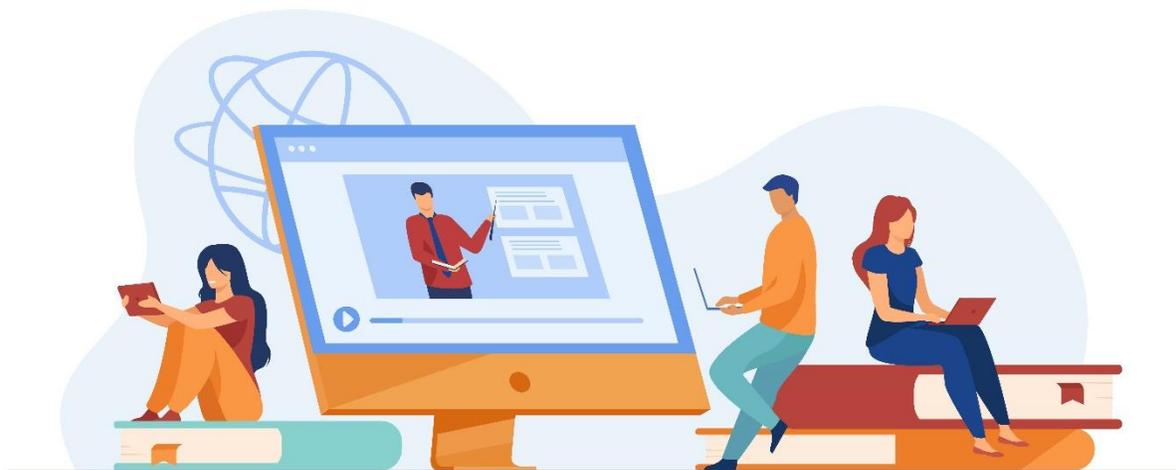




Co-funded by the
Erasmus+ Programme
of the European Union

GAME IT

**EDUCATOR`S TOOLKIT HOW TO EFFECTIVELY PREPARE DISADVANTAGED
LEARNERS FOR LEARNING MOBILITY: A COMPREHENSIVE GUIDE TO
TEACHING, FACILITATING AND HAVING FUN**



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INTRODUCTION

More than 35 years now, the Erasmus programme offers diverse opportunities for individuals to benefit from learning and training abroad. The programme is exceptionally popular in the academic field – students, staff and faculty members take advantage of these opportunities and gain manifold positive effects over their professional life and personal development.

The programme also offers similar learning mobilities for vocational learners. Yet, these remain less attractive in comparison to these for student and the adults do not take full advantage of their positive impacts. That is especially true for disadvantaged groups, whose participation in such initiatives is quite scarce.

The GAME IT project strives to provide effective tools that to support the ambitions for creating more mobility opportunities for disadvantaged groups. In that regard, and with specific focus on disadvantaged tourism and hospitality VET learners, the GAME IT project has developed: an effective training curriculum and a gamified e-learning training program for the preparation of disadvantaged tourism and hospitality VET learners prior to their participation in learning mobilities.

The current document is the 3rd output of the project and represents an Educator’s toolkit - a kit of guidelines that supplements the other outputs and aims to establish conditions for effective preparation of learners for a mobility abroad. It aims to provide guidance for the effective use of the first outputs but it also seeks to ensure more general guidance on preparing learning mobilities for disadvantaged participants and to develop additional ideas for introducing innovations that rely on interactive training for disadvantaged learners. Therefore, this document should thus serve as a comprehensive guide for educators looking to prepare their group of learners for mobility abroad.



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More information about the project: www.gameit-project.eu and www.gameit.coursevo.com



I. DISADVANTAGED LEARNERS AND SPECIFICS

Disadvantaged learners often face specific challenges compared to their peers. The term is wide and covers many different groups e.g. disability, low-income family, many school moves, having less time to study, etc. Accordingly, the needs of these groups vary and is not possible to construct any model that to cover them.

The GAME IT project put focus on 3 groups that are considered to have relatively close specific needs, namely:

- ✓ Learners with poor social/ economic status
- ✓ Trainees experiencing learning difficulties
- ✓ Learners with limited access to training (living in a distant areas, limited access to transport, limited access to Internet, etc.).

Study on the literature enable us to outline the profile of these learners as *(young) people with low skills, limited communication and interaction with others, limited resources and mistrust to others*. Most likely, these learners have unhealthy level of confidence and self-esteem and feel insecurity to uncertainty to step into any unfamiliar group and difficulties to adapt to new obstacles.

Based on such profile and the assumptions for the learner's life-course, it is considered that if involved in a learning or training mobility, he or she is likely to face manifold challenges related to the adaptation to the **place/ destination**, interaction and communication with new **people**, immerse in the world of work or the business **organization** and effective involvement in **activity** (learning, training, practice).



II. PLANNING MOBILITIES SUITABLE FOR DISADVANTAGED LEARNERS

1. General instructions

In line with objectives of promoting equity and inclusion, the Erasmus program facilitates access to international mobilities for disadvantaged participants facing obstacles related to economic situation, disability, learning challenges, social status and geographic remoteness. Yet, obstacles remain. Disadvantaged groups continue to be relatively less likely to participate in international learning mobility, even though they stand to gain most from the experience. When they do participate, they still need additional support in order to fully benefit from international exposure.

An increasing number of VET providers encourage the participation of disadvantaged learners in mobility programs. The following actions can help this process:

- **Internal communication campaigns** to promote mobility opportunities may need to be adjusted in order to reach disadvantaged learners. They should use inclusive methods and accessible information materials. In-class presentations are likely to be more effective than online publications.

- The **selection procedure for mobility participants** poses special challenges when disadvantaged learners are targeted. While the easiest approach is to specify eligibility criteria related to disadvantage, this approach may be counterproductive. Firstly, it would entail the collection by the VET provider of sensitive personal data that may lead to stigmatization. This is against both the spirit and the letter of EU regulations and may reinforce existing discrimination or create new discriminatory divisions. Secondly, some learners may not wish to identify themselves as “disadvantaged” for fear of stigmatization, and hence they may refrain from applying. One solution to this conundrum is for VET providers to use common sense and directly approach learners that are internally considered disadvantaged (without specifying selection criteria). The other – probably more effective – approach is to focus on learning outcomes rather than on eligibility criteria. If the mobility opportunity specifies learning outcomes that are likely to be more applicable to disadvantaged learners than to high performers, then the representation of disadvantaged groups will be promoted more naturally. In any case, selection procedures should be specified on the basis of an extensive and wide consultation with internal stakeholders in the VET institution, notably teachers, psychologists and student/learner representatives.

- The sending organization needs to carry out a sound **needs assessment** and identify the potential barriers to the participation of each disadvantaged participant.

Good practice

The sending organization, the receiving organization and the learner may collaboratively prepare a Support Mobility Plan for the disadvantaged learner. This plan should be preceded by an assessment interview with the learner to determine his/her specific concerns and needs for support during the mobility program. It should list recommended actions to address these concerns/needs and should clarify which persons will be responsible for implementing these actions. Examples of concerns/needs may be: cultural and social interaction concerns (e.g. attitudes to the participant’s ethnicity, religion or race), concerns about the complexity of the learning sessions and practical training, additional language support required, additional financial support required, etc.

If preparing individual plans is not a viable option, then a group Support Mobility Plan can be developed for all the mobility participants, reflecting their specific needs to the best possible extent.



- The sending organization should elaborate, together with the parents and/or teachers, an **emergency plan** what to do if the state of the trainee worsens during the mobility and the mobility cannot be continued. The sending organization should inform the receiving organisation about the specific situation of the respective trainee. It should also specify the criteria at which point the mobility should be interrupted, and include a plan how the participant can travel back.

- Even more than in the base of regular participants, the sending organization will need to provide a contact person for the participants who should be able to extend 24-hour support during emergencies and manage sensitive issues.

- Finally, the sending organisation should elaborate a code of conduct which has to be adapted to the specific situation of the respective placement. It will especially focus on harassment or bullying of people, whether for ethnic, religious or sexual orientation. All participants will have to agree with it and to confirm their consent by signing this document. The code of conduct will also contain regulations for non-compliance.

- During the preparation and the implementation of the mobility program, the sending organization needs to consider the most likely **challenges** that disadvantaged learners are likely to face. The table below identifies some key challenges and suggests some possible approaches that the sending organization can use to tackle them.



