



Ajuntament d'Altea
MUNICIPALITY OF ALTEA



LEVEL UP!

The main activities

Highlights of projects' activities and tools developed



Szczecińska Szkoła Wyższa



WESLEY JÁNOS
Óvoda, Általános Iskola, Szakközépiskola,
Szakgimnázium és Gimnázium

With the support of the Erasmus+ Programme of the European Union





Main activities and results

March 2019 – October 2020





One week together to learn theory and practice of game- based education

Joint staff training Portogruaro - Venice, 9th-14th July 2019

Objectives

- to provide participants with a theoretical background on gamification, clarifying the concept and meaning. Overview of gamification, development goals, mechanisms and implementation of game-based activities in social inclusion. switch to passive teacher-centered to active student-centered.





Methodology and target group

- based on workshop/participatory and peer-to-peer methods of learning.
- Empirical and experiential methods to deal with the improvement of pedagogical approaches by means of game-based activities
- Both online gaming and offline game-based activities have been proposed and tested.
- addressed at teachers, educators and school managers and it aimed at introducing the main theoretical approaches of gamification and game-based education.

Methods applied

- The methods of the training has combined class-based lessons, workshops, practical and experiential training, use of IT tools and study visits. It has been based on the notion that all spaces are educational, therefore the programme has foreseen training in different contexts and places.



Methods applied

- The short-term joint staff training led to the development of the MOOC and participants have worked actively and develop a project work, that is a concrete output to take back to schools and apply (during the testing of the tools and pedagogical approaches presented).



Participants: 22 diverse teachers and educators

COUNTRY	ORGANIZATION	NAMES	FUNCTION
SPAIN	IES Bellaguarda	M ^a José Llorca Fornés	School staff
		Luis Bonmatí	Teacher
		María Vicedo Pastor	Teacher
LATVIA	Daugavpils City Education Department Daugavpils Secondary school no.13 and n 9	Evelina Balode	project manager in municipality&teacher in high school
		Vineta Upeniece	Teacher
		Žanna Papenoka	Teacher
		Evita Ruļuka	Teacher
HUNGARY	Wesley János School	Erős Máté	Educator
		Réka Andó	School staff
		Zsófia Sipos	Educator
		Adam Toth Sandor	Educator
ROMANIA	Casa Corpului Didactic Teleorman	Eliza Marinela Sotirescu	Manager of teachers
		Mihaela Cristina Ciofalca	Teacher
		Simona Gabriela Bataus	Teacher /trainer
SLOVENIA	Osnovna šola Šmarjeta DRPDNM	Mirjam Grahut	Teacher
		Tina Bačar	Volunteer educator
POLAND	Collegium Balticum	Monika Lesner	School staff
		Piotr Szetela	Alternative education expert
		Joanna Brzezińska	Teacher
ITALY	Associazione 2050	Sandra Rainero	Trainer/educator
		Linda Pischedda	Educator
		Giovanni Manisi	Trainer/educator

The program



	Tuesday 9 July 2019 @Portogruaro	Wednesday 10 July 2019 @Portogruaro Campus (Portogruaro- VE)	Thursday 11 July 2019 UDINE	Friday 12 July 2019 @Portogruaro Campus (Portogruaro- VE)	Saturday 13 July 2019 @Portogruaro Campus (Portogruaro- VE)	Sunday 14 July 2019
08.00 – 12.00 (break at 10.00)	Travel arrival of participants FREE TIME	INTRODUCTION LEARNING EXPECTATIONS GAMIFICATION: Introducing the principles and theory of game-based education: <ul style="list-style-type: none"> Why we need gamification in learning and education. Definition and characteristics of games Theories associated with gamification Sandra Rainero – 2050	Study visit Udine – using play and games for community building – UDINE CITTA’ DEL GIOCO Visit to the municipal Toy museum and meeting with the Municipality staff Paolo Munini – hot debrief @ Udine	Diversity, dialogue, inclusion through gamification: Experiential games Sandra Rainero – Linda Pischedda 2050 Towards the testing phase Group Project work Planning and adapting game-based education to the curricula (part one)	Online resources and coding Examples and trial of online games Presentations and group activities Giovanni Manisi – Stefano Branca - Anselmo Cro	Departure and Travel of participants
12.00 – 13.30		Lunch	Lunch	Lunch	Lunch	
13.00 – 16.00 (break at 15.00)		Gamification: Sharing online and offline methods, tools, and practices Presentation of the “Village” game for transversal competences. Presentations and group activities Michela Diffidenti - DOF	Leave with the bus at 8.00 and return at 16.00	From 17.30 to 19.30 Outdoor game (orienteering) Natural and cultural heritage as a game for education and inclusion (this game entails a bicycle ride) @ town surroundings Led by Linda Pischedda and Giovanni Manisi	Towards the testing phase Group Project work Planning and adapting game-based education to the curricula (part two) Wrap up & presentation Meeting evaluation End of meeting at 15.00	
16.00 on		Free time- music night in Portogruaro	Cooking game (from 18.30) and dinner	20.00 Social dinner in the main square	Free time	



A glance at ourselves as teachers





Introducing the overall theoretical framewok of game-based learning



Working on transversal skills with the game of the «Village»





Visit to the toy library in Udine,
where playing is the main learning
and socialization tool for all ages



The social cooking game: food and knowledge of world's recipes.





