game has proven to be one of the most effective learning methods even for adults.

Steps:

- there is a pdf guide with learning content for facilitators and learners
- on the project website there is a page where all 3 games are placed. There are links to access web and IOS/Google Play mobile app versions
- users need to create an account with name, surname, email address, password
- when starting to play, a game scenario appears: your mission is to help robots in a 22 century call centre to answer various calls/questions. You navigate in the call center from one robot to the other.
- in Gamel there are 4 rooms corresponding to 4 themes.
- at the end of the game, the big boss will receive you in his office and if you did well it will give you an employment contract.

Game dynamics, mechanics and components

Dynamics

- Emotions. Yes. Curiosity (to see next question and find out if you eventually get a job), competitive (you can see your score and the score of other gamers)
- Narration. The game is based on the challenge to help robots in a call centre and if you do well you get a job.
- Progress. There is a history tab where you can see the numbers of questions answered for each level.
- Relationships. The game itself does not build social interactions. However, the game website is well integrated with social media, so people can come and go from social media into the game.
- Restrictions. Need to create an account.

Mechanics

- Collaboration. No, the game does not include collaboration.
- Competition. Yes, by answering questions and receiving points, the players are in competition with themselves and with the top game performers
- Challenges. Yes, The game is based on the challenge to help robots in a call centre and if you do well you get a job.
- Rewards. Yes, there is a leaderboard, where the points of players + the points of the user are shown.
- Retro alimentation. No.

- Luck. No, GAMIFY does not include any elements of luck. At times you receive some additional questions (apparently based on luck, but there is an algorithm)
- Transactions. No, GAMIFY does not include buying or exchanging between players
- Turns. No, this game is not being played in turns; participants enrol and go through the game independently at their own pace.

Components

- Avatar. No, users cannot create avatars. There is a default one.
- Collections. Yes, accumulating points through the game.
- Combat/Fighting. No
- Unlocking of contents. Yes, upon completion of each level the next level is unlocked.
- Teams. No, GAMIFY is not played in teams
- Social graphics. No
- Eastern eggs. No
- Insignias. No.
- Time limits. There is no time limit. The estimated time for playing is 2 hours.
- Missions. Yes, you are on a mission to help robots and get a job.
- Levels. Yes, there are 4 levels. Players need to complete level one to move on to level 2.
- Gifts. No
- Tutorials. Yes, the game users have access to the a rather simple tutorial. There is also support material for the lesson content.

Structure of the gamification experience

- Modelling of Knowledge: there is educational content in pdf. The game is in fact a series of questions. Upon answering each question, some explanations are given to help the gamer understand where he got it right/wrong.
- Game process:
 - the objective of the game follows the SMART rule;
 - the proposition of the challenge is coherent with the learning objective, original, and attractive;
 - a reward management model is well defined, directly related to the learning object;
 - the rules of the game are clear and understandable to the user;
 - the competition is motivating;
 - there are levels, but rather to mark the different stages of achievement, rather than the difficulty..
- Data: the system collects and stores into the database the name, surname, username, email address, password and all answers from participants, scores and levels accomplished.
- Usability conditions: computer with access to internet, browser, email address to create user.
- Pilot tests to verify that it meets all the requirements initially proposed were implemented internally by the partnership. Improvements were made. Currently, the game works fine, which is an indication that all issues have been resolved.

Results

- 3 games
- Improved the skills of 16 trainers from partner organizations.
- Development of soft skills and career management skills for 90 higher education graduates following the use of the games.

Impact

The project's impact is observed on adult trainers and adults who use the game and effectively increase their employability and job-seeking skills. In the long term period, the game has an impact on increasing the conditions in the labour market.

Success factors

The conditions, internal (game elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success are:

- Availability of the game online
- Internet access
- PC, laptop, tablet or smartphone.
- Best when integrated with face-to-face facilitation.

Limitations

Available only in five languages.

Related resources/Links

EPRP:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-RO01-KA204-049513>

Project website: <https://path4career.eu/>

Game: <https://path4career.eu/p4c-kit/>

Contact: <https://path4career.eu/contact-us/>

FINAL ASSESSMENT



5. Beware!

Title	BEWARE! – a guide to help teach teenagers gain knowledge about the importance of cyber safety
Date	2019
Authors	Asociatia Smart Educational Projects, Targu Jiu, Romania
Geographical scope	The project was developed by a consortium of five partners from Romania, Italy, Malta and France. The game is in English, French, Italian and Romanian and available online in any country.

Partners/Stakeholders

Programme: Erasmus+

Coordinator:

- ASOCIATIA SMART EDUCATIONAL PROJECTS, Romania

Partners:

- ISTITUTO PER LA FORMAZIONE, L'OCCUPAZIONE E LA MOBILITÀ, Italy
- INTERACTIVE 4D, France
- ACROSSLIMITS LTD, Malta
- YOUNET, Italy

Target groups/Beneficiaries

- 13 youth workers
- 75 young people with reduced opportunities
- 1000 young people

Context

According to Eurostat, the average suicide rate of adolescents aged 15–19 years of age in 2016 was 4.22 per 100,000.

Moreover, US based studies from CDC (2) report an increase in this rate from 8 per 100,000 in 2000 to 12 per 100,000

in 2017. This is an increase of 50% in the last 17 years!

Project consortium aims to raise awareness among young people and teach them how to protect their personal data in an online environment as well as protecting themselves against cyberbullying. The project is producing a comprehensive online guide and a digital interactive game with the target to reach an audience of 1000 European youths from 4 countries.

Objectives

The online BEWARE! Game is designed in the form of a guide to help teach teenagers gain knowledge about the importance of cyber safety. Throughout the game teenagers are tested through different scenarios such as;

- The dangers of connecting to unknown public networks
- Cyberbullying
- How to stay safe when posting online
- How to identify and deal with online aggressors
- How to secure your devices and data.

Technical details and device requirements

The online BEWARE! Game is available on both Google Play as BEWARE Miist and in App Store as Miist Beware!

The game may be played online by mobile, tablet, and on a laptop or computer.

Throughout the game, players will be accompanied by MIIST, a guide bot which will appear every time there is a risky situation.

Throughout the game players will be faced with different scenarios and questions in order to test how knowledgeable they are about cyber safety.