Challenges that disadvantaged learners are likely to face	Disadvantaged group most likely to face the constraint to face	Addressing the challenges at planning stage
<p>Insufficient funding to cover personal expenses and unforeseen expenses during the mobility</p>	<p>Economic and social obstacles (socio-economic disadvantages, minorities, migrants, refugees)</p> <p>Geographical obstacles (rural and remote areas)</p>	<p>When preparing the mobility, the sending organization should clearly identify any additional personal costs that the mobility participants are likely to incur (e.g. costs of laundry, drinks and snacks, mobile phone communication in roaming mode, etc.). The participants have to be informed about such costs in advance. In general though, sending organizations should strive to organize (or negotiate with the intermediary organization) accommodation, catering and transportation conditions that cover as much of the likely costs as possible.</p> <p>Mobility programs funded under Erasmus+ are typically budgeted as unit cost per participant per day. Therefore, with smart financial management and early planning, a good price for travel, accommodation and other mobility activities in the receiving country can be secured. If this is achieved, funds will be left to distribute as allowance or top-up funding for each disadvantaged learner (intended to cover personal expenses). The allowance should be made available before the travel or at the very start of the travel, so that participants would not need to advance these costs.</p> <p><i>Notes:</i></p> <p><i>Early planning is vital for ensuring low airfare costs and usually can also secure lower accommodation costs.</i></p> <p><i>Erasmus+ grants include funding under the Special Needs Support budget line. It can be used in case mobilities are targeted at people with disabilities</i></p>
<p>Difficulties with foreign language communication</p>	<p>Educational difficulties (learning difficulties, poor school performance)</p> <p>Economic and social obstacles (socio-economic disadvantages, minorities, migrants, refugees)</p>	<p>Disadvantaged participants are likely to experience more challenges with foreign language communication than the average learner. The sending organization can address this challenge with a twofold approach:</p> <ul style="list-style-type: none"> ✓ Additional hours of foreign language training prior to the mobility (during the preparation phase). Such training has to be delivered in an inclusive format and the complexity level should be suitable for the learners. Foreign language teachers from the sending organization will be the most suitable persons to determine the format and the complexity. The training should not be too intensive, which may require that the preparation start well ahead of the planned travel date ✓ The sending organization should ensure that the staff members accompanying the learners will be prepared to provide continuous translation support during training sessions, study visits, work-based training and the cultural program. If needed, additional staff members can be sent as accompanying persons to ensure proper language support. Alternatively, translation support can be provided by the receiving or the intermediary organization, which should be negotiated and agreed upon in advance



	<p>Geographical obstacles (rural and remote areas)</p>	<p>For mobilities funded by Erasmus+ and lasting for 19 days or more, VET learners are eligible to receive linguistic support. Such support is provided either through the EU's online linguistic support platform (OLS) or as a financial grant to fund courses or learning materials for languages or proficiency levels that are not available in OLS.</p>
<p>No family support/permission to engage in mobility</p>	<p>Economic and social obstacles (socio-economic disadvantages, minorities, migrants, refugees)</p> <p>Geographical obstacles (rural and remote areas)</p>	<p>This challenge may arise early on and prevent the disadvantaged learners from even contemplating participation in the mobility (leading to an overall lower rate of participation of disadvantaged groups). However, it could also arise at a later stage during the planning – if the family withdraws the support initially given, the learner may need to give up on participating. The sending organization should address this by promoting the benefits of mobility for disadvantaged students through information campaigns targeted at the parents. The campaigns should use inclusive resources and will be more successful if a personal approach is chosen (face-to-face discussions with the parents, e.g. as part of the regular meetings with parents organized during the academic year). A very effective approach is to involve disadvantaged students who have previously participated in a mobility program as ambassadors and ask them to share their experiences with the parents of other disadvantaged students.</p> <p><i>Note: If certain cultural specificities result in lower family support for international mobility for female students in particular, the sending organization should focus on addressing and alleviating the families' specific concerns in that regard</i></p>
<p>Difficulty adjusting to the new environment</p>	<p>Economic and social obstacles (socio-economic disadvantages, minorities, migrants, refugees)</p> <p>Geographical obstacles (rural and remote areas)</p> <p>Educational difficulties (learning difficulties, poor school performance)</p>	<p>A comprehensive preparation for the mobility is the best way to address this challenge. The GAME IT materials can be a useful resource in that respect.</p> <p>The sending organisation should take into account that the prospective trainee might not be able to manage practical aspects of travelling abroad, to plan and organize his own international trip and stay, or to make travel, hotel and restaurant reservations, or will not be able to follow and understand travel signs due to misreading of timetables or other travel issues.</p> <p>In addition, the sending organization may consider asking the receiving organization to organize a welcoming event in the very beginning of the mobility. Different formats of such an event are viable and can be designed by the receiving organization based on what it has experience with and what resources it can allocate to this task – e.g. a meeting with outgoing mobility participants, a meeting with local students or volunteers, a culinary event featuring national cuisines, etc. Such an event will establish rapport with local staff or students and will help the mobility participants get accustomed to the new culture.</p>



<p>Challenges with motivation</p>	<p>Educational difficulties (learning difficulties, poor school performance)</p> <p>Economic and social obstacles (socio-economic disadvantages, minorities, migrants, refugees)</p>	<p>The sending organization should focus on devising a mobility program that promotes a high degree of enthusiasm to learn, while also securing a low level of pressure to do so (some discipline and monitoring). Such a program would achieve the best results with regard to motivation.</p> <p>To increase enthusiasm and motivation to learn, the learning activities and the practical training have to be carefully tailored to reflect the skills, knowledge and needs of the disadvantaged participants. Some of the key tenets of a good learning mobility program are:</p> <ul style="list-style-type: none"> ✓ Autonomy and active engagement for the participants – e.g. interactive training, less formal formats for learning activities (no lectures!), creative tasks, etc. ✓ Connectedness and a lot of personal contact with other mobility participants, as well as the local staff, students and community ✓ A feeling that success is attainable - the disadvantaged participants should feel that they are competent enough to fulfil the tasks and to succeed in what they are asked to do or learn ✓ Fun - enjoyable and useful activities, practical hands-on tasks ✓ Activities that bring immediate results, rewards and achievements (as opposed to activities that promise abstract rewards or achievements in the far future)
<p>Attendance and discipline issues</p>	<p>Educational difficulties (learning difficulties, poor school performance)</p> <p>Economic and social obstacles (socio-economic disadvantages, minorities, migrants, refugees)</p>	<p>The mobility program and schedule should be clear and simple. Activities are recommended to not exceed 6 hours of learning or work per day. Already at the preparation stage, the sending organization should establish clear and simple rules for attendance and discipline. All mobility participants should be well informed about their responsibilities, rules, codes of behaviour, time pressures involved and degree of change or stress that may be expected during the mobility. Health and safety instructions are best provided in written form through hand-outs – they should be clear and concise, with diagrams, pictures or other forms of visual presentation where relevant.</p> <p>Monitoring of attendance should be performed consistently every day of the mobility program.</p> <p>The accompanying persons (staff of the sending organization) should be trained in behaviour management.</p> <p><i>Note: Providing accommodation for all participants in one place will make it easier to organize travel to the venues for learning sessions or work-based training and will enable the accompanying persons to ensure that everyone attends the activities. Scattering the participants in different locations for accommodation is not a wise approach.</i></p>
<p>Difficulties with sustaining attention and learning effectively</p>	<p>Educational difficulties (learning difficulties, poor school performance)</p>	<p>The sending organization should focus on devising a mobility program that diminishes problems with attention deficit or difficulties with learning. For learning and work-based training activities, the following can be recommended:</p>



Economic and social obstacles (socio-economic disadvantages, minorities, migrants, refugees)

- ✓ Stating the learning goals clearly before each learning or training session and providing sample questions will help the participants process the content of the learning/training activity
- ✓ Each particular learning or training session should start with an overview of all assignments and tasks that are planned. This will alleviate confusion about learning plans
- ✓ Frequent breaks during activities can alleviate problems with attention
- ✓ Giving clear and unambiguous instructions for each task or assignment (preferably in writing) is of paramount importance. It may be useful for the teacher or instructor to additionally check if the assignment or task was understood correctly. Larger and more difficult tasks and assignments need to be broken down into smaller tasks, with separate deadlines and assessment/feedback
- ✓ PowerPoint presentations and summaries /hand-outs provided beforehand will help transmit vital information
- ✓ It is important that the training and learning sessions incorporate active learning methods to engage the participants in learning. Thinking, discussing, investigating, problem-solving and creating should be encouraged.
- ✓ Activities that monitor progress and provide feedback to the learners should be frequent
- ✓ The learning and training sessions should use a variety of approaches to facilitate learning, such as underscoring important information, numbering, step-by-step guidelines, learning followed by practice, printed hand-outs, visual material and diagrams, video materials, etc.

The mobility participants should know whom to turn to when they need additional support in the course of learning and training.

The sending organization also needs to ensure that for learning and training activities the receiving organization involves staff (teaching staff or support staff) trained to deliver inclusive education and training and to adapt instructional methods and techniques to ensure that all trainees, including those with special needs and disadvantages, achieve the intended learning outcomes.



- During the follow-up/evaluation phase of the mobility, the sending organization needs to enquire about the overall experience and satisfaction of the disadvantaged participants, noting all barriers to participation and challenges that they have faced and making sure that they are taken into account in future mobilities.

2. Efficient preparation and organization of mobilities

At the preparation stage, mobilities have to be planned carefully by the sending organization. During the implementation phase, the sending organization has a vital monitoring role. Both preparation and implementation tasks should be performed by well-prepared staff (project managers, accompanying persons, etc.). Adequate attention to evaluation during the follow-up phase ensures quality improvement in future mobilities and is also essential for effective implementation.

The table below lists some of the most important tasks of sending organizations in the three phases of the mobility (preparation, implementation, follow-up). If the sending organization cannot, or does not wish to, perform some of these functions, it can choose to involve an intermediary organization that can link the sending organization and the receiving organization(s) and can help manage many aspects of the mobility. However, the involvement of an intermediary organization typically brings additional costs.

