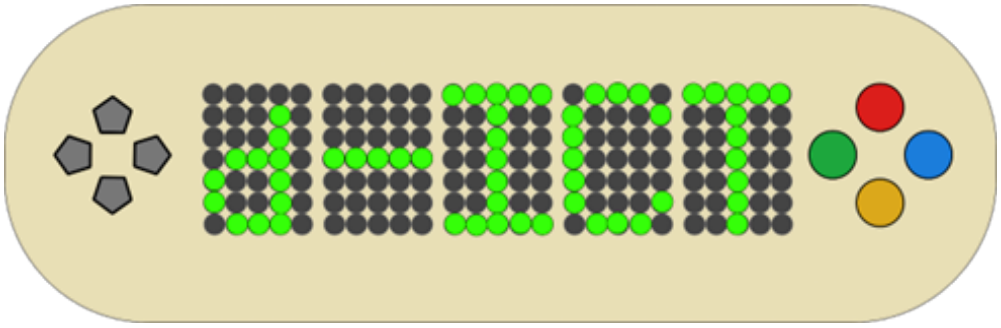

Improving VET Distance Learning through a Gamified Asynchronous eLearning Methodology

2021-1-EL01-KA220-VET-000024942

Learning, Teaching, Training Activity

ISQ e-learning - Tagus Park
Lisbon, August 2023

Co-funded by the European Union

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Objectives of the LTTA

- to foster practical experiences regarding the effective digitalization of education provision and adult learning, by VET education providers;
- to provide a peer learning atmosphere and transfer of knowledge, mainly between ISQe and other partners regarding the development and implementation of e-Learning;
- to discuss strategies for effective implementation of digital learning among the target groups.

Participants had the opportunity to explore e-Learning tools and implement exercises. The Training lasted for 24 hours (6h per day) and the planning included the following thematic areas:

1. Training on the activities of the d-ICT e-Toolkit and the Gamified Asynchronous e-Learning experience
2. Peer-to-peer training and review of the contents
3. Evaluation of the training material

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Training on the activities of the d-ICT **e-Toolkit**

The partners had the chance to peer-to-peer train each other on the activities developed for each of the Modules that the consortium has worked on in the scope of Project Result 2 - ***d-ICT eToolkit****: Introducing distance learning practices and digital tools to facilitate the e-Learning experience and create warm e-Classroom climate*.
This document exhibits the presentations and activities carried out.

Module 1	Introduction to VET distance learning
Module 2	Digital skills in VET distance learning
Module 3	Methodologies and tools to enhance learner's interaction and teamwork in VET distance learning
Module 4	Methodologies and tools to enhance learner's motivation in VET distance learning
Module 5	Gamification in distance learning I
Module 6	Gamification in distance learning II
Module 7	Assessment Tools for Distance Learning

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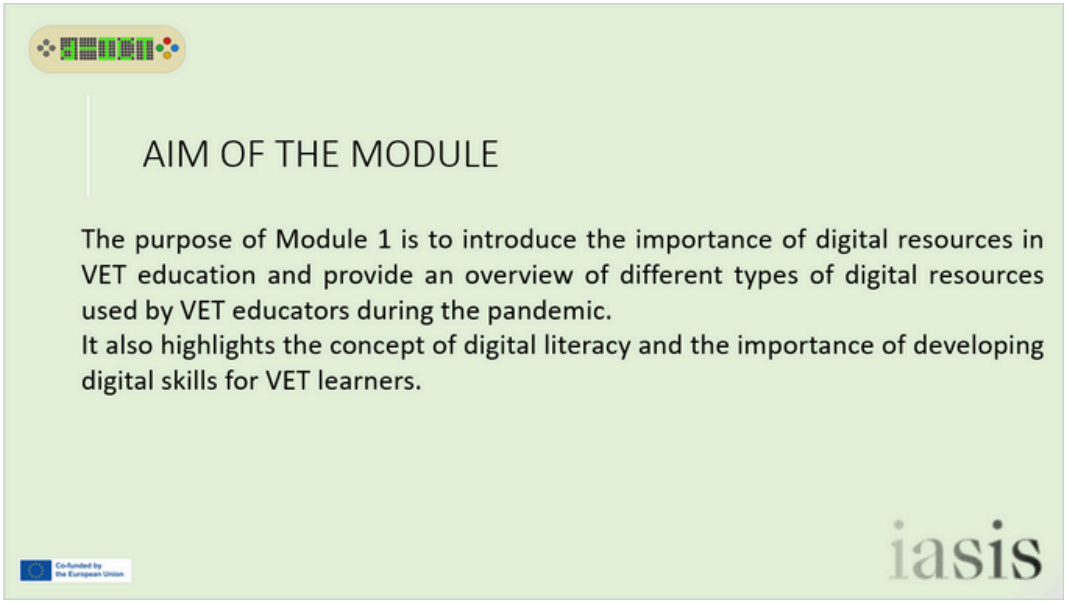
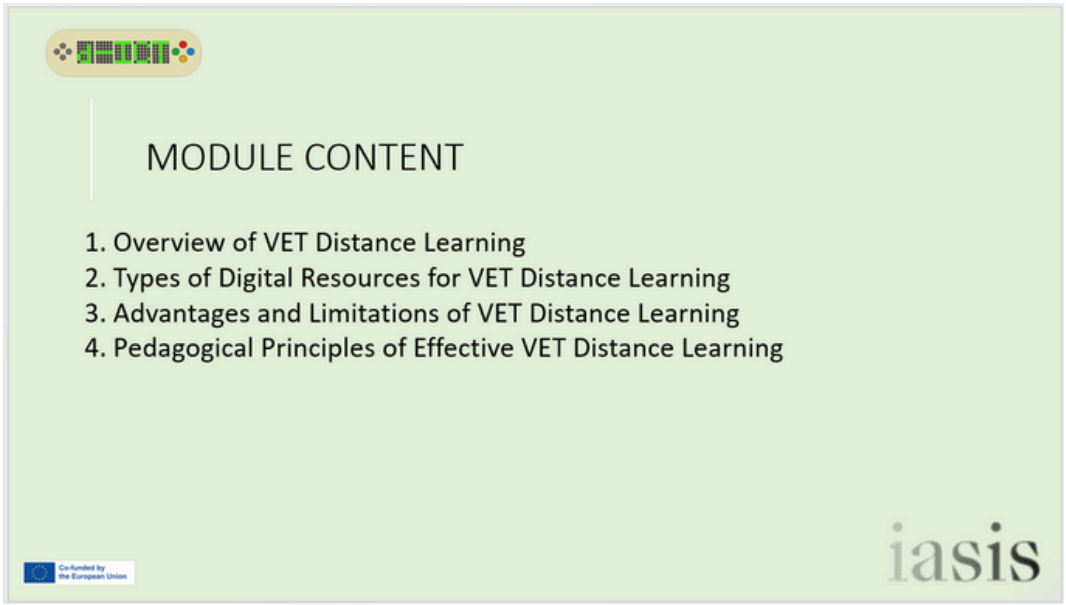
Module 1 Introduction to VET distance learning





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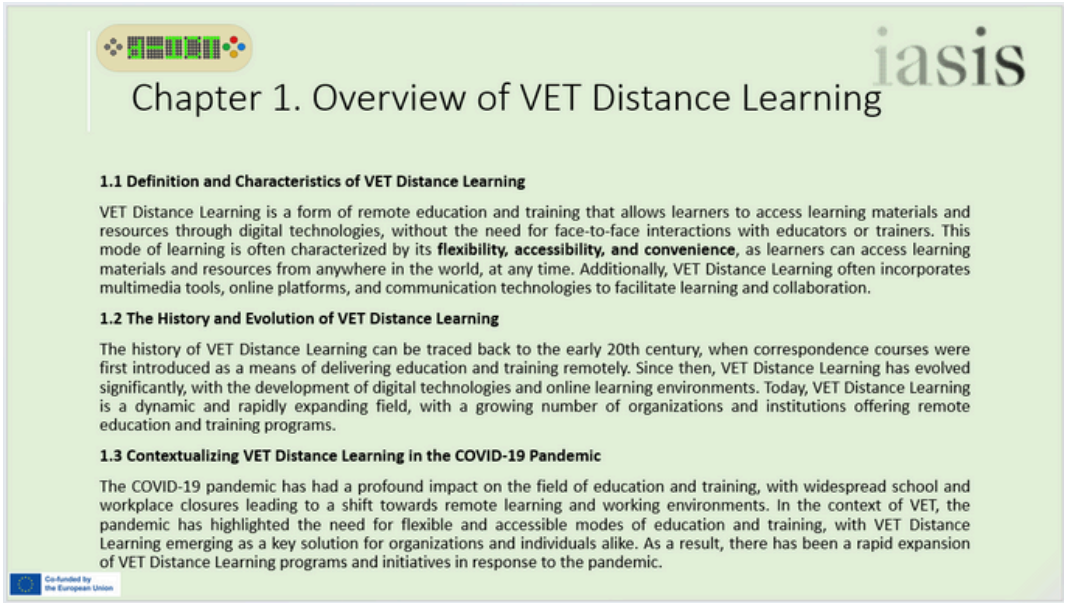
Module 1 Introduction to VET distance learning



Chapter 1. Overview of VET Distance Learning

1.1 Definition and Characteristics of VET Distance Learning

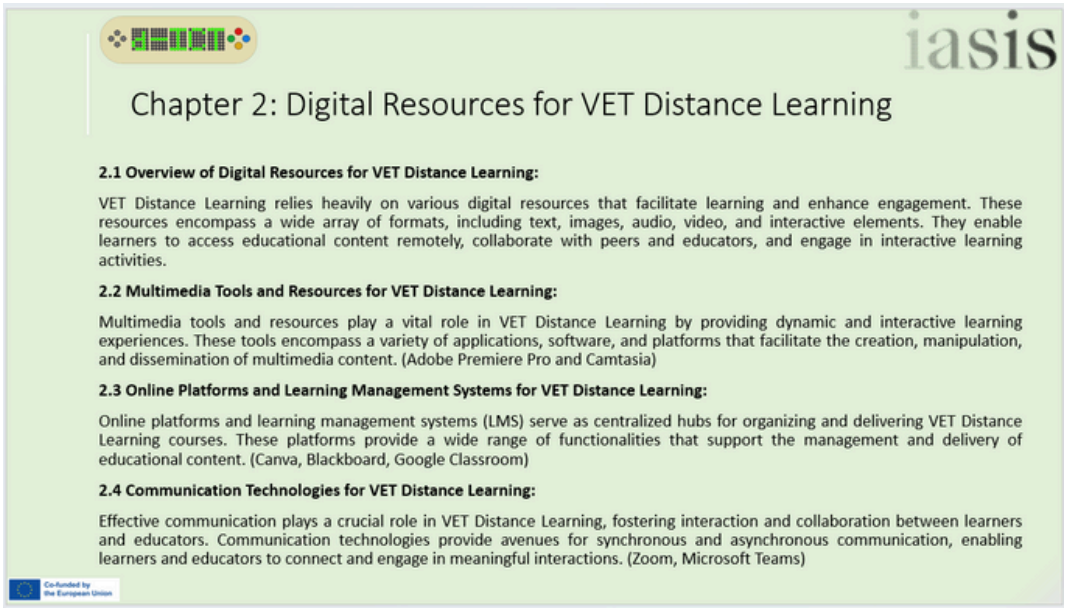
VET Distance Learning is a form of remote education and training that allows learners to access learning materials and resources through digital technologies, without the need for face-to-face interactions with educators or trainers. This mode of learning is often characterized by its **flexibility, accessibility, and convenience**, as learners can access learning materials and resources from anywhere in the world, at any time. Additionally, VET Distance Learning often incorporates multimedia tools, online platforms, and communication technologies to facilitate learning and collaboration.

1.2 The History and Evolution of VET Distance Learning

The history of VET Distance Learning can be traced back to the early 20th century, when correspondence courses were first introduced as a means of delivering education and training remotely. Since then, VET Distance Learning has evolved significantly, with the development of digital technologies and online learning environments. Today, VET Distance Learning is a dynamic and rapidly expanding field, with a growing number of organizations and institutions offering remote education and training programs.

1.3 Contextualizing VET Distance Learning in the COVID-19 Pandemic

The COVID-19 pandemic has had a profound impact on the field of education and training, with widespread school and workplace closures leading to a shift towards remote learning and working environments. In the context of VET, the pandemic has highlighted the need for flexible and accessible modes of education and training, with VET Distance Learning emerging as a key solution for organizations and individuals alike. As a result, there has been a rapid expansion of VET Distance Learning programs and initiatives in response to the pandemic.



Chapter 2: Digital Resources for VET Distance Learning

2.1 Overview of Digital Resources for VET Distance Learning:

VET Distance Learning relies heavily on various digital resources that facilitate learning and enhance engagement. These resources encompass a wide array of formats, including text, images, audio, video, and interactive elements. They enable learners to access educational content remotely, collaborate with peers and educators, and engage in interactive learning activities.

2.2 Multimedia Tools and Resources for VET Distance Learning:

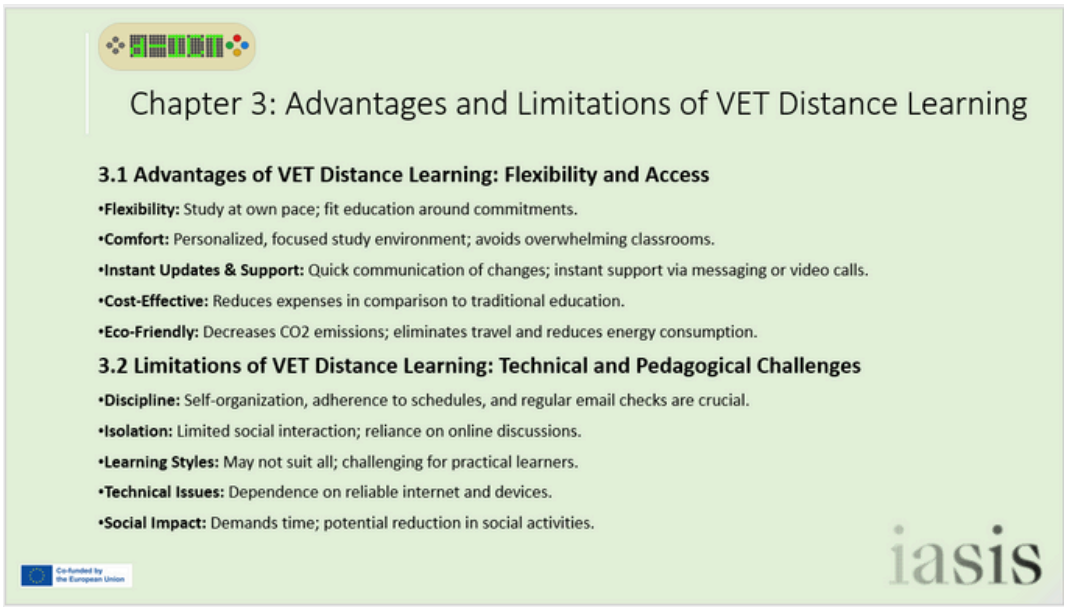
Multimedia tools and resources play a vital role in VET Distance Learning by providing dynamic and interactive learning experiences. These tools encompass a variety of applications, software, and platforms that facilitate the creation, manipulation, and dissemination of multimedia content. (Adobe Premiere Pro and Camtasia)

