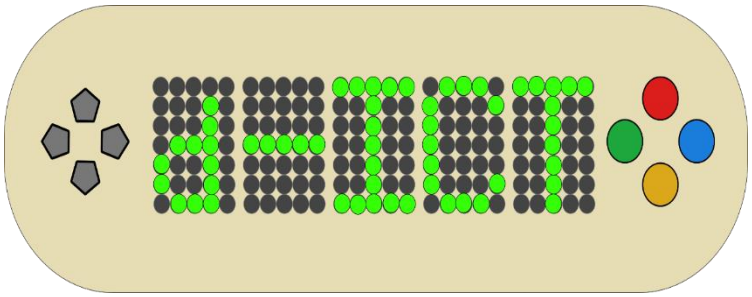

# e-Tool

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# MODULE 1

## e-Tool I: Introduction to VET distance learning

| Tool Activity Title | Gamifying VET Distance Learning with Canvas |
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| **Duration** | 3 hours |
| **Materials** | • X Laptops per participants<br>• Access to internet<br>• Access to Canvas (to gamification tools on Canvas)<br>• Access to Wheel of names (online platform for random course selection)<br>• Text with course development instructions |
| **Process** | ***Step 1***: Introduction (10 minutes)<br>The facilitator will introduce the activity and explain the purpose of gamifying VET distance learning. Participants will randomly draw a subject they are not familiar with or do not like and receive a text with their course development.<br>***Step 2***: Canvas Tools Exploration (20 minutes)<br>Participants will be given 20 minutes to explore the gamification tools available on Canvas and choose the ones they find most useful for their course development.<br>***Step 3***: Course Development (90 minutes)<br>Participants will use the gamification tools on Canvas to prepare the presentation of the randomly selected subject (one provided subject in the Annex). The aim is to make the course understandable and attractive for both themselves and other |



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| | 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.<br><br>***Step 4***: Course Presentation (30 minutes)<br><br>Participants will present their courses to the other participants. They will explain their chosen gamification tools and how they incorporated them into the course. Each presentation will last up to 5 minutes.<br><br>***Step 5***: Course Evaluation (30 minutes)<br><br>After each presentation, participants will have 5 minutes to provide feedback and evaluate the course.<br><br>***Step 6***: Debriefing (20 minutes)<br><br>The facilitator will lead a group discussion on the experience of gamifying VET distance learning. Participants will share their thoughts and feedback on the activity. They will discuss the effectiveness of gamification in improving the engagement and motivation of learners in distance learning. |
| **Further Resources or References** | Video: How to use Canva: https://youtu.be/zJSgUx5K6V0 |



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## Subject 1: Science and Space: Solar System

### Definition:

The solar system is a vast celestial system consisting of the Sun, eight major planets, their moons, dwarf planets, asteroids, comets, and other smaller objects. It is a dynamic arrangement of celestial bodies bound together by gravitational forces.

### Main Components:

1. **The Sun:**
    - The central star of the solar system.
    - Source of energy, heat, and light for the planets.
    - Accounts for more than 99% of the solar system's mass.
2. **Planets:**
    - Eight recognized planets in order of distance from the Sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.
    - Classified as terrestrial (rocky) planets (inner) or gas giants (outer).
    - Vary in size, composition, and atmospheric conditions.
3. **Orbits and Distances:**
    - Planets orbit the Sun in elliptical paths.
    - Distances measured in astronomical units (AU) - average distance between Earth and Sun.
4. **Moons:**
    - Natural satellites that orbit planets.
    - Varied sizes, compositions, and characteristics.
5. **Asteroids and Comets:**
    - Asteroids: Small rocky bodies found mostly in the asteroid belt between Mars and Jupiter.
    - Comets: Icy bodies with tails that develop as they approach the Sun.
6. **Dwarf Planets:**



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- Objects similar to planets but not massive enough to clear their orbits of other debris.
- Examples include Pluto and Eris.

**Exploration:**

- Humans have sent robotic spacecraft to study the solar system.
- Notable missions include Voyager, Mars rovers, and missions to gas giants.

**Significance:**

Studying the solar system provides insights into planetary formation, evolution, and the conditions necessary for life. It also deepens our understanding of the universe's vastness and complexity.

**Education and Exploration:**

- Students can learn about celestial bodies, orbits, and space missions.
- Space exploration fosters technological advancements and expands human knowledge.



**Conclusion:**

The solar system is a captivating realm that offers a wealth of knowledge about the cosmos. Its diverse components and the interactions between them continue to inspire scientists and space enthusiasts alike.

**Subject 2: The Art of Pottery**

**Definition:**

Pottery is the art and craft of creating functional and decorative objects using clay. It involves shaping, firing, and often glazing the clay to produce a wide range of items, from everyday utensils to intricate art pieces.

**Main Techniques:**

1. **Handbuilding:**
    - Creating pottery using hands and simple tools.
    - Techniques include pinch, coil, and slab building.

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2. **Wheel Throwing:**
    - Using a pottery wheel to shape clay into symmetrical forms.
    - Popular for creating vessels like bowls, cups, and vases.
3. **Decoration:**
    - Applying designs, textures, and patterns to the clay surface.
    - Techniques like carving, incising, and slip trailing.
4. **Glazing:**
    - Applying a glass-like coating to pottery for aesthetic and functional purposes.
    - Glazes add color, texture, and waterproofing.