Whenever the player acts in a manner which is esteemed as being safe, they will be rewarded by points, if not, those points will be deducted. The game mimics real life situations which youths can face on a daily basis when exposed to the virtual world.

Process

The process of the practice

Step 1 - Questionnaire Creating the intellectual output "BEWARE!" was consistent with the results obtained from the questionnaires identifying the specificity of the online activities of young people.

Step 2 - Guideline elaboration. This was followed by the elaboration of a guide for: "Protection of data placed in the virtual environment" and "Cyberbullying between gambling and misdemeanour".

Step 3 - Game development. Guidelines were integrated in the digital educational game (BEWARE!) <https://www.bewareproject.eu/download/> that completes the guide and increases the interest of the young people for the addressed subject.

Step 4 - Testing The "BEWARE!" the game was tested by the target group to obtain feedback on its quality through validation workshops.

Step 5 - Lessons plan. The game is supported by lesson plans for teachers/trainers.

This guide is especially dedicated to young people, so it was designed using informal teaching methods to make interaction and learning more enjoyable. A few hosts will accompany you on your journey through the exciting world of virtual reality, a world that, on one hand, is loads of fun while on the other hand could be a great source of danger!

Game dynamics, mechanics and components

Dynamics

- Emotions. Yes.
- Narration. Yes.
- Progress. Yes.
- Relationships. No.
- Restrictions. Yes.

Mechanics

- Collaboration. No.

- Competition. Yes, by answering questions and receiving points, the players are in competition with themselves.
- Challenges. Yes.
- Rewards. Yes.
- Retro alimентация. Yes – loosing points.
- Luck. No
- Transactions. No
- Turns. No.

Components

- Avatar. Yes.
- Collections. Yes, accumulating points through the game.
- Combat/Fighting. No
- Unlocking of contents. No.
- Teams. No
- Social graphics. No
- Eastern eggs. No
- Insignias. No.
- Time limits. No.
- Missions. No. Game mimics real life situations that youths can face.
- Levels. No.
- Gifts. No
- Tutorials. Yes, the game users have access to the "Guide".

Structure of the gamification experience

- Modelling of Knowledge: there is educational content at the beginning of each module. At the end of some of the modules there is concluding information, including the key learning points.

- Game process:

- the objective of the game do not follow the SMART rule;
- the proposition of the challenge is coherent with the learning objective, original, and attractive, since the game mimics real life situations that youths can face;
- a reward management model is well defined, directly related to the learning object;
- the rules of the game are clear and understandable to the user;
- the competition is motivating;
- there are not different levels of difficulty.

- Usability conditions: computer with access to internet, browser, email address.

- Pilot tests to verify and validate that it meets all the requirements initially proposed were implemented with youth.

Results

This game helps youth to protect their personal data in the online environment (cybersecurity) and to protect themselves against online harassment (cyberbullying). It starts with a question to help users understand the scope: Do you know how to protect

yourself from cyber-threats and online harassment? Test yourself with Miist Beware! The game.

Impact

The results of the project have been carefully monitored by the Quality Commission so that they meet the requirements of the standards imposed by Erasmus +.

The results of the BEWARE project! have had a major impact on young people who used the created products to become more aware and alert to the dangers of the online environment, less vulnerable to cyber attacks. By involving young people with fewer opportunities, the project also responded to the priority of Social inclusion. The "BEWARE!" toolkit (the Guide and the game) has proven to be a modern and useful tool in working with young people.

An important role in increasing the impact of the project was the dissemination campaigns carried out by the partner organizations by involving the young people and the multiplication events.

Success factors

The conditions, internal (game elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success are:

- Availability of the game online
- Internet access
- PC, laptop, tablet or smartphone.
- Best when integrated with face-to-face facilitation.

Limitations

The game needs to be downloaded.

Related resources/Links

EPRP:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details/#project/2018-1-RO01-KA205-048881>

Project website: <https://www.bewareproject.eu/>

Game: <https://www.bewareproject.eu/download/>

Contact: beware@acrosslimits.com



6. ACBC

Title

ACBC – Address Cyberbullying By Creating a Conscious Online

	Community
Date	2021
Authors	Directia Generala de Asistentia Sociala si Protectia Copilului Harghita, Romania
Geographical scope	<p>The game ACBC was developed by a consortium of 8 partners from 6 European countries: Romania, Lithuania, United Kingdom, Netherlands, Portugal and Greece.</p> <p>The game starts by default on the system language if translations are available for it. In this screen you can change your language.</p> <p>The game is available in:</p> <ul style="list-style-type: none"> o English o Dutch o Portuguese o Hungarian o Romanian o Lithuanian o Greek

Partners/Stakeholders

Programme: Erasmus+

Coordinator:

- Directia Generala de Asistentia Sociala si Protectia Copilului Harghita, Romania

Partners:

- EUROPOS SOCIALINIS VERSLUMO UGDYMO IR INOVATYVIU STUDIJU INSTITUTAS, Lithuania
- BRIDGING TO THE FUTURE LTD, United Kingdom
- 8D Games BV, Netherlands – Technical partner
- STICHTING INCUBATOR, Netherlands
- C4G – CONSULTING AND TRAINING NETWORK, LDA, Portugal
- INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT, Greece
- Fundatia Centrul Educational Spektrum, Romania

Target groups/Beneficiaries

- YOUTH (13-18 YEARS) because this category stands out as the most exposed to cyberbullying. This target group is reached through schools (students), but also via youth organisations, sports clubs, youth programmes and initiatives, etc.
- YOUTH ORGANISATIONS & SCHOOLS. With support of the ACBC.COM User Guide, youth workers, social workers, teachers and other people that work with youth on a daily basis will get an in depth understanding of cyberbullying and will be able to implement the ACBC.COM Serious Game with the target group, young people.
- COMMUNITY to enhance the discussion on online behaviour and to raise awareness on cyberbullying.

Context

For young people today, going online to connect and interact with others is a natural and integral part of daily life. As they log on to email, blog, chat, or participate in online social

networks, young people no longer see the Internet as simply a tool, but rather as an extension of their social lives and public identities. With new technologies being available and increased access to ICTs by young people, new risks emerge. One of these risks is cyberbullying taking new forms such as mockery, insults, threats, rumours, gossip, disagreeable comments, slander, etc. which threaten the health, well-being and attainment of victims. Cyberbullying is regarded as a serious threat with a potentially long-lasting impact in Europe.