2.3 Online Platforms and Learning Management Systems for VET Distance Learning:

Online platforms and learning management systems (LMS) serve as centralized hubs for organizing and delivering VET Distance Learning courses. These platforms provide a wide range of functionalities that support the management and delivery of educational content. (Canva, Blackboard, Google Classroom)

2.4 Communication Technologies for VET Distance Learning:

Effective communication plays a crucial role in VET Distance Learning, fostering interaction and collaboration between learners and educators. Communication technologies provide avenues for synchronous and asynchronous communication, enabling learners and educators to connect and engage in meaningful interactions. (Zoom, Microsoft Teams)


Chapter 3: Advantages and Limitations of VET Distance Learning
3.1 Advantages of VET Distance Learning: Flexibility and Access
•Flexibility: Study at own pace; fit education around commitments.
•Comfort: Personalized, focused study environment; avoids overwhelming classrooms.
•Instant Updates & Support: Quick communication of changes; instant support via messaging or video calls.
•Cost-Effective: Reduces expenses in comparison to traditional education.
•Eco-Friendly: Decreases CO2 emissions; eliminates travel and reduces energy consumption.
3.2 Limitations of VET Distance Learning: Technical and Pedagogical Challenges
•Discipline: Self-organization, adherence to schedules, and regular email checks are crucial.
•Isolation: Limited social interaction; reliance on online discussions.
•Learning Styles: May not suit all; challenging for practical learners.
•Technical Issues: Dependence on reliable internet and devices.
•Social Impact: Demands time; potential reduction in social activities.
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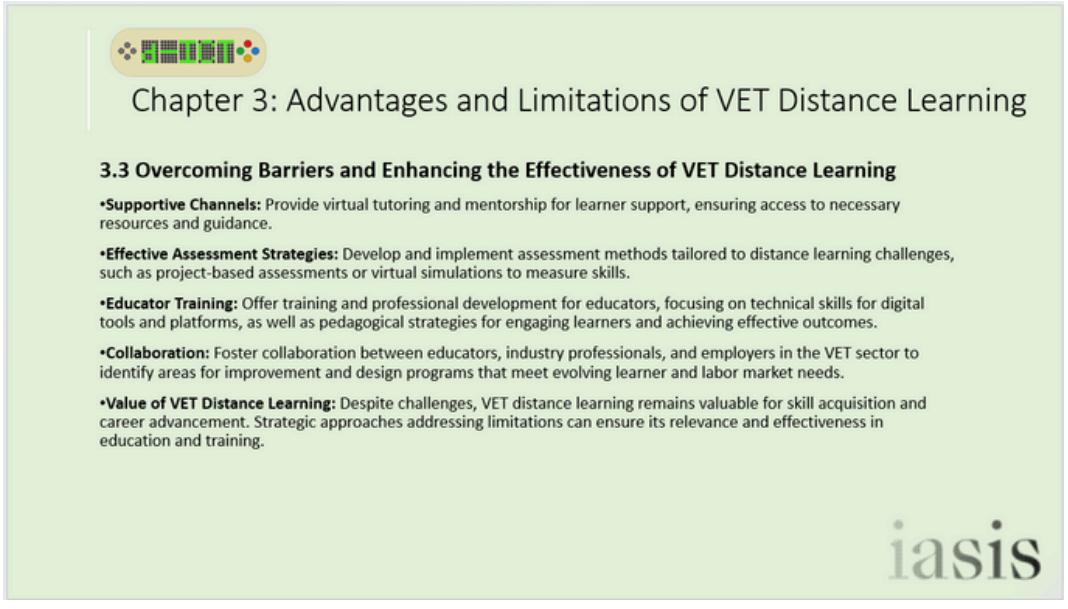
Chapter 3: Advantages and Limitations of VET Distance Learning
3.3 Overcoming Barriers and Enhancing the Effectiveness of VET Distance Learning
•Supportive Channels: Provide virtual tutoring and mentorship for learner support, ensuring access to necessary resources and guidance.
•Effective Assessment Strategies: Develop and implement assessment methods tailored to distance learning challenges, such as project-based assessments or virtual simulations to measure skills.
•Educator Training: Offer training and professional development for educators, focusing on technical skills for digital tools and platforms, as well as pedagogical strategies for engaging learners and achieving effective outcomes.
•Collaboration: Foster collaboration between educators, industry professionals, and employers in the VET sector to identify areas for improvement and design programs that meet evolving learner and labor market needs.
•Value of VET Distance Learning: Despite challenges, VET distance learning remains valuable for skill acquisition and career advancement. Strategic approaches addressing limitations can ensure its relevance and effectiveness in education and training.
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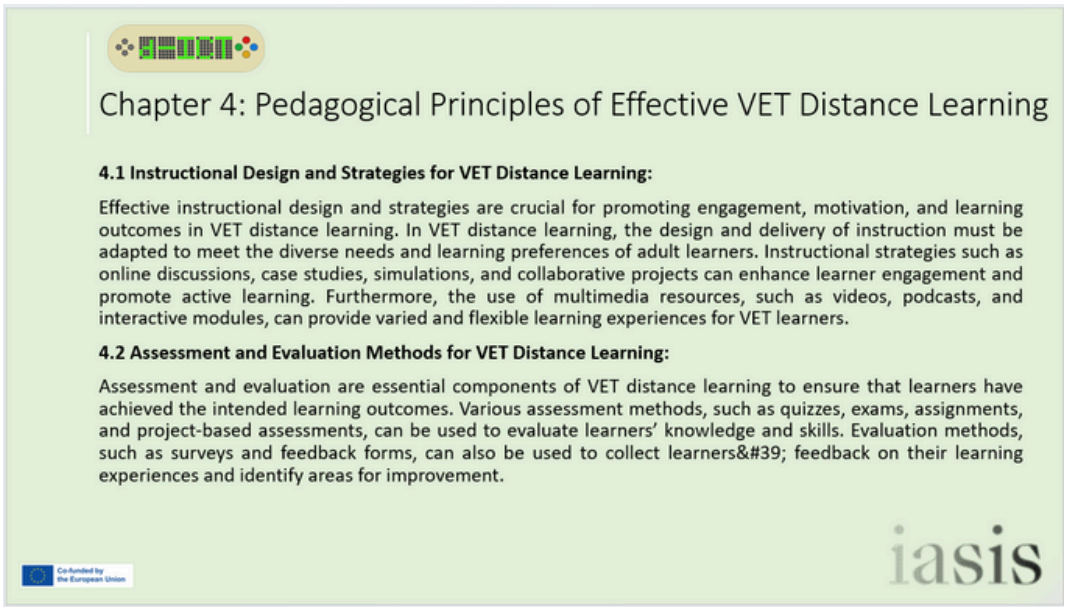
Chapter 4: Pedagogical Principles of Effective VET Distance Learning
4.1 Instructional Design and Strategies for VET Distance Learning:
Effective instructional design and strategies are crucial for promoting engagement, motivation, and learning outcomes in VET distance learning. In VET distance learning, the design and delivery of instruction must be adapted to meet the diverse needs and learning preferences of adult learners. Instructional strategies such as online discussions, case studies, simulations, and collaborative projects can enhance learner engagement and promote active learning. Furthermore, the use of multimedia resources, such as videos, podcasts, and interactive modules, can provide varied and flexible learning experiences for VET learners.
4.2 Assessment and Evaluation Methods for VET Distance Learning:
Assessment and evaluation are essential components of VET distance learning to ensure that learners have achieved the intended learning outcomes. Various assessment methods, such as quizzes, exams, assignments, and project-based assessments, can be used to evaluate learners' knowledge and skills. Evaluation methods, such as surveys and feedback forms, can also be used to collect learners' feedback on their learning experiences and identify areas for improvement.
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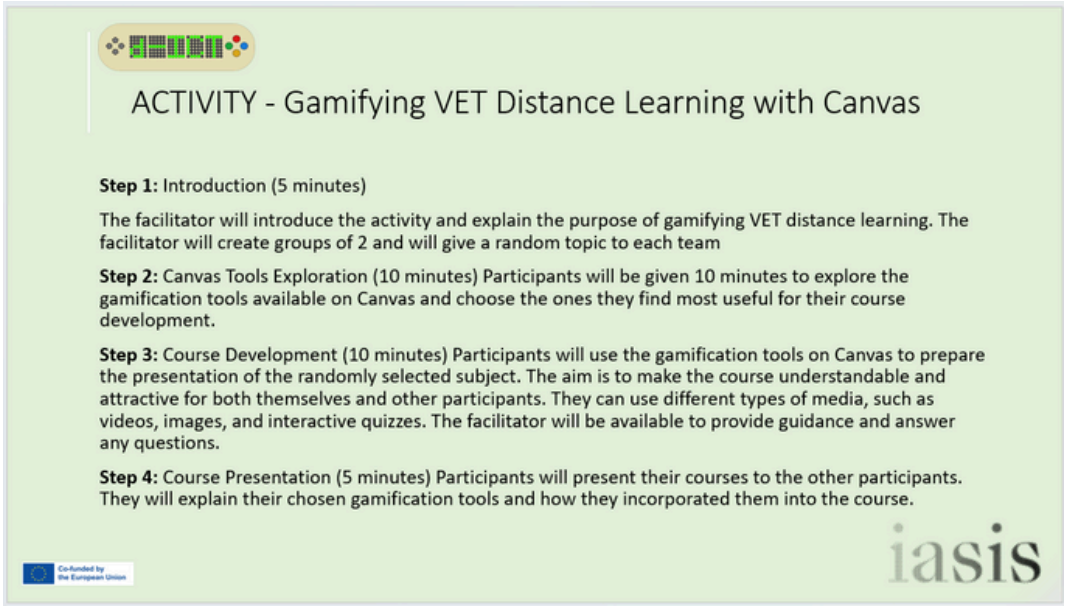
ACTIVITY - Gamifying VET Distance Learning with Canvas
Step 1: Introduction (5 minutes)
The facilitator will introduce the activity and explain the purpose of gamifying VET distance learning. The facilitator will create groups of 2 and will give a random topic to each team
Step 2: Canvas Tools Exploration (10 minutes) Participants will be given 10 minutes to explore the gamification tools available on Canvas and choose the ones they find most useful for their course development.
Step 3: Course Development (10 minutes) Participants will use the gamification tools on Canvas to prepare the presentation of the randomly selected subject. The aim is to make the course understandable and attractive for both themselves and other participants. They can use different types of media, such as videos, images, and interactive quizzes. The facilitator will be available to provide guidance and answer any questions.
Step 4: Course Presentation (5 minutes) Participants will present their courses to the other participants. They will explain their chosen gamification tools and how they incorporated them into the course.
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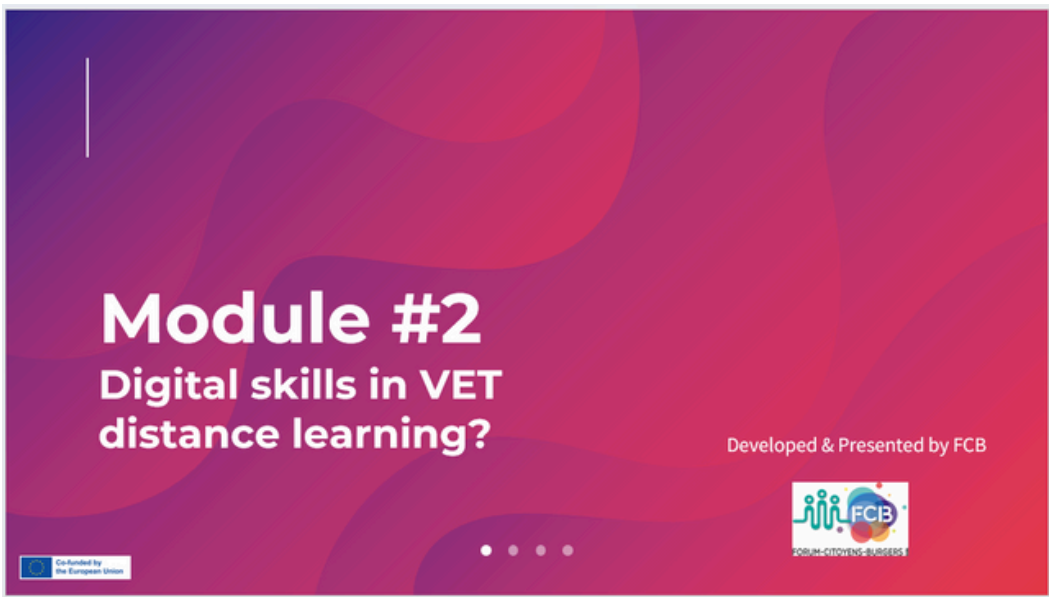
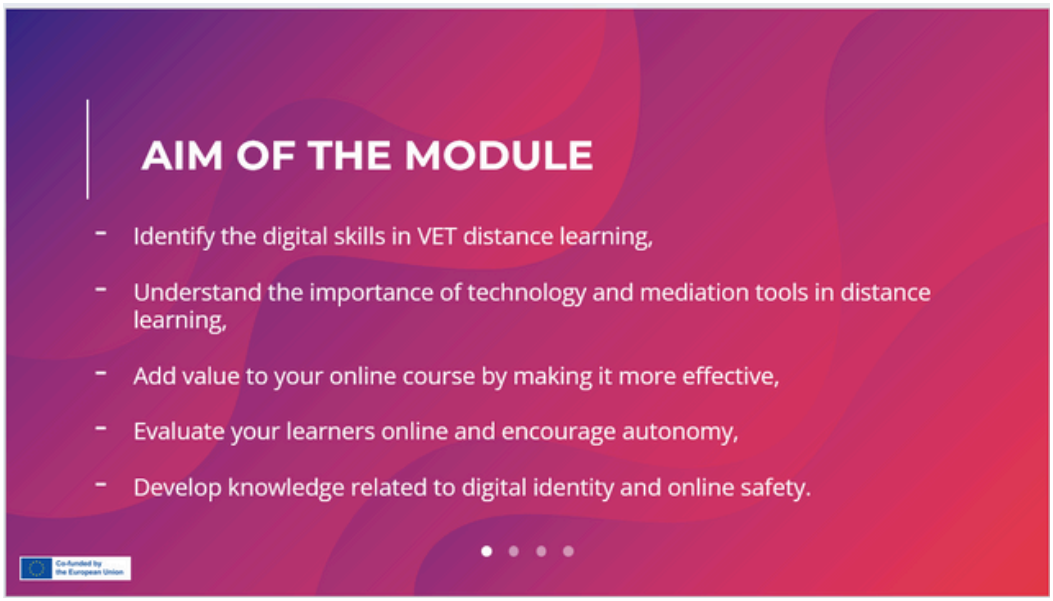
Module 2 Digital skills in VET distance learning