It should be noted that mobility programs funded under Erasmus+ also involve dissemination and reporting activities. These activities are not considered below as they should follow what has been specified in the applicable Grant Agreement and the application form.

Area	Element of the mobility	To be ensured by the sending organization (with or without the help of an intermediary organization)
COMMUNICATION AND CONTACT PERSONS	General organization	The sending organization and the receiving organization should each identify a contact person responsible for communication during the preparation phase. If an intermediary organization is involved, the same applies.
	General organization	The sending organization should agree with the receiving organization that during the implementation of the mobility all emails and communication should be answered timely. If an intermediary organization is involved, the same applies. <i>Note: Urgent communication concerning the health and safety of the participants needs to be answered as soon as possible, but no later than within 24 hours</i>
	General organization	During the implementation of the mobility, it is advisable that the sending organization appoint a contact person for the participants. This person should be able to extend 24-hour support during emergencies and manage sensitive issues
ORGANIZATIONAL CAPACITY	General organization	The sending organization has to involve enough staff members as accompanying persons to deal with the size and type of the mobility group. The accompanying persons travel with the participants, monitor the implementation, ensure discipline and safety, and participate in all activities. <i>Notes:</i>



		<p><i>For students aged 16-21, for every group of 20 students, at least two staff members have to be assigned as accompanying persons (three staff members is optimal). For adult learners, for every group of 30 learners, at least two staff members have to be assigned as accompanying persons.</i></p> <p><i>Erasmus+ grants provide financial support to cover the costs of travel (travel grant) and participation (Individual support) of the accompanying persons.</i></p>
	General organization	<p>The sending organization has to involve a sufficient number of staff members to prepare and organize the mobility.</p> <p><i>Notes:</i></p> <p><i>To guarantee efficient preparation and coordination, the sending organization should involve at least one staff member with managerial or project coordination skills (min 1-year experience) and at least one staff member with financial management or accountancy skills (min 1-year experience). In addition, at least one staff member with at least secondary (or equivalent) education should be assigned to provide technical support or manage communication. These staff members need not be the same as the accompanying persons involved.</i></p> <p><i>Costs for such staff can be covered through the Organisational Support component of the Erasmus+ grant</i></p>
	General organization	<p>All staff members acting as accompanying persons or involved in the preparation and management of the mobility need to have an adequate level of experience to manage/coordinate international mobility projects and to facilitate the learners. Staff members can be regular employees or volunteers.</p>
	General organization	<p>The sending organization should strive to provide training to all staff members involved in mobility, taking into account training needs, trainer capacity and available resources (e.g. if the organization already has some experienced staff, they can organize internal peer training for new staff)</p>
PREPARATION	Selection and preparation of the participants	<p>In order to inform all potential eligible participants about the mobility opportunity, the sending organization needs to organize an internal information campaign among its students (learners) and publish a Call for Participation on its website. It is advisable to make targeted presentations in class in order to reach the learners directly. Application forms have to be distributed or should be easily accessible online.</p>
	Selection and preparation of the participants	<p>The sending organization needs to organize a selection procedure to choose the most appropriate applicants. The procedure has to be based on clear and transparent criteria for eligibility and selection. It would typically involve interviews with the applicants (which may also involve a psychologist) and a language proficiency test (usually at level B1). Written consent forms should be collected from the parents of IVET students.</p>
	Selection and preparation of the participants	<p>The sending organization needs to organize preparation for the initially selected candidates, including at least pedagogical, language and cultural preparation. The learners' performance during the preparation would typically be taken into account in the final selection of the participants.</p>



	Selection and preparation of the participants	The sending organization needs to organize medical examinations of all selected participants prior to the travel.
	Selection and preparation of the participants	It is highly advisable for the sending organization to organize at least one information meeting involving the participants, their parents and the accompanying persons. The meeting should focus on presenting the full mobility program, the conditions for accommodation and catering and the costs involved.
PREPARATION	General organization	The sending organization should collect information about the profile and age of the mobility participants, and should communicate this information to the receiving organization
	General organization	The sending organization should carefully plan measures for ensuring the health and safety of mobility participants, and should make sure that the accompanying persons are fully informed about and ready to implement them. The sending organization should also ensure that the receiving organization has, and efficiently implements, similar measures. <i>Note: It is highly preferable that health and safety measures are available in a written form</i>
	General organization	The sending organization should ensure that a careful risk assessment has been carried out and measures have been taken to mitigate or avoid all identified risks for the mobility participants. The sending organization should have a plan for handling emergencies and force majeure issues
	General organization	The sending organization should ensure that the receiving organization can provide adequate support in case of medical emergency, that is has planned for a medical facility that can be easily accessed in case of emergencies, and that is has at least one staff member responsible for handling medical emergencies
	General organization	The sending organization should collect in advance information about all participants with special needs and should ensure that this information is reflected when planning activities during the mobility (more information is provided in the next two chapters)
	General organization	The sending organization needs to reach an agreement with the receiving organization on any additional services for mobility participants with special needs, such as disadvantaged participants (see more in the next two chapters)
	PREPARATION	Accommodation and transportation
Accommodation and transportation		The sending organization should have a detailed plan for the mode and schedule of transportation of the participants from the accommodation to the venues of other activities (training, learning activities, visits, etc.)
Accommodation and transportation		The sending organization should inform the receiving organization about the accommodation and transportation details of the participants
PREPARATION	Food/Catering	The sending organization should have a detailed plan for the catering of the participants (venues, menu). The sending organization should ensure that only licensed food establishments or catering companies are used.



		<p>Alternatively, food and catering can be left to the participants themselves to organize individually.</p> <p><i>Note: When selecting a catering service provider or a food establishment, the sending organization should review different offers in order to ensure adequate quantity, variety and balance in the menus</i></p>
	Food/Catering	<p>If catering is organized for the group, the sending organization should collect information about the dietary restrictions of all mobility participants (allergies, vegan/ vegetarian, food requirements related to ethical or religious norms). This information should be transmitted to the selected catering service providers or food establishments</p>
	Food/Catering	<p>The sending organization should inform the receiving organization about the food/catering arrangements during the mobility</p>
PREPARATION	Learning activities and study visits	<p>The sending organization should correctly identify and describe the learning needs of the mobility participants, as well as their starting level of knowledge. These needs have to be clearly communicated to the receiving or intermediary organization</p>
	Learning activities and study visits	<p>In cooperation with the receiving or intermediary organization, the sending organization should adequately plan the desired objectives and expected learning outcomes of learning activities, and prepare a learning agenda geared toward achieving these outcomes</p> <p><i>Note: A learning agenda should be available for each day of the activity and it should ensure active participation and engagement of every mobility participant</i></p>
	Learning activities and study visits	<p>In cooperation with the receiving or intermediary organization, the sending organization should develop detailed plans for the learning activities - venue, trainers, etc.</p>
	Learning activities and study visits	<p>If any study visits are planned, the sending organization needs to agree with the receiving or intermediary organization on the organizations that will be visited, the duration of the visits, the objectives of the visits, and the activities included in the visits</p>
	Learning activities and study visits	<p>The sending organization should ensure that the receiving or intermediary organization can provide a suitable venue, facilities and equipment for any learning activities that are planned (rooms, toilets, air-conditioning, multimedia equipment, computers, etc.), that the venue is easily accessible and that the safety of the participants in the venue is guaranteed</p>
	Learning activities and study visits	<p>The sending organization should ensure that the receiving or intermediary organization can provide teachers/trainers with the professional qualification and foreign language skills necessary for the planned learning activity.</p> <p><i>Note: A translation service should be procured if the trainers do not possess the necessary foreign language skills</i></p>
	Learning activities and study visits	<p>The sending organization should ensure that – to the extent possible – any learning activity or professional/study visit is planned to be interactive</p>
PREPARATION		<p>If traineeships or practical training is planned, the sending organization has to agree with the receiving or intermediary organization on the companies that will host the training placements (occasionally, the</p>



	Traineeships or practical training	receiving organization is the one hosting the training) and on the activities included in the training. This process should be guided by the desired learning objectives and outcomes, as specified in the Learning Agreements of the participants. The sending organization needs to design the program of the training placements so that they would allow the participants to acquire skills and experience relevant to their professional career.
	Traineeships or practical training	The sending organization needs to clarify and negotiate in advance the nature of the work that will be assigned to the mobility participants during the practical training, as well as the working hours and working conditions (including workplace safety). <i>Note: In turn, it is the responsibility of the sending organization to ensure that the trainees will possess the skills and prior knowledge necessary for the planned assignments and tasks</i>
PREPARATION	Cultural activities	In the preparation phase, the sending organization should clarify participants' needs with regard to cultural activities, and should specify the form and duration of these activities in view of the background and personal interests of the participants.
	Cultural activities	The sending organization needs to plan in detail the cultural program for the participants. It can be developed in cooperation with the receiving or intermediary organizations if they are expected to deliver or to participate in the organization of the cultural program
CONTRACTING AND DOCUMENTATION	General organization	A detailed program of the mobility has to be agreed upon with the receiving organization early in the preparation phase. If an intermediary organization is involved, the same applies.
	General organization	The sending and the receiving organizations have to sign a contract/ agreement with the rights and duties of each partner organization. If an intermediary organization is involved, the same applies.
	General organization	The sending organization should ensure that the following documentation is prepared in advance: <ul style="list-style-type: none"> ✓ Learning Agreement (with every participant) ✓ Contract for the organization of the mobility (with every participant) ✓ Templates for certificates (Europass Mobility) ✓ Quality Pledge or equivalent document ✓ Templates for final reports (if applicable) ✓ Memoranda of understanding (if applicable) ✓ Traineeship evaluation form template (if applicable) ✓ Evaluation forms for the mobility
	General organization	The sending organization should ensure that the participants have a third-party medical insurance
	Accommodation and transportation	For the transportation of the mobility participants, the sending organization should ensure that only licensed transport companies are hired or reliable public transport is used
IMPLEMENTATION	Accommodation and transportation	For the transportation of the mobility participants, the sending organization should ensure that only licensed transport companies are hired or reliable public transport is used



