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SIGE

SOCIAL INCLUSION THROUGH
GAMIFICATION IN EDUCATION

TEXTBOOK



SOCIAL INCLUSION THROUGH GAMIFICATION IN EDUCATION

Comparative Research Network:

Aims – People – Projects – Methods – Results

Published 2022 by Comparative Research Network e.V., Berlin

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ISBN 978-3-946832-34-8 (ebook)

Last update: 14th of September 2022

The booklet was edited and published in the Frame of the Erasmus+ Strategic Partnership Social Inclusion Through Gamification in Education (SIGE) 2020-1-IT02-KA204-08007

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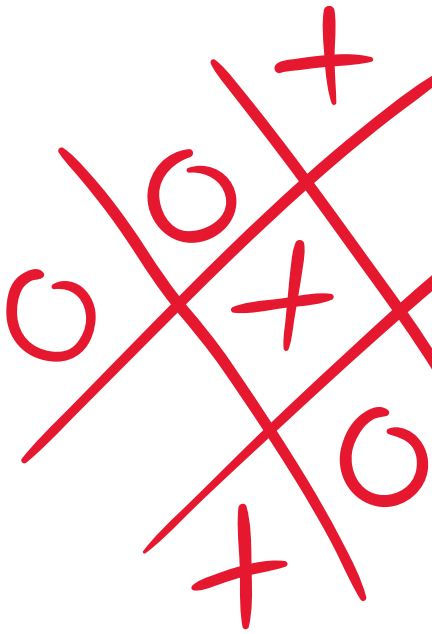
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INTRODUCTION

Introduction

WELCOME TO THIS HANDBOOK

DEAR READER...

...welcome to the SIGE Handbook for Adult Educators.

If you work in the adult education field and you are curious to discover how to use and apply gamification and game-based learning as a methodology to engage and motivate low-skilled learners, you will find some answers in this Handbook.

The Handbook will help you understand gamification and game-based learning as applied in the educational context, especially with a low-skilled target group. You can also discover a dedicated Curriculum, “Upskill through Gamification” - a course designed for low-skilled people belonging to a minority who need to be included in the labour market involved in society.

Our project, SIGE - Social Inclusion Through Gamification in Education, brings together seven partners, NGOs and educational institutions working in the field of adult education, from Croatia, Germany, Italy, Poland, Romania, Serbia and Spain. Specifically, the Strategic Partnership of SIGE consists of: Erasmus Learning Academy (IT), .Osnovna Skola Sveti Sava (RS), Obrtnicko Uciliste (HR), Asociatia Demetrius (RO), Comparative Research Network (DE), Cfie Miranda De Ebro (ES) and Fundacja Mode - Move and Develop Foundation (PL).

The target group addressed by SIGE encompasses low-skilled people with a migrant background (in particular refugees and asylum seekers, newly arrived immigrants and first-generation migrants) or belonging to a minority (i.e. etnhic, cultural, etc.) at risk of social exclusion and marginalization due to the lack of key competences. Therefore, the main objective of SIGE is to support their social inclusion by contributing to the development of a flexible, blended, gamified learning offer allowing them to develop the key competences required in the work and social context.

To address this aim, SIGE Handbook for Adult Educators is designed to support teaching staff and educators working with low-skilled adults in using gamified and game-based elements, as well as e-learning tools, in their teaching. The Handbook contains the above-mentioned “Upskills through Gamification" Curriculum itself and its accompanying Activity Inventory, developed as an intellectual output

of the Project. The Curriculum's overarching objective is to help learners develop vital competences that they need to be included in the labour market and social context (language skills, digital skills, cultural skills and soft skills).

The main phases that led to the creation of this Handbook were as follows:

- **Desk Research**: as a first step, all the partners have conducted a state of art analysis on the situation and needs of low-skilled migrants and people from disadvantaged backgrounds, in order to develop a better understanding of the context and identify potential constraints and opportunities;

- **Field Research**: secondly, a needs analysis has been conducted in each partner country to investigate the specific educational needs to be addressed in the course we sought to develop;

- **Development of an adult education course:** based on the results of the research, the partners have developed the "Curriculum scheme definition" of the course; we then proceeded to design modules and sub-modules, develop content and teaching materials (inventory of activities);
- **Internal and external training on gamification:** after undergoing intensive training on the use of gamification and e-learning, the SIGE team members have arranged and implemented trainings for other staff members of their organisations and local partners interesting in testing the adult education course;

- **Local education courses** and testing phase: with the collaboration of adult educators working in local partner organisations, we organised tests of the curriculum in all seven countries; this way, we gained valuable feedback and could discuss possible modifications and improvements.

THE HANDBOOK STRUCTURE

All these steps (which are to be considered exemplificative and not exhaustive of the entire process) have led to the creation of this Handbook, which is structured as follows.

In the first chapter, you will be guided in the understanding of the concept of gamification, with an explanation of its main elements and characteristics.

The second chapter covers the application of Gamification and some related concepts, such as game-based learning, in the educational context. Our goal here is to give you a clear idea of the link between the leisure-centered idea of games and the more serious purpose of learning
.
In the third chapter, the authors focus on gamification as a tool for social inclusion of migrants, refugees and asylum seekers, as well as people from minority backgrounds who need support in attaining competences that will allow them to find employment and participate more fully in society.

he fourth chapter presents seven case studies (one per each country) written by educators who have applied the course. They briefly describe their experiences and reflections on the use of the Curriculum.

The fifth chapter contains the Curriculum of our adult education course, "Upskill through Gamification", developed as an intellectual output of the Project, that consist of the following five modules: “Mother Language”, “English Language”, “Digital Skills”, “Soft Skills for the Job Market”, “Cultural Competences”.

Finally, as “Appendix” of this Handbook, you will find an Inventory that includes a in-depth explanation of all the gamified and innovative activities mentioned in "Upskill through Gamification".

Before you proceed further with reading our Handbook, we would like to give you some suggestions as to how to interpret and use its contents.

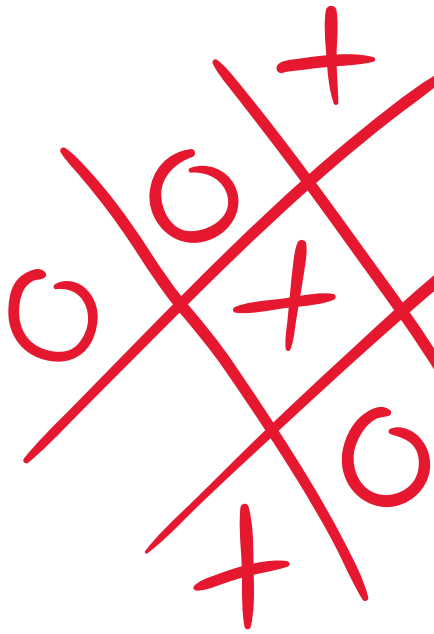
The first three chapters are meant to help you grasp key concepts around which our Curriculum is built, particularly gamification and game-based learning and their utility for educational purposes. If you are unfamiliar with these ideas, these chapters will provide you with a framework of reference and the basis to understand how all the various tools and methods included in the Curriculum and the Inventory make sense in the context of learning objectives we envisioned.

In chapters four and five (and the relative Appendix) you will finally delve into the Curriculum of the course (ch. 5) and the “stories” of its application (ch 4).

Our main suggestion is to approach this party flexibly - it is not necessary to go through every module, sub-module, content or activity, since they may differ in relevance for your context and the needs of your learners. You can focus on specific sections or activities that seem particularly interesting.

We hope this Handbook will give you some answers as to how to increase low-skilled learners’ motivation and engagement in learning. It is our firm belief that the concepts, ideas and tools presented here may spark your curiosity and encourage you to ask more questions. We hope that the Handbook will thus contribute to your own development as an educator.

ARE YOU READY TO START THIS JOURNEY?



CHAPTER 1

GAMIFICATION AND RELATED CONCEPTS

GAMIFICATION AND RELATED CONCEPTS

INTRODUCTION

In this chapter, we seek to explain what gamification is as well as why and how it works. It is important to note that the concept has been developed, used and discussed in various contexts - not just (and, arguably, not primarily) for education. This is why we begin by referring to several general definitions and pointing out some of their specific elements.

We then very briefly signal several aspects that are relevant to why and how gamification works. There is a growing body of scholarly literature on this subject, along with an increasing number of non-academic publications and sources that describe the alleged benefits of gamification and mechanisms behind it. If you are interested in reading more on this topic, the list of references at the end of this guide may give you some anchor points to delve deeper.