**Historical Significance:**

Pottery has a rich history across cultures and time periods.

- Ancient pottery used for storage, cooking, and rituals.
- Pottery shards provide insights into past societies.



**Cultural Expressions:**

Different cultures have distinct pottery styles and traditions.

- Traditional pottery forms vary from region to region.
- Pottery often reflects local customs and aesthetics.

**Functional and Decorative:**

Pottery serves practical and artistic purposes.

- Everyday items like plates, mugs, and bowls.
- Artistic creations, sculptures, and pottery as a medium for expression.

**Contemporary Pottery:**

- Modern artists blend traditional techniques with innovative designs.
- Pottery as both functional ware and fine art.

**Pottery in Education:**

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- Pottery classes teach techniques, clay properties, and kiln operation.
- Fosters creativity, patience, and appreciation for craftsmanship.

**Ceramic Arts Community:**

- Pottery studios, workshops, and galleries showcase pottery's diversity.
- Artisans and enthusiasts connect to share knowledge and inspiration.

**Conclusion:**

The art of pottery is a dynamic fusion of tradition and innovation. It encompasses both practical utility and creative expression, offering a window into cultures, history, and individual craftsmanship.

**Subject 3: History - Fall of the Berlin Wall in 1989**

**Background:**

- The Berlin Wall was a barrier separating East and West Berlin, constructed by East Germany (German Democratic Republic, GDR) in 1961.
- It was a physical representation of the Cold War division between communist Eastern Bloc countries (led by the Soviet Union) and Western democratic nations.



**Events Leading to the Fall:**

- Economic challenges, political reforms, and societal dissatisfaction in East Germany led to increasing tensions.
- Mass protests and demands for greater freedoms gathered momentum in 1989.

**Key Moments:**

- November 9, 1989: East German authorities unexpectedly announced that citizens could cross into West Berlin.
- Crowds of East Berliners gathered at the wall, and border guards eventually allowed them to pass.

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- People celebrated by climbing the wall, chipping away at it, and hugging West Berliners on the other side.

**Significance:**

- Symbolic End of the Cold War: The fall of the wall marked a symbolic end to the division between Eastern and Western Europe.
- Reunification of Germany: The wall's collapse paved the way for the reunification of East and West Germany on October 3, 1990.
- Collapse of Communism: The events in East Germany contributed to the broader collapse of communist regimes across Eastern Europe.
- Celebration of Freedom: The fall of the wall represented people's yearning for freedom and democracy.

**Global Impact:**



- Renewed International Relations: The fall of the wall improved relations between Western and Eastern Europe.
- Geopolitical Changes: The map of Europe was reshaped, with the end of the Eastern Bloc and the eventual dissolution of the Soviet Union.

**Legacy:**

- The Berlin Wall became a powerful symbol of the division and subsequent unity of Germany.
- Fragments of the wall are preserved as memorials in various cities around the world.
- The events of 1989 are a reminder of people's ability to bring about profound political change through peaceful means.

**Subject 4: Basic Cooking Skills: Teaching Simple Recipes (Pasta with Tomato Sauce), Kitchen Safety, and the Basics of Nutrition**

**Introduction:**

- Basic cooking skills are essential for preparing meals that are both tasty and nutritious.

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- Teaching these skills involves introducing foundational cooking techniques, safety measures, and an understanding of nutrition using a specific recipe as an example.

**Recipe: Pasta with Tomato Sauce**

**Ingredients:**

- Pasta (e.g., spaghetti, penne)
- Tomato sauce (can be store-bought or homemade)
- Olive oil
- Salt and pepper
- Optional: grated cheese, herbs (e.g., basil)

**Cooking Steps:**

1. **Boiling Pasta:**
    - Boil water in a pot, add a pinch of salt.
    - Add pasta and cook until al dente (firm to the bite). Drain.
2. **Preparing Tomato Sauce:**
    - Heat a pan, add a bit of olive oil.
    - Pour in tomato sauce, season with salt, pepper, and optional herbs.
    - Simmer until heated through.
3. **Combining Pasta and Sauce:**
    - Add cooked pasta to the tomato sauce.
    - Toss until pasta is coated with the sauce.



**Kitchen Safety:**

- Emphasize cleanliness, proper handwashing, and hygiene in the kitchen.
- Demonstrate safe stove and knife handling.
- Caution against splattering hot liquids and oil.

**Basics of Nutrition:**

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- Explain the nutritional benefits of pasta (carbohydrates), tomato sauce (vitamins, antioxidants), and olive oil (healthy fats).
- Discuss portion sizes and balance in a meal.

**Practical Application:**

- Provide hands-on cooking sessions where students prepare the recipe under supervision.
- Discuss variations: adding vegetables, using different pasta shapes, or making homemade sauce.

**Life Skills:**

- Learning to cook a simple dish promotes independence and encourages healthier eating habits.
- Students gain confidence in their ability to prepare meals.



**Conclusion:**

- Teaching basic cooking skills through a recipe like Pasta with Tomato Sauce empowers individuals to create delicious and nutritious meals.
- By mastering such skills, students are better equipped to make informed food choices and experiment with culinary creativity.