With the increased use of mobile technologies and permanent online access more children have become involved in cyberbullying as victims, perpetrators and/or bystanders. Research at national level shows that cyberbullying tends to be perceived as an alarming and growing phenomenon (Report from European Parliament: Cyberbullying among young people, 2016). The ACBC game will tackle this issue and prevent young people from potential social exclusion.

Objectives

The objective is to actively involve youth in a modern way to truly engage them on the topic of online behaviour in order to prevent cyberbullying. This will be done by offering youth organisations, schools and other youth initiatives and programmes the knowledge, tools and network to set up a network and programme on Online Media Awareness.

Technical details and device requirements

The ACBC Serious Game is accompanied with a hands-on and practical guidebook describing step-by-step how to implement the ACBC Serious Game. The User Guide describes the ACBC Serious Game and its rationale in depth, while illustrates how to use all online and offline support materials in practice.

The ACBC Serious Game application requires no special permissions to run. PEGI 3

This app is available for all of your devices and can be downloaded from Google play or Apple store.

Process

Step-by-step description of the process

Step 1: Map the problem of cyberbullying. The ACBC game development has started with an extensive field research to map the problem of cyberbullying.

Step 2: Identify solutions. Every country in the consortium did research within their own region to see what the specific problems are and what possible solutions might look like.

Step 3: Game development. This is of great value for the development of the serious game as well as this User Guide.

The game is based on scenarios.

- In these scenarios the 11 most common forms of cyber bullying are central: Cyberstalking, Denigration/Flaming, Exclusion, Falsify Identity, Masquerading, Online Grooming, Outing, Sexting, Trickery, Sextortion.
- For each scenario, there are 4-6 dilemmas for the students, in which they need to make choices. By swiping to different sides, they can make different choices. These choices are connected to the Big-5 personality traits.
- The big five personality traits are broad categories of personality traits. Sometimes they also use the acronyms OCEAN (openness, conscientiousness, extraversion, agreeableness and neuroticism) or CANOE (conscientiousness, agreeableness, neuroticism, openness and extraversion) to refer to the big five. These five

personality traits are relatively stable across age groups and cultures and are found to have enough accuracy and reliability in researching human behaviour.

- It's important to mention, there is no perfect score on these personality traits. Each trait has two extremes and most of the people lie somewhere in between the polar ends of each dimension.

Game dynamics, mechanics and components

Dynamics

- Emotions. Yes. The relevant emotion is curiosity of discovering dilemmas and response. After finishing all dilemmas, the player will be presented the Big Five results from this session. The player can be exited to click on the bars to get more information.
- Narration. The player gets presented dilemmas by text. A topic consists of 5-7 dilemmas Depending on the dilemma the player has 2-4 option how to respond. The player can cycle between answers by swiping the card with the image left, right, up or down.
- Progress. The evolution and development of the player/student are visible through progress bars.
- Relationships. The game itself does not build social interactions. However, the user guide includes hints to integrate the game as a support for face-to-face training; in this context, the game helps building relationships.
- Restrictions. To go to the next dilemma, you always need to select an answer for the previous one.

Mechanics

- Collaboration. No, the game does not include collaboration.
- Competition. No
- Challenges. A topic consists of 5-7 dilemmas. After finishing all dilemmas the player will be presented the Big Five results from this session. The player can click on the bars to get more information.
- Rewards. The user gets score for the five personality traits which are relatively stable across age groups and cultures and are found to have enough accuracy and reliability in researching human behaviour. It's important to mention, there is no perfect score on these personality traits. Each trait has two extremes and most of the people lie somewhere in between the polar ends of each dimension.
- Retro alimentation. No.
- Luck. No, the game does not include any elements of luck
- Transactions. No, the mage does not include buying or exchanging between players
- Turns. No, this game is not being played in turns; participants enrol and go through the game independently at their own pace.

Components

- Avatar. No.
- Collections. Yes, gating score through the game.
- Combat/Fighting. No
- Unlocking of contents. Yes, upon completion of each dilemma, the next dilemma with possible responses is unlocked.
- Teams. No, the game is not played in teams
- Social graphics. No

- Eastern eggs. No
- Insignias. No.
- Time limits. There is no time limit.
- Missions. No. The game structure comprises topics, dilemmas and possible answers. These are not integrated into a story. No rewards are given.
- Levels. No. There are topics. The player can choose a topic to get dilemmas about. A topic consists of 5-7 dilemmas.
- Gifts. No
- Tutorials. Yes, the game users have access to the "User guide", where they find all the information needed to understand the rules of the game.

Structure of the gamification experience

- Modelling of Knowledge: There is lesson plan and educational content with guiding questions and PowerPoint presentation to be used by teacher/ trainer for facilitating the activity.
- Game process:
 - the objectives of the game are defined but do not follow the SMART rule;
 - the proposition of the challenge is coherent with the learning objective, original, and attractive ,although the challenges are not integrated into a coherent story;
 - a reward management model is not defined, since the score is not rewarding. There is no perfect score on the five personality traits. Each trait has two extremes and most of the people lie somewhere in between the polar ends of each dimension.
 - the rules of the game are clear and understandable to the user:
 - the competition is motivating, encouraging the user to discover more about themselves (the game motivates users to self-develop to unlock new dilemmas; by getting scores and reading explanations, they understand the value of the game);
 - there are not different levels of difficulty, but there are situations.
- Data: the system collects and stores into the database the user profiles - an overview screen with the average of user results from different sessions. They can click on the bars to get more information.
- Usability conditions: phone with access to the internet.
- Pilot tests to verify that the game meets all the requirements initially proposed were carried out internally by the partners in order to be further improved. Improvements were implemented. The game works fine, which is an indication that all issues have been resolved.

Results

ACBC:

- Contributes to the development of a conscious online community and create online awareness for young people including the understanding of the importance of privacy and keeping their personal information private.
- Develops young people's competences related to (social) media literacy and critical thinking.