	Accommodation and transportation	<p>The sending organization should ensure that any transportation providers involved in the mobility are working on the basis of schedules prepared for the particular mobility.</p> <p><i>Note: It is advisable that transportation services by an external provider are used on the basis of a formal contract</i></p>
	Accommodation and transportation	<p>The sending organization should ensure that mobility participants are accommodated in safe locations and facilities. Ideally, there should be a procedure in place to monitor the safety of the accommodation facilities (e.g. monitoring visits, review of complaints filed during previous mobilities, review of public reports or reputable forums on safety in urban locations, etc.)</p> <p><i>Note: the monitoring visits are actually more efficient when done in the preparatory phase</i></p>
	Accommodation and transportation	<p>The sending organization should ensure that the accommodation of the mobility participants is adequately furnished, provides excellent hygiene and reasonable privacy and comfort, and is being regularly cleaned and maintained in view of providing both safety and comfort.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> ✓ <i>Separate accommodation should be arranged for males and females</i> ✓ <i>Any additional services at the accommodation venues that have been agreed upon should be monitored for availability and quality (laundry, internet connection, convenience store, etc.)</i>
	Accommodation and transportation	<p>The sending organization should ensure that on the first day of the mobility the participants are escorted to the accommodation premises by the accompanying persons and the intermediary organization (if applicable) and are given all relevant instructions and information for using and maintaining the accommodation spaces.</p> <p><i>Note: If an intermediary organization is involved in providing accommodation, it is recommended that the status of the accommodation be checked in the presence of a representative of this organization and recorded in writing in an acceptance protocol</i></p>
	IMPLEMENTATION	Food/Catering
Food/Catering		<p>The sending organization should monitor and collect information, and duly inform the mobility participants, about the quality of the tap water and other food-related peculiarities or issues in the region or locality</p>
IMPLEMENTATION	Traineeships or practical training	<p>The sending organization should ensure that the host organizations providing training placements have appointed supervisors to facilitate the practical training of the mobility participants</p>
	Traineeships or practical training	<p>The sending organization should ensure effective trainee induction at the host organizations providing training placements. The induction should take place on the first day of the training and, at a minimum, should include:</p> <ul style="list-style-type: none"> • Provision of background information about the company/organization



		<ul style="list-style-type: none"> • Provision of basic information about the premises and the available facilities • Clarification of the trainees' workplace and role, the use of equipment at the premises, any relevant restrictions or internal rules, and the supervisor(s) assigned • Clear instructions about health and safety at work
	Traineeships or practical training	The sending organization should ensure that the trainees involved in traineeships keep a record of their tasks and achievements
	Traineeships or practical training	The sending organization should ensure that the host organization is monitoring the quality of the traineeship and is responding to any complaints by the trainees, in order to ensure that the traineeship meets the expectations
	Traineeships or practical training	The sending organization should ensure that, upon completion of the practical training, the host organization providing the training issues an evaluation and a certificate for every trainee, recording skills developed, work attitude and aptitude
IMPLEMENTATION	Learning activities and study visits	The sending organization should ensure that the learning activities or professional/study visits provided during the mobility faithfully reflect the learning agenda agreed in advance and the Learning Agreements with the participants
	Learning activities and study visits	The sending organization should ensure that any learning activity or professional/study visit is preceded by preparatory activities, if such activities are vital or desirable in view of achieving the learning outcomes
	Learning activities and study visits	The sending organization should ensure that any learning activities or professional/study visit is facilitated by necessary technical staff, such as translators or IT support staff
	Learning activities and study visits	The sending organization should ensure that the participation of the mobility participants in learning activities or professional/study visits is recorded/monitored (e.g. through a participants list), and that their progress toward achieving the learning objectives is otherwise facilitated by the training provider and/or the accompanying persons
	Learning activities and study visits	The sending organization should ensure that the results of any learning activity or professional/study visit are recorded, analyzed or documented for further use, evaluation, dissemination or reporting
	Learning activities and study visits	The sending organization should ensure that at the end of the mobility the participant receives a certificate, and that the certificate contains information about the learning outcomes achieved
IMPLEMENTATION	Cultural activities	<p>The sending organization should ensure that the receiving organization provides participants with adequate cultural orientation focused on the country, the region and the particular locality.</p> <p><i>Note: This may involve the participation of adequately prepared staff, such as guides and translators</i></p>
	Cultural activities	The sending organization should ensure that the receiving organization informs participants about important laws and regulations in the host country



EVALUATION AND QUALITY ASSURANCE	General organization	The sending organization should ensure that any complaints regarding the organization of the mobility are properly registered. It should have an internal policy specifying how complaints will be dealt with
	General organization	The sending organization should have procedures for analyzing feedback and implementing preventive and corrective quality measures. At least one staff member should be formally tasked with monitoring the quality of mobilities and with regularly presenting written or oral monitoring reports to the senior management (the frequency of reports may depend on the number of mobilities organized)
	General organization	The sending organization should ensure that a comprehensive evaluation is carried out after each international mobility, in order to find out what the mobility participants think about all elements of the mobility
	General organization	In case the evaluation registers a satisfaction rate lower than 75%, the sending organization should implement quality control measures to ensure that future mobilities are better organized
	Traineeships or practical training	The sending organization should agree with the host organizations providing training placements on all relevant trainee monitoring and evaluation procedures that should be implemented during the traineeship or practical training
BUDGET	General organization	The sending organization should consider alternative budgeting options and negotiate costs. If an intermediary organization is involved, the associated costs have to be considered carefully. The intermediary organization needs to submit to the sending organization a final budget with overview of all possible costs (also specifying unit costs)
	General organization	The sending organization needs to acquire information about applicable cancellation policies for accommodation or other services (period for free cancellation, cancellation fees, what is acceptable to cancel, etc.). If an intermediary organization is involved, it also needs to provide detailed information about cancellation costs
	General organization	If any subcontracting is necessary for the preparation or implementation of the mobility, the procedures for the selection of service providers should include comparison of different offers in order to ensure best value for money and adequate quality



III. APPLYING GAMIFIED LEARNING IN MOBILITY PREPARATION

1. Benefits of using gamified learning in mobility preparation

Gamification refers to the integration of game elements and mechanics in e-learning. Gamified learning has a number of advantages that ensure significant impact especially with disadvantaged learners. It requires active learning, increases motivation and engagement, allows the learner to experiment and fail without negative consequences, allows for micro-learning in the case of short attention spans, etc.

Using gamified learning for preparation for international mobility provides manifold benefits, incl.:

- Ensures engagement to the process of preparation and increases the motivation for active participation in the mobility itself;
- Transfers knowledge and develops skills;
- Trains emotional sustainability;
- Strengthens teamworking skills.

Above all the others, using gamification for mobility preparation allows the organizers/ instructors to **put the learners in hypothetical situation mimicking the real-world** and thus to check, train and improve their performance and decision-making.

2. General Introduction of the GAME IT e-learning programme

Due to the proven positive impacts, the GAME it project opted the mobility preparation course for disadvantaged learners to be developed as a gamified learning path. The course was designed to reflect the needs of 2 main target groups:

- **Young people**, involved in or recently graduated **initial vocational education or training**
- **Adult people**, involved in or recently graduated **continuous vocational education or training**.

Further, the course was adjusted to the specific needs of a single user and these of a group.

Thus, the GAME IT e-learning programme provides the users with the **flexibility to determine the difficulty level**. The course is also designed to be sensitive to **individual needs and differences of the learners** allowing them to choose between modular and flexible form:

LEVEL	MODE
IVET level course Young people exiting the education system at the end of upper-secondary level to enter the world of work	Individual learning: single representative of the target group undertaking the course individually, with or without the help of instructor.
	Group learning: Two or more representatives of the target group undertaking the course individually, with the help of instructor
CVET level course Adult people, who have already entered the world of work but are re-involved in education to widen their skills or competences or to change the sphere of education	Individual learning: single representative of the target group undertaking the course individually, with or without the help of instructor.
	Group learning: Two or more representatives of the target group undertaking the course individually, with the help of instructor

The course contents in a glance is presented in Annex 2 (available only in English)



3. Mode of learning (individual or group learning)

The GAME IT course can be exploited for individual and group training led by an instructor. Opportunity for each of these is duly provided in Coursevo platform.