GAMIFICATION - WHAT IS IT?

Today, gamification is described and discussed by scholars and practitioners in several fields, including psychology, sociology, management, marketing, pedagogy and computer science. Clearly, then, it is far from being exclusive to .education. Let us take a look at several definitions and consider their characteristic elements and emphases. When put together, they will give you a broader, more comprehensive idea of how gamification is thought of.

One of the most commonly used definitions comes from a conference paper authored by a multi-national team of scholars, who describe gamification as “the use of game design elements in non-game contexts” [1]. It is a good starting point if you want to understand the idea. The definition is fairly broad and focuses on a basic proposition that underpins gamification: that certain aspects typical for games can be introduced into other types of activities. The authors also mention several other related concepts, such as “gamefulness”, “playfulness”, “serious games” and “gameful design” - a fact which makes their paper a fine source on the conceptual framework surrounding gamification.

Another conference paper from a group led by the same scholar presents gamification as an “umbrella term for the use of video game elements [emphasis original] (rather than full-fledged games) to improve user experience and user engagement in non-game services and applications” [2]. There are two

Taiwanese-American entrepreneur, Yu-kai Chou: “the craft of deriving all the fun and engaging elements found in games and applying them to real-world or productive activities”. He also refers to it as “design that places the most emphasis on human motivation in the process. In essence, it is Human-Focused Design” [capitalisation original] [5]. He contrasts it with “function-focused design” which tries to maximise the efficiency of a process, with little or no regard for how its participants feel. Being a practitioner rather than a scholar, Chou immediately hones in on the application for productive purposes. Gamification can be used to make an otherwise mundane, unattractive, yet necessary activity more bearable or, ideally, even enjoyable.

GAMIFICATION - WHY AND HOW IT WORKS

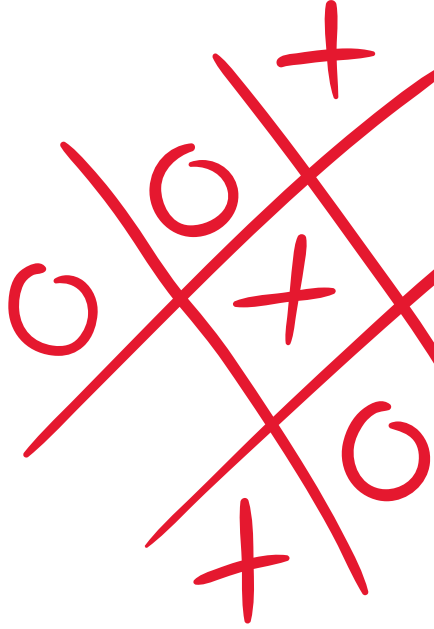
Now that we have an idea of what gamification is, let us very briefly talk about how it works. Since it only emerged as a somewhat well-defined phenomenon in the early 2010s, the world has not had that much time to dissect its inner workings under the microscope of proper academic scrutiny. A lot about its mechanisms and effects is still told in the manner of practitioners’ testimonies and experiences, rather than structured research. However, as it has been gaining more traction, it has also begun to attract the interest of scholars who are now trying to take it under the microscope of proper academic scrutiny.

Much about the “how” of gamification revolves around the findings of psychology, particularly **behaviourism** and **psychology of motivation**. Since, as we have shown in the previous section, the point of gamification is to deliver a certain type of experience, or affect people’s emotions and behaviour, the concept lends itself very well to being discussed in such terms. For instance, many studies approach gamification as a way of tapping into people’s **intrinsic motivation**, whereby we design an activity that someone would be willing to perform for its own sake - because it is enjoyable, satisfying or otherwise internally rewarding - rather than for an external benefit. Hamari and Koivisto posit that a gamified experience combines the benefits of a productive activity (“a utilitarian system”) with enjoyment (which we would normally achieve through a “hedonic system”) [6]. They even go as far as linking the effectiveness of gamification with the concept of “**flow**”, developed and popularised by a renowned psychologist, Mihály Csíkszentmihályi [7]. They suggest that gamified experience is more likely to generate the state of flow or a so-called autotelic experience.

As we have indicated, some studies of gamification draw from computer science. While terms such as “user experience” are not typically associated with psychology, the way they are used in some of the definitions we highlight in the previous section actually puts them close in meaning to “emotional response”.

When Deterding et al. write about “improving user engagement”, this can, for our purposes, be interpreted as referring to creating an immersive, enjoyable experience. Psychology of motivation is also at the very centre of Yu-kai Chou’s vision of gamification. His focus on motivation and behaviour becomes evident if one looks at a framework he proposed, called “Octalysis” [8]. The “octa” in the name refers to eight “core drives”, as Chou describes them. In essence, the drives are related to different human needs, emotions and impulses. He argues that gamification taps into all of them and thus greatly enhances our motivation, while also affecting how we experience a gamified activity. While as a whole, Octalysis does not follow the full rigour of academic research, it is a fairly comprehensive framework that touches on many (albeit probably not all) of the mechanisms that gamification utilises. If you wish to dive deeper into why exactly gamified experiences are supposed to be so engaging and enjoyable, Chou’s proposal is certainly a great place to start and look for further references.





CHAPTER 2
GAMIFICATION IN EDUCATION

GAMIFICATION IN EDUCATION

INTRODUCTION

In this chapter, we move to discussing gamification and some related concepts - most importantly, game-based learning - specifically in the context of education. While definitions you came across in chapter one may have already given you an idea for how gamification could apply to pedagogy, it is worth placing the term more precisely within the framework of education.

As we do that, we also go over several other terms that help us establish a link between the leisure-centred idea of games and the more serious purpose of learning. Next, we introduce the concept of game-based learning which, while seemingly similar, is actually distinct from gamification, but is equally covered by this manual. You will find examples and explanations of how exactly one differs from the other and how each may be used to assist our work as educators. The two subsequent sections delve deeper into gamification and game-based learning. First, we describe various possible forms they can take and, crucially, how they can support, facilitate, diversify and otherwise benefit teaching and learning. This section may be crucial to your understanding of what is at your disposal and how to actually use these tools in your work.

Then, we move on to juxtaposing the potential positive impact of gamification and game-based learning with their limitations and associated risks. The first sections of the chapter, where we discuss various concepts and link them to fit our context, will use several references, both to definitions discussed in chapter one and to material that had not been cited earlier. Meanwhile, the latter portion of the chapter is written more from our perspective as practitioners working in the field of education.

GAMIFICATION AS APPLIED TO EDUCATION

A very concise and neat definition of gamification as applied to education is provided by Erickson et al., who describe it as “the incorporation of elements of game design in a classroom setting” [8]. It is, effectively, a version of Deterding’s team’s definition [1], only contextualised for education. However, if we follow the logic behind other definitions cited in chapter one, it could be argued that the above description is only partially complete, since it leaves out the purpose of using gamification.

By adding Hamari and Huotari's [3] emphasis on generating experiences and Yu-kai Chou's point on utilising fun in pursuit of something productive [5], we could say that gamification is the fostering of learners' engagement by structuring the learning process in a manner which leads learners to experience it similarly to how they might experience playing a game, through the use of concepts and methods frequently associated with (but not exclusive to) game design. While this attempt at a definition is not nearly as well phrased or easy to digest as what Erickson et al. propose, we believe it is more comprehensive, as it encompasses both the "what" and the "why" of the concept.

FROM ENTERTAINMENT TO EDUCATION - CONCEPTUAL LINKS

On the surface, it may be hard to immediately imagine how an area such as game design relates to pedagogy and education. The former is seemingly rooted so strongly in entertainment that, as educators, we may feel apprehensive about linking it to what we consider to be a very serious pursuit. However, various sources, including academic literature, provide a certain conceptual framework which we can use to connect games, gamification and education. In this section, we briefly present some of the potentially useful terms and establish a line between them.

So, how do we move from "game" - which Encyclopædia Britannica describes as a "form of recreation generally including any activity engaged in for diversion or amusement" [9] - to learning and teaching? The first link of the chain can be derived from other definitions of games. In his widely cited book, Marc Prensky states that while games are a form of fun and play, they also have specific rules, goals and outcomes [10]. His characterisation of games suggests the presence of structure and purposefulness - traits that we like to see in the learning and teaching process. It thus opens the door to a question: could we imagine a game where the purpose is not entertainment, but rather the development of specific competences?