**Subject 5: Creative Writing: Helping Students Explore Their Imagination Through Storytelling, Poetry, and Descriptive Writing**

**Introduction:**

- Creative writing is a form of self-expression that encourages individuals to explore their imagination and communicate their thoughts and feelings through written words.
- This thematic focus involves introducing students to various creative writing genres: storytelling, poetry, and descriptive writing.

**Genres of Creative Writing:**

1. **Storytelling:**

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- Storytelling involves crafting narratives with characters, plot, and setting.
- Students learn the art of building tension, creating relatable characters, and engaging readers.
- Focus on story structure, including introduction, rising action, climax, resolution.

2. **Poetry:**
    - Poetry is a concise form of expression that plays with language, rhythm, and emotion.
    - Students explore various poetic forms (haiku, sonnet, free verse) and experiment with rhyme and meter.
    - Emphasis on using vivid imagery and evoking emotions through words.
3. **Descriptive Writing:**
    - Descriptive writing paints vivid pictures with words, appealing to the senses.
    - Students learn to create detailed scenes and settings that immerse readers.
    - Encourage the use of sensory language to make writing come alive.



**Process of Creative Writing:**

1. **Inspiration:**
    - Encourage students to draw inspiration from their experiences, emotions, and observations.
    - Promote curiosity and open-mindedness as sources of creative ideas.
2. **Drafting:**
    - Teach students that the first draft is a rough exploration.
    - Emphasize the importance of getting ideas on paper without worrying about perfection.
3. **Revision:**
    - Guide students in revising and refining their work.
    - Discuss the significance of feedback and self-editing to enhance writing quality.
4. **Publication:**
    - Celebrate students' work by providing opportunities for sharing, whether through readings, class publications, or online platforms.

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**Expression and Imagination:**

- Creative writing provides a safe space for students to express their thoughts, feelings, and ideas.
- It encourages imaginative thinking and nurtures a sense of wonder.

**Life Skills:**

- Writing creatively cultivates effective communication skills, boosts self-confidence, and encourages critical thinking.
- Students learn to appreciate language as a tool for artistic expression.

**Conclusion:**

- Teaching creative writing through storytelling, poetry, and descriptive writing empowers students to embrace their creativity and share their unique perspectives with the world.
- By engaging in these forms of expression, students embark on a journey of self-discovery and develop skills applicable to various aspects of life.



**Subject 6: Personal Finance: Introducing Concepts Such as Budgeting, Saving, Credit, and Financial Planning**

**Introduction:**

- Personal finance refers to managing one's financial resources to achieve financial goals and make informed financial decisions.
- Teaching personal finance equips individuals with essential skills for responsible money management and financial well-being.

**Key Concepts:**

1. **Budgeting:**
    - Budgeting involves tracking income and expenses to create a financial plan.
    - Students learn to allocate funds for different categories (housing, food, entertainment) and prioritize spending.

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2. **Saving:**
    - Saving entails setting aside a portion of income for future needs and goals.
    - Teach students the importance of emergency savings and long-term goals (e.g., education, homeownership, retirement).
3. **Credit and Debt:**
    - Explain the concept of credit and how credit scores are determined.
    - Discuss responsible use of credit and the potential pitfalls of debt accumulation.
4. **Financial Planning:**
    - Introduce the concept of creating a comprehensive financial plan.
    - Cover setting short-term and long-term goals, understanding risk, and investing wisely.

**Practical Application:**

- Guide students through creating a personal budget, allocating funds for various expenses.
- Discuss strategies for saving money, such as automatic transfers to a savings account.
- Use real-life scenarios to explore the impact of credit and debt on financial well-being.



**Life Skills:**

- Teaching personal finance empowers students with skills for financial independence and responsible decision-making.
- Students gain the ability to plan for future needs and navigate financial challenges.

**Financial Literacy:**

- Enhancing financial literacy equips individuals with the knowledge and confidence to manage their finances effectively.
- Students learn to make informed choices, avoid financial pitfalls, and work towards financial goals.

**Conclusion:**

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- Introducing personal finance concepts like budgeting, saving, credit, and financial planning equips students with essential life skills.
- By mastering these concepts, individuals are better prepared to navigate their financial journey and achieve greater financial security.

## Subject 7: Basic Gardening: Cultivating Green Thumbs and Beautiful Spaces

### Introduction:

Welcome to the world of basic gardening! In this thematic exploration, we'll dive into the fundamentals of starting and maintaining a small garden, complete with essential plant care and simple landscaping techniques.

### Getting Started:

- Learn the benefits of gardening, from connecting with nature to growing your own food.
- Understand the importance of choosing the right location for your garden.



### Essential Tools:

- Discover the basic tools needed for gardening, including shovels, pruners, gloves, and watering cans.
- Understand how each tool contributes to successful gardening.

### Choosing Plants:

- Explore plant options suitable for beginners, such as herbs, vegetables, and easy-to-care-for flowers.
- Consider factors like climate, sunlight, and soil type when selecting plants.

### Planting and Soil Care:

- Learn proper planting techniques to ensure healthy root development.
- Understand the importance of soil preparation, including adding compost and maintaining soil moisture.