The main difference between the 2 modes is rooted in the following characteristics:

	<i>Individual</i>	<i>Group</i>
Focus	Self-reflection and self-awareness, understanding own strengths and weaknesses	Building opinions, presentation of ideas and opinion, discussion and argumentation
	Analytical thinking	Critical thinking
	Planning	Planning and Organization
Specific learning elements	Warm up questions, SJTs, Exercises (incl. for self- reflection) Challenges	Warm up questions, SJTs, Exercises (incl. for communication) Challenges that increase, Discussions Role play games
Badges and rewards (maximum)	5	9

It is up to the instructors/ course organizers to decide which mode suits better their goals and needs. However, the selection should be preceded by a careful assessment of the learners’ needs and preferences, personalities, strengths and weaknesses. Based on that assessment, it should be determined which mode would bring **more benefits rather than negative effects. None of the modes will ensure only positive impacts.**

	ADVANTAGES	DISADVANTAGES
INDIVIDUAL LEARNING MODE	<ul style="list-style-type: none"> • the learner moves on his/ her own pace; • the learning objectives and content are fully adapted to the individual needs; • the training is organized so to embrace the specific learning abilities and styles; • the training ensures satisfaction and strengthens confidence; • the training grabs the interest of the learner and encourage him/her to develop skills in time management, self-discipline and other essential organizational skills; • Ensures satisfaction with the ability to learn • The learner understands own strengths and weaknesses. 	<ul style="list-style-type: none"> • Time consuming and may require extra efforts on behalf of the instructor and the learners; • Communication and interaction with other people is limited which will negatively reflect the development of skills related to communication – to express opinion, to listen and to provide feedback; • The opportunities to learn something for the others and issues outside the curriculum are limited; • The focus is put on individual work, self-reflection and self-analysis rather than on work in group, discussion and presentation;



<p>GROUP LEARNING MODE</p>		<ul style="list-style-type: none"> • May lead to formation of unhealthy expectations and inability to cope with difficulties;
	<ul style="list-style-type: none"> • Participants learn from their peers; • Learners meet different ideas and opinions and develop own critical thinking when selecting which opinion to agree/adopt; • Strengthens communication and group skills • Encourage learner to participate actively and efficiently; • Learners develop skills related to presentation, argumentation and problem-solving; • Learners understand the importance of constructive criticism and how to accept them without any misgivings 	<ul style="list-style-type: none"> • Blurs the individual needs and specifics; • May challenge the determination of difficulty level; • Requires learners from the group to move the same pace – so some may need to slow the speed down and the others will be challenged to absorb information faster; • Some learners may develop low self-esteem by comparing themselves to others who learn faster and better; • Suggests more distractions for the learners and may require extra efforts for keeping the whole group focused; • Challenges the process of tracking individual progress

Finally, it worth mentioning that having into account the target group specifics, a group mode would be exclusively successful for small to medium-sized and homogenous groups, whose members are relatively close in their needs and preferences and balanced in their personalities, strengths and weaknesses.

Note: Each mode includes a recommended number and combination of activities (specific learning elements) which may be easily adapted and adjusted to the specific needs and preferences of the learners. Upon assessment of these, the instructor should decide which of elements to use, in what order and how to organize the sessions in view of timing.

Therefore, the GAME IT training is flexible and can be used for variety of needs.

4. Overview of the different types of challenges and exercises

As the brain processes stories more effectively than a string of facts, the GAME IT e-learning programme's backbone is build around number of different challenges and excercises, whose type depends on its purpose. The following types can be found in the contents of the 5 training modules:



	Exercises	Challenges
What is this?	A task that requires the individual to complete something by applying knowledge, previously presented data or information.	A more complex task that requires an individual to develop a solution by applying and combining problem-solving and out-of-the-box thinking.
Types that were used in the content of the GAME IT programme	<p style="text-align: center;">Retrospective exercise</p> <p>These exercises either put the learners in a situation after something is already done/ completed or foster them to look back at situation from their previous experience.</p> <p>The learners are required to analyze a situation or a process in order with the goal of improving things in the future based on learnings and discussions.</p> <p>A minimum result in retrospective exercises is a list of “things that went well” and “things that could use improvement.” Those lists may not be particularly long and exhaustive.</p>	<p style="text-align: center;">Action Challenge</p> <p>A complex task that puts the learners in hypothetical situation mimicking the realworld. The learners have to develop a course for an action after considering available resources, specific settings in the environment or resource constraints.</p>
		<p style="text-align: center;">Reflection Challenge</p> <p>A task that requires the learners to reflect on their previous actions and experience. The learners are provided with new information/ knowledge and are then asked to step back and apply the new knowledge for course adjustments or developing personal development patterns.</p>
		<p style="text-align: center;">Learning challenge</p> <p>A task that requires the learner to identify alone new knowledge and information, and to find their relevance to the development or application of a solution of the task.</p>
	<p style="text-align: center;">Personal awareness exercise / Self reflection exercise</p> <p>A task that fosters the learner’s reflection on own characteristics and features (incl. strengths and weaknesses) and thus, enhancing the understanding of own behaviour and facilitating a plan for adjustments and improvements.</p>	<p style="text-align: center;">Planning Challenge</p> <p>A task that requires the learner to apply combinative thinking and planning skills in order to develop a solution of the task.</p>
		<p style="text-align: center;">Analythical Challenge</p> <p>A task that requires the learner to apply analytical approach in order to build a solution of the task.</p>
		<p style="text-align: center;">Communication Challenge</p> <p>Not necessarily complex task, that requires the learner to use communication/ interaction skills. Mainly used for the language preparation module.</p>
	<p style="text-align: center;">Exercise</p> <p>A task that fosters the learner to apply new information and data in order to find a solution. It is used as a tool for boosting the new information consolidation.</p>	<p style="text-align: center;">Writing challenge</p> <p>Not necessarily complex task, that requires the learner to use and experiment his/her writing skills in order to develop a solution.</p>



5. Overview of the badges and other gamified elements

A combination of structural and content gamification is employed in the Gamified Mobility Preparation e-Learning programme. Structural gamification is used to implement the concepts and visualization of Badges and Leaderboard. Content gamification is supported via the use of certain types of learning materials to implement missions and challenges. Furthermore, external tools are employed to develop game-like activities that are integrated into the Course either as external links or as embedded content using the appropriate features of the “*Digital Content*” service of the platform.

The following gamification mechanisms are employed in the e-Learning program:

Leaderboard

Leaderboards are ensured in each course (IVET or CVET) providing possible sorting of the users based on certain criteria (e.g. badges earned).

Missions

Missions are implemented as projects-exercises that are supported by the “Workspaces” service. Each mission corresponds to a specific project/exercise within a Workspace. Workspace provides the necessary tools for collaboration when missions are assigned to teams. Each mission can be graded (thus linked to the criteria for the acquisition of badges).

Avatar (Learners’ identity within the Course)

Each learner has access to his/her profile, and he/she can provide his personal data and short CV. These elements can be used also to correspond to an avatar. The user profile also provides information about the participation of the learner and his awards (badges, points/grades etc.).

Points / Grades

Points are assigned for completing different tasks (project-exercises/ missions, self-tests, etc). The points are either provided by the system or specified by the course administrators. Manual grading (or adjustment of grading) is also possible and applicable for activities conducted outside the platform (in-class or during blended learning) or need the intervention of the instructors in order to be efficiently evaluated.

Badges / Certificates

Badges are major means for visualizing achievements of participants in a course. For the needs of GAME IT course, the Coursevo platform was complied with the IMS Open Badges¹ specification so the badges issued within the e-learning programe are verifiable, portable and packed with information about skills and achievements.

The training platform also supports the automatic issuance of verifiable certificates.

The Gamified Mobility Preparation e-Learning Program badge system is based on common set of badges that are attached to each Course. Five vertical badges are defined, each one corresponding to a course module and four horizontal badges that correspond to the overall performance in participants in the course. Certificates can be issued after the successful completion of all modules of the e-Learning program. The following table gives an overview of the open badges and certificates that are configured in the training program.

¹ <https://openbadges.org/>

MODULE 1



Ready to Travel



Prepared to Travel

Criteria: Grades 7-10 in four assessments

MODULE 2



**Ready for Another
Culture**



**Prepared for
Another Culture**

Criteria: Grades 7-10 in the final assessment

MODULE 3



Ready to Work Abroad



**Prepared to Work
Abroad**

Criteria: Grades 7-10 in two assessments

MODULE 4



Ready for Learning



**Prepared for
Learning**

Criteria: Grades 7-10 in the final assessment

MODULE 5



**Ready For
Communication**



**Prepared For
Communication**

Criteria: Grades 7-10 in the final assessment

All module badges are available for both individual and group training mode.

Badge awarding is based on test or other assessment tool inserted in Coursevo.