In fact, such a notion has long existed in the academic discourse. It has been given the apt-sounding term of "serious games". Following D. R. Michael and S. L. Chen [11], Hanif al Fatta, Mohd Zakaria and Zulisman Maksom describe serious games as activities that "exclude fun, entertainment, and enjoyment from their important objectives" [12]. Instead, they focus on the so-called utilitarian goals which, in our context, include the attainment or broadening of knowledge, skills and/or attitudes. That is not to say that serious games are not supposed to be fun to play. Indeed, bringing the factor of enjoyment is one (albeit by no means the only) reason to employ them. It simply means that the entertaining aspect is in the service of a utilitarian objective, rather than an end in itself - an assertion that mirrors Yu-kai Chou's line of thinking.

If the gap between games and learning still appears too wide, you may consider a concept which is explicitly aimed at bridging it: edutainment. Al Fatta's team once again refer to Michael and Chen as they explain that edutainment is "any form of education that also has an entertaining purpose" [12]. This particular phrasing suggests enjoyment becomes a goal alongside (albeit possibly secondary to) learning. This is because the point of edutainment is exactly as its name suggests: to merge two distinct types of activities. Instead of separating leisure from learning, one can engage in both at the same time. However, it can equally be argued that the "fun factor" which edutainment seeks to introduce is there to boost learners' motivation, not merely to entertain them - in which case, you may note, the idea behind edutainment goes in exact parallel with gamification. Both are means of fostering greater engagement in the learning process.

GAMIFICATION VS. GAME-BASED LEARNING

hile its title only features one of these two terms for the sake of simplicity, our manual in fact covers both gamification and game-based learning. To a person unfamiliar with these concepts they may understandably appear synonymous. Although they both imply the use of game design principles, they are in fact somewhat different. Understanding that difference will make you a more versatile, flexible user of various methods and tools that we describe further in this manual.

Some of the simplest definitions of game-based learning (GBL) describe it as the use of games to facilitate learning [see e.g. 13] or a process whereby learning is an outcome of playing a game itself [14?]. In terms of phrasing, the key distinction between GLB and gamification is that, typically, the former is said to refer to the use of *actual games* (fully-developed activities), while the latter only speaks about using *game design elements*. However, in our view a better way to explain the difference is to consider *which aspect of learning* each concept applies to. **Gamification** affects the **process**, while **GBL** works with the **content and form** of learning. Gamification is a way of turning the process of learning (including verification and assessment) into a game or a game-like experience. Meanwhile, GBL denotes various forms in which students can interact with the content, explore concepts, apply newly gained knowledge or gain and practice new skills. Here are some examples of gamifying the learning process:

- a teacher gives learning badges instead of grades;
- students design their own avatars or characters; their progress is reflected in the development of these avatars or characters (e.g. the avatar gains a new item of clothing, or a character improves one of its attributes, when the student reaches a learning milestone);
- a teacher uses Kahoot or Quizziz instead of a standard pen-and-paper test.

Now, let us look at examples of GBL:

- students learn about the complexity of managing a city by playing SimCity;
- students play card games to explore the concept of probability in mathematics;
- students go on an interactive treasure hunt using Actionbound to learn about the history and cultural traits of their home town.

As you can see from the examples above, gamification allows us to shape how learners experience the process, their progress, the way they are being assessed, etc. Instead of getting grades, they get badges. Instead of being told "you have just completed this part of the course", they are allowed to improve their avatar. Instead of going through a textbook, they go through a story.

GBL, in turn, is all about how students acquire, interact with, process and apply knowledge and skills. Instead of solving some equations with no apparent meaning attached to them, they calculate their odds of winning a poker hand with a given set of cards. After reading about a historical event in a book, they re-enact it in the classroom to get an idea for what the participants might have thought or felt. Instead of being told how difficult it is to balance meeting energy needs, environmental concerns and budgetary constraints, they have to try their hand at it in SimCity.

DIGITAL VS. ANALOG

Before we delve into the plethora of possible forms and methods, it is important that we address one potential misconception. Upon hearing the word "game", many people immediately think about computers and/or consoles, i.e. about video games. For some, games are associated pretty much exclusively with the digital domain. This nigh on automatic perception seems to be a mark of our era, increasingly dominated by information and communication technologies (ICT). It is certainly understandable why one would think that - especially in the light of the last few years, when the COVID-19 pandemic has forced education systems the world over to adopt digital tools and ICT to a far greater extent than ever before. The push towards using computers in conjunction with online communications is so frantic that educators could be forgiven for believing video games (particularly those based on the multiplayer mode) are indeed the only form of gaming still alive - just as digital (especially Internet-based) tools may seem to be the only "modern" way of teaching and communicating with students. This, however, could not be further from the truth. While the world of video gaming is astoundingly enormous, it is by no means the only door to playing games, nor to using them for educational purposes.

Non-computer-based games also constitute a surprisingly diverse area and have a sizeable community of enthusiasts, many of whom swear by the superiority of supposedly old-fashioned, or even outdated formats. In fact, some genres of video games were originally derived from non-computer-based forms of entertainment. For instance, traditional pen-and-paper role-playing games (RPGs) gave birth to computer role-playing games (CRPGs). Many board and card games have also been adapted or reimagined for computers and, more recently, mobile devices. Today, they exist and continue to develop in parallel in both domains. Game design elements typical for gamification are similarly employed both in "analog" and digital environments.

All that is not to belittle the potential and usefulness of video games. Especially when combined with the possibilities offered by the Internet, they give us an impressive array of formats and cover a fantastically wide range of topics. Moreover, ICT enables the incorporation of some tools unique to the digital domain, such as virtual/augmented/mixed reality (VR, AR, or MR, respectively). On top of that, online communications eliminate several physical constraints (e.g. distance or availability of a suitable space) as barriers to interaction between players - or, in our context, learners and educators.

The purpose of the above paragraphs is to signal an important point: employing gamification and game-based learning does not automatically mean that we sit learners in front of computers or put smartphones and VR sets in their hands. We have plenty of options should we want to do that, but we may equally keep them away from screens. As a matter of fact, all forms of gamification and GBL we describe below have in one way or another been adopted and/or adapted for use in video games, so you can imagine them in the analog and digital environment alike.

The variety of game-related methods is such that you may determine how ICT-heavy you want your teaching to be and choose your tools accordingly. Indeed, with a bit of effort and imagination, you will find a rich vein of ideas even if you decide to forgo digital technologies entirely. Therefore, educators favouring approaches such as outdoor experiential learning, which focus on interacting with nature rather than technology, are by no means excluded from using gamification and GBL.

FORMS OF GAMIFICATION AND GAME-BASED LEARNING

In this section, we take a more detailed, albeit not exhaustive look at various forms that gamification and GBL may take. We try to briefly describe them and, in some cases, give examples which you will hopefully find familiar. The distinction between gamification

and GBL is maintained, so as to reinforce your understanding of the difference that we have previously highlighted. First, let us take a look at gamification.ä

POINTS

An easy way to gamify assessment or the tracking of students' progress is to introduce points and rules for gaining them. Points can replace grades or - an option probably more feasible for teachers working in the formal education system - be used in parallel with them. Using points instead of grades does not sound like much of an innovation. After all, many universities do just that when grading papers, for instance. But imagine an elaborate scoring system where every aspect of students' work - active participation in lessons, timely completion of assignments, peer-teaching and teamwork, proposing activities, delivering presentations, ability to express and defend their opinions, critical analysis of sources, organisation of work in the classroom, etc. - is weighed and tallied to reward not only their performance, but also their engagement and contribution as members of a peer group. The idea of points is exceedingly simple, yet quite potent, as it gives you an almost infinite flexibility. The scoring system can reflect the importance you attach to each aspect of the learning process, or incentivise specific attitudes and behaviours in a much more targeted way than a standard grading system.

RANKINGS / LEADERBOARDS

Where there are points and objective, fair rules for earning them, there can be leaderboards. They are a great motivational tool if you work with learners who exhibit competitive tendencies and are happy to compare themselves to their peers.

Their advantage also lies in the fact that you can have as many leaderboards as you have criteria for assessment. For instance, you can have a ranking showing the best test-takers, the most active speakers, the most helpful peers, the top readers, those best in a given practical skill, etc. This means you can create a far more nuanced picture of the group's performance. Of course, you can still have a system for combining various rankings into a single leaderboard, especially if you want to reward a solid all-round performance.