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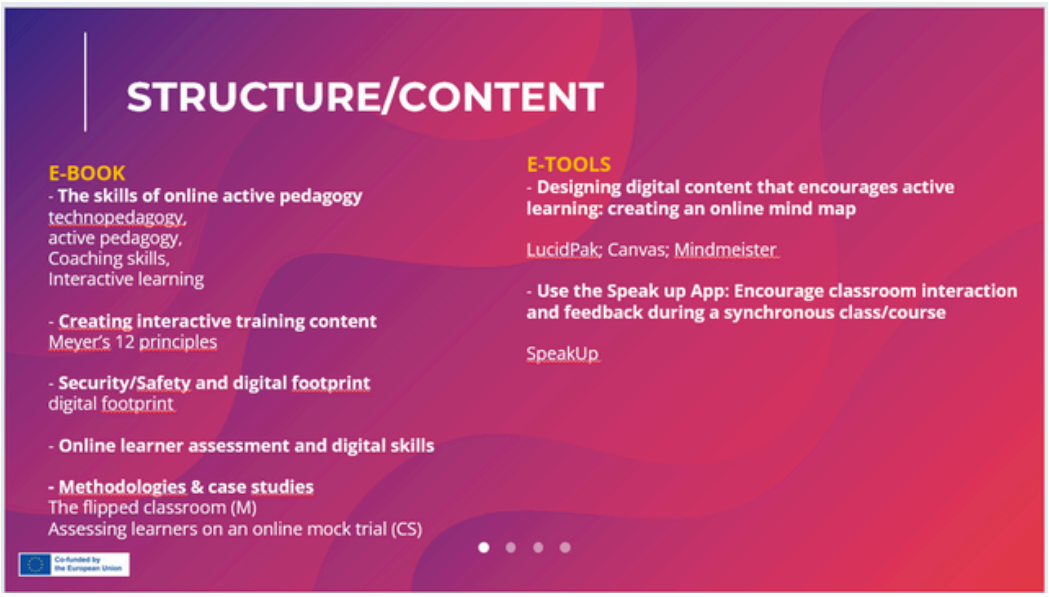

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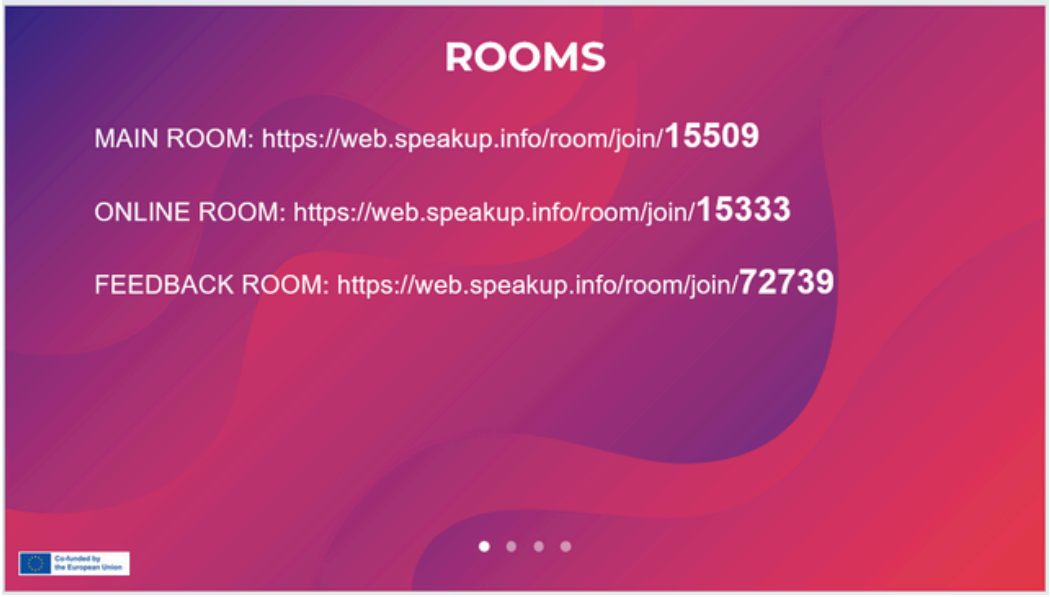

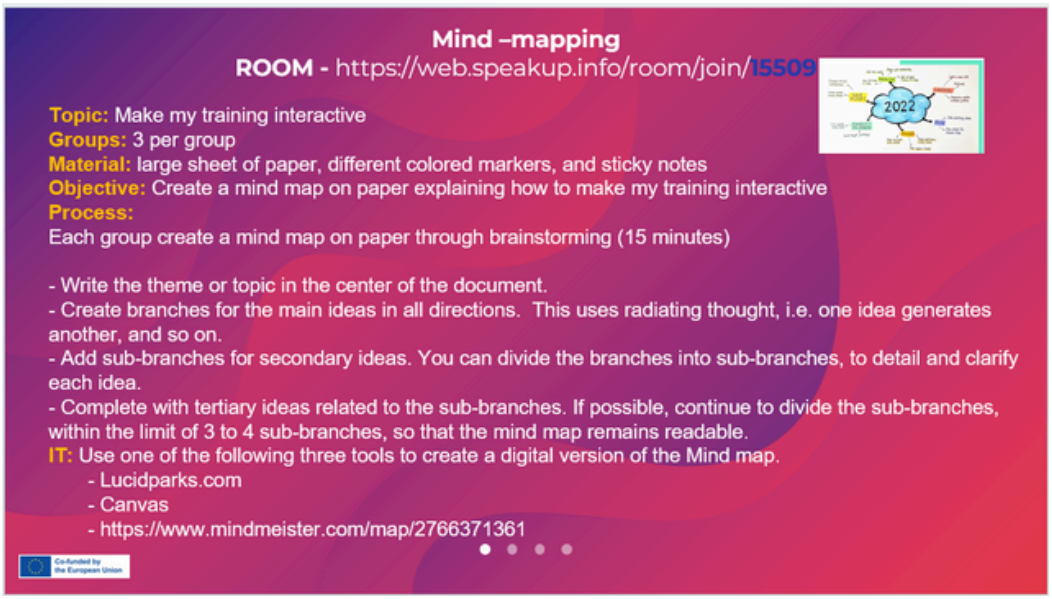

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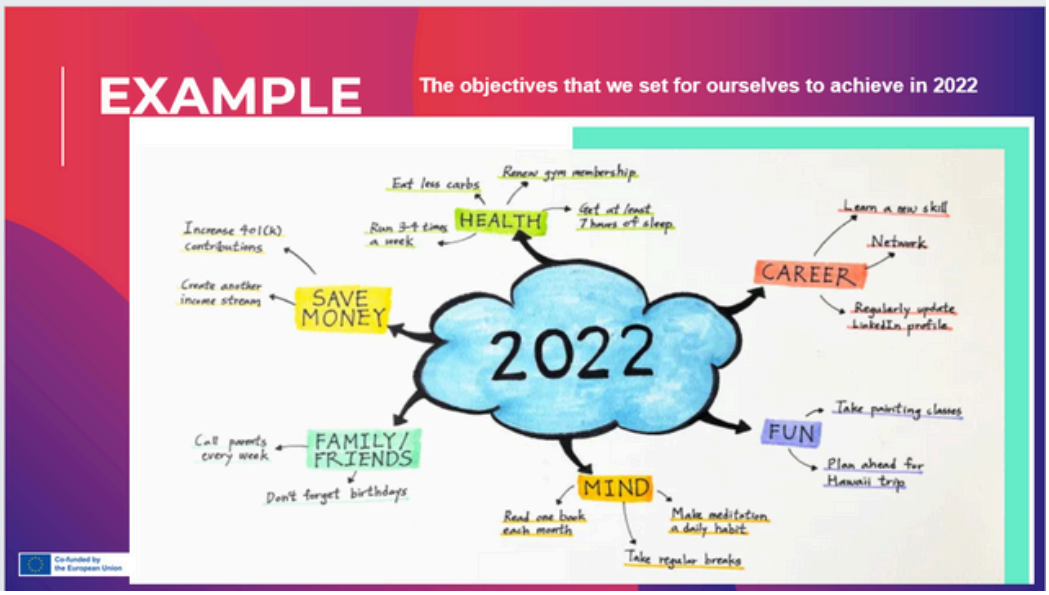
EXAMPLE
The objectives that we set for ourselves to achieve in 2022
2022
HEALTH
Eat less carbs
Renew gym membership
Get at least 7 hours of sleep
Run 3-4 times a week
CAREER
Learn a new skill
Network
Regularly update LinkedIn profile
SAVE MONEY
Increase 401(k) contributions
Create another income stream
FUN
Take painting classes
Plan ahead for Hawaii trip
FAMILY/ FRIENDS
Call parents every week
Don't forget birthdays
MIND
Read one book each month
Make meditation a daily habit
Take regular breaks

Interactive classroom
Topic: Make my classroom interactive/participative
Material: Laptop/Mobile, SpeakUp App
Objective: Use the chat app SpeakUp to facilitate communication between Trainer and learners but also between learners themselves
Process:
Speakup is a free application developed by EPFL (Ecole Polytechnique Fédérale de Lausanne) and UNIL (University of Lausanne). It is a real gem: simple but efficient, flexible and clear without the need to create an account.
The App provides many opportunities to share feedback during an online course, to discuss, take a short survey or quiz, provide feedback on an activity or between participants, create a temporary social network, co-lead and collaborate with other schools.
-Install Speak up on your computer
- Assign a teacher and 4 or 5 students
- Test Speak up and its feedback features by simulating a class session.
IT: Download SpeakUp

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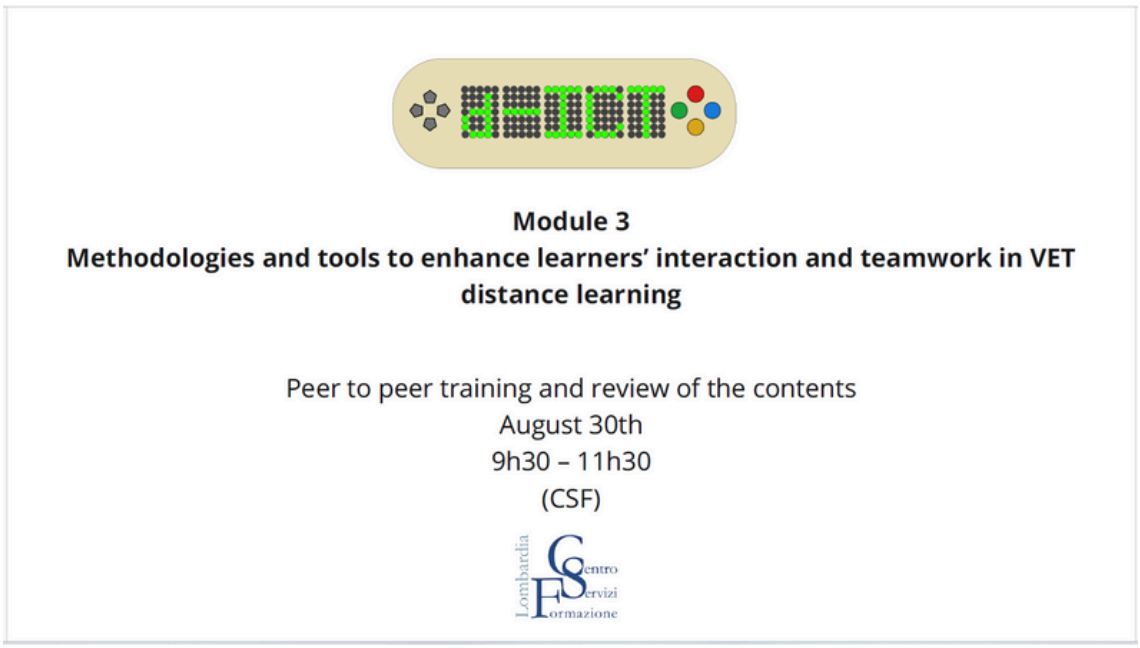
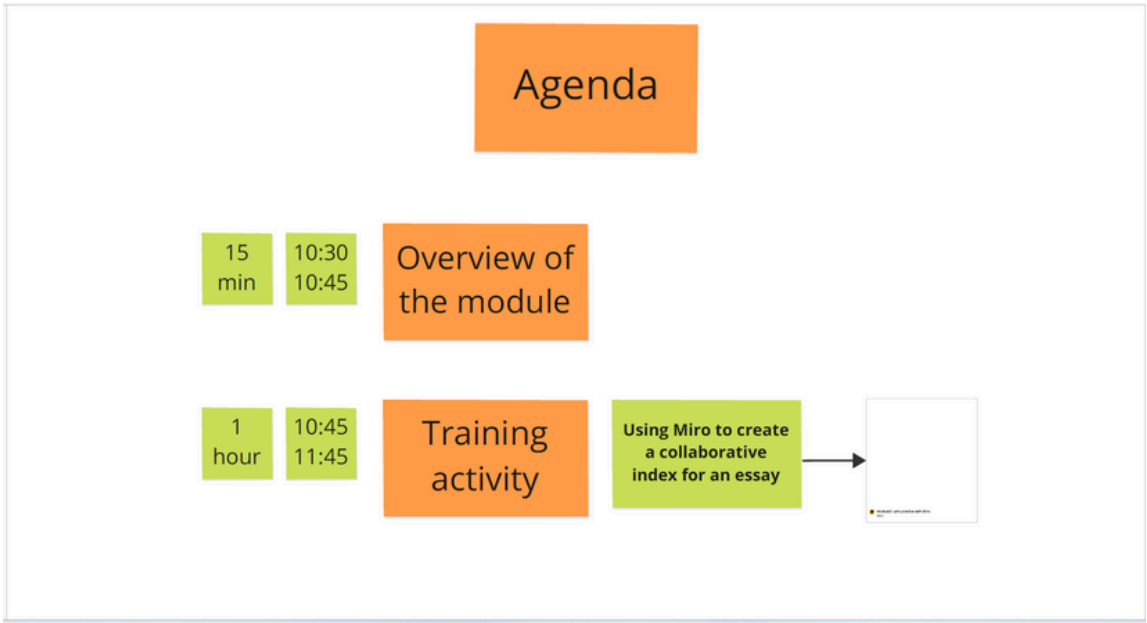
Module 3

Methodologies and tools to enhance learner's interaction and teamwork in VET distance learning





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Module 3

Methodologies and tools to enhance learner's interaction and teamwork in VET distance learning

Objectives

Module 3 aims at giving VET teachers knowledge and skills to enhance interaction and teamwork in distance learning.

The module

- introduces the benefits of collaborative learning,
- highlights some strategies for designing and implementing effective online collaborative learning practices
- overviews some useful digital tools and platforms teachers can use in their lessons.

e-Book

Chapter 1 (Collaborative and cooperative learning in distance learning) outlines the most important theoretical frameworks that promote the role of collaboration and cooperation in teaching and learning.

Chapter 2 (Strategies for engaging students in online cooperation and collaboration) provides an overview of strategies and methodologies teachers can use to engage students in online cooperation and collaboration.

Chapter 3 (Useful digital tools to foster interaction and collaboration) - outlines the main online digital tools teachers can use to engage students in online cooperation and collaboration.

Chapter 4 (How to design and prepare online collaborative learning experiences) offers some tips to keep in mind when designing an online collaborative learning experience.

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e-Tool / activity

Let's practice with Miro.

Objectives

The workshop aims at introducing teachers to the use of Miro to support synchronous and asynchronous online collaborative activities.