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**Watering and Maintenance:**

- Discover the art of watering, including the right amount and timing.
- Understand how to care for your plants through regular maintenance, such as pruning and weeding.

**Basic Landscaping:**

- Explore simple landscaping ideas to enhance the visual appeal of your garden.
- Learn about creating paths, borders, and focal points using plants and decorative elements.

**Pest and Disease Management:**

- Understand common garden pests and diseases.
- Learn about natural and chemical-free methods for preventing and managing these issues.

**Harvesting and Enjoying:**

- Discover the satisfaction of harvesting your homegrown produce.
- Learn about proper harvesting techniques for different plants.



**Conclusion:**

By delving into the basics of gardening, you're embarking on a fulfilling journey that nurtures both plants and your connection with nature. From planting your first seed to witnessing your garden flourish, you're on your way to cultivating not only beautiful spaces but also a greener, healthier lifestyle. If you have any questions, feel free to ask. Happy gardening!

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# MODULE 2

## e-Tool I: Digital skills in VET distance learning

| Tool Activity Title | **Designing digital content that encourages active learning: creating an online mind map** |
|---|---|
| **Duration** | 1h30 |
| **Materials** | Laptops and internet connection, a large sheet of paper, different colored markers and post it notes |
| **Process** | **Mind mapping: definition and benefits**<br><br>Mind mapping optimizes learning, memorization, understanding of ideas, and problem-solving skills. Mind mapping also enhances e-learning as it is an engaging exercise. The learning methods are often passive. When you read a book or listen to a lecture, you only consume information passively. When you create or look at a mind map, you are active because you are trying to synthesize and connect the information through colors and images. By interacting with the content, we absorb it much better. The mind map is a useful and visual teaching tool for online and in person courses.<br><br>Example of a simple map mind:<br><br>**The origins of the mind map**<br><br>At a time when writing was expensive and time-consuming, the Greeks and Romans used a visualization method called the loci method to retrieve information. In short, they visualized a place (a market or a church, for example) and linked the details of that |



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place to the information they wanted to remember. A door can correspond to a word, a window to a concept, a room to an idea...That way, every time they searched for that word, concept, or idea, they just had to imagine the place where they remembered it. This technique enabled them to remember large amounts of information, sometimes even entire speeches.

**Process**

***Step 1:*** **Briefly explain to your group what a mind map is,** what it is used for and the basic principles.

***Step 2:*** **Create different groups of three people.** Each group has about an hour and a half to create a Mind Map on the software of their choice.

***Step 3:*** **Give the same theme to each group, i.e. a concept from which they will create their mind map.**

There are several possibilities. If you are addressing a rather novice audience, suggest that you create a fun mind map based on the year's objectives.

For example, the concept would be the year 2023 and the objectives that we set for ourselves to achieve, as in the example below:

The second choice might be to develop a mind map on a current issue that would mobilize more problem-solving skills, for example on “global warming” or “Remote learning”.

***Step 4:*** **Each group must first create a mind map on paper through brainstorming (45 minutes)**

Since mind maps are generally unfamiliar to trainers, groups are instructed to brainstorm first. Provide them with a large sheet of paper, different colored markers, and sticky notes. The little post-



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| | its are very useful here as groups can write ideas on them and then mix them up as many times as needed to create effective categories. During the practice, it is important that the trainer rotates between groups to help those who are having difficulty getting started and those who need to be challenged to expand their thinking. During this process, students must complete the following steps to create a simple, coherent, and effective mind map. The moderator should give them the following instructions:<br>• Write the theme or topic in the center of the document.<br>• Create branches for the main ideas in all directions. This uses radiating thought, i.e. one idea generates another, and so on.<br>• Add sub-branches for secondary ideas. You can divide the branches into sub-branches, to detail and clarify each idea.<br>• Complete with tertiary ideas related to the sub-branches. If possible, continue to divide the sub-branches, within the limit of 3 to 4 sub-branches, so that the mind map remains readable.<br><br>***Step 5:*** **Each group will then design their mind map on a software program. (one hour)**<br><br>Once the mind map is complete, each group chooses one of three accessible and easy-to-use software programs to explore, design, digitize, and format their mind map:<br>• Lucidparks.com<br>• Canvas<br>• https://www.mindmeister.com/map/2766371361 |



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| | The idea is to design the mind map and to transform it into a real medium to be used online.<br><br>Format examples: For each branch, use a color, pictures, symbols, write and draw what can help understanding. This step consists of independent exploration of software and basic functions that allow the creation of heuristic support and the making of simple and relevant graphical decisions. The participants have to explore the diverse design possibilities of ergonomic and free software.<br><br>***Step 6:*** **Presentation and feedback of the mind map. (10 minutes per group).**<br><br>Each group designates a reporter who will present their creation and explain their choices. |
| **Further Resources or References** | **Links to access the three free programs:**<br>• Lucidparks.com<br>• Canvas<br>• https://www.mindmeister.com/map/2766371361<br><br>**Theoretical and inspirational video:**<br><br>https://www.youtube.com/watch?v=p9jEL_LgAm4&ab_channel=MentalEfficiency<br><br>In this video, British psychologist Tony Buzan, following his research on learning and the human brain, explains how he gave birth to the mind mapping method of organization, in the form of a tree structure, in the 1970s.<br><br>**How to create a concept map**<br><br>https://www.youtube.com/watch?v=sZJj6DwCqSU&ab_channel=UofGLibrary |