Playing in different spaces: outside and
inside: the body and mind tuned





Creating and presenting new games



Spatial skills: a scavenger's hunt to learn math, history and orientation



Coding, the new basic skill!

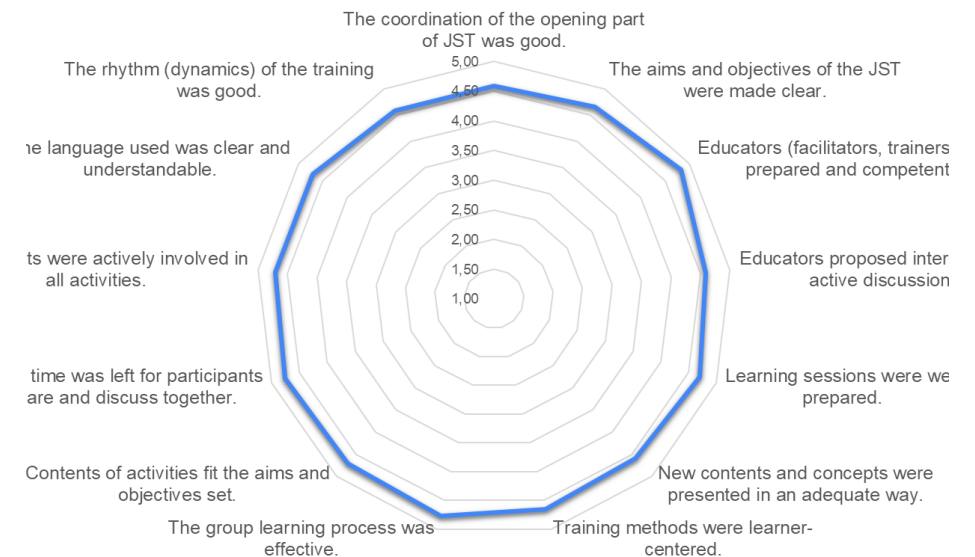


Project work: planning how to include game-based learning into curricula and ordinary educational activities



Assessment of the experience

- 1) A self-assessment questionnaire to participants focusing on the competences and knowledge before and after the training.
- 2) A general evaluation questionnaire on the organizations, specific activities, relevance of the topics and methods dealt with during the week of JST.



Guidelines for development of activities in school

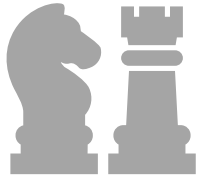
- Following the JST a guidance document has been produced to support partners with a basic but comprehensive methodological framework for a harmonized experimentation of the experience in the local schools, divided into four parts



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Guidelines for development of activities in school



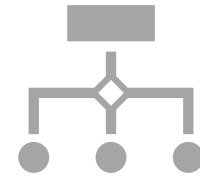
Part 1

General overview of what is game-based education for inclusion, drawing from EU and international literature, framing the general game-based approach into the specific aim of the LEVELUP! Project.



Part 2

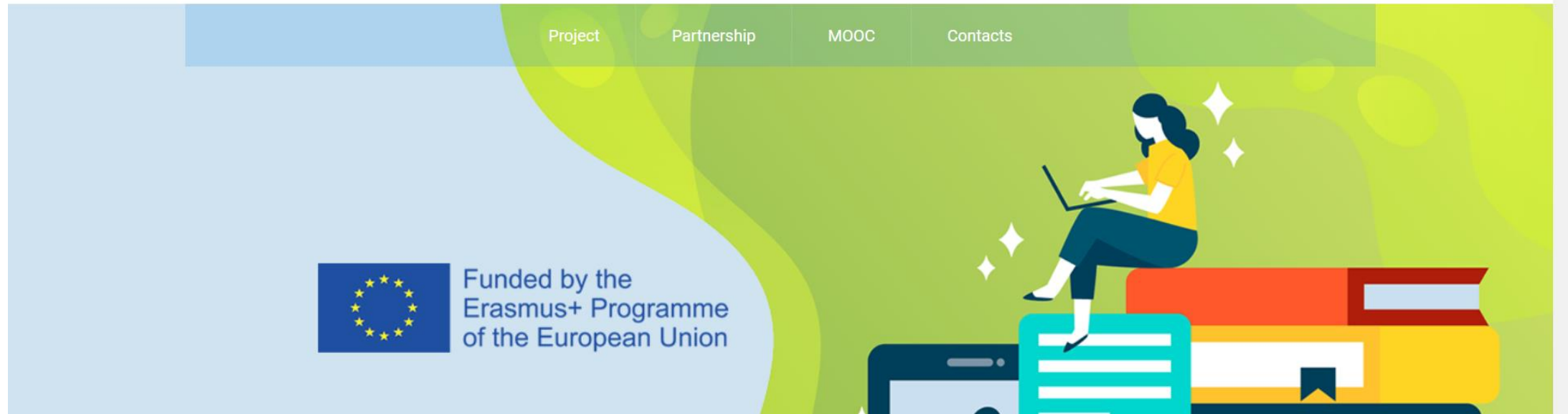
Guidelines for planning the activities.