BADGES

Just like in scouting organisations, badges may be awarded to students who master a certain skill or reach a certain milestone in their learning process. For example, you can introduce a badge of "Geometry Master" or "Organic Chemistry Wizard", but you can also hand out a badge of "Your Friendly Neighbourhood Spiderman" to students who help out their colleagues with tough assignments. Once again, it is all about which types of achievements or behaviours you wish to reward. By using badges, you can remove some of the

competitive aspect - learners who have the same badge are recognised as equal in qualifications, since the badge does not say who has earned it “more” or “faster” (although you can introduce that variation, if you wish so). Badges are a great way to break competences or their groups into smaller bits.

SKILL TREES

Skill tree is a way to visualise learners’ development and a uniquely brilliant tool to show how acquiring certain competences requires or enables the mastering of others. Imagine you are teaching a class of future CNC operators at a vocational school. By introducing a skill tree, you can help them understand what they need to know and be able to do before they are ready to work with an actual machine. At the lowest levels of the tree, you would probably put things like “knowledge of health and safety protocols” and “ability to recognise a given type of machine”. Higher up, you could put “layout of controls” or “operating procedures”, etc. When a student masters all necessary competences, they unlock the next node or level of the tree and are thus allowed to proceed to learning more advanced items. Skill trees can be combined with (or, indeed, composed of) badges. For example, a badge can be awarded for completing a part of the curriculum represented by a cluster of related skills within the tree.

MISSIONS / QUESTS

If you want your students to perform certain activities or complete a certain set of assignments, why not present these tasks in the form of a mission or a quest? Ideally, missions should be devised as parts of a broader process, whereby each assignment leads and is connected to the next one, or otherwise contributes something important to the overall progress. Missions and quests are naturally linked to storytelling (see below for more on that).

This is why they can be infused with some narrative flair. Nonetheless, the key to a good mission is a clearly stated objective and purpose - even if the goal is not easily quantifiable, students need to understand what outcome is expected, why they are asked to produce it and how it fits it into a broader picture of their learning process.

STORYTELLING

According to many practitioners, including Yu-kai Chou, storytelling is essential to gamification. Human fondness for a good story means that we are far more likely to engage in an activity if it is placed within the context of an appealing narrative. This gives the activity some meaning beyond its basic purpose, and that meaning is what piques our interest or motivates us to act. What if instead of asking your students to just solve a couple of equations, you put them in the shoes of British cryptanalysts during WWII? The equations they are asked to solve will reveal the correct settings for Alan Turing’s device which decrypted German communications (excuse the gross oversimplification,

you can enlist the help of history teachers if you wish to make the story more accurate). Perhaps there is a time limit involved, just like for that team at Bletchley Park? Now, the students are no longer just crunching numbers - they are trying to save precious convoys from the menace of Nazi U-boats! The fabulous thing about storytelling is that it can be used to connect and wrap just about every tool and method you use in a single, neat, enticing package.

You can devise simple stories around specific exercises, or go all out and build a massive story arc that takes your students through the entire curriculum. Then, the whole course becomes one big adventure. Missions represent particular assignments, larger quests incentivise perseverance and longer-term commitment, badges or skill trees reflect and direct students' development along the way - there is a practically infinite number of ways in which you can incorporate and combine various forms of gamification under the umbrella of a story.

You can tap into learners' fascination with already existing motifs from popular culture. Let us say you have Marvel's comic book and film enthusiasts in your advanced physics class - an entirely possible scenario, as a matter of fact. Why not encourage them to theorise about space-time and time travel by making them into Tony Starks and Doctor Stranges, desperately trying to reverse the damage done by Thanos? If "regular" physical geography does not sound like much fun for a group of 12-year olds, perhaps they would be more willing to study maps or various types of terrain and climate to find the best route to reach Mount Doom in the heart of Mordor, as they guide Frodo on his quest to destroy the One Ring?

Alternatively, you can indulge your creative side and come up with original ideas. This way, you do not have to contort an existing story to fit your needs, which is sometimes tricky and may come across as a bit artificial.

Naturally, it requires more work, but it enables a great degree of cohesion, purposefulness and efficiency in the learning process you are designing.

AVATARS AND CHARACTERS

Learners can be asked to design avatars or build characters that will represent them throughout the learning process. Avatars are typically focused on the visual aspect, i.e. the appearance, physical traits, clothing, etc. Meanwhile, characters can focus more on other characteristics, described by "attributes" which may include physical (e.g. strength, agility, endurance) and mental (e.g. courage, focus, patience, spirituality) elements, but can also reflect specific skills or their amalgamation. Avatars and characters can have multiple functions. They may be a way of visualising progress - when a competence is acquired, the avatar gains a nicer piece of clothing or the character increases an attribute. A successful learner can derive more satisfaction from observing their

avatar become more impressive than they would from simply seeing a series of top grades next to their name. Avatars can also serve to highlight and amplify the consequences of success or failure, but do so in a safe manner, by transferring them from a real person to a virtual character. For instance, when a student attempts a tricky experiment in a chemistry class and fails, their avatar can have singed eyebrows from the imaginary explosion (which, hopefully, did not happen in the real world).

Upon getting to B2 in an English language course, the student's character improves its "communication" attribute and gains the ability to talk to another race of creatures in a fantasy-based universe.

Avatars and characters as a method lend themselves very well to being combined with storytelling, skill trees and badges. Of course, they can also be used to good effect without all these other elements - sometimes the development of a character creates a story in itself. This way, you can still achieve your goal of engaging learners, but save a lot of time and effort on building elaborate constructs with narratives, characters, missions or other bells and whistles.

GAME BASED LEARNING

BOARD GAMES

A quintessential form of "old school" gaming, they have legions of devotees. Casual observer might think of checkers, or perhaps Monopoly, but saying that this is just the tip of an iceberg would be a gross understatement.

BoardGameGeek.com, a go-to online almanack for gamers, lists literally thousands of titles, neatly catalogued by genre, topic, types of mechanics, etc. In case you are wondering: yes, there is also the category of "educational games" that includes over 8500 titles . Whether games listed there are sources of accurate knowledge or can be effective for learning purposes is probably up for debate - after all, the website is first and foremost about entertainment, not science.

However, there is no denying that many game designers have at least tried to incorporate educational elements into their products. With a bit of effort, you will also find plenty of other titles, developed specifically for the purpose of teaching.

Board games cover a wide range of topics. Even if you confine your search to fairly popular titles, you will come across some that touch on biology, environmental science, chemistry, history, geography, economy, medicine, politics or space exploration (some, in fact, encompass more than one of those). For instance, in highly-ranked "Oceans" players explore marine biology. In "Terraforming Mars", cards make references to specific phenomena known in physics, chemistry and biology, or technologies that can be developed with their use. Another well-regarded game, "Brass: Birmingham" is an economic strategy, but placed in the historical context of the era of industrialization. In an article published by "Nature", a team led by

a Professor of Evolutionary Biology at the University of Oxford reviews several board games centred around the theme of Darwin's grand theory. The authors reserve particular praise for "Evolution", released in 2014: "Evolution features sophisticated biology [...]. (It) captures key aspects of the evolutionary process and would work as a teaching aid for ages ten and up" [15].

Like some of the other formats of gamification and GBL, board games offer significant flexibility. They can be very simple, mind-bogglingly complex or anywhere in between. In addition to a board, they may use various kinds of physical components:

pawns, miniature figures, cards, tokens, dice, chips, player boards, etc. Some rely for their dynamics primarily and almost exclusively on a set of rules (or "mechanics") - these are referred to as "Euro" games. Meanwhile, others make use of storytelling to drive players' interactions and behaviour - these, by contrast, are called "American", or "Ameri", in the gaming parlance.

CARD GAMES

Much about card games and their potential use for educational purposes mirrors what you have just read about board games. For those who wish to stay away from the computer, card games offer an alternative that is, perhaps, more readily available or easily attainable than board games. Of course, there are several ways to use games which only require the standard 52-card deck that you may have lying around -

T for instance, we have already mentioned how you can teach probability in mathematics by analysing poker hands. However, the world of card games truly opens up once you explore the idea of creating dedicated decks that may have nothing to do at all with "standard" cards.

In the world of gaming, cards are often used as elements in other types of games, which is why you could argue that many board games have card games "incorporated into them" (the aforementioned "Terraforming Mars" being a prime example). There are, however, titles based only or almost only on cards. For example, the "Timeline" series games challenge players to place historical events in the correct order.

here are also many "trivia-type" titles good for testing general knowledge.