Prticipants

10 / 16 remotely connected

Duration

3 hours

Materials

- Desktop PC for each participant
- Internet connection
- Zoom and Zoom rooms
- Miro Board at this link: https://miro.com/app/board/uXjVMMNH97g=/

1 Before the workshop: play around with Miro

1- Prepare the Welcome Board

Before the workshop, prepare the welcome Board to allow your participants to familiarize with the Miro digital environment and its features.
The Welcome Board should be provided with:
- **a resource area**, with Miro tutorials, video resources and other useful materials
- **a "playground area"** in which to invite the participants to carry out some preliminary activities
- **an area where participants are allowed to introduce themselves**

2 - Invite participants to the Welcome Board

A few days before the workshop, send the participants the link of the Wellcome Board and invite them to explore it.
Remind that it is important to set aside some time for this activity.
Also send the Zoom link to participate in the online workshop.

Module 3

Methodologies and tools to enhance learner's interaction and teamwork in VET distance learning

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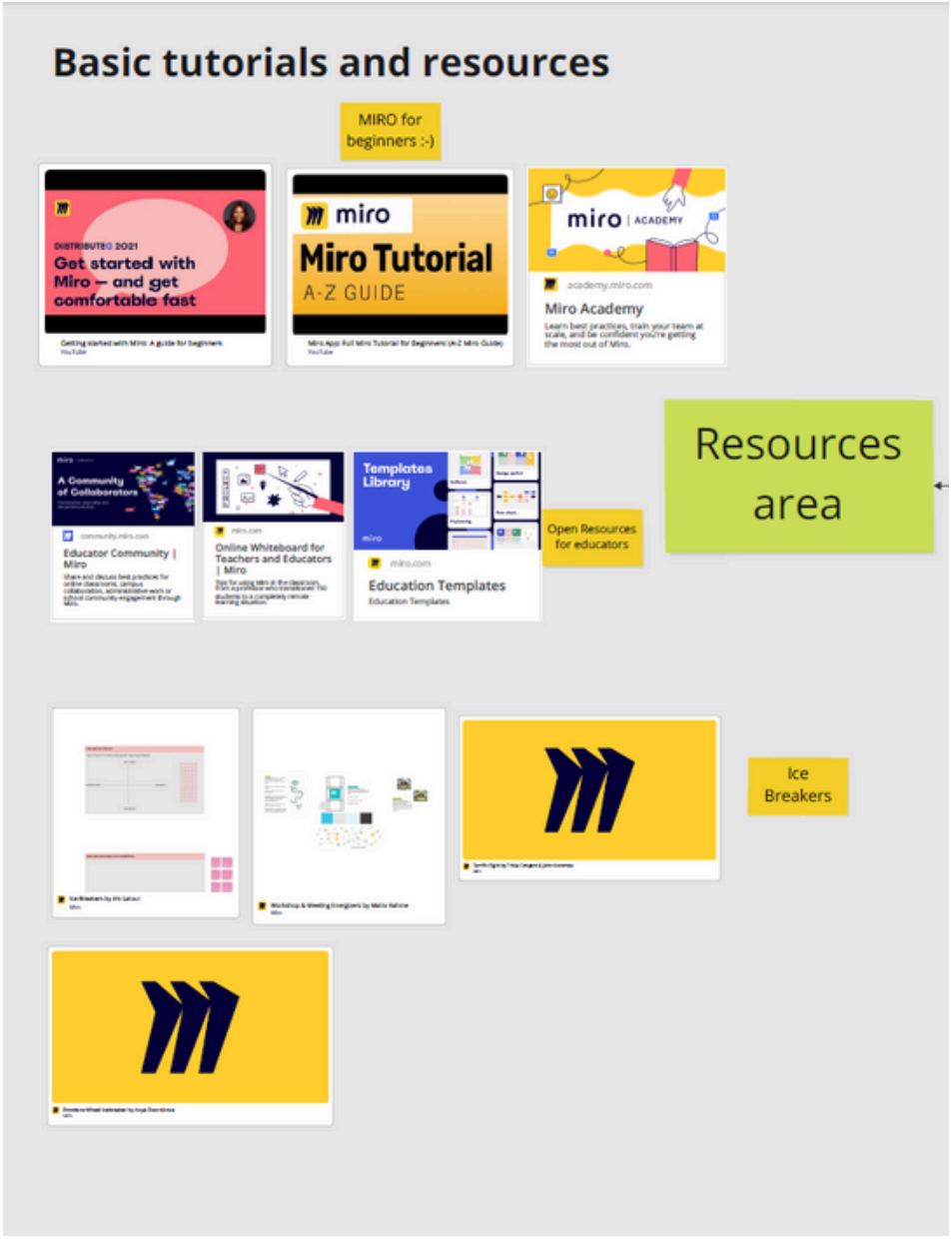
Module 3

Methodologies and tools to enhance learner's interaction and teamwork in VET distance learning



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Module 3

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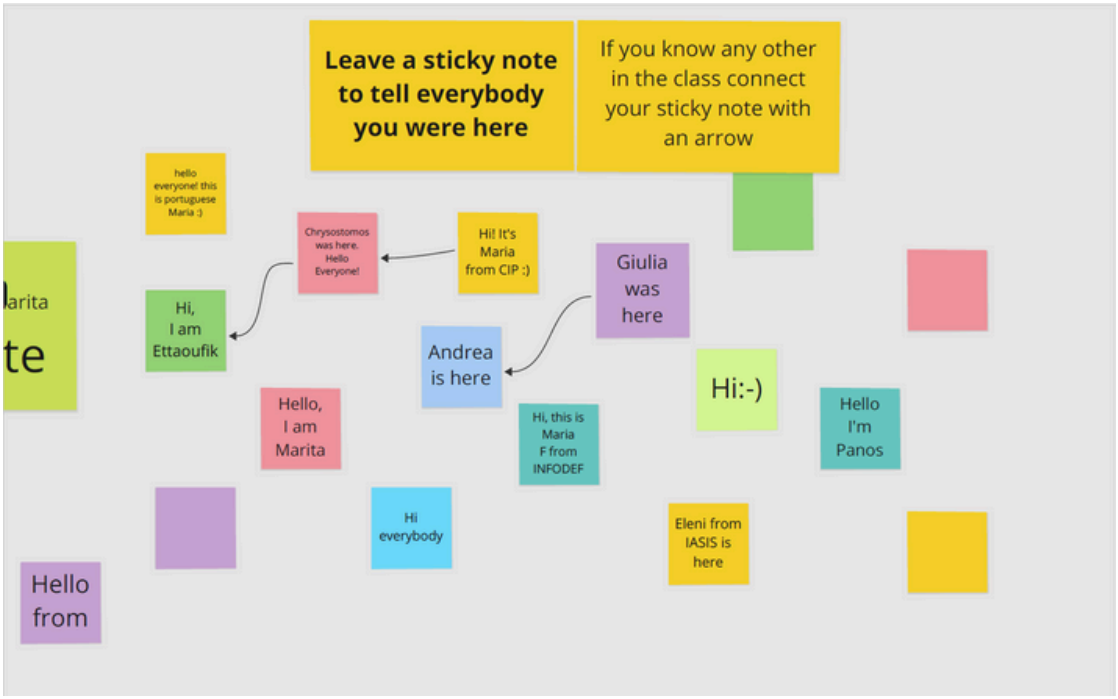

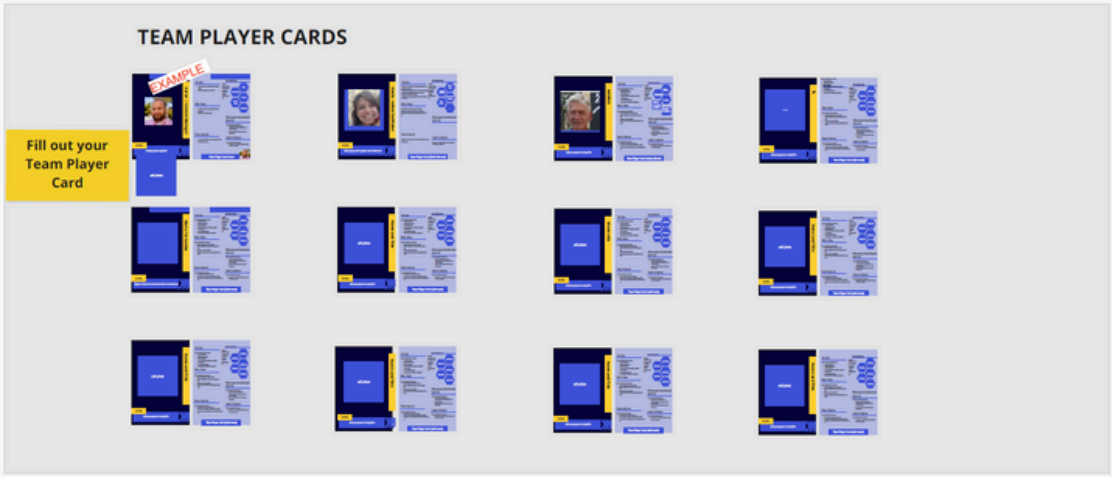

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Module 3

Methodologies and tools to enhance learner's interaction and teamwork in VET distance learning

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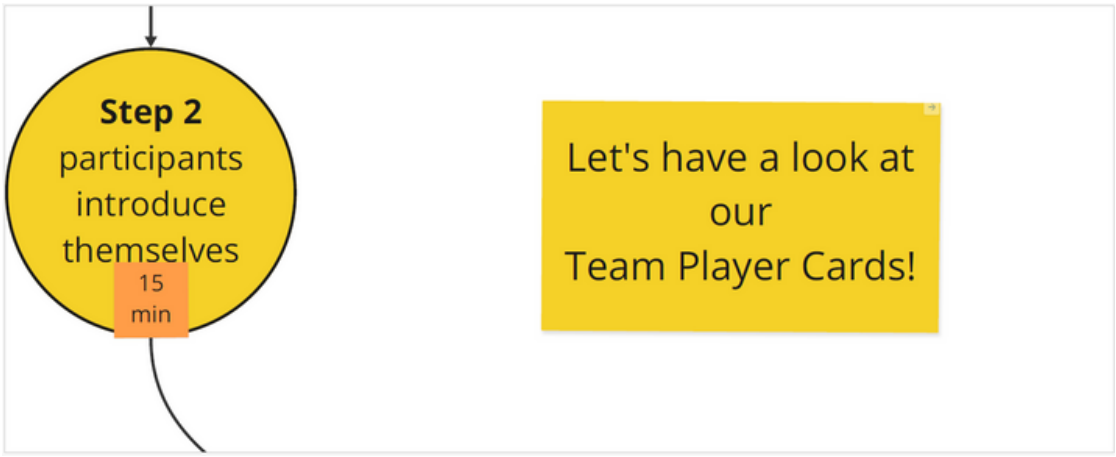
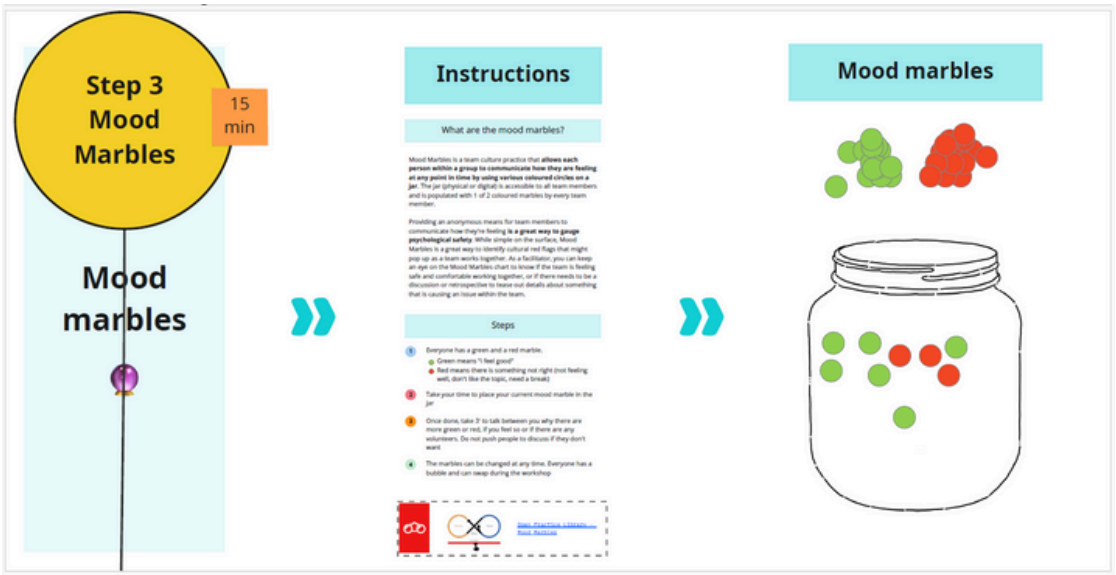
Module 3





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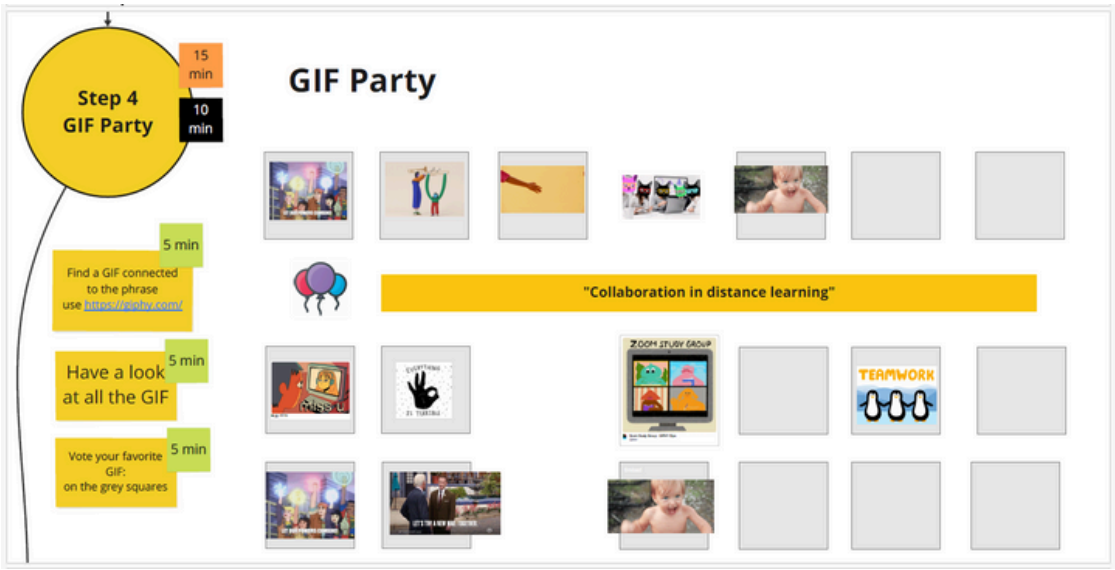
Module 3

Methodologies and tools to enhance learner's interaction and teamwork in VET distance learning



Guess Who (and/or random inspiration)

Time: 10-15 mins

Instructions:

- Take a picture of something on your desk or near by (something that would not immediately be associate with you)
- Add it to one of the blocks in the workspace
- Give 3 mins for everyone add a post it note around each of the pictures guessing who from the team the picture belongs to
- Do a quick round robin of each pic allowing team members to say why the associated that pic with the name they wrote down
- Allow the owner of the picture to identify themselves

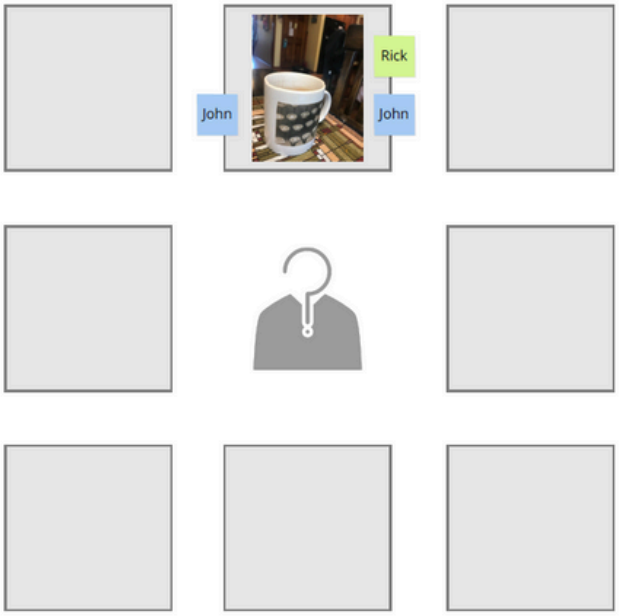
Option:

- you could give a category for the picture/object e.g something blue

Alternative:

- you could make this relevant to your meeting by allowing everyone to enter a random picture of an object and then letting the group go around and discuss how that object is relevant to topic being discussed. E.g. what does this object tell us about great communication or what does this object tell us about excellent team work etc.