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| **Tool Activity Title** | **Use the Speak up App: Encourage classroom interaction and feedback during a synchronous class/course.** |
| **Duration** | 1h30 |
| **Materials** | Laptops and internet connection |
| **Process** | Many of us have found it easy to go unnoticed and lose your voice in synchronous online environments. With many classrooms online since the Covid crisis, we could all use a refresher on how to engage in meaningful dialogue with participants whether online or in presence/classroom.<br><br>**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 (detection and recognition via cookies stored at the Swiss Federal Institute of Technology in Lausanne).<br><br>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. A user-friendly application, adaptable to all disciplines, with the possibility of promoting it in your educational team, making it a |



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| | tool for reflection. However, from a GDPR point of view, for the use of this application it is advisable to obtain the prior authorization of the director of the school responsible for the processing of personal data.<br><br>**SpeakUp** is an application that provides a digital communication channel to encourage interaction and commentary in the classroom. During the synchronous conference, the teacher can listen to the students' questions/thoughts/difficulties/opinions on SpeakUp. He or she can also use the tool to organize activities inside and outside of the classroom.<br>1. The student may comment anonymously on SpeakUp at any time during the course to ask/answer a question or vote for a comment they deem relevant.<br>2. The tool facilitates interaction between teacher and students, but also between students inside and outside the class.<br><br>**Process:**<br>• Install Speak up on your computer.<br>• Assign a teacher and 4 or 5 students.<br>• Test Speak up and its feedback features by simulating a class session.<br><br>**Targeted skills:** getting to grips with a tool that promotes active learning/ improving interaction skills with learners. |



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| **Further Resources or References** | • https://speakup.info/<br>• https://elearning.unige.ch/ressources/speakup/<br>• https://hbsp.harvard.edu/inspiring-minds/how-to-encourage-students-to-speak-up-in-virtual-classes/ |



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# MODULE 3

## e-Tool I: Methodologies and tools to enhance learners' interaction and teamwork in VET distance learning

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| Tool Activity Title | **Let's practice with Miro. Online collaborative workshop to discover and practice with Miro** |
| Duration | 3 hours |
| Materials | To implement the activity the following materials are required:<br>• Desktop PC for each participant<br>• Internet connection<br>• Zoom and Zoom rooms<br>• Miro Board at this link: https://miro.com/app/board/uXjVMrTZCtI=/ |
| Process | The workshop aims at introducing teachers to the use of Miro to support synchronous and asynchronous online collaborative activities.<br>**Recommended number of participants**: 10 / 16 remotely connected.<br><br>**BEFORE THE ACTIVITY**<br>1. **Prepare the Welcome Board**<br>Before the workshop, prepare the welcome Board to allow your participants to familiarize with the Miro digital environment and its features.<br>The Welcome Board should be provided with |



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| | • a **resource area**, with Miro tutorials, video resources and other useful materials.<br>• a "**playground area"** in which to invite the participants to carry out some preliminary activities.<br>• an area where participants are allowed to **introduce** themselves.<br><br>You can use this board or take inspiration from it and modify it: https://miro.com/app/board/uXjVMrTZCtI=/<br><br>**2. Invite participants to the Welcome Board**<br><br>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.<br><br>Also send the Zoom link to participate in the online workshop.<br><br>CONDUCTION OF THE WORKSHOP<br><br>***Step 1*: Welcome participants and introduction (15 minutes)**<br>• Greet attendees as they come into Zoom by welcoming them.<br>• Briefly illustrate the basic features of Zoom (or the platform you are using for the online meeting)<br>• Introduce the objectives and the program of the workshop.<br><br>***Step 2*: Participant presentations (15 minutes)**<br>• Share the link to the Miro board in Zoom chat and invite participants to join the board.<br>• Invite them to move around the Board to reach the participant presentation area (Team Player Cards) |



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| | • Ask each participant to introduce themselves in 1 minute, using the Card that they have filled out.<br>• As the participants introduce themselves, highlight their Card by enlarge it or zooming on it.<br><br>***Step 3***: **Mood Marbles (15 minutes)**<br><br>Mood Marbles is a team culture practice that allows each person within a group to communicate how they are feeling at any point in time by using various coloured circles on a jar. The jar (physical or digital) is accessible to all team members and is populated with 1 of 2 coloured marbles by every team member.<br><br>Use the Mood Marbles Template you can find in the Miro Board:<br>• Everyone has a green and a red marble.<br>• **Green** means "I feel good". **Red** means there is something not right (not feeling well, don't like the topic, need a break)<br>• Invite participant to Take their time to place their current mood marble in the jar<br>• Once done, take 3' to talk between you why there are more green or red, if you feel so or if there are any volunteers. Do not push people to discuss if they don't want.<br>• The marbles can be changed at any time. Everyone has a bubble and can swap during the workshop.<br><br>As a facilitator, you can keep an eye on the Mood Marbles chart to know if the team is feeling safe and comfortable working together, or if there needs to be a discussion or retrospective to tease out details about something that is causing an issue within the team.<br><br>***Step 4***: **Icebreaker: GIF Party (15 minutes)**<br>• Introduce icebreaker. |