Cards can be easily manoeuvred and are therefore well suited to represent the relationships between certain elements, including chronology and causality. They are also portable. Setting up many games requires very little in terms of facilities. On top of that, it is easier to recreate or adapt a deck of cards - even a unique one - on your own, than it is with most other types of components (although that barrier is quickly disappearing with the progress of 3D printing).

OTHER TABLETOP GAMES

Board and card games are often described as a subset of a broader category, tabletop games. The reason we briefly mention the tabletop category separately is to point out the existence of other

forms, such as games that use miniature figures and mock-ups to represent both the characters and the environment. Probably the most famous example is Warhammer, a system of wargaming loosely based on fantasy literature, where players pitch their armies against each other. Tabletop games may be used for teaching topics where the physical location of components is important, or where we want to highlight the impact of the environment and chance - typically, they involve dice rolling.

ROLE-PLAYING GAMES (RPGs) AND LIVE ACTION ROLE-PLAYING (LARPs)

In an RPG players assume the roles of specific characters. These can be historical figures, but also entirely fictional characters or even creatures taken straight out of a fantasy book. In fact, for RPG fans, much of the appeal of this activity lies in imagining and developing their characters. Players then embark on an adventure, frequently narrated ("facilitated", if you feel compelled to put your educator's hat on) by the so-called gamemaster. At every stage of the journey, they must make decisions about what their characters do or say, and these decisions (along with the gamemaster's creativity and sense of fun) drive the progress of the story.

Interactions between players are at the heart of RPGs. That is not to say there are no objective rules - in fact, there are many commonly used so-called systems, i.e. more or less complete sets of rules that provide a certain framework for the story, players' behaviour and the results of their choices. You might have heard of "Dungeons & Dragons", or "D&D" - this is precisely one such system, derived from a tabletop game originally published in the 1970s.

LARP takes the storytelling aspect of RPGs and adds the element of physical acting, an actual portrayal of one's character and its actions. In a LARP, players do not just make decisions while sitting in a circle - they dress the part, grab props, step into a real-world environment and act in character. Think about a re-enactment of a battle by a hobby group, only in a LARP the outcome is not predetermined. Events still unfold depending on players' decisions and the rules. LARPs actually started as an off-shoot of tabletop games, but have since developed into a separate, wildly colourful genre. Costumes, props and acting introduce a potentially strong artistic expression element. Add a nice venue (castle, forest, old factory, ultra-modern lab - you name it) and the overall result is the ultimate immersive experience.

SIMULATIONS

The main point of this genre is to simulate a specific environment. You then place players in it and task them with performing some functions or accomplishing certain objectives. Here, for once, we shall refer more to video games, since the digital world has produced some excellent examples of simulations which may easily find use in education. Through the progress of programming, we are able to

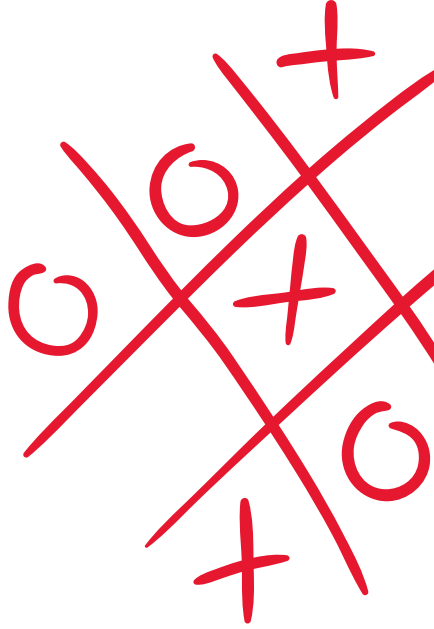
generate increasingly accurate, sophisticated representations of various environments and phenomena, especially in the area of science, technology, engineering and mathematics (STEM).

As a result, some simulations produced as video games are said to approximate the real-world experience, or reflect the difficulty of a particular task. For instance, “Microsoft Flight Simulator” and several other similar products are credited with a high degree of precision in recreating the mechanics of flying an aeroplane. Not only that, they also allow hundreds of players to interact in a virtual environment, where some play the role of air traffic controllers. A somewhat unique example is “Kerbal Space Program”, a game in which players design the craft and then launch it into space.

Both parts of the experience have a clear educational value. The design phase features a wide variety of real-world technologies and components, while a very realistic engine of orbital physics means that you really have to get your design right if the craft is to survive the flight and reach its destination. There are even specific missions to accomplish, from putting a satellite into orbit all the way to sending humans (well, Kerbals...) to other planets. The game is therefore a perfect tool for learning elements of engineering and physics. Another space-themed game that might find its use in education is Eve Online. In this case, however, the key lies not in where the game is placed, but in its player-driven economy. The trading system is modelled on NASDAQ. It has been speculated that its design, in conjunction with the inherently realistic behaviour of thousands of players who log in every day, makes for a frighteningly accurate reflection of real-world economics. Supply and demand, the ups and downs of stock exchange, the impact of geography and geopolitics on markets - all these elements are not just present, but also vividly similar to what we observe in reality.
As was already suggested, the key to making a simulation a learning tool is to accurately recreate an environment and/or key aspects of a given reality for players to interact with and operate in. Software is a great enabler in this regard, but non-computer-based simulations are also a potentially attractive and useful tool. One example which you might have heard of is Model United Nations (MUN).

MUN events allow the youth to participate in simulated meetings of the UN’s various bodies, experience the decision-making process and understand the rules, both formal and informal, which drive the inner workings of the organisation.





CHAPTER 3

GAMIFICATION AS A TOOL FOR SOCIAL INCLUSION OF MIGRANTS

GAMIFICATION AS A TOOL FOR SOCIAL INCLUSION OF MIGRANTS

INTRODUCTION

As explained in the introduction, our project approaches education and certain methods that can be used in it as tools in the service of social inclusion and accessing the labour market. Hence, the third chapter of our publication focuses on the group which our project primarily targeted, i.e. low-skilled individuals with migrant backgrounds (including refugees and asylum seekers) who need support in attaining competences that will allow them to find employment and participate more fully in society.

For the purpose of the project, we have conducted a small-scale study across all seven countries represented in the project, i.e. Croatia, Germany, Italy, Poland, Romania, Serbia and Spain. The study encompassed two main components: 1) desk research which aimed at diagnosing the situation of migrants in our respective countries, both in terms of social inclusion and, more specifically, in terms of inclusion in education; 2) a survey conducted among migrants that sought to examine how they themselves assess their competences and the need to further develop them. A summary of our findings is covered in the first part of this chapter.

In the second part, we come back to the use of gamification and game-based learning, and consider how these tools can assist our educational efforts addressed at the group targeted in this project. Since general benefits of using them are described at length in the previous two chapters, here we will only focus on a few selected aspects to highlight features that are particularly relevant in the context of working with learners from these specific backgrounds. We also refer to some authors' work, either to support our argument or to show how they approach the use of gamification in working towards goals which might be associated with social policies.

an existing study which considers how gamification, when applied to educating migrants, supports the development of behaviours, the transfer of knowledge and the training of skills.

THE SITUATION OF MIGRANTS - DESK RESEARCH RESULTS

In the following paragraphs, we shall summarize the findings from desk research that partner organisations conducted in their respective countries. The research covered both qualitative and quantitative aspects, as we looked at the scale of target populations in our countries, policies that are formally in place, some indications as to how effectively they are implemented, as well as at education, training and employment opportunities available to these groups.

The full report amounts to over 40 pages and covers each country separately.

Data collected in each participating country underlines the diversity of approaches that these countries have adopted with regard to migrants and minorities. Even definitions of a certain status that may apply to a member of a minority or a migrant depend on the historical context and experiences of each state. What seems to also matter is how attractive a given country is to people from migrant backgrounds.

Until fairly recently, countries of Central as well as South-Eastern Europe, including Croatia, Poland, Romania and Serbia, have been less affected by immigration. At the same time, their legal frameworks acknowledge a number of minorities which enjoy constitutional rights. Meanwhile, Germany, Italy and Spain have for decades been the destination of choice for large groups of people of other nationalities, primarily due to their economic landscape.

All analysed countries have developed policies and initiatives that cover some or most aspects of inclusion and integration. However, the degree of cohesion of solutions adopted by each government varies significantly from country to country. In some, the issues of inclusion are incorporated into broader strategies regarding immigration. Others (e.g. Spain) have a decentralized system in which administrative units (e.g. autonomous regions) develop their own solutions. In many cases, there are different frameworks covering different groups: for instance, the situation of asylum seekers is notably different from that of the already settled migrants. Several partners (e.g. from Italy, Poland and Serbia) reported that the education systems in their countries need to adjust their approaches and significantly develop their capabilities to be genuinely inclusive.