Suggestions for other icebreakers



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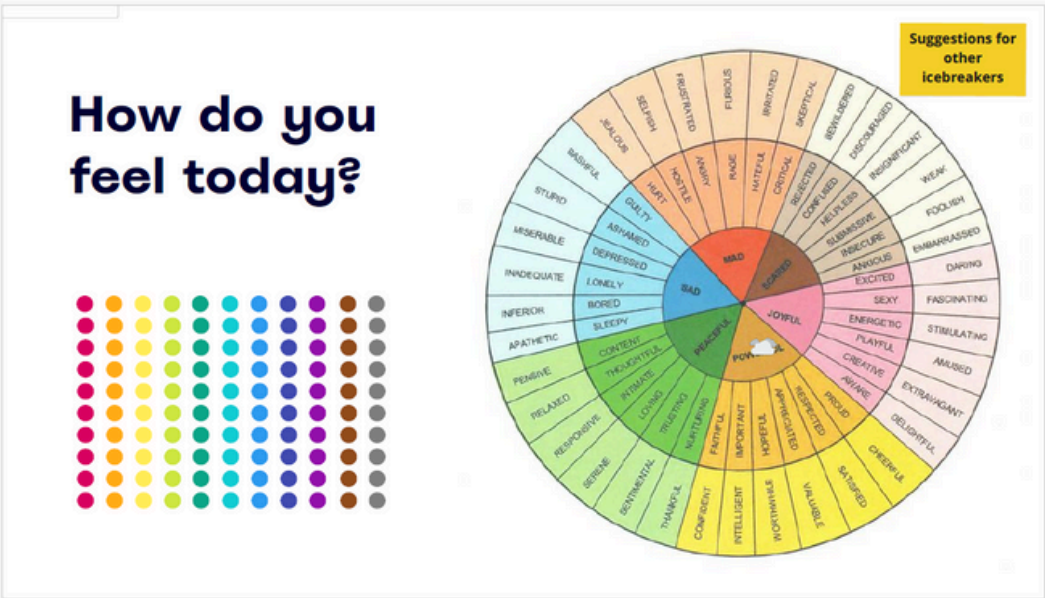
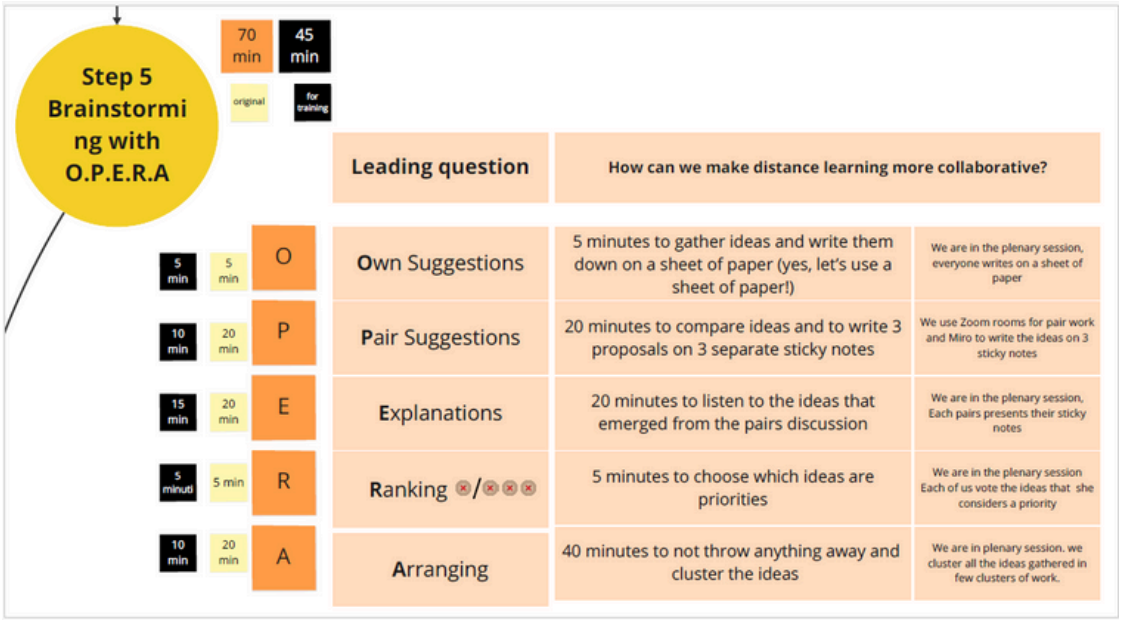
Module 3

Methodologies and tools to enhance learner's interaction and teamwork in VET distance learning


How do you feel today?
Suggestions for other icebreakers
MAD
BAD
IGNORED
JOYFUL
PEACEFUL
POWERFUL
FURIOUS
FRUSTRATED
SELFISH
JEALOUS
IRRITATED
SKEPTICAL
BEWILDERED
DISCOURAGED
INSIGNIFICANT
WEAK
FOOLISH
EMBARRASSED
DARING
FASCINATING
STIMULATING
AMUSED
EXTRAVAGANT
DELIGHTFUL
CHEERFUL
SATISFIED
VALUABLE
NORTHWHILE
INTELLIGENT
CONFIDENT
THANKFUL
SENTIMENTAL
SERENE
RESPONSIVE
RELAXED
PENSIVE
APATHETIC
INFERIOR
INADEQUATE
MISERABLE
STUPID
BASHFUL
HATEFUL
CRITICAL
REJECTED
CONFUSED
HELPLESS
SUBMISSIVE
INSECURE
ANXIOUS
EXCITED
SEXY
ENERGETIC
PLAYFUL
CREATIVE
AWARE
PROUD
RESPECTED
APPRECIATED
HOPEFUL
IMPORTANT
FAITHFUL
NURTURING
TRUSTING
LOVING
INTIMATE
THOUGHTFUL
CONTENT
SLEEPY
BORED
LONELY
DEPRESSED
ASHAMED
GUILTY
HURT
HOSTILE
ANGRY
RAGE

Module 3

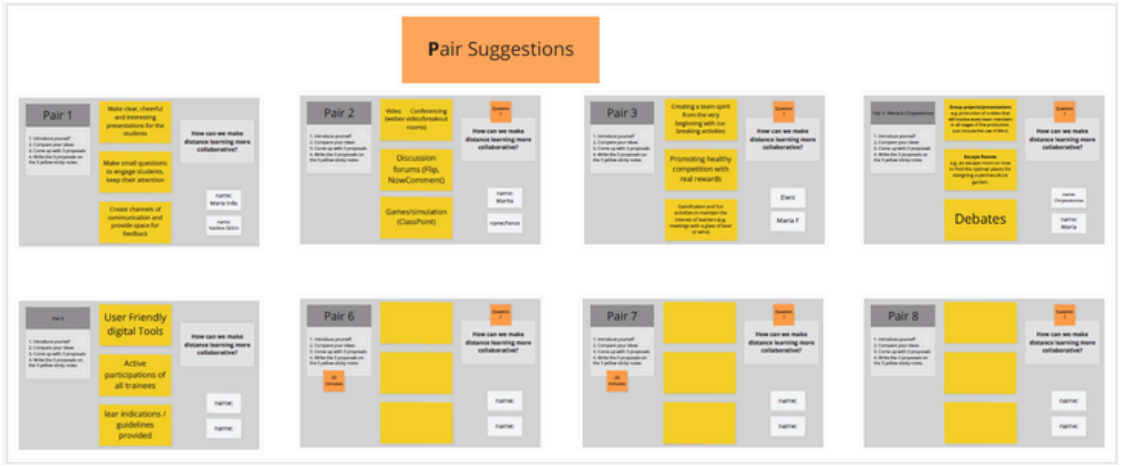
Methodologies and tools to enhance learner's interaction and teamwork in VET distance learning



Step 5 Brainstorming with O.P.E.R.A

70 min original | 45 min for training

			Leading question	How can we make distance learning more collaborative?	
5 min	5 min	O	Own Suggestions	5 minutes to gather ideas and write them down on a sheet of paper (yes, let's use a sheet of paper!)	We are in the plenary session, everyone writes on a sheet of paper
10 min	20 min	P	Pair Suggestions	20 minutes to compare ideas and to write 3 proposals on 3 separate sticky notes	We use Zoom rooms for pair work and Miro to write the ideas on 3 sticky notes
15 min	20 min	E	Explanations	20 minutes to listen to the ideas that emerged from the pairs discussion	We are in the plenary session, Each pairs presents their sticky notes
5 minuti	5 min	R	Ranking ⊗/⊗⊗⊗	5 minutes to choose which ideas are priorities	We are in the plenary session Each of us vote the ideas that she considers a priority
10 min	20 min	A	Arranging	40 minutes to not throw anything away and cluster the ideas	We are in plenary session. we cluster all the ideas gathered in few clusters of work.



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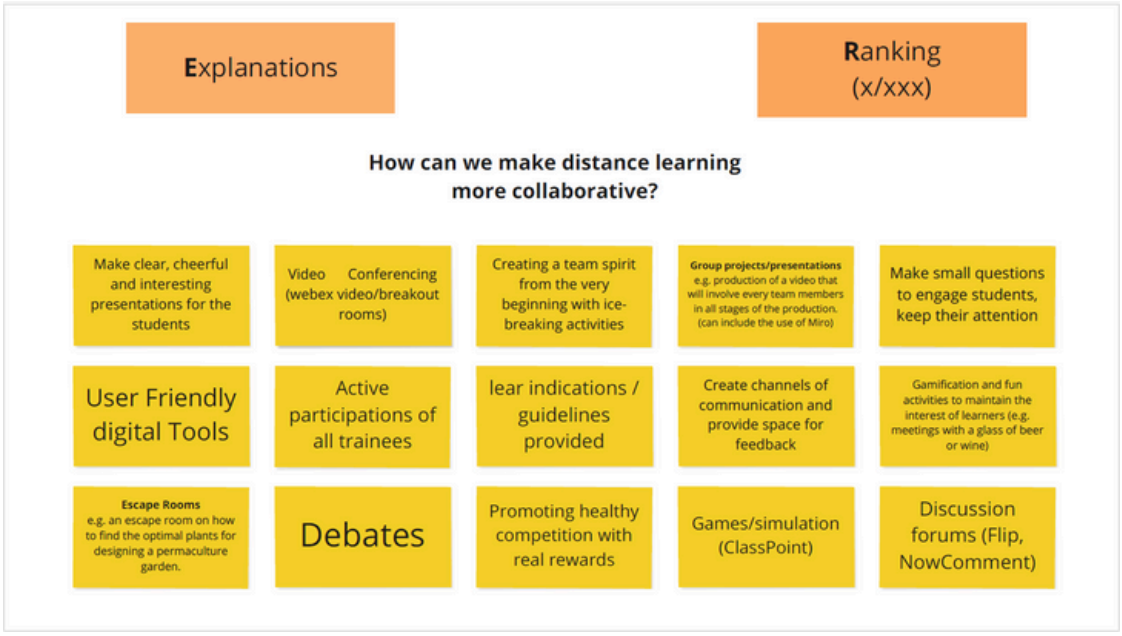
Module 3

Methodologies and tools to enhance learner's interaction and teamwork in VET distance learning



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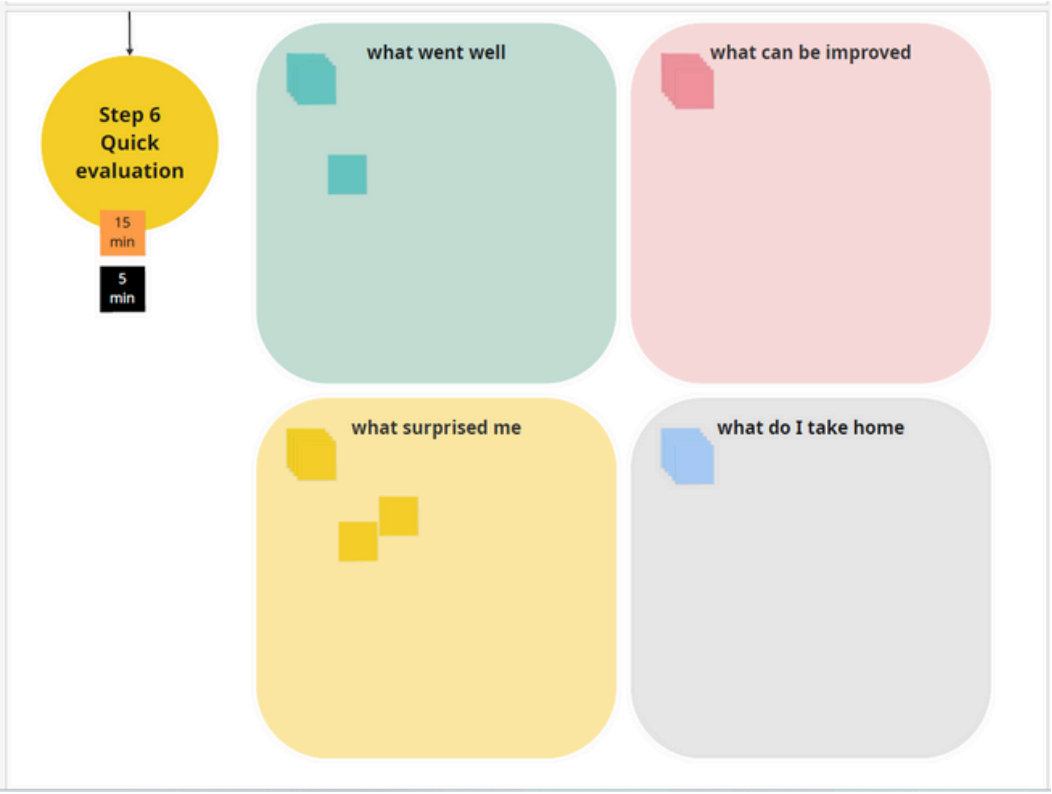
Module 3

Methodologies and tools to enhance learner's interaction and teamwork in VET distance learning



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Module 4

Methodologies and tools to enhance learner's motivation in VET distance learning

Module 4

Methodologies and tools to enhance learner's motivation in VET distance learning

Chapter 1: Understanding learners' motivation

- The first chapter of this module aims to provide a comprehensive understanding of learners' motivation in the context of VET distance learning. Motivation plays a very important role in learners' engagement, persistence, and success in their educational journey including when we talk about gamification
- Three sub-subchapters will help us understanding how motivation is working effectively and why this is important for learners experience distance learning process.