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| | • Choose a fun catch phrase ("Teamwork and cooperation in distance learning", "Distance learning is…")<br>• Give everyone 3 mins to find a GIF of the phase, use https://giphy.com/<br>• Use voting function to vote for your favorite GIF, tell people to vote on the gray squares.<br><br>If you want you can choose other icebreakers. Have a look at the ones suggested in the Board:<br>• Weather report<br>• How do you feel today?<br>• Guess Who<br><br>**[optional]**<br><br>***Step 5*: Online Structured Brainstorming with O.P.E.R.A (70 minutes)**<br><br>The OPERA tool is a co-creation method that combines systematic thinking with a creative process for problem solving. It aims at developing thoughts and suggestions in a collaborative way to answer a lead question.<br>1. **The Task (2 minutes)**: the process starts with the presentation of the task, usually as an open question. You can use this lead question: "**How can we make distance learning more collaborative?"**<br>2. **Own Suggestions (3 minutes)**: ask participants to gather ideas and write them down on a sheet of paper (yes, let's use a sheet of paper!)<br>3. **Pair Suggestions (20 minutes)**: participants are split in pairs (use Zoom Rooms). Ask each pair to compare ideas and to formulate 3 proposals / suggestions on 3 sticky notes. Use the Miro Board to stick the notes. |



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| | 4. **Explanations (20 minutes)**. In the plenary session, each pair briefly explains to the rest of the audience the suggestions they have attached to the board.<br>5. **Ranking (5 minutes)**: participants select the most important ideas. Each of them has 4 votes to cast on the sticky notes on the board. Only one vote can be given to the ideas of one's pair. Use the **voting feature** in Miro.<br>6. **Arranging (20 minutes)**: cluster the sticky notes on the workboard according to the themes, following the instructions of the participants.<br><br>***Step 6***: **Quick Evaluation - Retrospective (15 minute)**<br><br>Invite participants to share their impressions of the workshop using the sticky note on the Miro Board<br>• what surprised me<br>• what went well<br>• what can be improved<br>• what do I take home<br><br>Collectively discuss the sticky notes<br><br>***Step Goodby***: **(5 minutes)**<br><br>Say goodbye! |
| Further Resources or References | Miro templates:<br>• Building Team Collaboration Workshop: https://miro.com/app/dashboard/?tpTemplate=redhat-workshop&isCustom=false&share_link_id=703004933402<br>• Team Player Card: https://miro.com/app/dashboard/?tpTemplate=team-player-card&isCustom=false&share_link_id=352142684482 |



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| | • Workshop & Meeting Energizers by Maíra Rahme: https://miro.com/app/board/uXjVO3FOvpE=/?fromEmbed=1<br>• Terrific Eight by Tricia Conyers & John Norcross: https://miro.com/app/board/o9J_lcH221s=/?fromEmbed=1<br>• Emotions Wheel Icebreaker by Anya Dvornikova: https://miro.com/app/board/o9J_laXiR2c=/?fromEmbed=1<br><br>O.P.E.R.A.<br>• OPERA, by Innotimi: https://www.cittametropolitana.mi.it/export/sites/default/welfare_e_pari_opportunita/enGaging/doc/AcademyDoc/m4_OPERA.pdf<br>• Come usare OPERA per collaborare: https://mainograz.com/2016/12/08/come-usare-opera-partecipare/ |



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# MODULE 4

## e-Tool I: Methodologies and tools to enhance learners' motivation in VET distance learning

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| **Tool Activity Title** | **Motivational Strategies Reflection and Application** |
| **Duration** | 60 minutes |
| **Materials** | • Paper or digital devices for note-taking and sketching.<br>• Markers, pens, or digital design tools as computer, tablet for creating visual representations.<br>• Sticky notes or blank cards for organising ideas. |
| **Process** | Objective: To apply the knowledge gained from the course "Methodologies and Tools to Enhance Learners' Motivation in VET Distance Learning" by reflecting on motivational strategies and developing an action plan to enhance learners' motivation in VET distance learning.<br>***Step 1:*** **introduction (5 minutes)**<br>• Provide a brief overview of the course and its focus on enhancing learners' motivation in VET distance learning.<br>• Remind participants of the key concepts and strategies covered in the course.<br>***Step 2:*** **Activity Instructions (15 minutes)**<br>• Divide participants into small groups or pairs.<br>Provide each group/pair with a set of questions related to the motivational strategies covered in the course. |



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| | • Encourage participants to discuss and reflect on their understanding of the strategies and their potential application in VET distance learning.<br>Allocate sufficient time for group discussions and allow participants to share their insights with the larger group afterward.<br><br>***Step 3:*** **Design Phase (30 minutes)**<br>• Ask participants to individually develop an action plan for implementing motivational strategies in their own VET distance learning contexts.<br>  • Provide a template or guide with examples to help participants structure their action plans.<br>• Instruct participants to consider the specific needs, challenges, and resources available in their learning environments while developing their plans – encourage them to include interactive elements or game based activities.<br>• Encourage participants to be specific and practical in outlining the steps they will take to implement the strategies.<br><br>***Step 4:*** **Presentation and Discussion (15 minutes)**<br>• Allocate time for participants to share their action plans with the larger group.<br>• Allow participants to ask questions, provide feedback, and offer suggestions to one another.<br>• Facilitate a discussion on common themes, challenges, and potential solutions that arise from the sharing session. |