Typically, policies in place encompass labour market integration, housing, access to public services, education, etc., and involve several different governmental departments and agencies. At the same time, various NGOs play an important role in supporting migrants' social integration - particularly when it comes to people arriving in the most recent wave of migration.

It is evident that inclusion into the education system is an important part of strategies or initiatives adopted by all analysed countries. However, having in mind their different historical experiences (or lack thereof, until recently), it is questionable whether some education systems are actually prepared for such a challenge. It is therefore important to invest in the capacity to respond to shortages in both the quantity and quality of teachers and educators through specific diversity training and professional development. This seems a key precondition for making education inclusive and capable of accepting the increasing diversity within our populations.

It is recognised that inclusive education can help persons with migrant backgrounds to become well-integrated, both into the society in general and in the education system more specifically.

If our countries do not invest to reach this objective, persons with migrant backgrounds will not be able to reach their full potential both in personal and professional life. This concern, repeatedly emphasized at the EU level in various reports, and reflected in actions plans and policies, is broadly acknowledged within national contexts.

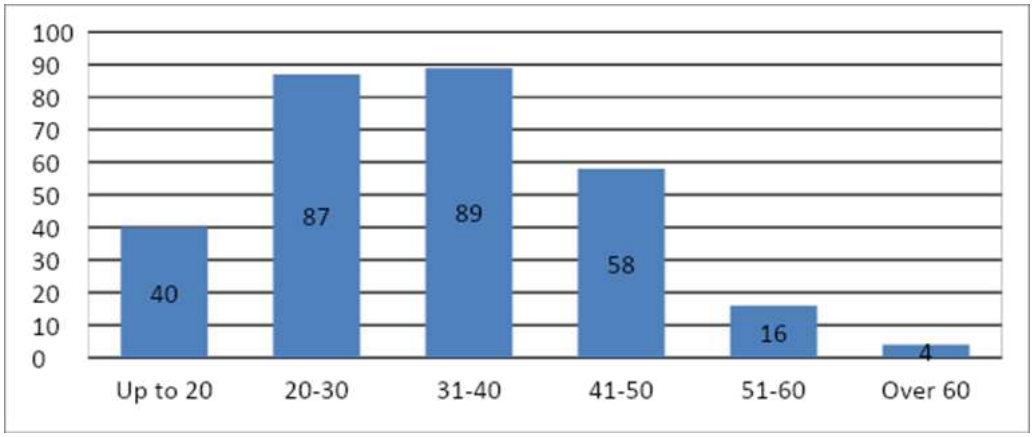
EDUCATION AMONG ADULT MIGRANTS WITH LOW COMPETENCES - RESEARCH RESULTS

In this section, we present a summary of results from a survey we conducted among adult migrants in all countries participating in our project.

In the first part of the survey, we asked them to self-assess (on a scale from one to six) their level of competences in several areas: 1) using spoken language and vocabulary of their country of residence; 2) using written language; 3) knowledge of cultural aspects and habits; 4) skills needed to find and secure employment; 5) using basic IT skills and software: 6) applying elementary mathematical skills; 7) applying soft skills. They were also asked to express how strongly they felt about having to further improve in these areas.

The second part concerned their learning preferences. Here, we presented them with statements beginning with "I learn better…", followed by: 1) "individually"; 2) "face-to-face"; 3) "with the use of IT tools, software and support"; 4) "when teaching is accompanied by audio-visual aids"; 5) "when teaching is accompanied by self-reflection exercises"; 6) "when I am involved in practical exercises and games". They answered, once again, on a scale from one to six, where one meant "I strongly disagree" and six meant "I strongly agree".

Let us begin with a very short socio-demographic profile of our respondents. Among 294 surveyed individuals, 132 were male, 161 were female, and 1 participant preferred not to declare their gender.



Regarding the age, the largest group of respondents were people between the ages of 31 and 40 (89 people), followed closely by those between 20 and 30 (87). Together, they accounted for nearly 60% of all participants. The other two strongly represented groups were young adults up to the age of 20 (40) and people between 41 and 50 (58). There were 20 participants aged 51 or older.

The research included respondents from 48 nationalities and one ethnic minority, living in the seven countries represented in the project. The largest groups were Vietnamese (14%) and Roma people (12%). Other nationalities represented in notable numbers came from Croatia (8%), Italy (8%), Ukraine (5%), Morocco (5%), Belarus (4%), and Poland (4%).

As far as migrants' educational needs are concerned, respondents from all seven countries indicated a strong sense of wanting to improve their spoken language, skills needed to find a job, basic IT and software-related skills, elementary mathematical skills and soft skills - regardless of their self-assessed level of current competence. The expressed need to broaden cultural knowledge was medium-high. Participants seemed least convinced about the necessity of improving their written language.

When it comes to learning preferences, respondents expressed a very clear advantage of face-to-face settings: nearly 42% answers were "sixes" on the scale ("I strongly agree"), while "fours", "fives" and "sixes" together accounted for over 77%. The use of practical exercises and games was also seen as strongly advantageous. Preference for self-reflection exercises and audio-visual aids was medium-high. The benefit of IT and software tools was assessed as medium, with "three" being the most common answer. The one area where there was no clear preference was the matter of studying individually - here, answers were distributed fairly evenly across the scale.

If we consider separately results obtained in each country, participants' self-expressed need to improve spoken language is typically medium to high, except for Romania where it is medium, and Germany where there is no clear trend. Regarding the written language, the need to improve is high, but in Romania and Germany it is medium-low, and in Croatia it is medium. Most of the participants reported their need to improve the knowledge of cultural aspects and habits as being medium or medium to high in all countries. As for skills necessary to find and secure a job, respondents report medium-high and high need.

The desire to improve the skills on using basic IT tools and software is evaluated as being medium to high and high, except for Germany, where once again answers are distributed more evenly.

A strong need to improve elementary mathematical skills is found in respondents living in Spain, Croatia, Serbia and Romania, while in Italy, Germany and Poland the

level is medium to low. In all countries, the need to improve soft skills is medium-high and high.

As for the assessment of the value of certain methods, there was some divergence from country to country. Studying individually was seen as moderately beneficial, except for Croatia, Serbia and Spain. The preference for face-to-face settings, as well as for the use of practical exercises and games, was fairly unanimous across all countries. Participants rated their preference to learn based on using IT tools, software and support as being medium and medium to high in Italy, Poland, Serbia, Romania and Croatia, while in Spain and Germany these ways of learning were seen as not very helpful.

Audio-visual aids were considered as moderately or strongly beneficial by respondents from all countries except for Germany, where answers were distributed more evenly, and Serbia, where participants thought these tools did not contribute much to their learning.

Most participants in all countries except for Italy and Serbia believe they definitely learn better when self-reflection activities are used. Respondents from Italy were less supportive of these methods, while a majority of those from Serbia admitted they had little positive effect.

GAMIFICATION IN THE SERVICE OF SOCIAL INCLUSION

Throughout the first two chapters, we explain why and how gamification and game-based learning are potentially great educational tools in general. But, as any thoughtful educator would argue, we need to make sure that the tools we use are appropriate for the specific learners we work with and their learning objectives. Are gamification and GBL the right tools for the target group of this project? Can they contribute to fostering social inclusion?

In the following paragraphs, we briefly present our thoughts on these questions and refer to what some scholars have argued in their work. When writing this section, we tried to hone in on very specific reasons that, in our opinion, make gamification and GBL useful in this context. As the trend to gamify many activities seems to be on the rise, there is a good chance that in the future, academia will find interesting material for case studies and other empirical research, for instance specific gamified initiatives addressed at migrants or other vulnerable groups.

In chapter 1, we mention how some scholars looking at gamification have linked it to the concept of flow. Their argument is that well-designed gamified activities exhibit many features that are conducive to generating autotelic experiences. The scholar who proposed and popularized flow as a concept, Mihály Csíkszentmihályi, has worked

to identify why some people are able to repeatedly experience flow. As he describes in one of his books, at one stage of his research, his team conducted “over 8,000 interviews in various cultures - in Japan, Korea, India, as well as Europe and many other places. We were able to extract from all of these interviews certain conditions that seem to be always there when a person really enjoys what he or she is doing (...)” [17]. The fact these conditions seem consistent across different cultures suggests that autotelic experiences are a universal phenomenon that transcends cultural, linguistic, ethnic or religious barriers. What does this mean for us? Well, if gamification and the use of games can help us bring learning closer to being an autotelic experience, we have in them tools that are potentially beneficial regardless of whatever specific cultural background our learners come from.