– Theory and models of motivation

– Factors influencing learners motivation

– Assessing learners motivation

Theories and Models of Motivation

There are various theories and models that explain learners' motivation.

- *Maslow's Hierarchy of Needs*
- *Self-Determination Theory (SDT)*
- *Expectancy-Value Theory*

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Methodologies and tools to enhance learner's motivation in VET distance learning

Factors Influencing Learners' Motivation

- Understanding the factors that influence learners' motivation is the best way for educators to design effective motivational strategies to be incorporated in their module.
- This section explores both ***intrinsic* and *extrinsic* factors** that impact learners' motivation. ***Intrinsic*** factors include learners' interests, self-efficacy beliefs, and the relevance of the learning content to their goals and aspirations.
- ***Extrinsic factors*** encompass external rewards, recognition, social interactions, and the learning environment. By identifying these factors, educators can tailor their instructional approaches to maximize learners' motivation.

Assessing learners' motivation

- There are various methods for assessing learners' motivation, such as **self-report surveys, interviews,** and **observation.** By collecting data on learners' motivation, educators can make informed decisions on the most suitable strategies to enhance motivation
- The different possible assessments are :

- **Interviews and Individual Conversations** : this method consists of designing questions for learners to reflect on their motivation levels, interests, goals, and perceived competence.
- **Observations and Behavior Tracking** : this method consists of observing learners' behaviour and tracking their engagement patterns can also be a valuable method for assessing motivation.
- **Peer and Self-Assessment** : this method consists of proposing to the learner to work in peer and to proceed to self-assessment activities.

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Methodologies and tools to enhance learner's motivation in VET distance learning

Chapter 2: Fundamental Principles and Concepts of Gamification

- This chapter highlights :
  - the importance of collecting learners' feedback as a means to improve the overall learning experience and enhance learners' motivation,
  - designing feedbacks mechanism,
  - analysing them,
  - and applying them to improve the learning content and increase motivation.

Methods and tools for gathering learners' feedback

- Surveys are a popular and efficient method, allowing educators to collect quantitative and qualitative data on learners' experiences, preferences, and suggestions. It is easy to implement and many online tools are available online (google from, survey monkey, slido, Socrative.
- Interviews and individual conversations provide an opportunity for in-depth discussions and personalised feedback. It allows learners to explain exactly their expectations freely and share feedback on one's expectations.
- Focus group sessions : provide opportunity to small groups of people to discuss the participants feedback freely. The idea is to gather people from the same virtual classroom or share the same learning objectives in order to improve the overall training session. Asking for feedback enhances participants' confidence and trust, they feel listened to and it will increase motivation at the same time.
- Online discussion forums enable learners to share their thoughts, engage in peer-to-peer interactions, and provide ongoing feedback. By reading the comments and even participating in the forum, they share advice and ideas to learn better and motivate each other.

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Analysing and interpreting learners' feedback

Now the learners' feedback has been collected, educators need to analyse and interpret the data to find out meaningful/useful insights.

- To effectively analyse learners' feedback, educators must first **organise the data in a *"systematic manner"***. This can be achieved by creating a database or spreadsheet to compile the feedback responses. Some software automatically uses this option in order to save time for the analysis.
- **Thematic coding (thematic analysis)** and **content analysis** are qualitative analysis techniques that enable educators to identify common themes, patterns, and trends in learners' feedback.
- Educators can identify common themes, patterns, and trends in learners' feedback. By examining the frequency and prominence of specific themes or patterns
- Analysing feedback by considering the patterns and themes identified in learners' feedback.

Applying learners' feedback to improve learning experience and motivational strategies

By carefully reviewing and reflecting on the feedback, educators can identify areas for improvement, modify instructional materials, refine motivational techniques, and provide additional support where needed.

Educators can use this feedback to refine motivational strategies and tailor them to better align with learners' motivational needs.

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Methodologies and tools to enhance learner's motivation in VET distance learning

Chapter 3: Identifying Motivational Techniques and Tools

This chapter provides an overview of various motivational techniques that can be employed to enhance learners' motivation in VET distance learning.

1. Goal setting and self-reflection exercises:

- Goal setting is a powerful motivational technique that helps learners establish clear objectives and direction in their learning journey.
- How to guide learners in setting realistic and achievable goals on both short-term and long-term?
- The VET professional must guide the learner and help him
- - taking into consideration their current abilities, resources, and time constraints
- - breaking larger goals into smaller, manageable milestones to ensure progress is measurable and attainable.
- Indeed, setting realistic and achievable goals help the learner to experience a sense of accomplishment and to stay motivated.

Chapter 3: Identifying Motivational Techniques and Tools

Self-reflection exercises are a means for learners to assess their progress, identify strengths and areas for improvement, and cultivate a sense of ownership over their learning.

- They are valuable tools for learners to take ownership of their learning. Educators can introduce regular self-reflection activities where learners can critically evaluate their achievements, challenges, and the strategies they have employed.
- ***Example*** : *the journal : why not keep a learning journal where they can regularly record their thoughts, observations, and reflections on their learning experiences. It will include what they have learned ? How have they applied their knowledge ? and any challenges or successes they have encountered ? Is this training interesting and does it reach their learning expectations ? Why is it engaging or why not ?*
- This exercise promotes self-awareness and allows learners to track their growth and progress over time. It will also help the trainer improve the activities proposed and gain motivation.

By incorporating goal setting and self-reflection exercises, educators can foster intrinsic motivation and promote a growth mindset among learners.

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Methodologies and tools to enhance learner's motivation in VET distance learning

Monitoring and Tracking Progress

Regular monitoring and tracking of learners' progress play an important role in maintaining motivation.

How to implement systems and strategies to monitor learners' achievements and provide timely feedback?

- **the use of checklists** : educators can provide learners with a checklist of tasks, milestones, or learning objectives to be completed.
- **progress charts** are another effective tool for tracking and visualising learners' progress.
- **the use of digital learning platforms** often come equipped with built-in tracking features.

In addition to visual tracking methods, educators can **celebrate learners' milestones and accomplishments.**

- By giving learners visibility of their progress and acknowledging their accomplishments, educators can enhance learners' motivation by providing a sense of achievement and direction.

Positive reinforcement and rewards

Positive reinforcement and rewards can significantly impact learners' motivation and engagement.

What are the techniques for providing positive feedback, recognition, and rewards to reinforce learners' efforts and achievements?

- One effective technique for providing positive feedback is through **verbal praise and encouragement**.
- **Virtual badges and certificates** are digital representations of achievement that learners can earn as they progress in their learning journey- they can be designed by the educator himself, reaching specific milestones, demonstrating exceptional skills, or completing challenging tasks.
- Implementing **gamification elements, such as point systems or leaderboards**, can be an effective way to provide positive reinforcement (*"Leaderboards indicate who performs the best in a certain activity. Leaderboards or high scores are used in most of today's games and gamified processes.)*
- **Organising celebratory events or showcasing** learners' achievements can significantly reinforce motivation as well. Not very common, it proved its relevance already and has a very positive impact on the mind and motivation.

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Methodologies and tools to enhance learner's motivation in VET distance learning

Digital tools and platforms for motivation enhancement

- Digital tools and platforms offer a wealth of opportunities for enhancing learners' motivation in VET distance learning.

– Gamification platforms integrate game elements, such as points, badges, leaderboards, and challenges, into the learning experience. These platforms transform the learning process into an engaging and interactive game-like environment. Educators can use gamification platforms to create quests, missions, and quizzes that motivate learners to actively participate, compete, and progress through their learning journey.

– Videos, simulations, and interactive presentations, capture learners' attention and make the learning experience more immersive.

– Collaborative tools such as collaborative document editors, virtual whiteboards, and so on.

– Social learning platforms provide spaces for learners to connect, engage in discussions, and share knowledge and resources.

Digital tools and platforms for motivation enhancement

When selecting motivational techniques and tools, it is essential to consider the unique characteristics and needs of learners.

- Factors such as learners' age, learning styles, prior experiences, and cultural backgrounds that should inform the selection and customization of motivational techniques must be taken into account. By taking a learner-centered approach, educators can tailor the motivational strategies to align with the learners' preferences, ensuring maximum effectiveness and engagement.

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Methodologies and tools to enhance learner's motivation in VET distance learning

Chapter 4: Writing motivational content

This chapter aims to provide educators with valuable insights and strategies for creating motivational content in VET distance learning environments.

1. **Principles of Instructional Design for Enhancing Motivation:**

- Educators must learn about principles such as
  - relevance,
  - authenticity,
  - learner-centeredness,
  - and scaffolding.

Principles of Instructional Design for Enhancing Motivation

- Relevance : relevance is a fundamental principle in instructional design for motivation. Learners are more likely to be motivated when they see the value and applicability of what they are learning to their lives, goals, and aspirations. Educators will learn how to establish relevance by connecting learning objectives and content to real-world situations, career contexts, or personal interests.
- Authenticity in instructional design refers to the integration of real-world experiences and tasks that reflect the challenges and complexities learners may encounter in their chosen field / such as authentic assessments, case studies, simulations, internship based assessment or even industry-based projects.
- Learner-centeredness places even when talking about the instructional design process. The idea is to consider learners' needs, interests, prior knowledge, and learning preferences.
- Scaffolding refers to the support and guidance provided to learners as they progress in their learning journey.

"Scaffolding is the process of breaking lessons into manageable units, with the teacher providing decreasing levels of support as students grasp new concepts and master new skills."https://pce.sandiego.edu/scaffolding-in-education-examples/#:~:text=Scaffolding%20is%20the%20process%20of,concepts%20and%20master%20new%20skills.

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Methodologies and tools to enhance learner's motivation in VET distance learning

Using storytelling and real-life examples to engage learners

By incorporating storytelling and real-life examples into instructional content, educators can captivate learners' interest, make the content relatable and relevant, and demonstrate the practical application of knowledge and skills.

Writing clear Instructions

- **Clear instructions** are essential for learners to understand and complete tasks effectively. By using techniques such as plain language, breaking down complex tasks into smaller steps, and providing clear guidance, educators can ensure learners' success and minimize frustration.
- **Use plain language** when crafting instructions. It must be clear, straightforward, and free from unnecessary jargon or technical terms. This allows learners to easily understand the tasks at hand without confusion or ambiguity and eliminate potential barriers to comprehension and ensure that learners can focus on the task itself.
- **Break down complex tasks** leading to frustration and a loss of motivation. The idea is to transform complex tasks into smaller, manageable steps clearly defined and accompanied by specific instructions. By providing a step-by-step breakdown, educators make the task more approachable, enabling learners to progress gradually and build confidence as they complete each step.

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Module 4

Methodologies and tools to enhance learner's motivation in VET distance learning

Adapting writing styles for different media formats

Different media formats require specific writing styles to maximize learner engagement. What are the writing styles adapted for various media, such as text-based content, multimedia presentations, and interactive learning materials that suits your students the most ?

- **Text based content :**
  - Using an active voice (within the online course) to makes the content more dynamic and engaging.
  - Incorporate headings, subheadings, and bullet points to organize the content and make it easier to read and understand.
  - Including relevant examples and anecdotes to helps learners connect theoretical concepts to real-world situations, making the content more relatable and engaging
- **Multimedia presentation (such as PPT)** – a balance between visual element and written content.
  - Concise slide content with the idea of keeping the text on each slide minimal to avoid overwhelming learners and allow them to focus on both the visual and written elements.
  - Using impactful visual using relevant images, graphs, charts, or videos to enhance understanding and engage learners visually.
  - Providing clear explanations as well as visuals with clear and concise explanations to ensure learners gets the message.
- **Interactive learning material**
  - Using interactive prompts and questions to be incorporated to engage actively the learners with the material and reflect on their learning.
  - Creating opportunities to allow learners to contribute with their ideas, opinions, or solutions, fostering a sense of ownership and involvement.
  - Designing interactive simulations or scenarios to apply their knowledge and skills in realistic situations.

Strategies for creating motivational assessments and assignments

Assessments and assignments play one of the most important roles in maintaining learners' motivation and promoting deeper understanding.

Educators will explore techniques that incorporate

- **choice and relevance** : this can be done by offering different topics, formats, or approaches that align with learners' interests, abilities, and learning preferences
- **provide meaningful feedback** : by designing assessments and assignments in a way that allows for personalised and constructive feedback : timely and specific feedback highlighting strengths, identifies areas for improvement, and offers guidance on how to progress further.
- and **allow opportunities for self-reflection and goal setting** as it can enhance motivation and promote deeper understanding

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Strategies for creating motivational assessments and assignments

- By engaging **in self-reflection, learners gain a deeper understanding of their strengths and areas for improvement**, leading to increased motivation.
- Finally, **interactive elements can be incorporated into instructional materials, such as quizzes, simulations, virtual labs, and collaborative activities.** In a previous chapter, we already discussed the fact that interactive element such as game-based learning or gamification can be created and implemented and will be a key to foster leaners motivation VET distance learning approach. Indeed designing interactive experiences promotes active learning, foster collaboration, and increase learners' motivation and engagement.
- **Educators are encouraged to apply the principles of instructional design, leverage storytelling and real-life examples, write clear instructions, adapt writing styles for different media formats, create motivational assessments and assignments, and incorporate interactive elements**. By employing these strategies, educators can create compelling and motivating learning experiences that empower learners and drive their success in VET distance learning.