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| | • Highlight importance of collaboration and continuous improvement in enhancing learners' motivation in VET distance learning.<br><br>***Step 5:*** **Reflection and Wrap-up (5 minutes)**<br>• Summarise the key concept of the activity and reinforce the significance of applying motivational strategies in VET distance learning.<br>• Provide participants with additional resources, references, or tools they can explore to further enhance their understanding of motivational techniques.<br>• Thank participants for their active participation and engagement throughout the module.<br><br>Note: Depending on the available resources and the participants' familiarity with technology, the activity can be adapted to include digital design tools or software for creating visual representations of the gamified learning module design. |
| **Further Resources or References** | https://edly.io/blog/how-to-motivate-learners-in-an-online-learning-environment/ |



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| Tool Activity Title | **Gamification in VET Distance Learning and learner' motivation** |
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| Duration | 60 minutes |
| Materials | • Paper or digital devices for note-taking and sketching.<br>• Markers, pens, or digital design tools as computer, tablet for creating visual representations.<br>• Sticky notes or blank cards for organizing ideas. |
| Process | Objective: To explore the application of gamification techniques in VET distance learning and develop a gamification strategy to enhance learners' motivation.<br>***Step 1:*** **introduction (5 minutes)**<br>• Begin by introducing the concept of gamification and its potential benefits in enhancing learner motivation in VET distance learning.<br>• Provide a brief overview of the module's focus on applying gamification techniques to engage and motivate learners.<br>***Step 2:*** **Gamification Exploration (20 minutes)**<br>• Divide participants into small groups.<br>• Assign each group a specific gamification element, such as points, badges, leaderboards, challenges, or rewards.<br>• Instruct groups to explore the assigned element, discuss its relevance to VET distance learning, and brainstorm ideas |



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| | on how to incorporate it effectively (see other modules if necessary)<br>• Encourage participants to consider the specific vocational training context and learner characteristics when developing their ideas.<br><br>***Step 3:*** **Game strategy development (25 minutes)**<br>• Ask each group to develop a gamification strategy for a specific VET distance learning course or topic.<br>• Instruct participants to outline the following elements in their strategy:<br>  • Target audience: Identify the learners who will benefit from the gamification strategy.<br>  • Objectives: Define the goals and desired outcomes of incorporating gamification.<br>  • Game elements: Select the specific gamification elements that will be utilized (learning objectives, interactives activities, platform, rewards,<br>• Implementation: Describe how the gamification elements will be integrated into the learning process.<br>  • Feedback and rewards: Determine the feedback mechanisms and rewards system to reinforce learner motivation.<br>  • Evaluation: Discuss how the effectiveness of the gamification strategy will be measured and assessed.<br><br>***Step 4:*** **Presentation and Discussion (15 minutes)**<br>• Allocate time for each group to present their gamification strategy to the larger group. |



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| | • Encourage participants to provide feedback, ask questions, and engage in a discussion on the potential strengths and challenges of each strategy.<br>• Facilitate a conversation on best practices, tips, and considerations for successful gamification implementation in VET distance learning.<br><br>***Step 5:*** **Reflection and Wrap-up (5 minutes)**<br>• Summarize the key takeaways from the activity, emphasizing the value of gamification in enhancing learner motivation in VET distance learning.<br>• Provide participants with additional resources, references, or tools they can explore to further their understanding of gamification techniques and motivation strategy<br><br>Thank participants for their active participation and encourage them to apply the gamification strategies developed during the activity in their own teaching practices.<br><br>Note: Depending on the available resources and the participants' familiarity with technology, the activity can be adapted to include digital design tools or software for creating visual representations of the gamified learning module design. |
| **Further Resources or References** | https://edly.io/blog/how-to-motivate-learners-in-an-online-learning-environment/ |



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# MODULE 5

## e-Tool I: Gamification in distance learning I

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| Tool Activity Title | **Designing Your Gamification Activity** |
| Duration | 3 hours |
| Materials | Paper, pens, Board, Stick notes |
| Process | Gather a group of participants and discuss together about the following:<br><br>***Step 1:*** **Choose an Educational Context**<br><br>Select a specific educational context for which you want to design a gamification activity. It could be a classroom setting, online course, training program, or any other learning environment.<br><br>***Step 2:*** **Identify Learning Goals**<br><br>Determine the learning goals or objectives you want to achieve through the gamification activity. What specific knowledge, skills, or behaviors do you want the participants to acquire or demonstrate?<br><br>***Step 3:*** **Define Game Elements**<br><br>Identify the game elements you want to incorporate into your gamification activity. These could include points, badges, levels, leaderboards, challenges, rewards, or any other relevant game mechanics. |



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*Step 4:* Align Game Elements with Learning Goals

Map the game elements to the learning goals. Determine how each game element will contribute to achieving the desired learning outcomes. Consider how the game elements will motivate, engage, and encourage participants to progress and succeed.