Part 3-4

Information on evaluation processes and example of tools

LEVEL UP!



MOOC

- <https://www.2050academy.eu/>
- Accessible from the level up blog:
- <https://levelup4inclusion.eu>

MOOC

MODULE 1: INTRODUCTION TO GAMIFICATION AND MAIN ELEMENTS (4 UNITS)

MODULE 2: FOCUS ON GAME-BASED LEARNING FOR CHILDREN WITH MIGRANT BACKGROUND OR DISADVANTAGED GROUPS (2 UNITS)

MODULE 3: FOCUS ON GAME-BASED ACTIVITIES FOR KEY TRANSVERSAL SKILLS (COMMUNICATION AND INTERPERSONAL, CULTURAL, ENTREPRENEURSHIP, TEAM WORK- LEARNING TO LEARN , ACTIVE CITIZENSHIP ETC) (2 UNITS)

MODULE 4: FOCUS ON GAME-BASED ACTIVITIES RELATED TO KEY CURRICULAR SKILLS (LANGUAGE, STEM, DIGITAL – OTHER SUBJECT RELATED) (2 UNITS)

LEVEL UP!

Watch the
introductory video

The short
presentation of
the LevelUp!
Course



Short video with learning objectives

Module 1 - Introduction to gamification for education and main elements

[Dashboard](#) / [My courses](#) / [Module 1](#)

Module 1 - Introduction to gamification for education and main elements

Your progress ?



Course summary

Introduction to gamification for education and main elements.



Interactive powerpoint presentation

- Module 1
- Participants
- Badges
- Competencies
- Grades
- Module 1 - Introduction to gamification for education and main elements
- Unit 1 - The transformations of the educational context**
- Unit 2 - Basics of gamification and game-based learning
- Unit 3 - Theories of learning and game-based education
- Unit 4 - Learning the elements of gamification to plan game-based activities in schools

The transformations of the educational context (Interactive PowerPoint presentation)

LEVEL UP!

UNIT 1

The transformations of the educational context

How can I make sure that my students receive an education relevant to the global situation?

Can I use non-formal methods to teach the key skills that are needed today?



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- Dashboard

Basics of gamification and game-based learning (Interactive PowerPoint Presentation)

Games, gamification and game-based learning

A game can be uninteresting to some. People occasionally join in a game for their social relationships irrespective of their interest. Thus, interest is not a necessary element for defining a game. Also, some games consist of a simple rule and a single activity. For example, players throw a ball as far as they can to decide a winner. Their activity can be a game all in itself. Thus, a game is always a set of activities.

[Click here for Definition of game](#)



Multimedia pop-ups

The transformations of the educational



Lay back and watch a video

1.2.3 Learn about Non-Formal Education:

Kai Klandorf from social training company "SpeakSmart talks about formal, nonformal and informal learning. She has a passionate opinion about non-formal learning.

This video was selected for the Massive Open Online Course (MOOC) about Erasmus+ Funding Opportunities for Youth.



Click the button to watch the video

Quiz at the end of each Unit

Elarning

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- Unit 4 - Learning the elements of gamification to plan

Module 1 - Introduction to gamification for education and main elements

[Dashboard](#) / [My courses](#) / [Module 1](#) / [Unit 2 - Basics of gamification and game-based learning](#) / [Check what you have learned!](#)

Question 1
Not yet answered
Marked out of 2.50
[Flag question](#)

Which are the main reasons to use game in class?

Select one:

- a. They increase performances and attention
- b. They increase interaction and attention
- c. They increase creativity and integration
- d. They increase motivation and engagement

[Next page](#)

[← Basics of gamification and game-based learning \(Interactive PowerPoint Presentation\)](#) [Theories of learning and game-based education \(Interactive PowerPoint Presentation\) ►](#)



Thank you very much
for your attention!