- Enables young people and youth workers/teachers to understand cyberbullying, online harassment and immoral online behaviour and its consequences and the effect on the victim.
- Enables youth workers and teachers to address online awareness with young people in a modern, interactive and effective manner.
- Offers youth organisations, schools and youth programmes the knowledge, tools and network to set up a network and programme on Online Media Awareness.

Impact

ACBC introduces young people to the phenomenon of cyberbullying and raise awareness about the related impact and consequences. By developing the ACBC Serious Game, youth workers and teachers can use it in youth initiatives, education and training to encourage young people to understand cyberbullying, recognise its impact and think about the effects and consequences of their own and others online presence. It fosters the development of (social) media literacy and critical thinking skills, which are essential in the digital age.

Success factors

The conditions, internal (game elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success are:

- Availability of the game online
- Internet access
- PC, laptop, tablet or smartphone.
- Best when integrated with face-to-face facilitation.

Limitations

It works on Tablet or smartphone, and is available in all project partner languages.

Related resources/Links

EPRP:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-2-RO01-KA205-049883>

Project website: <http://www.acbc-project.eu/>

Game: <https://play.google.com/store/apps/details?id=com.Games8D.ACBC>

Contact: support@8d-games.nl

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Date	2019
Authors	Fundatia Centrul Educational Spektrum, Miercurea Ciuc, Romania
Geographical scope	The project was developed by a consortium of five partners from Romania, Italy, Croatia and Hungary. The game is available in 5 languages: HU RO HR IT and EN. It is available online.

Partners/Stakeholders

Programme: Erasmus+

Coordinator:

- Directia Generala de Asistenta Sociala si Protectia Copilului Harghita, Romania

Partners:

- FORMAZIONE CO&SO NETWORK - CONSORZIO DI COOPERATIVE SOCIALI SOCIETA COOPERATIVA SOCIALE, Italy
- SIRIUS - CENTAR ZA PSIHOLOSKO SAVJETOVANJE, EDUKACIJU I ISTRAZIVANJE, Croatia
- Fundatia Centrul Educational Spektrum, Romania
- TEGYESZ, Hungary

Target groups/Beneficiaries

Main beneficiaries are young adults from residential care (learners) and youth workers (teachers) of residential youth care facilities, involved in direct contact with the group of care leavers.

- 20 Young adults
- 14 youth workers
- 120 young people

Context

The Game addresses the challenges that young people leaving residential care face and it is based on the observation and real needs (as reflected in their daily practice) in the field of youth care and residential youth care of the partner organisations. Preparation for independent life and social inclusion is also essential for unaccompanied minor migrants as they lack some important socially and culturally defined knowledge for their adaptation and inclusion to the host community.

The consortium successfully implemented a project that lead to improved practices in youth work by developing three results: needs analysis, game and training materials.

Objectives

The MAKE A LIVING online game assures the fun of playing the games and usefulness of learning life skills and competences at the same time. The skills and competences included in the gamification are the results of a needs analysis research made by experts of the project. The aim of the game is to raise awareness and provide practice-oriented development of basic life-skills of young people in order to assure a successful transition to independent life for residential care leavers, to help achieve successful integration into society and to promote active participation in social life.

Technical details and device requirements

The software for the online platform has been developed, which is in fact a PHP based educational online multi-game system. Taking into consideration the learning outcomes,

some activities are better suited for online activities, the division of skill-groups was adapted to the online games.

The online games contains in total 5 units, 25 lessons and 2 games/unit. The theory part of the lessons can be read at anytime, but the games already solved successfully, can't be played again.

Learning time: 30-40 learning hours.

Reading. It consist of 5 units:

1. Self-care skills – family planning,
2. money management,
3. food management skills,
4. housing and housekeeping,
5. career and job related skills.

Units structure: Intro, Definition, References, Theory, Videos, Photos.

Games: True or False, General Knowledge, Quiz, Letter Pile, Choose the right answer.

Process

Step-by-step description of the process

Step 1: Learners and teachers have to register on the platform and will have a profile page, where students can upload personal information and their submitted exercises. Teachers, by registering on the platform, can follow their students progress within the game and assess the level of learners' competences. The online platform is accessible to everyone registered and can be used without limitation in the wider European community.

Step 2: Reading: The online game includes 5 LEARNING UNITS (Self-care skills and family planning, Money management, Food management, Housekeeping and Career and job-related skills).

Step 3: Assessment: Each unit has 5 sub-units and a series of 10 quiz type games, related to the topics presented within the subunits. By going through the learning units of the make a Living online game, learners can develop their competences and build their house accordingly. After registering in the game, the learner has to choose the model of the house he/she wants to build during the game.

Step 4: Once they finish a unit successfully, their house (just like their competences) are taken to the next level. At the end of the game each learner will have a house.

Game dynamics, mechanics and components

Dynamics

- Emotions. Yes.
- Narration. Yes.
- Progress. Yes.
- Relationships. No.
- Restrictions. Yes. the games already solved successfully, can't be played again.

Mechanics

- Collaboration. No.
- Competition. Yes, by answering questions and receiving points, the players are in competition with themselves.
- Challenges. Yes.
- Rewards. Yes.

- Retro alimentation. No.
- Luck. No
- Transactions. No
- Turns. No.

Components

- Avatar. No.
- Collections. Yes, accumulating points through the game.
- Combat/Fighting. No
- Unlocking of contents. No.
- Teams. No
- Social graphics. No
- Eastern eggs. No
- Insignias. No.
- Time limits. No. It is important to know, that a learner can miss max. 2 games, in case of 3 or more mistakes the player needs to restart the games of that specific failed unit.
- Missions. No.
- Levels. Yes. Each modul is one level.
- Gifts. No
- Tutorials. Yes, the game users have access to the "Educational materials".

Structure of the gamification experience

- Modelling of Knowledge: there is educational content at the beginning of each module. At the end of some of the modules there is concluding information, including the key learning points.
- Game process:
 - the objective of the game is defined, but not in a SMART manner;
 - the proposition of the challenge is coherent with the learning objective, original and attractive, mainly due to the provision of case studies and real life situations that youths can face;
 - a reward management model defined, is it directly related to the learning objectives;
 - the rules of the game are clear and understandable to the user, and there is a didactic manual dedicated to this;
 - there are different levels that are related to the subject rather than to the levels of difficulty.
 - the competition is not really motivating.
- Usability conditions: Computer with access to internet, browser, email address.