Another characteristic of gamification and GBL that we pointed out is their frequent reliance on various forms of interaction between players (our learners). If we agree that such interactions, if governed appropriately, can foster the development of social skills such as teamwork, (intercultural) communication, assertiveness or leadership, it follows that gamified and game-based activities allow us to infuse the learning process with added value.

Even when learning hard science such as math, our students can at the same time work on their social and soft skills which, as our respondents admitted in the survey, they want to improve. Let us remember that depending on national legislation, migrants may need to go through several different courses or other educational activities in the process of obtaining residence and/or work permits and otherwise settling down in a new country. That is before they even begin upskilling with the view to specific employment opportunities. If educational activities we make available to them are richer and allow for more comprehensive development, it is certainly an advantage.

Games and game-like activities have been embraced by non-formal education more readily than by institutions involved in formal schooling. In part, this is because outside the formal system introducing innovation is easier, as there are less constraints. However, this is also because educators working with the non-formal methodology have quickly recognised that game-like experiences often help create a friendlier, more inclusive environment - something that trainers and facilitators working in multicultural environments need to prioritize.

Participating together in enjoyable, immersive activities becomes a bonding experience that brings learners closer or, at the very least, relieves some of the discomfort that often accompanies joining a new group.

This is why games are commonly used as ice-breakers and team-

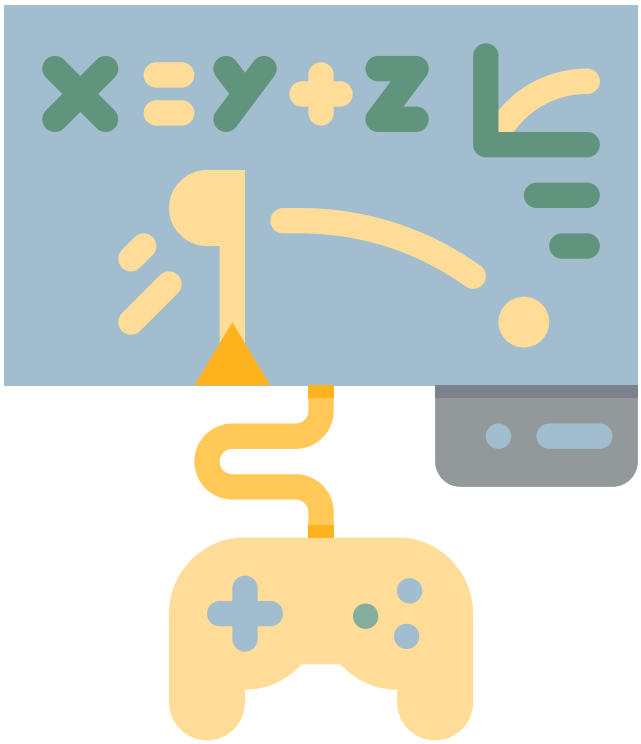
building exercises. However, their utility goes well beyond the early phase of a session - indeed, they can constitute vital steps in the learning process. Answers provided by the respondents in our survey seem to confirm that the learners themselves see a lot of value in using games as teaching aids.

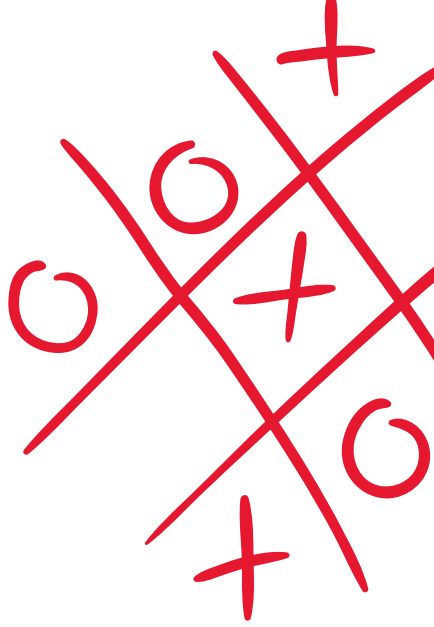
The final aspect worth mentioning revolves around the assertion that genuine inclusion requires working with the hosting society just as much as with migrants. As it turns out, some scholars have begun looking at how gamification can be harnessed in the service of societal initiatives and social change. In their article, published as a chapter in an edited volume entitled "Transforming Society and Organizations Through Gamification", Lobna Hassan and Elyssebeth Leigh propose a notion that while playing games and engaging in altruistic, prosocial activities may seem very different uses of our energy, they "could be quite similar in terms of motivations, experiences, immediate outcomes and possible impact on society, although the outcomes and impact of these two activities are usually likely to be on different individual and societal levels".

They reference other authors' work to point out that both playing and working towards social change generate feelings of connection, sense of community, accomplishment, development and self-actualization [18]. They posit that gamification offers a promising tool to engage groups (including societies) in a long-term, continuous reffort towards a socially beneficial goal.

Therefore, if in your work you address not only migrants and other groups at risk of exclusion, but also their hosting local communities, gamified and game-based activities can contribute to both these elements.

Given the above-mentioned universality of gameful experiences, they may also prove good tools for bringing the "majority society" and the minorities together by breaking through stereotypes, racially- or religiously-motivated tropes and other barriers that prevent genuine inclusion.





CHAPTER 4

SIGE CASE STUDIES

SIGE CASE STUDIES

CROATIA

As part of the SIGE project, partner organisations have asked educators working with adults in our respective local communities to test the elements of the Curriculum we have developed. Naturally, each educator could adjust how precisely they would implement it, depending on the context and needs of a given target group. Afterwards, we invited our “test pilots” to share their impressions and reflections from the process. Their feedback and the ensuing discussion among us have provided the contents for this chapter. In the following pages, you will find some conclusions and most relevant observations from each case.

Prior to the local testing of the SIGE Curriculum in Croatia, the educators were asking us several important questions:
What is gamification? Is it like game-based-learning? How to integrate it in the existing curricula? Is there a manual or repository of some activities? How much time will be used to integrate gamification elements into an existing curriculum?
Their concerns were not unexpected. The SIGE partnership had spent some time trying to predict what could reduce the desire and motivation among educators to use such methods. Therefore, our Curriculum, Inventory and Handbook were carefully developed with the benefit of findings from the desk research, then tested through pilot events and evaluated. The first stage of implementation comprised a training of trainers, attended by 11 educators from three institutions: a craft college, the “Initiative for English Language and Culture” Association, and the Jesuit Refugee Service. Subsequently, our in-house trainer conducted a pilot course - “Preparation for entering the German labour market” - with 22 low-skilled participants. The above-mentioned questions aside, both the educators and the learners have later provided some very positive feedback.

The teachers suggested certain ways to revise or upgrade proposed activities, and expressed the wish to use a proper handbook, which at that stage of the project was still in development. Meanwhile, students enjoyed the activities, stating they were fun and made learning more interesting and interactive.

The feedback suggests the Curriculum exceeded participants’ (and, quite possibly, our own) expectations. However, while gamification seemed to have numerous positive effects, it also presented certain challenges -

their metacognition and account for primarily for the teachers, who need to transform the arising difficulties into something positive for the process. This can be done through simple reflection questions that allow learners to ignite their self-awareness, boost

different learning preferences. The latter aspect is all the more important since not everyone will be motivated by elements of gamification. Some students fear failure, feedback or competition that gamified learning introduces. Educators need to learn how to apply gamification in their classrooms and act as facilitators who provide resources and guidance, but then give students a degree of freedom in shaping their own learning process.



Points to keep in mind:

- Playing is a key component of cognitive development from birth to the end of life.

- Learning through games encourages the acquisition and development of various hard and soft skills, since it fosters problem solving, allows for experiential learning and increases motivation.

GERMANY

During our testing phase, we have chosen 3 activities to apply to a short workshop with participants that all had a migrant background and were looking for a job in Berlin. The training was made up of the chosen activities plus some technical information relevant to Germany and the German market. This was meant to help the participants maximise their opportunities to find a stable job in the city.

Following an initial questionnaire, we prepared a workshop on the drafting of curriculum vitae, with a European CV as a basis. We noticed that depending on the country, the CVs could look different. This is why we decided to use the common model present throughout Europe, rather than one that is more country-specific. During the workshop, the participants were given cards with jobs they had to apply for (bio-engineer, mathematics teacher, web developer, physicist, etc.) as well as several lists of useful terms for the creation of their CV. For example, adjectives to define qualities or weaknesses.