*Step 5:* Design Activities and Assessments

Create the specific activities and assessments that will be part of the gamification activity. These could be quizzes, assignments, projects, simulations, or any other interactive tasks. Ensure that they align with the learning goals and provide opportunities for participants to apply their knowledge and skills.



*Step 6:* Determine Scoring and Progression

Define the scoring system and how participants will progress through the activity. Decide how points will be earned, how levels or badges will be unlocked, and how progress will be tracked. Consider the difficulty level, pacing, and balance of the activity to maintain engagement.

*Step 7:* Incorporate Feedback and Rewards

Plan for providing feedback and rewards to participants. Determine how feedback will be given, whether through automated responses, instructor feedback, or peer feedback. Also, consider the rewards or incentives participants will receive for achieving milestones or demonstrating proficiency.

By following these steps, you can design a gamification activity that aligns with your educational context, engages participants, and enhances the learning experience. Remember to be creative,

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| | consider the preferences and interests of your target audience, and continually evaluate and refine your gamification approach based on feedback and results.<br><br>Not as part of this activity, but to really implement the gamification tool designed by this activity, the following steps would be:<br><br>***Step 8:*** **Test and Iterate**<br><br>Prototype and test your gamification activity with a small group of participants. Gather feedback and iterate on the design to improve its effectiveness and engagement. Make necessary adjustments to ensure a smooth and rewarding experience for the participants.<br><br>***Step 9:*** **Reflect and Evaluate**<br><br>Reflect on the outcomes of the gamification activity. Evaluate the effectiveness of the game elements in motivating and engaging participants. Assess the impact on learning outcomes and consider any adjustments or improvements for future implementations.<br><br>***Step 10:*** **Document and Share**<br><br>Document the design of your gamification activity, including the game elements, activities, assessments, and outcomes. Share your findings and insights with peers or colleagues to inspire and collaborate on further gamification initiatives. |
| Further Resources or References | Here you can find websites to create educational games:<br><br>https://www.educatorstechnology.com/2016/06/5-great-web-tools-for-creating.html/ |



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# MODULE 6

## e-Tool I: Gamification in distance learning II

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| **Tool Activity Title** | **Reward learners and boost their engagement with ClassPoint**<br>**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<br>• Internet connection<br>• 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.<br>**Number of participants:** 5 remotely connected.<br><br>***Step 1:*** **Introduction (15 minutes)**<br>Introduce the workshop and explain the role of gamifying reward mechanism in the e-learning process. Participants will download the add-in to PowerPoint.<br>***Step 2:*** **ClassPoint Tools Exploration (15 minutes)** |



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| | Participants will have 15 minutes to look through ClassPoint's gamification tools.<br><br>***Step 3:*** **Course Development (90 minutes)**<br><br>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.).<br><br>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.<br><br>***Step 4:*** **Course Presentation (25 minutes)**<br><br>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.<br><br>***Step 5:*** **Course Evaluation (25 minutes)**<br><br>Participants will have 5 minutes to offer input and assess the course after each presentation.<br><br>***Step 6:*** **Debriefing (10 minutes)**<br><br>The facilitator will lead a group discussion on the workshop and the participants will share their thoughts and discuss the effectiveness of the<br><br>gamifying reward practices. |



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



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# MODULE 7

## e-Tool I: Assessment Tools in Distance Learning

| Tool Activity Title | **Asynchronous Video Interviewing as a New Technology** |
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| Duration | 1-3 minutes Video recording<br><br>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. |
| Materials | This assessment methodology requires individuals to use either a cell phone equipped with a camera or a standalone camera to record themselves. |



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| 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.<br><br>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.<br><br>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 |



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| | 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 the content of the presentation should be prioritized, and engaging multimedia should be used to support information and expression, rather than replace it.<br><br>The general steps for a video-assessment process are the following:<br>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.<br>2. Provide clear instructions and guidelines: Clearly communicate the requirements and expectations for the video assessment, including the duration, format, and technical specifications.<br>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.<br>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.<br>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. |



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| | Here is an example of a video-assessment process in Vocational Education and Training (VET):<br>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.<br>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.<br>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.<br>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.<br>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. |



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| 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<br>• Video Length: How Long Should Instructional Videos Be? (New Data): https://www.techsmith.com/blog/video-length/<br>• 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/. |



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| 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.<br><br>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.<br><br>Trainers can use GSAT to evaluate learners' performance in real-time, through a dashboard that provides detailed analytics |



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| | 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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 |



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| | 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.<br><br>Example – GSAT for Gardening and Landscaping:<br><br>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.<br><br>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.<br><br>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 |



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| | ability to accurately identify the plants and pests and select the appropriate management strategies.<br><br>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<br>• 12 Best Virtual Games for Classroom Fun & Learning: https://www.splashlearn.com/blog/best-virtual-games-for-classroom-fun-learning/ |



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| Tool Activity Title | **Microsoft Form as an assessment Tool** |
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| 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.<br><br>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.<br><br>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 |



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| | 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.<br><br>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.<br><br>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/<br>• What it is? https://teachinghub.bath.ac.uk/microsoft-forms/<br>• 6 InterActive Ways to Use Microsoft Forms https://www.themerrillsedu.com/blog-1/2020/6/27/5-interactive-ways-to-use-microsoft-forms/ |



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