Pilot tests with young people have been carried out to verify that it meets all the requirements initially proposed and to validate the game.

The game motivates users to self-develop skills and complete all levels by answering questions on the topics:

- Unit 1: Self-care skills and family planning
- Unit 2. Money management
- Unit 3. Food management
- Unit 4. Housekeeping
- Unit 5. Career and job-related skill

Results

The game contributes to:

- development of basic life-skills of young people
- assuring a successful transition to independent life for residential care leavers
- achievement of successful integration into society
- promoting active participation in social life.
- finding the right career path in concordance with the interests and competences.

Impact

The game raised awareness and provided practice-oriented development of basic life-skills of young people in order to assure a successful transition to independent life for residential care leavers, to help achieve successful integration into society and to promote active participation in social life.

Initially, the investigation was used to get to know realities of those who leaved the care-system in order to widen the aftercare - preparation program and provide the young persons what they need. Based on the interviews from partner countries most relevant topics to work with were self-esteem and self-awareness and vocational guidance before leaving care.

The game raised professional awareness as young persons have difficulties in finding the right career path that is in concordance with the interests and competences.

Success factors

The conditions, internal (game elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success are:

- Availability of the game online
- Internet access
- PC, laptop, tablet or smartphone
- Best when integrated with face-to-face facilitation.

Limitations

Languages: The content of the online game and educational materials is available in English, Croatian, Italian, Romanian, Hungarian.

Related resources/Links

EPRP:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-3-RO01-KA205-047004>

Project website: <https://youthindependentlife.eu/en>

Game: <https://youthindependentlife.eu/en/learning-platform/register>

Contact: <http://www.sec.ro>



8. Learn Tourism 4 all

Title	“Learn Tourism 4 All” – Your local guide. Digital skills in tourism
Project description	The project is a digital skills training program for tourism professionals. It aims to provide participants with the necessary digital skills to enhance their service quality and competitiveness in the tourism market. The program covers various topics, including digital marketing, online booking systems, and customer relationship management.
Project objectives	The project objectives are to equip participants with digital skills, improve their service quality, and increase their competitiveness in the tourism market. The program also aims to foster innovation and entrepreneurship among participants.
Project results	The project results include the completion of the digital skills training program, the acquisition of digital skills by participants, and the improvement of service quality and competitiveness in the tourism market. The program also resulted in the creation of new business opportunities and the growth of the tourism industry.
Project impact	The project impact is the positive effect of the digital skills training program on the tourism industry. It includes the improvement of service quality, the increase in competitiveness, and the growth of the tourism industry. The program also resulted in the creation of new business opportunities and the growth of the tourism industry.

Date	2020
Authors	Agentia pentru Dezvoltare Regionala Nord-Est, Romania
Geographical scope	The project and game was developed by a consortium of six partners from Romania, Italy, Bulgaria, Spain and Ireland. The game is available in 5 languages: RO BG IT ES and EN. It is available online.

Partners/Stakeholders

Programme: Erasmus+

Coordinator:

- Agentia pentru Dezvoltare Regionala Nord-Est, Romania

Partners:

- ASOCIATIA PENTRU TURISM BUCOVINA, Romania
- European Digital Learning Network, Italy
- RUSENSKA TARGOVSKO INDUSTRIALNA KAMARA, Bulgaria
- DOMSPAIN SLU, Spain
- CCS DIGITAL EDUCATION LIMITED, Ireland

Target groups/Beneficiaries

The main target group of "Learn Tourism 4 All" videogame are adult learners, seniors working in tourism or persons who are retired and are willing to find a new career in this sector as experts in destination management and promotion.

- 400 seniors

Local stakeholders are also beneficiaries of the game, the materials being developed as a result of months and months of hard work, cooperation with local stakeholders and collaboration with entities expert in the sector.

Context

Today, nobody doubts that technology and travel are the perfect combination. There are many surveys in the field of serious games, but most surveys are specific to a particular area. During the last decade, serious gaming has been applying to a broad spectrum of research domains, such as military, education, corporate, healthcare, advertisement, cultural heritage and also organization or city management, also earning a widespread recognition of distinctive features and intrinsic capability from different types of organizations (public, private, NGOs).

Gamification of tourism can contribute to more interactions and higher level of satisfaction. In this context, the Your Local Guide consortium came up with relevant learning materials to bring adequate answers and solution for learning and providing tourism services.

The game "Learn Tourism 4 All" focuses on the development of digital competences of seniors willing to work as tourist agents or local guides in order to become experts in destination promotion through a life-long learning perspective.

Objectives

The “Learn Tourism 4 All” videogame is an online application that works as a gamified virtual assistant during the learning process about the digital skills required to promote and manage a tourist destination. Users will be able to revise all topics covered in the modules in a fun and motivating way. What’s more, the game can be played collectively by choosing several characters, which, by the way, will make the users feel identified with. There is a tutorial available, so that any user or educator wishing to use the game in their learning activities understands the different features and functionalities of the game..

Technical details and device requirements

The “Learn Tourism 4 All” videogame is an online application that works as a gamified virtual assistant during the learning process about the digital skills required to promote and manage a tourist destination:

<https://demos.lykio.com/eu/local-guide/index.html>

There is also a tutorial available who provides detailed explanations about the game (<https://www.youtube.com/watch?v=RhgMdr2-KE4>)

The above tutorial is available online, so that any user or educator wishing to use the game in their learning activities understands the different features and functionalities of the game. In the same way as the manuals, the game covers a wide variety of topics that, nowadays, are essential to build a strong and sustainable tourism destination:

- Digital skills in tourism
- Tourism destination management
- Tourism destination promotion
- Social Media Communities in tourism

Process

Step-by-step description of the process of the practice

Step 1: Select the language

Step 2: The game help users to evaluate the initial level of digital skills.

Step 3: Select the character, based on the level of digital skills.

Step 4: There are several rounds, questions cards, events cards.