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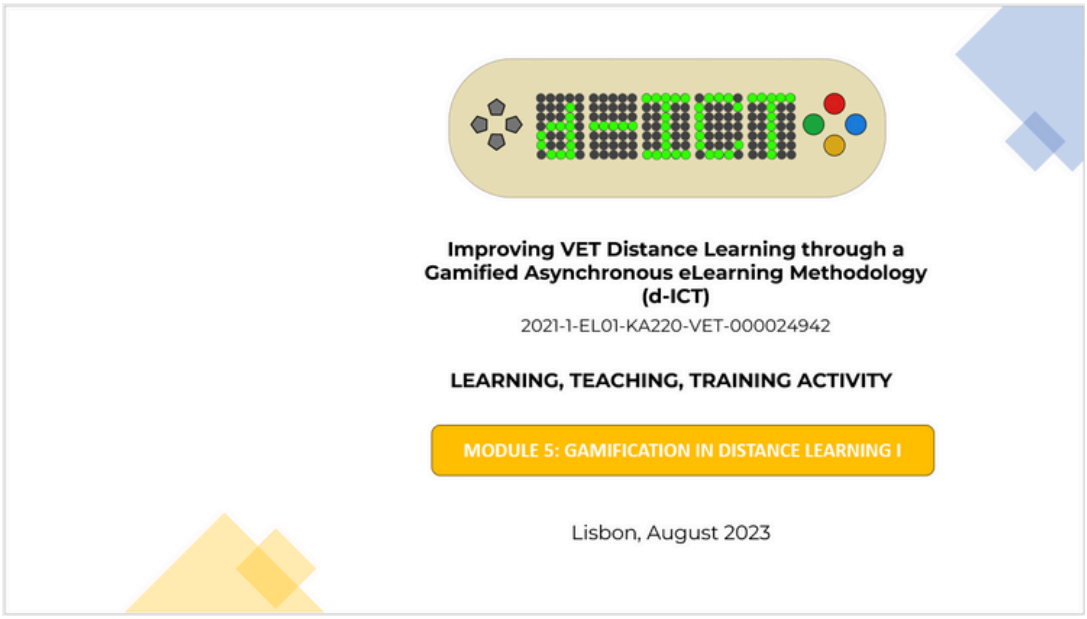
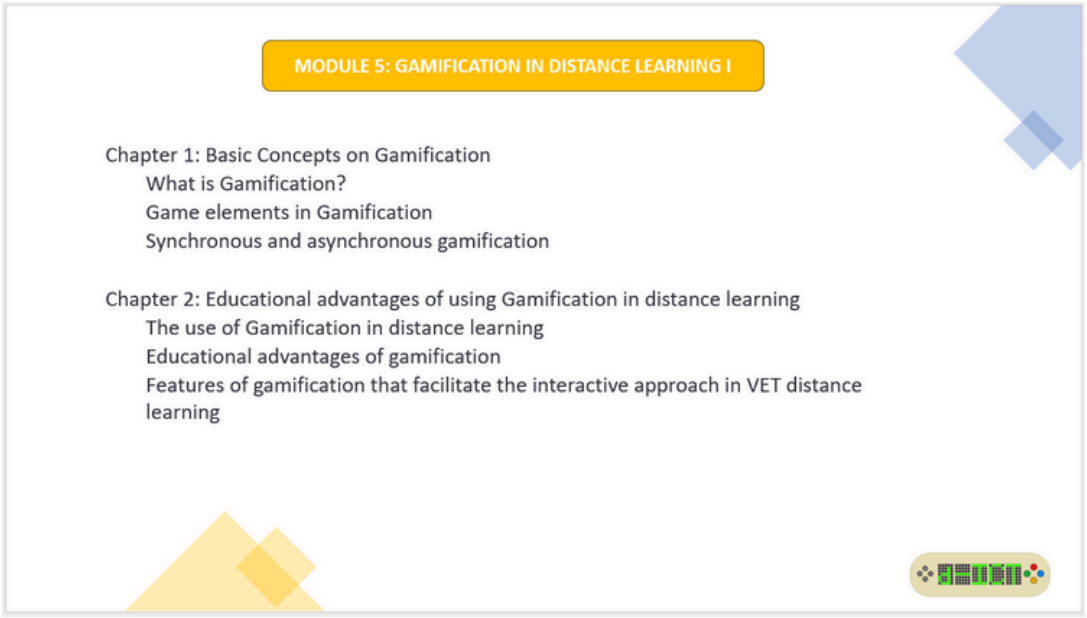
Module 5 Gamification in distance learning I





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CHAPTER 1: BASIC CONCEPTS ON GAMIFICATION

What is Gamification?

- Gamification refers to the use of game design principles, mechanics, and elements in non-game contexts to enhance engagement, motivation, and participation. It involves taking elements commonly found in games, such as points, badges, leader boards, and challenges, and applying them to activities, processes, or systems that are typically not game-like.
- When effectively implemented, gamification can foster a sense of accomplishment, promote learning, encourage problem-solving, facilitate social interaction, and create a more engaging and enjoyable experience for participants. It can be used in a wide range of contexts to motivate and engage users, drive behaviour change, enhance learning outcomes, and improve overall performance.

CHAPTER 1: BASIC CONCEPTS ON GAMIFICATION

Game elements in Gamification

1. **Points:** Points are a fundamental game element used to track progress and provide a sense of achievement. Participants earn points for completing tasks, reaching milestones, or exhibiting desired behaviours.
2. **Badges:** Badges are visual representations of accomplishments or milestones. They serve as a form of recognition and achievement, allowing participants to display their progress and status.
3. **Leader boards:** Leader boards rank participants based on their performance or progress, creating a competitive environment. They foster a sense of challenge and drive participants to strive for the top positions.
4. **Levels:** Levels represent different stages or tiers of progression. Participants start at lower levels and unlock higher levels by completing tasks or accumulating points. Each level presents new challenges and rewards.
5. **Challenges:** Challenges present specific tasks or goals for participants to complete. They add a sense of purpose and provide a structured framework for engagement. Challenges can be time-based, skill-based, or content-based.
6. **Rewards:** Rewards can take various forms, including virtual goods, unlockable content, exclusive access, or real-world incentives. Rewards serve as motivators, encouraging participants to engage and achieve desired outcomes.
7. **Progress Tracking:** Progress tracking allows participants to monitor their advancement visually. It provides a clear sense of progress and helps in setting goals and targets.
8. **Narrative and Storytelling:** Gamification can incorporate storytelling elements to create a compelling narrative around the activities or tasks. Storytelling adds depth, immersion, and context to the gamified experience.
9. **Social Interaction:** Gamification often includes social features, such as collaboration, competition, or social sharing. Participants can interact with each other, form teams, compete for rewards, or share their achievements.
10. **Feedback and Feedback Loops:** Timely and constructive feedback is crucial in gamification. It helps participants understand their performance, make improvements, and stay motivated. Feedback loops ensure continuous engagement and progress.

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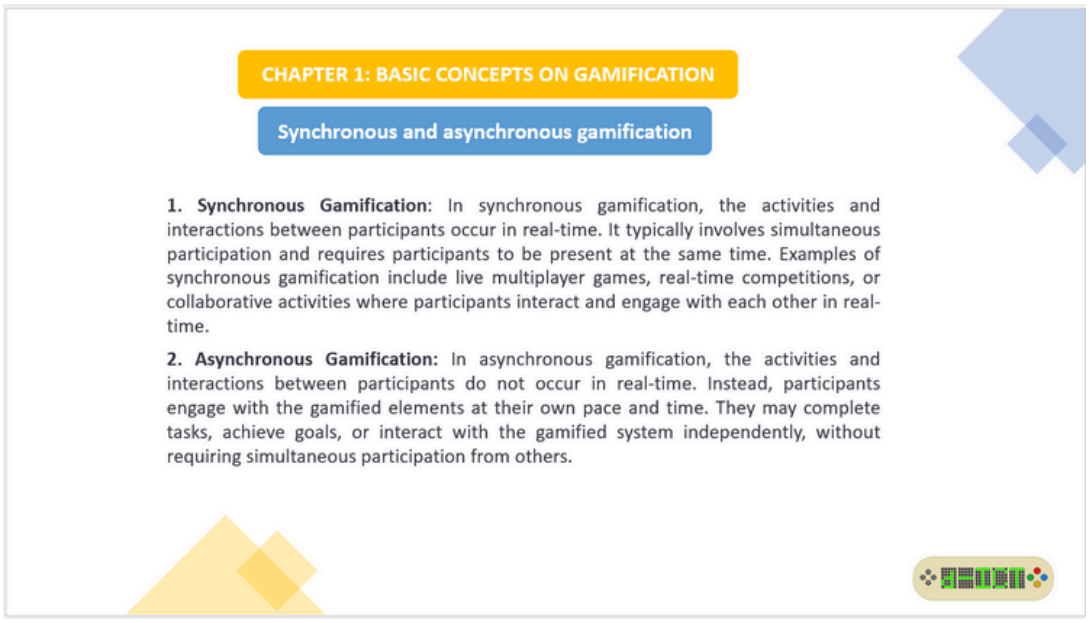
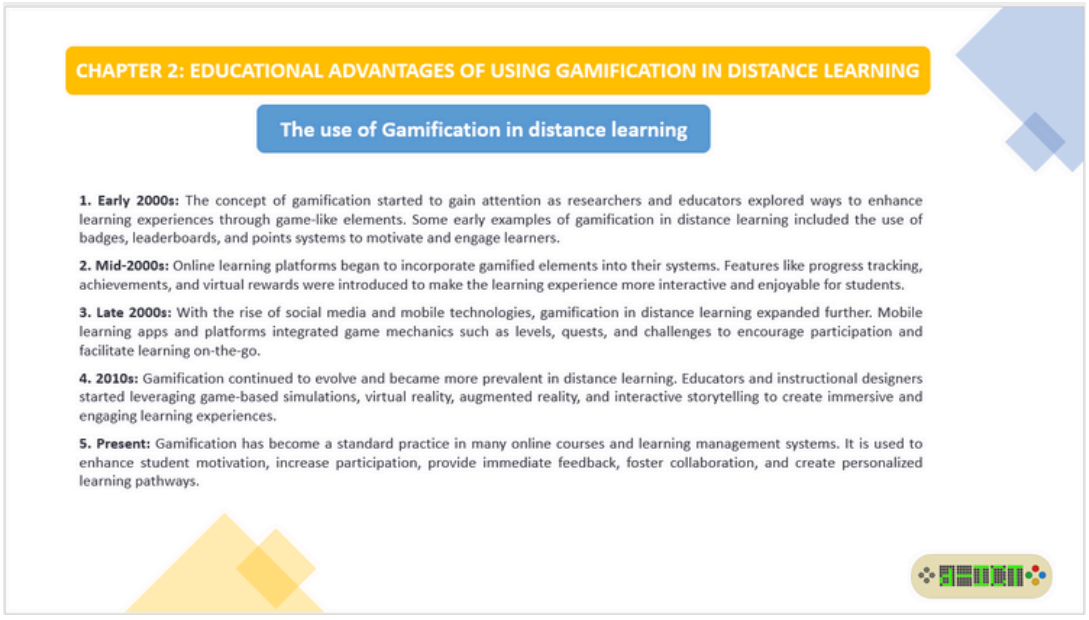


CHAPTER 1: BASIC CONCEPTS ON GAMIFICATION

Synchronous and asynchronous gamification

1. **Synchronous Gamification**: In synchronous gamification, the activities and interactions between participants occur in real-time. It typically involves simultaneous participation and requires participants to be present at the same time. Examples of synchronous gamification include live multiplayer games, real-time competitions, or collaborative activities where participants interact and engage with each other in real-time.

2. **Asynchronous Gamification:** In asynchronous gamification, the activities and interactions between participants do not occur in real-time. Instead, participants engage with the gamified elements at their own pace and time. They may complete tasks, achieve goals, or interact with the gamified system independently, without requiring simultaneous participation from others.



CHAPTER 2: EDUCATIONAL ADVANTAGES OF USING GAMIFICATION IN DISTANCE LEARNING

The use of Gamification in distance learning

1. **Early 2000s:** The concept of gamification started to gain attention as researchers and educators explored ways to enhance learning experiences through game-like elements. Some early examples of gamification in distance learning included the use of badges, leaderboards, and points systems to motivate and engage learners.

2. **Mid-2000s:** Online learning platforms began to incorporate gamified elements into their systems. Features like progress tracking, achievements, and virtual rewards were introduced to make the learning experience more interactive and enjoyable for students.

3. **Late 2000s:** With the rise of social media and mobile technologies, gamification in distance learning expanded further. Mobile learning apps and platforms integrated game mechanics such as levels, quests, and challenges to encourage participation and facilitate learning on-the-go.

4. **2010s:** Gamification continued to evolve and became more prevalent in distance learning. Educators and instructional designers started leveraging game-based simulations, virtual reality, augmented reality, and interactive storytelling to create immersive and engaging learning experiences.

5. **Present:** Gamification has become a standard practice in many online courses and learning management systems. It is used to enhance student motivation, increase participation, provide immediate feedback, foster collaboration, and create personalized learning pathways.

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CHAPTER 2: EDUCATIONAL ADVANTAGES OF USING GAMIFICATION IN DISTANCE LEARNING

Educational advantages of gamification

1. Increased Engagement: Gamification captures students' attention and motivates them to actively participate in the learning process. The interactive and immersive nature of games makes learning more enjoyable, reducing boredom and increasing engagement levels. This heightened engagement can lead to better knowledge retention and understanding of the subject matter.

2. Improved Motivation: Gamification taps into students' intrinsic motivation by incorporating elements such as challenges, rewards, and achievements. By setting clear goals, providing immediate feedback, and offering incentives, gamification creates a sense of achievement and progress. Students are more likely to stay motivated and invested in their learning journey, leading to increased effort and dedication.

3. Active Learning: Games encourage active learning, where students become active participants rather than passive recipients of information. Gamified activities often require problem-solving, critical thinking, decision-making, and collaboration. Students actively apply their knowledge and skills to overcome challenges within the game, promoting deeper understanding and skill development.

4. Personalized Learning: Gamification allows for personalized learning experiences. Games can be designed with adaptive features that adjust the difficulty level based on students' performance, providing individualized challenges. This personalized approach ensures that students are appropriately challenged and supported, catering to their unique learning needs and abilities.

CHAPTER 2: EDUCATIONAL ADVANTAGES OF USING GAMIFICATION IN DISTANCE LEARNING

Educational advantages of gamification

5. Immediate Feedback: Games offer immediate feedback, allowing students to understand their progress and performance in real-time. Feedback can be in the form of scores, levels, badges, or specific in-game responses. This immediate feedback helps students identify areas of improvement, reinforce correct behaviors, and adjust their learning strategies accordingly.

6. Enhanced Collaboration and Social Interaction: Many gamified learning experiences involve collaborative activities, where students can work together towards a common goal. Gamification can foster social interaction and collaboration through features like multiplayer games, team challenges, or discussion forums. This promotes communication, teamwork, and the exchange of ideas among students, enhancing their social and interpersonal skills.

7. Mastery and Mastery-Based Learning: Gamification often incorporates a mastery-based learning approach, where students are encouraged to master one concept or skill before progressing to the next level. This promotes a deeper understanding and retention of knowledge. Students can revisit content, practice until mastery is achieved, and build a strong foundation before moving forward.

8. Data-Driven Insights: Gamification platforms often collect data on students' progress, performance, and learning behaviors. Educators can leverage this data to gain insights into students' strengths, weaknesses, and learning patterns. This information can help personalize instruction, provide targeted interventions, and make data-informed decisions to support student learning.

By leveraging the educational advantages of gamification in distance learning, educators can create dynamic and engaging learning experiences that promote active participation, intrinsic motivation, and personalized learning paths.

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CHAPTER 2: EDUCATIONAL ADVANTAGES OF USING GAMIFICATION IN DISTANCE LEARNING

Features of gamification that facilitate the interactive approach in VET distance learning

1. Points and Rewards: Gamification often incorporates points systems and rewards to incentivize learners' progress and achievements. By earning points, badges, or virtual rewards, learners feel a sense of accomplishment and are motivated to actively participate and complete tasks.

2. Leaderboards and Rankings: Leaderboards display learners' performance rankings, creating a competitive element that encourages engagement and healthy competition among learners. It fosters a sense of community and allows learners to compare their progress with peers.

3. Progress Tracking: Gamification provides visual indicators of learners' progress, such as progress bars or leveling systems. Clear tracking of progress helps learners set goals, track their achievements, and visualize their advancement within the course or program.

4. Challenges and Quests: Gamification incorporates challenges or quests that require learners to complete specific tasks or solve problems. These activities provide opportunities for active learning, problem-solving, and critical thinking, making the learning experience more interactive and hands-on.