ALL MODULES (For Groups)



Planner and Coordinator, Collaborator, Problem Solver, Learner

Criteria: Manual Grading by trainers



Certificate

Criteria: Grades 7-10 in all five modules

Appointments (time constraints for completing an action)

This corresponds to project-exercises deadlines that specify when a certain mission should be accomplished. Rewards are points/grades corresponding to a certain mission/project-exercise

Unlocking levels: Gradual access to certain materials and activities

Gradual access is supported for the whole course depending on the progress in the sequence of the course activities (visible/not visible of certain units/lessons) in "Course Structure". Another way is to use the visibility property of certain digital content items, thus controlling when they are visible to the learners.

Apart from the gamification elements listed above, the gamified e-Learning program exploits the platform's mechanism for sequencing the activities within a Course via the "Course Structure" feature. As soon as a Course Structure is defined for a course, the course coordinator can activate the sequencing service so that



learners are able to follow the structure step-by-step. The course coordinator can monitor the progress of all learners.

For the gamification of learner assessment, the platform's assessment service is used in combination of external tools like the learning apps (<http://learningapps.org>) and interactive Google Slides. Other external apps that are proposed to the trainers and are embeddable in the training platform include: Kahoot (<https://kahoot.com/>), and h5p (<https://h5p.org/content-types-and-applications>).

IV. USING THE GAME IT E-LEARNING PROGRAMME

1. Registration in the platform

In order to enter in the GAME IT training platform and be able to register to the training program courses you have to have an account. Such can be created by visiting <https://gameit.coursevo.com>.



Each user can decide whether to create a local account or to use Facebook/ Google credentials to log in. (Detailed instructions are provided in Annex 3, available in English only).

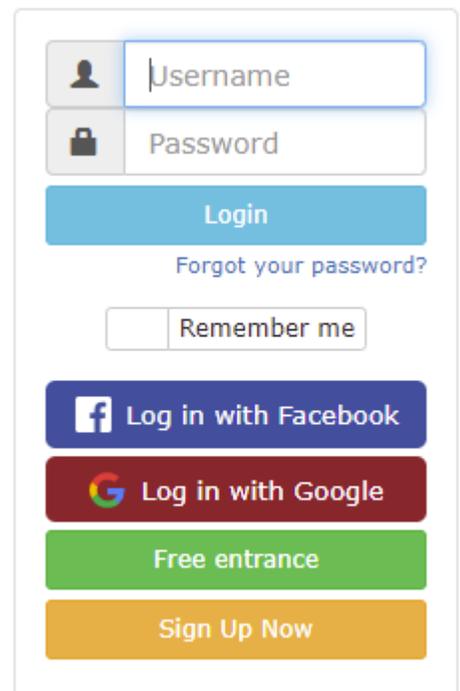
In Coursevo there are different roles one can have:

Site Administrator, Course Administrator, Support User, Site User, Site Guest, Temporary User.

(Site and Course) Administrators can arrange and adjust course contents, register users, set Classrooms, create meeting rooms, etc. The actions of a course administrator related to the contents and structure of the course need an approval of site administrator.

For acquiring a Course Administrator Role one should contact Coursevo's support team.

Users (Site User, Site Guest, Temporary User) can freely use the content and services of Coursevo and to sign up for courses they like.



2. Managing group learning in gamified mode – general instructions

Usually, the application of gamification to the teaching and learning process follows a five-step model (Annex 4, available in English only).

However, the mode of the training – *e-based, in-class or blended* - posses some differences in the organization, implementation and even assesment phases of the overall process.

Exploiting the GAME IT mobility preparation e-learning programme in **entirely e-based mode is probaly the hardest task**. Although it will ensure some comfort for the participants, it will require more efforts in its organizaion and implementation and will surely challenge the learners' skills and motivation.



The following guidelines might be helpful:

PHASE	ELEMENT OF THE TRAINING	GUIDANCE/ RECOMMENDATIONS
ORGANIZATION	Time schedule	<p>Consistency is key. Scheduling all sessions for the same time every day (or every Wednesday for example) will help learners to structure their time and to set the whole day's schedules.</p> <p>The time of the sessions should be appropriate – not too early and not too late, allowing the participants to have some time for themselves and for preparation after morning / before night routine.</p>
	Time Schedule	<p>The timing of the sessions should take into account the specifics of the learners. The sessions should not be too long neither overfilled with learning activities. They have to allow time for the learners to understand and absorb what is presented and to ask questions.</p>
	Environment and resources	<p>In general, e-learning requires a computer and a good internet connection only. However, having in mind the specifics of the target group, the availability of this resources needs to be checked before the start of the training.</p>
	Environment and resources	<p>All participants should have their accounts in the e-system. In addition, the learners should be at least basically familiarized with the system and the used tools and to be able to move from one activity to another.</p>
	Environment and resources	<p>The instructor has to set all needed tools for learning and training, communication and interaction properly before the sessions – that may include Classrooms, teleconference, Jam Boards, etc.</p> <p>Although using different tools as a strategy for keeping learner's attention is very tempting, it is more efficient to stick to 3-5 tools maximum for the whole course, as otherwise the learners may get lost and demotivated.</p>
	Participants	<p>Participants should be well aware of the aim and the idea of the training. They do not have to be afraid of failure. They need a good combination of intrinsic and extrinsic incentives for motivation.</p> <p>Ensuring support of a parent, friend or other person at least for the first sessions would be a plus. These people may advice and guide the participants on how to be more effective during the sessions.</p>
	Time schedule	<p>Reminders can be very helpful tool. Group texts and calendar notifications can be used but still personal phone calls will be most effective in getting a learner's attention and avoiding any reasons for not attending.</p>



IMPLEMENTATION	Time Schedule	The performance of the group and the individuals in it is what defines the pace of the course. If the majority of the group are slow learners, then some revisions in the time-schedule, the content or the structure of the sessions might need to be done. Contrary, if the learners have a good pace of absorbing information, the instructor may suggest some self-study and individual activities to strengthen the independency of the learners.
	Environment and resources	The instructor has to provide short and clear instructions regarding the use of the tools – how to mute/ unmute, to interrupt for questions, etc. to make sure all participants are informed. Request a feedback and check the individual performance. Do not let learners feel impossible to handle the employed e-tools.
	Participants	All participants should feel comfortable – both physically and emotionally. Decreasing the levels of stress, anxiety and fear of participation and failure is a must in the beginning of the course. A friendly environment should be set since the very start of the course and maintained through the whole time-being. Extra time should be devoted on getting feedback, especially after the first sessions. Additional time, support or resources should be mobilized to help the learners.
	Teaching and Learning strategies	The sessions are held in a videoconference environment such as Classroom, where the presenters can perform share presentations and web videos or their screen. The instructors should give a very basic introduction to the subject immediately before starting the lesson. They can rely on the „Overview“ inserted in each module topic, again presented through the shared screen functionality. Depending on the general mood in the group, the instructors may take advantage of the „Warm-ups“ (<i>questions and discussions</i>) to elicit prior knowledge from learners. Depending on the type of the warm up – multiply choice questions or discussions, the learners work individually or discuss aloud. Instructors can review the information embedded in the „Conceptual training“ notes in details or briefly, so to equip the necessary basis for the learners to work on the practical part of the module themes. Instructors should use the maximum of the practical-oriented elements of the training to make the lesson memorable. Yet, applying all of them may be very time consuming. Therefore, the instructors may decide to apply only one <i>Situational Judgement Test</i> per theme (as in some cases there are 3-4 suggested) which is closest to the expected challenges of the trainees or is related to the position they are expected to have during the mobility. The instructors may also decide to skip self-reflection/ self awareness exercises so to focus on group work and discussions or problem solving as suggested by the <i>Challenges</i> and <i>Excercises</i> . Depending on each particular case, the Challenges and Excercises can use a collaborative whiteboard , chat, shared notes. Break out rooms are also appropriate for group assignments.



	<p>Finally, educators have to track and assess the progress of the training and the individuals all over the course. Recording of sessions might be useful for that purpose.</p> <p>If needed, the variety of tasks or complexity can be reduced but still the level of the training should not go down too much.</p>
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3. Managing competition during gamified learning – specifics in the case of disadvantaged learners

Competition as a technique for creating engagement and motivation in learning is adopted by the GAME IT e-learning programme as well. It is implemented through the embedded *Leaderboards*.

Still, it should be considered that there are learners (especially amongst the disadvantaged groups) not so keen on competing or comparing results publicly. Some learners can be overly competitive, and this can turn the entire experience into a toxic moor for the rest of the community. For others, the impossibility to reach the top may cause feelings of frustration and this may feed-up a willingness to leave the course.

Note: A thorough consideration and sensitivity towards learners’ preferences is required when applying GAME IT Course and other game-based learning methods while teaching.

The key is to make the experience fundamentally positive, so that learners do not walk away feeling negatively about their course mates or themselves.

Here are a few ways to start:

1. Encourage learners to compete against themselves

Competition does not necessarily refer to beat someone else or to do better than someone. It can also refer to top own personal bests. At the focus of the learners’ attention should, therefore, be their own progress and the gained mastery in reaching more advanced learners. That should help learners stay encouraged, even as their skills develop.

2. Be transparent about competition performance

Transparency gives a feeling of fair competition. The learners should be informed when and how their performance is being assessed. Apart of who the winner is, they should also get a note about the scores received by their performance. That way, they can see how close they came to achieving their goal, and it will give them an idea of what they need to do to win next time.