Step 5. Collect badges

Game dynamics, mechanics and components

Dynamics

- Emotions. Yes.
- Narration. Yes.
- Progress. Yes.
- Relationships. No.
- Restrictions. You need to complete one level before proceeding to the next one. The game can be played again.

Mechanics

- Collaboration. No.
- Competition. Yes, by answering questions and receiving badges, the players are in competition with themselves.
- Challenges. Yes.
- Rewards. Yes.
- Retro alimentation. No.
- Luck. No
- Transactions. No
- Turns. No.

Components

- Avatar. Yes, you can select your avatar.
- Collections. Yes, accumulating points through the game.
- Combat/Fighting. No
- Unlocking of contents. Yes.
- Teams. No
- Social graphics. Yes
- Eastern eggs. No
- Insignias. Yes.
- Time limits. No.
- Missions. No.
- Levels. Yes. Each module is one level.
- Gifts. No
- Tutorials. Yes, the game users can access online tutorials.

Structure of the gamification experience

- Modelling of Knowledge: there is educational content available. Four handbooks with new and innovative teaching materials provide a pathway to learn how to manage and promote touristic destinations by using digital tools and platforms. These handbooks focus on the role of digital technology and social media in tourism management and promotion, and are illustrated with case studies and good practices from different countries.

- Game process:

1. the objective of the game is defined but not with SMART;
2. the proposition of the challenge is coherent with the learning objective, original and attractive. There are case studies and good practices from different countries;
3. a reward management model is defined;
4. the rules of the game are clear and understandable to the user, and there is a didactic manual dedicated to this;
5. the competition is motivating, by gaining badges;
6. there are several levels of difficulty..

- Usability conditions: computer with access to internet, browser, email address.

Pilot tests have been carried out with the project team and with seniors to verify that the game meets all the requirements initially proposed, and that all the problems and deficiencies encountered during the fine-tuning were debugged.

The game motivates users to self-develop skills and complete all levels by answering questions and events on the topics:

- Digital skills in tourism
- Tourism destination management
- Tourism destination promotion
- Social Media Communities in tourism

Results

The game contributed to enhance the digital competences of seniors willing to work as tourist agents or local guides in order to become experts in destination promotion through a life-long learning perspective.

Impact

- Improved motivation of seniors to accomplish the knowledge objectives and make the content absorption more fun and easier;
- increased cooperation between local guides and local stakeholders and collaboration with entities expert in the tourism sector;
- adult educators benefit from detailed and specific materials in this sector paving their way to learn how to manage and promote touristic destinations by using digital tools and platforms.

Success factors

The conditions, internal (game elements, systems, and tools) and external (institutional, economic, social, etc.) necessary to make this practice a success are

- Availability of the game online
- Internet access
- PC, laptop, tablet or smartphone

Limitations

Languages: The content of the online game and educational materials is available in English, Bulgarian, Italian, Romanian, Spanish.

Related resources/Links

ERPR:

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-RO01-KA204-049516>

Project website: <https://www.yourlocalguide.org/en/>

Game: <https://www.yourlocalguide.org/en/videogame>



Surveys Analysis

An online questionnaire was designed **to validate the best practices** collected in game-based learning in the six European countries involved: Spain, Italy, Greece, Romania, Portugal, and Poland. The survey aimed to gather the VET experts'

perspectives on the innovative experiences, game dynamics, mechanics, and components researched by the Sparks consortium.

1. Methodology

The research work followed three main phases:

1. Design of the quantitative research tool;
2. Fieldwork;
3. Data Analysis.

Phase I: Design of the quantitative research tool

The chosen method was categorisation, creating blocks linked to main general research questions and developing more specific research questions inside each block. The development of the survey as a research tool for validation was implemented as follows:

1. all the Best Practices collected by the consortium were reviewed;
2. a log was created to perform an in-depth comparative analysis of the key elements of the practices collected;
3. research questions related to the main points that needed validation from the best practices were developed;
4. the survey questions were developed, based on a 5-point Riker scale, for each research question determined;
5. the survey questions were finally validated by the consortium.

Phase II: Fieldwork

Once elaborated, the online survey was disseminated by the partners. In Romania, 41 responses were collected.

Phase III: Data Analysis

- 1) *Recollection* of the data obtained with the survey.
- 2) *Disposition* of the data. In this Report, the responses obtained were organised to be further analysed in the Final Report of the research, comparing the results of the six countries of the consortium.
- 3) *Analysis* of the data.
- 4) Drawing *conclusions* based on the results of data interpretation.

Phase IV: Final Document elaboration

The last phase of our comparative research is developed in the Final Report, where the consortium analyses the results of the desk research in Best Practices in GBL together with the results of the validation survey performed and the results on the Focus Groups research the needs in VET.

2. Survey Results obtained in Romania

The first block of questions aimed at obtaining a **general picture of the target group of educators**. It includes essential information, such as:

- the type of entity the expert belongs to, including initial or continuous vocational center/provider, adult education center/provider, youth center, non-governmental organisation or foundation and other VET providers;
- the job position occupied, including teacher, coach or mentor, trainer, coordinator, administrative staff, management role, social educator or worker and other.