5. Immediate Feedback: Gamification allows for instant feedback on learners' performance. This feedback can come in the form of scores, achievements, or personalized messages, providing learners with timely information on their progress and helping them understand areas for improvement.

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Module	Gamification in distance learning II
Tool Activity Title	**Reward learners and boost their engagement with ClassPoint** ClassPoint is a gamification tool for teachers that adds student engagement tools & devices right to PowerPoint. It allows teachers to add fun interactive questions & quizzes right to their slide and give out stars for participation, correctness, or any student goal they would like to gamify.
Duration	3 hours
Materials	- Desktop PC or Laptop for each participant - Internet connection - ClassPoint at this link: https://www.classpoint.io/download
Process	The workshop aims at introducing teachers to the use of ClassPoint to support synchronous and asynchronous online gamified activities. **Number of participants**: 5 remotely connected. **Step 1: Introduction (15 minutes)** Introduce the workshop and explain the role of gamifying reward mechanism in the e-learning process. Participants will download the add-in to PowerPoint. **Step 2: ClassPoint Tools Exploration (15 minutes)**

	Participants will have 15 minutes to look through ClassPoint's gamification tools. **Step 3: Course Development (90 minutes)** Each participant will use the gamification tools on ClassPoint to design and develop his/her course on a subject. To add interactive questions, he/she can choose between eight activity types to add as a button right on their slide (multiple choice, word cloud, slide drawing, image upload, etc.). To gamify the questions, he/she can award stars to learners' submissions. He/she can set correct answers or use the search bar to narrow specific words to give points for. **Step 4: Course Presentation (25 minutes)** Each participant will introduce his/her course to the others. They will discuss the gamification reward tools they picked and how they were applied into the course. The length of each presentation is up to five minutes. **Step 5: Course Evaluation (25 minutes)** Participants will have 5 minutes to offer input and assess the course after each presentation. **Step 6: Debriefing (10 minutes)** The facilitator will lead a group discussion on the workshop and the participants will share their thoughts and discuss the effectiveness of the gamifying reward practices.

Further Resources or References	Video: How to award Stars in ClassPoint: https://www.youtube.com/watch?v=jXhEJKnGazo (ClassPoint Tutorial) Video: Quiz Mode Competition in PowerPoint: https://www.youtube.com/watch?v=V0L60-A6-Rk (ClassPoint Tutorial)

Module 7

Assessment Tools for Distance Learning

Module:	Assessment Tools in Distance Learning
Tool Activity Title	Asynchronous Video Interviewing as a New Technology
Duration	1-3 minutes Video recording The recommended length for a video-answer in an assessment can vary depending on the purpose and nature of the assessment. Generally, a video-answer should be long enough to adequately address the question or prompt, but not so long that it becomes cumbersome for the instructor to review and grade. In some cases, instructors may provide specific guidelines regarding the length of the video-answer. For example, they may require a video-answer to be between 1-3 minutes or limit it to a specific number of words or slides. In other cases, the length of the video-answer may be more flexible. As a general rule, a video-answer should be long enough to provide a comprehensive response to the question or prompt, while also being concise enough to hold the attention of the instructor and other viewers. It's important to note that the purpose of a video-answer is to demonstrate understanding of the material and to communicate ideas clearly and effectively. As such, the quality of the response is more important than the length of the video-answer.

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Materials	This assessment methodology requires individuals to use either a cell phone equipped with a camera or a standalone camera to record themselves.
Process	Video-based assessment tools can offer a valuable alternative to traditional written assignments in distance learning, enabling students to showcase their knowledge and skills in a new format. Asynchronous or recorded video is a newly emerging technology that can be utilized in the initial screening phase of an assessment. Students can record their responses to assessment questions posed by educators on camera, and then submit them online. Following this, the educator can evaluate the answers based on pre-defined criteria drawn from the module's curriculum. Online oral assessments can prove to be even more effective than traditional in-person assessments due to reduced anxiety for students and the ability to revisit their recorded speaking multiple times. Additionally, encouraging students to use multimedia components can enhance the engagement level of their presentations. For instance, the 'record' function available in Microsoft PowerPoint allows students to combine their voice with a slide presentation while some may experiment with editing software to produce more sophisticated multimedia presentations. Podcasts may serve as a viable substitute for conventional oral presentations, and group presentations can be more stimulating and foster dynamic discussions. To prepare students for online verbal communication, educators may coach them on the basics of speaking clearly and into a microphone. It may also be helpful to have students submit test recordings to troubleshoot any uploading issues. If feasible, live presentations on platforms such as Zoom, Teams or Skype can be a valuable addition to the assessment process. However, it is important to remember that

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	the content of the presentation should be prioritized, and engaging multimedia should be used to support information and expression, rather than replace it. The general steps for a video-assessment process are the following: 1. Define the learning outcomes and assessment criteria: Determine the specific knowledge, skills, and competencies that learners are expected to demonstrate in the video assessment, and identify the criteria that will be used to evaluate their performance. 2. Provide clear instructions and guidelines: Clearly communicate the requirements and expectations for the video assessment, including the duration, format, and technical specifications. 3. Support learners with resources and feedback: Provide learners with relevant resources and support to help them create high-quality videos, such as templates, examples, and feedback on drafts. 4. Use a rubric to evaluate videos: Develop a rubric that aligns with the learning outcomes and assessment criteria, and use it to evaluate the videos submitted by learners. 5. Provide feedback and follow-up: Provide feedback to learners on their video assessments, highlighting strengths and areas for improvement, and follow up with additional instruction and support as needed. Here is an example of a video-assessment process in Vocational Education and Training (VET): 1. Learning outcomes and assessment criteria: In a VET course on cooking, the learning outcome might be for learners to demonstrate the ability to prepare a specific dish, such as spaghetti carbonara. The assessment criteria might include

	factors such as ingredient selection, preparation techniques, presentation, and taste. 2. Instructions and guidelines: Learners are provided with clear instructions on how to record and submit their video, including guidance on camera angles, lighting, and sound quality. They are also given a detailed recipe and instructions for preparing the dish. 3. Resources and feedback: Learners are provided with access to relevant resources, such as cooking videos, recipes, and tips for presentation. They can also receive feedback on their video drafts from their instructor or peers. 4. Rubric: The rubric for evaluating the videos might include criteria such as ingredient selection, preparation techniques, presentation, and taste. Each criterion might be rated on a scale of 1-5, with specific indicators of performance at each level. 5. Feedback and follow-up: After reviewing the videos, instructors provide learners with feedback on their performance, highlighting areas of strength and areas for improvement. Learners may also be given the opportunity to revise their videos and resubmit them for additional feedback.
Further Resources or References	• Miller, M., Lu, Y., & Montplaisir, L. (2017). The effects of asynchronous video interviews on interviewing processes and perceptions. Online Learning Journal, 21(1), 75-94. https://doi.org/10.24059/olj.v21i1.3398 • Video Length: How Long Should Instructional Videos Be? (New Data): https://www.techsmith.com/blog/video-length/ • Barbour, M.K. & Harrison, K.U. (2016). Teachers' Perceptions of K-12 Online: Impacting the Design of a Graduate Course Curriculum. Journal of Educational Technology Systems, 45(1),

	74-92. Retrieved March 22, 2023 from https://www.learntechlib.org/p/175706/.

e-Tool II.

Module:	Assessment Tools in Distance Learning
Tool Activity Title	Game-based Scenario Assessment Tool (GSAT)
Duration	40 minutes
Materials	Laptops and Internet Connection
Process	GSAT is a web-based assessment tool that utilizes game-type scenarios to evaluate vocational skills and competencies. The tool presents learners with a simulated work environment where they must complete tasks and make decisions that reflect real-world work situations. The tool is designed to provide learners with an engaging and interactive learning experience while also allowing trainers to assess learners' progress and competencies in real-time. GSAT consists of a series of scenarios that simulate different work environments and tasks. Each scenario is designed to evaluate specific vocational skills and competencies, such as problem-solving, teamwork, communication, and technical skills. As learners navigate through the scenarios, they are required to make decisions, solve problems, and perform tasks that are directly related to their vocational training discipline provided by their educator.

	Trainers can use GSAT to evaluate learners' performance in real-time, through a dashboard that provides detailed analytics on learner progress and competencies. The tool also provides learners with immediate feedback on their performance, allowing them to identify areas for improvement and adjust their learning accordingly. Overall, GSAT is an effective assessment tool for VET that combines game-type activities with scenario-based learning to evaluate vocational skills and competencies in a fun and engaging way. In an asynchronous setting, GSAT could be designed as a standalone activity that learners complete on their own time, rather than as a live activity that requires learners to be present at the same time. For example, learners could be given access to the GSAT tool through an online platform, and could complete the assessment at their own pace. One advantage of using game-based assessments in asynchronous settings is that learners can complete the assessment on their own schedule, without having to coordinate with other learners or trainers. This can be particularly useful for VET programs that have learners with different schedules and time zones. However, it's important to note that asynchronous game-based assessments may not be able to provide the same level of social interaction and collaboration as synchronous assessments, which can be an important aspect of VET programs. Therefore, it's important to carefully consider the goals of the assessment and the needs of the learners when deciding whether to use a synchronous or asynchronous approach to game-based assessment in VET. <u>Example – GSAT for Gardening and Landscaping:</u>

	The GSAT for gardening and landscaping could present learners with a simulated garden or outdoor space that requires maintenance and design. The tool would simulate real-world gardening and landscaping tasks, such as plant identification, soil preparation, pruning, planting, and design. The tool could present learners with a series of scenarios, each of which would require the learner to complete specific gardening or landscaping tasks. For example, a scenario could present learners with a garden plot that requires soil preparation and planting. The learner would be required to select and use the appropriate gardening tools, such as a hoe or a spade, to prepare the soil and plant the seeds. The learner's performance would be evaluated based on their ability to complete the task correctly and efficiently. Another scenario could focus on plant identification and pest management. The learner would be presented with a variety of plants and pests, and would be required to correctly identify them and select the appropriate pest management strategies. The learner's performance would be evaluated based on their ability to accurately identify the plants and pests, and select the appropriate management strategies. The GSAT for gardening and landscaping could also include a design component, where learners would be required to design and implement a landscape plan for a simulated outdoor space. The tool would provide learners with a variety of design elements, such as plants, hardscaping materials, and decorative elements, and would require learners to create a cohesive and aesthetically pleasing landscape design.

Further Resources or References	• Pauschenwein, Jutta & Goldgruber, Eva & Sfiri, Anastasia. (2013). The Identification of the Potential of Game-based Learning in Vocational Education within the Context of the Project "Play the Learning Game". International Journal of Emerging Technologies in Learning (iJET). 8. 10.3991/ijet.v8i1 • 12 Best Virtual Games for Classroom Fun & Learning: https://www.splashlearn.com/blog/best-virtual-games-for-classroom-fun-learning/

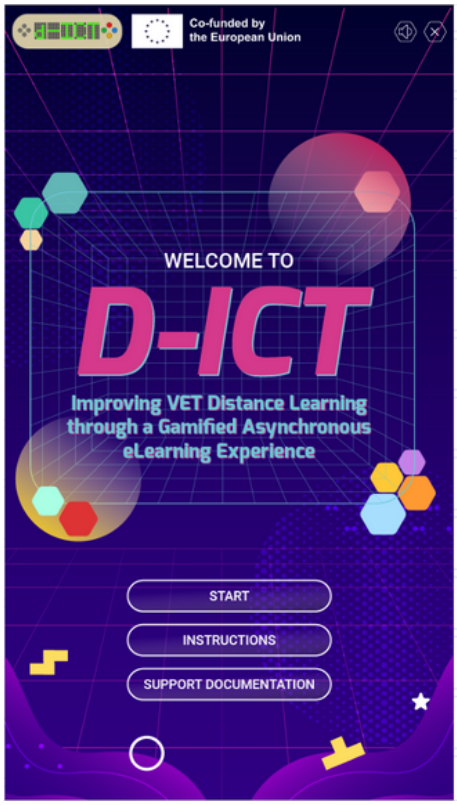
e-Tool III.

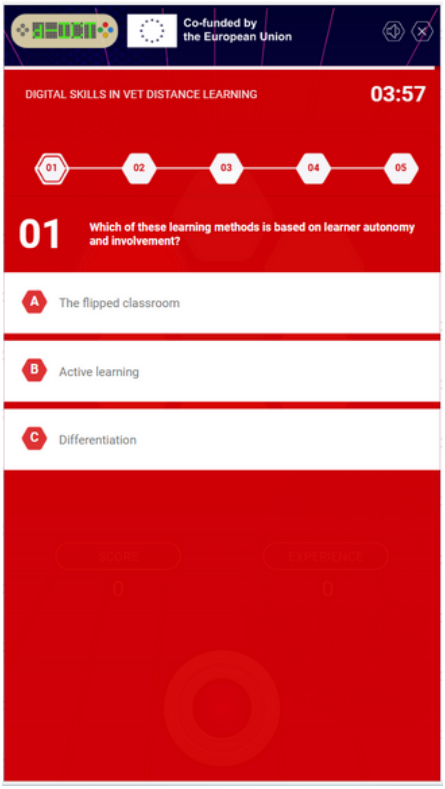
Module:	**Assessment in Distance learning**
Tool Activity Title	Microsoft Form as an assessment Tool
Duration	1 hour
Materials	Laptops or smartphones, internet connection
Process	During the Covid-19 pandemic, the utilization of Microsoft Forms was extensively adopted as an assessment tool due to its ease of use and minimal digital competency requirements. This form of assessment allows educators to implement a hybrid approach by utilizing both multiple-choice and essay-type questions, along with the capacity to incorporate images that can aid in descriptive responses from students. In vocational education and training (VET), Microsoft Forms can be an incredibly useful tool for conducting assessments and evaluating students' knowledge and skills. One way to use Microsoft Forms in VET education is by creating quizzes and assessments to test students' knowledge of specific

	topics or concepts. With Microsoft Forms, teachers can easily create multiple-choice questions, open-ended questions, and rating scales to assess different aspects of student learning. Additionally, Microsoft Forms can be used for self-reflection and self-assessment activities. For example, teachers can create forms that students can use to reflect on their learning progress, identify areas where they need improvement, and set goals for future learning. This can be an effective way to promote self-directed learning and empower students to take ownership of their learning journey. Another way Microsoft Forms can be used in VET education is for peer assessment. Teachers can create forms for students to evaluate each other's work, such as presentations, projects, or practical skills assessments. This can help to foster collaboration and teamwork skills while also providing valuable feedback for students to improve their work. Overall, Microsoft Forms is a versatile tool that can be used in many different ways in VET education. Whether for assessment, self-reflection, or peer assessment, it offers a user-friendly interface that can help teachers and students streamline the learning process and improve learning outcomes.
Further Resources or References	• How to Use Microsoft Forms - https://www.youtube.com/watch?v=ouFKWHQMxtQ • What it is? - https://teachinghub.bath.ac.uk/microsoft-forms/ • 6 InterActive Ways to Use Microsoft Forms - https://www.themerrillsedu.com/blog-1/2020/6/27/5-interactive-ways-to-use-microsoft-forms

Training on the **Gamified Asynchronous e-Learning experience**

The partners had the chance to try and experience the english version of the *Gamified asynchronous e-learning experience* - **Honeycomb Game**, developed in the scope of Project Result 3.





Improving VET Distance Learning through a Gamified Asynchronous eLearning Methodology

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