3. Make competitions more than winning one badge or trophy

The learners will have different strengths and when involved in group assignments - will set different roles and objectives. Instructors can recognize the efforts of each teammate who contributed for the development of the solution of an assignment by awarding extra badges, giving extra points, etc. but what is more important – the instructors can and should provide a feedback about the **value that each participant added into the solution development.**

Note: The GAME IT course is prepared to provide a total number of 9 badges – 5 for successfully passing each module (based on successful completion of final test/ set of theme tests) and 4 for effective participation in group assignments (challenges or exercises).



These 4 badges are awarded based on points received for the participation in selected exercises and challenges from all modules. The criteria for awarding badges are relatively wide. However, these can be modified, if needed, in order to better embrace the needs and the profiles of the groups.

Finally, Coursevo provides an opportunity for manual grading. That means that apart from the grading and badge awarding embedded in the course, instructors can freely introduce a range of additional incentives for learners.

4. Create a culture of cheerleading and good sportsmanship

Good team mates support and encourage each other. Instructors have to share supportive messages and positive feedback and to encourage learners to do the same. Instructors have to be up front with their learners about the environment they want to create and why. They have to demonstrate how individuals can contribute to that environment. In the context of GAME IT course, where a special attention is devoted on teamwork, it can be extremely useful to mark out the positive power that participants generate and share, especially when it refers to **mutual support between the learners**.



V. IN-CLASSROOM GAMIFICATION

The GAME IT mobility preparation can be efficiently used in class without any compromises with the quality or efficiency. In view of the specifics of the target groups, exploiting the course in such format and context will ensure that in-person interaction between the trainer and the participants, that is quite needed. Actually, that would be the recommended mode in case of groups with higher level of needs, feeling of uncertainty and lack of any confidence.

1. In-classroom gamification – methodological guidelines

PHASE	ELEMENT OF THE TRAINING	GUIDANCE/ RECOMMENDATIONS
ORGANIZATION	Time schedule	<p>The sessions should take into account the other tasks and responsibilities of learners – like other class activities and etc.</p> <p>The time of the sessions should be appropriate – not too early and not too late, allowing the participants to arrive in the classroom at least 5 minutes before and to get back to their homes before it is too late.</p> <p>Classroom activities may more time than online as they require extra time for the participants to be instructed, to start and discuss. The instructors should select the content of the themes very precisely.</p>
	Time Schedule	<p>The timing of the sessions should take into account the specifics of the learners.</p> <p>The first sessions (at least) could be chunked into smaller pieces allowing the learners opportunity to get information on smaller portions in order to understand and absorb it more easily.</p>
	Environment and resources	<p>The classroom environment should be adapted so to make learning possible for all students:</p> <ul style="list-style-type: none"> - Provide an orderly and predictable room – arrange the seats individually for presentations and individual exercises and in groups for assignments and challenges, so the participants will get a clue of what will the today class include once they enter the room; - Ensure the technical resources – large TV screen will be needed for Warm-Ups and Conceptual presentations, but individual computer stations will be indispensable for most exercises. Challenges and other type of exercises may need standard paper materials – sheets of papers, sticky notes, flipchart, etc. - Post VISUAL reminders of the rules and procedures - Consider creating a quiet area that the learners can use if they feel overwhelmed by the activity in the classroom. Make this area multi-functional: it can be used to sit down and have some quiet time, or an area to move around in for a while if they are struggling to sit still.



	Environment and resources	<p>All participants should have accounts in the e-system.</p> <p>The participants have to be at least basically familiarized with the system and the used tools. In that regard, the first exercises can be done together with the instructor so the learners can get a clear idea of the process.</p>
	Participants	<p>Strong relationship with the learner is incredibly important. That will reduce the learner's feeling of insecurity and will enhance him/her to give a feedback regarding the training and even to share if he/she experience difficulties.</p>
	Teaching and Learning Strategies	<p>The teaching and learning strategies should be selected according to the particular needs of the group. The progress of the course and the development of the learners should be regularly monitored and assessed. The educators should have the readiness to apply accommodations and modifications, so to ensure efficiency of the training.</p> <p>The learning and training strategies selected to be used within the course should take advantage of hands-on experience.</p>
IMPLEMENTATION	Time schedule	<p>Reminders shall be inserted in all participants' calendars.</p>
	Time Schedule	<p>The performance of the group in general is what shall define the pace of the course. Still, if the majority of the group are slow learners, then some revisions in the time-schedule or the content of the sessions might need to be introduced.</p>
	Environment and resources	<p>The classroom environment may need adaptations:</p> <ul style="list-style-type: none"> - Inattentive learners (especially those with ADDH) have to be seated away from major distractions like doorways, pencil sharpeners, other irritating students, etc. - Age appropriate and discrete sensory stimulation must be allowed – stress balls, fidget toys, etc. These help minimize larger distractions like tipping back in seats, constantly getting out of seat, etc. - Earplugs or headphones (without input/hookups) can be used to block out background noise during gamified exercise, test-taking, and classroom assignment time.
	Participants	<p>Instructors must ensure friendly environment for all participants. Each of them have their specifics and instructor should encourage the others to understand and respect the diversity. This is a starting point and a focus of the training itself.</p>
	Participants	<p>Participants have to be encouraged to talk and connect with each other. That will contribute to their comfort during the training but will also develop sought communication skills.</p>
	Participants	<p>The most struggling learners should be seated near the instructor This will help the instructor to monitor if they are on the track. Their place should be away from doors, windows, any noisy trainees.</p>
		<p>With input of the trainees, instructors can establish short and simple classroom rules that are easy to understand. Rules have to be framed</p>



	Teaching and Learning strategies	<p>positively – the participants should be told what the instructor wants them to do rather than what he/she do not want.</p> <p>All instructions and directions shall be provided in simplified manner with the readiness for frequent repetitions.</p>
	Teaching and Learning strategies	<p>The variety of tasks can be reduced and extensions on some tasks can be allowed, especially for the struggling learners. A step-by-step list of how to complete an activity can also be useful for that type of learners.</p> <p>Instructors can establish a system of notifying a trainee that a question to him/her will follow – instructors can move physically closer to him/her so he/she can mentally and emotionally prepare for answering questions. This reduces the stress, anxiety, and fear of being selected without warning.</p>
	Teaching and Learning strategies	<p>All activities are taking place in the physical classroom. The instructors give a very basic introduction to the subject immediately before starting the lesson. An eye contact can be used to get the attention of the learners.</p> <p>The in-class activities should be based on regular routine, which is not necessarily something big and complicated but might be in the simple things like the structure of the class, the used equipment, etc.</p> <p>Further, instructors can try to elicit prior knowledge from learners through the „Warm-ups“ (<i>questions and discussions</i>). Depending on the type of the warm up – multiple choice questions or discussions, the learners work individually on their computer stations or discuss aloud with or without the help of the trainer.</p> <p>Instructors present the information from the „Conceptual training“ notes in details or briefly, so to equip the necessary basis for the learners to work on the practical part of the module themes. The presentation is also available on TV screen so to support visual learners. Papers, colour markers, etc. are at the disposal of the learners.</p> <p>Instructors slowly pass to the practical part of the theme by involving the learners into a hypothetical realworld situation with the support of the selected SJTs. Learners work on their computer stations but might afterwards present and argue their decision.</p> <p>Exercises (if selected) are being executed on computer stations, while for the needs of the challenges pairs or groups are formed to develop a solution and present it in front of the class.</p> <p>Special part within these classes should be devoted to meetings with persons who have already been on a mobility. By sharing their first-hand experience, they can boost the motivation of the group and can influence a reduce of their stress and fears.</p> <p>Finally, educators have to track and assess the progress of the training and the individuals all over the course. Accommodations and modifications are introduced if necessary.</p>



2. Sample role playing game for mobility preparation – instructions

The GAME IT program for CVET learners contains three role-play games that can be used for mobility preparation. On the basis of these sample games, educators can develop new ones.

Below, we present general instructions for organizing role-play games. Specific instructions for the two role-play games included in the GAME IT mobility preparation program are also included in the introductory part of the role-play games themselves.