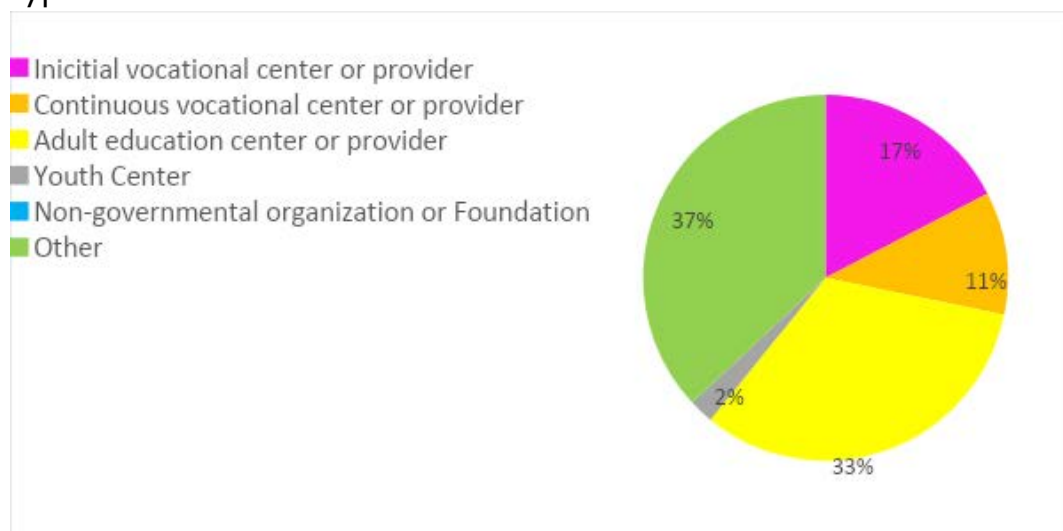
41

Responses

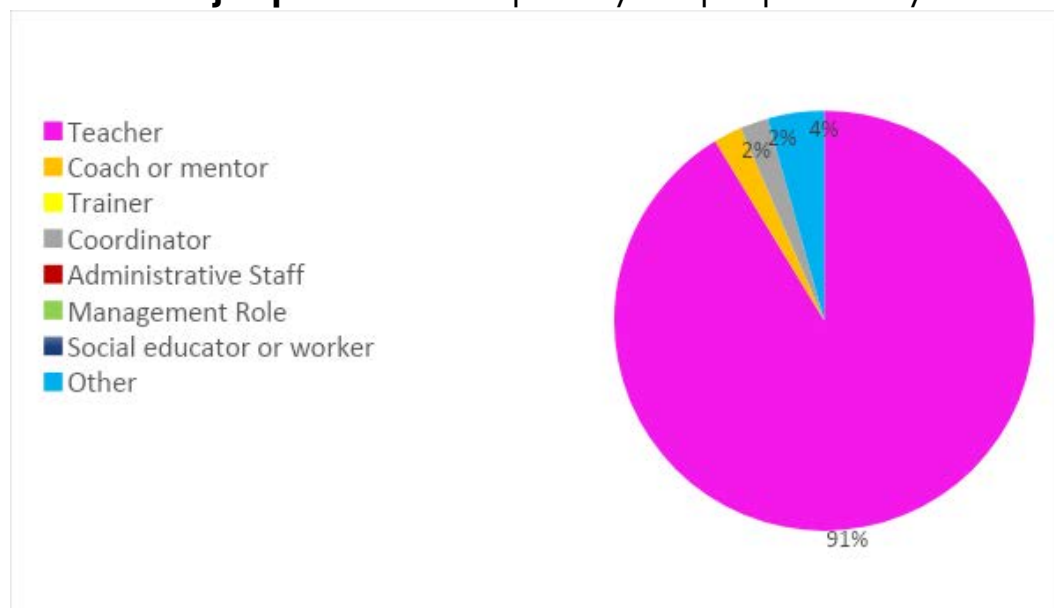
06:31

Average Time for completion

Type of **entities** the educators work for:



The different **job positions** occupied by the people surveyed:



The following questions belong to the second block that responds to the objective of achieving a general picture of the overall level of **competencies of VET experts** in digital skills and ICT tools and platforms, and more specifically their level of competencies in **game-based learning**.

3. I think that incorporating ICT tools and platforms into teaching pedagogies is beneficial for teachers and students.
4,6 Average
4. I feel confident that the competencies of educators (including myself) in digital competencies is sufficient to incorporate ICTs into teaching.
3,95 Average
5. I often implement game-based elements in my teaching/training to assess students or increasing their involvement during classes.
3.72 Average
6. I do not use gamification into teaching, but I would like to.
3.27 Average

The objective of the third block of questions is to **validate the best practices collected** by the following set of questions about the game-based elements that were found as the key to a successful game-based learning experience.

7. Stablishing the objective of the game and the rules previously and explaining them to students before starting the experience.
4,5 Average
8. Defining previously the possible roles of users in the experience and, if relevant, including the possibility of having different roles: active y passive (observer); leader and followers.
4,56 Average
9. Using platforms and digital tools for the gamification experiences that are commonly used and recognizable by teachers
4,38 Average
10. Including an attractive narrative and, if possible, maintaining the storyline defined during the game and till its finalization
4,46 Average
11. Stablishing clear levels in the game experience that gradually became more difficult, with the aim of continuing to challenge users.
4,6 Average
12. Including the possibility of feedback between students and educators during the game, specially at the end of a challenge or level.
4,4 Average
13. Including challenges and tasks that must be done individually and in teams, to foster both teamwork and autonomous work.
4,56 Average

14. Adding the option for the user and the educator of viewing the progress during the game or gamify experience since the beginning (i.e., using avatars or profiles to identify each user and show their progress)
4,42 Average
15. Including access to educational material or additional information in the hosting platform of the experience (i.e., videos, tutorials, curricula, etc.)
4,7 Average
16. Including graphics, visual elements, music, and videos that are stimulant and attractive for the students.
4,6 Average
17. If the objective of the experience requires it, include simulation scenarios (i.e., job interviews) to foster learning by doing.
4, 5 Average
18. If the objective of the experience is to evaluate students, previously establish the criteria and make the students aware of those criteria and objectives chosen.
4, 6 Average
19. Establish a reward system (i.e., Points system, ranking, badges, insignias, etc.) that motivates students, but also rewards different qualities such as behavioral attitudes (curiosity, helping other students, devoting more time)
4, 54 Average

This last block constitutes an **open-ended question** so that the surveyed person can make a remark or state a relevant opinion on GBL.

20. Would you like to share any past or present experience with Game-Based learning techniques, tools, or methodologies? You can do it below:
8 of the total of 46 Romanian education providers surveyed answered.

COLLECTION OF COMMENTS
Learning through play is a concept increasingly used in the sciences of education that advances the idea that the student acquires different skills during the game activity. The game develops his social and cognitive skills and self-confidence that will allow him to live new experiences and evolve in lesser known and sometimes difficult environments and contexts. Faced with such situations, the student puts into practice new strategies, thinks in a creative way, collaborates with partners and learns from mistakes.
I recommend the use of role-playing in teaching-learning assessment.
The game stimulates creativity and teamwork. I prefer to work through competition games because I stimulate the students' desire to create and work as efficiently as possible.

3. Final Conclusions

In conclusion, both the average competencies in ICT and game-based learning of Romanian educators are sufficient, and they show a common appreciation for the benefits of applying game elements to teaching.