<p>Organization of learners into groups for the purpose of the game</p>	<p>Sometimes, role-play games require the formation of groups (e.g. learners form political parties or clubs, and they interact in the game scenario as collectives). More often, however, the games are simpler and they require individual players to play certain “roles”. The GAME IT sample games are of the latter variety.</p> <p>Even in the latter variety, learners should be split into groups, so that everyone is involved. Let’s say that the game expects 5 individual players, while the learners are 15. In this case, 5 groups of 3 persons can be formed. Each group will elect a “player” who will represent the group and perform the allocated role. Every learner in the group will participate in the development of a strategy or a scenario that will then be presented by the elected representative. Each group should be given sufficient time for collaborative work, reflecting the complexity of the role.</p>
<p>Facilitators</p>	<p>Each group should be facilitated by at least one staff member. Depending on the complexity of the tasks, one staff member can work with several groups or with just one group. The total number of facilitators should be determined on that basis. Facilitators should know the scenario and the tasks involved in the game and should come prepared with tips or guiding questions for the groups.</p>
<p>Total duration</p>	<p>A rule of thumb is to plan the total time allocated for the role-play game exercise conservatively and provide more time than would seem necessary (i.e. assume the worst-case scenario). This would allow the organizers to manage unexpected situations without causing unnecessary stress.</p>
<p>Stages in the game</p>	<p>For disadvantaged students in particular, but also in more complex games, it is useful to divide the scenario into stages. The tasks for each stage should be clarified and the stages should be timed. The timing of stages will be very much dependent on the scenario and the game. Common sense should be used when dividing the total available time among the different stages.</p> <p>A 5-minute break should be given after each stage in order to avoid tiring the learners and causing them to lose attention and motivation. The duration of the breaks can be longer in more complex games that span several hours or require intensive intellectual effort.</p>
<p>Timing of role performance</p>	<p>In the game, there will be several players that have to perform a certain role. The timing allocated for each performance should be relatively equal, although differences can be allowed based on the expectations for the role. The idea is to avoid a situation in which a particularly expressive or talkative player usurps the time available for the performances in the game and does not give the stage to the others. The facilitators are supposed to ensure equitable conditions for all players.</p>



Stress or failure of participants Although not very likely, some performers may experience stress and fail in their role. If this happens, the situation should be managed in a sensitive manner. The facilitators should try to put the struggling performer at ease, crack a joke or otherwise try to help the performer continue his/her performance. In extreme cases when the performance is severely compromised or the performer wishes to quit, the facilitators can suggest that the group elects another representative. The facilitators should discourage, and if necessary penalize, rude or disparaging comments or attitude from the other learners.

Discussion time After the performances and when the scenario is completed, a key element of the game is the discussion. Around 10 to 20 minutes can be allocated for discussion on the performances and the “result” of the game. The topics of discussion will naturally emerge from the game scenario and dynamics and the main problem is usually quite obvious in the game description. All learners should be encouraged to participate in the discussion. If participation is stale, all groups should be given 5 minutes for preparation and should elect a representative to share their view in a short presentation (limited to 2-3 minutes).

Time for debriefing/reflection If the time permits, around 5 to 10 minutes should be allocated for debriefing or reflection at the end of the exercise. The learners should reflect on what they have learned and what questions or issues have been raised during the game that could warrant further discussion or learning. The facilitators will seek to use the debriefing stage as an opportunity to receive meaningful and constructive feedback regarding the quality of the learning experience and possibilities for further improvement.

Note: Role play games are useful tool that can be efficiently implemented in in-class and blended learning modes of the GAME IT program.



VI. USING GAME IT E-LEARNING PROGRAMME IN BLENDED LEARNING

1. Guidelines about effective ways of combining classroom activities and virtual activities – for each module separately, as per the concrete materials

In view of the specifics of the target groups, exploiting the course in blended learning format would **maximize the advantages of each of the previous two formats** – gamified and in-class.

Logically, the recommendations regarding the organizational phase of both formats should be applied here. So, the organizers/ instructors should prepare appropriately both the online environment and the physical one. They also need to set the time and the content of the sessions according to the plan – which is going t

PHASE	ELEMENT OF THE TRAINING	GUIDANCE/ RECOMMENDATIONS
ORGANIZATION	Time schedule	<p>Dividing the content of the training between e-based and in-class activities should be based on good plan. A special attention should be paid to the duration of the session and the possibility to fit all activities into the sessions.</p> <p>Again, stick to the consistency. The in-person sessions could be set for every Monday morning, while the online ones can be scheduled for Wednesday. The starting time should be chosen in accordance with the other activities of the trainees.</p> <p>In-class activities can be longer than online ones. A precise selection of the elements and the content of each one should be made.</p>
	Environment and resources	<p>Both the online and the physical classroom environments should be set appropriately. <i>Please refer to the previous sections for detailed guidance.</i></p> <p>Make sure the participants have computers and internet connection at their homes/ places and have already created their accounts in the e-system.</p> <p>Conduct an instructional session when the participants can meet each other, familiarize themselves with the e-system and the classroom.</p>
	Participants	<p>Strong relationship with the learners is incredibly important. That will reduce the feeling of insecurity in the learners and will enhance them to give a feedback regarding the training and even to share if/when experience difficulties.</p>
	Teaching and Learning Strategies	<p>The teaching and learning strategies should be selected according to the particular needs of the group. The progress of the course and the development of the learners should be regularly monitored and assessed. The educators should have the readiness to apply accommodations and modifications, so to ensure efficiency of the training.</p> <p>The learning and training strategies selected for the needs of the course should take advantage of hands-on experience.</p>
	Time schedule	<p>Reminders shall be inserted in all participants' calendars. Before the first online sessions a personal call is recommended to avoid situations of 'not attending'.</p>



IMPLEMENTATION	Time Schedule	<p>The performance of the group in general is what shall define the pace of the course. Still, if the majority of the group are slow learners, then some revisions in the time-schedule or the structure or content of the sessions might need to be introduced.</p> <p>Allow extensions if needed, even on individual basis.</p>
	Environment and resources	<p>In the course of the in-class activities the following adaptations of the environment may be useful:</p> <ul style="list-style-type: none"> - Inattentive learners (especially those with ADDH) are seated away from major distractions like doorways, pencil sharpeners, other irritating students, etc. - Age appropriate and discrete sensory stimulation are allowed – stress balls, fidget toys, etc. These help minimize larger distractions like tipping back in seats, constantly getting out of seat, etc. - Earplugs or headphones (without input/hookups) can be used to block out background noise during gamified exercise, test-taking, and classroom assignment time. <p>In the framework of on-line activities, the following actions may contribute to efficiency:</p> <ul style="list-style-type: none"> - Short and clear instructions regarding the use of the embeded tools (teleconference, Shared documents, etc) can be frequently given to make sure participants do not struggle; - Regular feedback is requested in order to check the individual's performance; - Additional support is provided at least for the first sessions so the learners are equiped with some instrumental and organizational advices.
	Participants	Instructors must ensure friendly environment for all participants. Each of them have their specifics and instructor should encourage the others to understand and respect the diversity. Respect has no limits and should be implemented both online and on-site.
	Participants	Participants have to be encouraged to talk and connect with each other. That will contribute to their comfort within the training but will also develop sought communication skills.
	Participants	The most struggling learners should be seated near the instructor This will help the instructor to monitor if they are on the track. Their place should be away from doors, windows, any noisy trainees.
	Teaching and Learning strategies	<p>With input of the trainees, instructors can establish short and simple rules for the training that are easy to understand. Rules have to be framed positively – the participants should be told what the instructor wants them to do rather what he/she do not want.</p> <p>All instructions and directions shall be provided in simplified manner with the readiness for frequent repetitions.</p>
		Depending on the general pace of the group, the tasks can be reduced or intensified. This format of training ensures trainees that overperform to be included in self-study activities for widening their skills and knowledge. Self-study can be provided for underperforming students in order to catch up the



	Teaching and Learning strategies	others from the group. In that case, extra support or step-by-step list of how to complete an activity can be very useful.
	Teaching and Learning strategies	<p>In terms of this format of the training, the instructors can take advantage of the following guidelines:</p> <ul style="list-style-type: none"> - The learning activities are divided based on their character. <i>Overviews, Warm ups</i> and presentations of „<i>Conceptual training</i>“ notes are happening in class. SJTs, Excercises and Self-reflection exercises are happening in e-environment. - Challenges are starting in gamified mode with the support of break-out rooms functionality. Discussions and presentations of possible solutions are happening in class where the instructor can support the learners. In case of very shy persons in the group an exception can be done in order to ensure comfort of the participants. - Different presenters, who have sucessfully participated in mobilities, should be invited to share their first-hand experience during in-class activities in order to boost up the motivation of the learners. <p>A special attention in the CVET training is devoted on role play games. The instruction and preparation or the game can be held online. The presentation is being held in class for ensuring opinion from the other participants.</p> <p>Finally, educators have to track and asses the progress of the training and the individuals all over the course. Accomodations and modifications are introduced if necessary.</p>

2. Guidelines for implementation and assessment of each exercise or challenge –

In addition to the recommendations presented above, a detailed description and guidance for implementation and assessment of each exercise and challenge is provided in Annex 5, only available in English.



REFERENCES AND OTHER USEFUL SOURCES

<https://aca-secretariat.be/newsletter/the-erasmus-effect-impact-study-of-european-mobility/>

<https://www.erasmustrainingcourses.com/uploads/6/5/6/3/65630323/2022-erasmusplus-programme-guide.pdf>

https://www.leargas.ie/wp-content/uploads/2021/06/Leargas_Impact_Study_Erasmus_VET_Placements.pdf

<http://erasmusplus.ie/impact-of-erasmus-plus-for-vocational-learners/>

https://siem-project.eu/documents/Guidelines_for_Inclusive_Mobility_Promotion_2021_03.pdf

http://publications.europa.eu/resource/cellar/f6b3644b-2b19-497c-819e-542163b5c047.0003.02/DOC_1

<https://gsdrc.org/topic-guides/social-protection-2/vulnerable-groups-needs-and-challenges/>

<https://elearningindustry.com/gamification-for-learning-strategies-and-examples>