The validation by experts in education of the best practices collected by the SPARKS consortium has been extremely successful based in the responses, all the mechanics, dynamics, components, and pedagogical techniques incorporated in the survey have received a high number in the 1 to 5 scale proposed, all the elements of the best practices identify have received a punctuation higher than 4.

Focus Groups Analysis

Each partner organisation implemented a Focus Group with a minimum of 24 participants: 12 educators and 12 students in the field of Vocational Education and Training.

1. Methodology

A common questioning route was developed for the implementation of the focus group. Each partner implemented its focus groups at the local level following the common questions outlined by the project team to reach the goals of the qualitative analysis.

The questions aimed to gather the target groups' needs, such as pains in their current e-learning practices and jobs-to-be-done, possible gains deriving from the platform, and the features and game elements they would find more effective and engaging in Game-based Learning Programs.

A moderator and an observer were involved in the implementation of the activity.

2. Report of the Focus Groups. Analysis and comments

PARTNER ORGANIZATION	BCLIT
DATE AND HOUR 16 September 2021, H 14.00 – 15.00 06 October 2021, H 17.45 – 18.30	PLACE BCLIT office, Constanta ZOOM Meet
FORMAT: Face to face and Online	
PARTICIPANTS: VET students and VET learners	NUMBER OF PARTICIPANTS: 8+20
MODERATOR: Mr Ovidiu Acomi Mrs Nicoleta Acomi	OBSERVER: Ms Bianca Ciurea

Composition of the group

VET students and VET teachers of Technical and Vocational Schools

- Gender: 19 males and 9 female.
- VET students' age: 14-25 years old.
- Organizations: 6 VET students from VET schools, 12 VET students from VET training centers, 4 VET teachers from VET schools and 6 VET teachers from VET training centers

Q1	1.1. Do you have any experience with gamification and game-based learning?
	1.2. What positive and negative aspects did you realize during these experiences?
1.1. COMMON RESPONSES	
<p>Most of the participants had experience with gamification. Some of the respondents were very enthusiastic about the topic and immediately gave examples of using gamification in learning.</p> <ul style="list-style-type: none"> • They preferred Kahoot for the online quizzes • Menti wordcloud as a tool for brainstorming at the beginning of the classes. • During the discussions, somebody mentioned game based learning as a tool to practice seamanship knots which was integrated in a traditional teaching lab activity <p>Some of the attendees that responded at the beginning of the focus group that they had not experience with gamification and game-based learning, realized during the discussions that they are including in online teaching various elements of gamification as quizzes, points, rewards.</p>	
1.2. COMMON RESPONSES	
<p>Positive aspects</p> <p>It was unanimously agreed that gamification has many positive aspects:</p> <ul style="list-style-type: none"> • Keep students motivated; • Giving the opportunity to immediately apply new knowledge and concepts, enhance self-confidence; • Game based elements make learning fun and interactive. <p>Negative aspects</p> <p>No negative aspects were identified. Encouraging discussions and helping attendees to think outside the box, the moderator make the attendees to think about challenges that can occur when adding gamification elements and game based learning:</p> <ul style="list-style-type: none"> • Participants mentioned the dependency on internet connectivity which can affect the participation of persons from remote areas; • The online game addiction was also an aspect that can impact the attendees participation in other activities. 	
Q2	2.1. In general, do you appreciate gamification and game-based learning experiences? Do you think games add a positive input to learning ?
	2.2. How, in your opinion, gamification and games can enhance learning?
2.1 COMMON RESPONSES	
<p>Most of the VET students appreciate gamification experiences. They consider that classes that include game-based learning element are more effective, active, technologic and funny. In the same way, VET teachers mentioned that they try to find methods to transform their classes in engaging learning environment. VET teachers agreed that achieving the learning outcomes is more effective with gamification.</p>	
2.2. COMMON RESPONSES	
<p>Some of the elements mentioned by attendees VET learners and VET teachers, as contributing to enhancing of learning are:</p> <ul style="list-style-type: none"> • while playing, students use their imagination, creative thinking, 	

- they memorize and they learn new concepts without recognizing that they are learning,
- it can increase the interest in education trends

Q3

What do you think are the keys to enhance and improve gamified or game-based learning experiences in VET centres?

3. COMMON RESPONSES

The responses to this question mainly came from the VET teachers. They mentioned the need of technical support to implement game elements in the courses provided by VET centres. The key elements were:

- Technology – which can be solved by VET centres
- VET teachers skills improved to implement game elements – training courses
- Adapted curricula tailored to include elements – Instructional design

Q4

4.1 Which digital tools for e-learning or distance learning do you have access to/know of?

4.2 Do you believe you have the necessary digital skills to use these tools?

4.3. Do you believe you need more support to use digital tools?

4.1. COMMON RESPONSES

All participants confirmed that they have access to several digital tools for e-learning:

- Moodle Learning Platform
- Microsoft Teams
- Zoom
- Google Meet
- Menti
- Kahoot
- Google Drive

4.2. COMMON RESPONSES

When asked if they have the necessary skills to use the tools for e-learning, all VET students confirmed they have. Only few of them mentioned that they have used the tools before pandemic and their skills were substantially improved during online education within the last year.

For the same question, the VET teachers were more cautious. They identified some obstacles in adding game elements:

- technological challenges
- difficulties to add collaborative tools
- correlation of assessment tools and content with the game based learning

4.3. COMMON RESPONSES

The VET learners considered that they have sufficient skills to take part in the e-learning activities, which include gamification.

On the opposite side, from the course designer perspective, the VET teachers confirmed that they need support to improve their skills. Even all of them are integrating simple game based elements, the majority would like to bring the game based learning to a superior level and to add many engaging elements in the education that they provide.

What could we do to make Sparks' gamified learning experiences attractive for students like you?

5. COMMON RESPONSES

This question was addressed to all attendees, VET teachers and VET learners and the responses revealed their needs.

VET students need:

- Challenges
- Rewards
- Levels

VET teachers need:

- Guide for users to add game elements in teaching
- Educational materials to understand how to measure the achievements of course objectives during game-based learning
- Measures to ensure the students are completing the games by themselves