Once the CVs were drafted, we put participants in groups of three. One person played the role of a young graduate looking for a job. Another person acted as the interviewer, and the last person had to take notes about the interview, taking into account the vocabulary used and checking if the questions asked by the interviewer were correct (the “interviewers” were given a sheet with prepared questions). Although many people finished the exercise on time, it was very interesting to see that many participants were really into the role-play and wanted to continue the interview at all cost in order to get the fictitious job. Afterwards, the person tasked with observing gave feedback to all participants, pointing out positive and negative developments that occurred during the interview. We then went through the interview again, changing the roles of each participant.

The experiment had a double purpose. First, we wanted to find out whether participants would learn through the process, for instance by memorising and applying English terms to describe their attributes, or vocabulary related to the STEM field. Secondly, there was the practical aspect, in that participants entered the role of a person looking for a job. In addition, by switching roles, learners were able to step into the role of a recruiter, which for many provided a unique and new experience. We have received very good feedback from the training and many of our partner associations are going to reuse the tools we have created. In the aftermath of the workshop, we asked each of our local partners to make a short presentation on one of their concepts. The Comparative Research Network was asked to present on the

stimulates reflection on management and organisation. The participants discussed the task, demonstrating good cooperation skills. The debate was solution-oriented, although the proposals and the different inputs had to be moderated by the trainer.

It was difficult to find a single solution that everybody would agree upon. The trainer discussed with the group the idea that came up during the workshop itself, but the participants insisted on different proposals. This transitioned into a discussion about priorities and how they differ from culture to culture, as well as on how knowledge of this aspect needs to be acquired and developed.
Towards the end, we implemented another activity ("Chief negotiator"), meant to stimulate strategic thinking and cooperation, as well as reflect the connection between these two skills. The activity stimulated alternating competitive and collaborative behaviours. Early on, participants had to learn and adapt to the mechanics of the game, which is quite complex. Once they managed it, things progressed smoothly. The success of the activity relied a lot on the trainers' attentiveness and ability to manage uncertainty that participants initially faced. Participants realised fairly quickly that trust-building was a fundamental part of the activity, even though this was not emphasised in the instructions. As the game progressed, it became clear that one team earned far more points than all others. We reflected on the dynamics within the groups and how the tug-of-war between cooperation and strategizing can contribute to building up trust. Finally, we discussed the fact that a fully cooperative behaviour would have allowed all teams to score an equal, far higher amount of points. The conclusion was that establishing full cooperation based on trust is a goal worth working for in order to maximise well-being.



ITALY

What are the most relevant soft skills required in the Italian context to approach the work environment? What role does gamification play in the development of soft skills? Which new teaching methods can help educators support the entrance of disadvantaged groups into the labour market?

These were the questions that guided our experience in Italy with the SIGE project. Our cooperation with educators from FOMAL (Fondazione Opera Madonna del Lavoro), an institution operating in Bologna, led us to reflect on the importance of soft skills - assertive communication, negotiation and teamwork are just some of those required in the 21st century's work environment.

Participating educators wondered about what they could do to motivate their students, and what are the best training methods at their disposal. Naturally, such questions signal certain potential obstacles and issues. One of them is the inevitable need to manage change - something that always requires adaptability and significant effort. As we have learned throughout the course of our test, the game-based approach had a positive impact not just on students' motivation, but also on knowledge retention. At the same time, bringing games into the classroom presented a challenge in that it introduced a new, notably different element to the learning process. Something we noticed was the power of debriefing - it is through well-executed debriefs that learners are guided to reflect on and analyse each educational experience, as well as to conceptualise the knowledge and skills they acquire.

Other conclusions referred to the potential of gamification for meeting different kinds of needs and learning styles among our students. By doing so, we give them the opportunity to express themselves in ways that embrace, rather than marginalise, their personalities.
What have we learned? First of all, we have discovered that gamification is not confined to "playing" - it also entails reflection and conscious growth, but assisted by an engaging, fun way of learning. Secondly, we have witnessed how the task of conveying the same body of knowledge can be adjusted to different needs and abilities. The key lies in finding the optimal way of teaching a specific group. Giving learners a chance to actively participate in the process is the first step towards letting them be the leading characters of their own educational path.



POLAND

Within the Polish context, MODE Foundation focussed on testing the first Module of the curriculum, i.e. Mother Tongue, both the general, and the work-related submodules. Our experience in language tuition for migrants dates from April 2020 and has been gained under the framework of the reSTART project which aims to support third country nationals, who have decided to settle in our region, in their journey to acquire Polish language skills. Having carefully examined the Learning Objectives and Outcomes, our trainer-tester knew immediately that they fall in line with how she has designed and executed her program for the particular audience we work with. Interestingly enough, given the language trainer's broad knowledge of available software in language teaching, the curriculum's offer regarding the choice of applications has expanded the portfolio of tools used specifically in Polish lessons: Quizlet, Padlet, Bamboozle and Powtoon are the new additions.

Altogether, we tested 5 activities with 11 Polish language course participants divided into 3 groups ranging from A0 to A2 of the Polish language proficiency level. The choice of activities was primarily based on their adequacy as proposed in the curriculum - how accurately did they reflect the current or upcoming topic of a lesson, did they suit the character of a group in terms of challenge intensity, or did the graphics have enough appeal for the adult learners?

Amongst other criteria used by our pilot tester, an activity's long-term usefulness must be highlighted - whether the trainer would be able to adapt an activity to various proficiency levels, reuse it in the future, or to what extent will it remain appealing and up to par with best practices in modern language teaching in years to come. On top of that, descriptions of the activities included in the curriculum were accurate enough to give an overview of what to expect and how to apply a given item.

Since most of the material was prepared in the Spanish language version, relevant content needed adapting to the Polish context, i.e. translating instructions into Polish. Other than that, the activities have been tested "as-is", i.e. as originally designed for the curriculum with minimal tweaking, which significantly reduced lesson preparation time. The select activities that we tested include: "Order me a...", "Let's go shopping", "What do you do at your job", "Means of transport". They all share potent transferability across proficiency levels (A0-A2 in our case), thus with

the adequate modifications in the activity staging, giving instructions and setting the challenge intensity, the same material can be used successfully to stimulate varied and efficacious linguistic performance.

The reception of the activities was warm, all students engaged with curiosity and a streak of competitiveness which only added to the beneficial effect of this learning modality.

No hiccups or bottlenecks have been observed or reported throughout the pilot test.

It is worthwhile to say that the testing phase spanned several weeks. By extending it, not only did the trainer-tester avoid unnecessary saturation of the course workload with technology, she also prevented upsetting the delicate edutainment balance in language teaching. Participants appreciated the activities' accessibility, user-friendliness, relevance, and the accuracy of content. All agreed that with the necessary adjustments of the content, the newly-tested applications and platforms can be reused in future lessons. It is worth noting that for the purposes of teaching Polish as a Foreign Language, this curriculum would need a degree of an overhaul so that to emulate the idiosyncrasies of Polish syntax and the natural presentation sequence of material to be taught. On top of that, the concrete needs and educational landscape for this specific target group play a significant role in how linguistic input is rolled out.

We must not forget to highlight the commendable decision of the project partners to follow the objectives of Formative Assessment in the curriculum. Its importance can never be stressed enough, and its propagation belongs to everyone involved in the SIGE project, regardless of their capacity.

Lastly, if we look at the activity repository and the curriculum from a bird's perspective, they are truly recommendable - they can boast clearly defined Learning Objectives, target group appropriacy, practical and life-focussed approach paired with fairly balanced personal and work life content.



ROMANIA

Asociația Demetrius, based in Iași, piloted the Curriculum in a penitentiary school for adults. All modules have been taught, as several teachers showed interest in trying out our tools during their lessons. Prior to testing the Curriculum, the teachers took part in our training of trainers that introduced them to the concept of the project and its objectives, and to gamification techniques suitable for adult learners.

Each module was piloted with 20 students, in the period between January and March 2022, after all materials (except for those for the English language module, naturally) had been translated into Romanian. Afterwards, both teachers and learners mentioned that working through the Curriculum was a challenge and a joy at the same time - it highlighted their creativity, spontaneity, and social skills.

It should be mentioned that the venue for the classes, i.e. a penitentiary centre, meant the use of the Internet was limited, while software was strictly controlled. Nonetheless, teachers and course organisers made solid efforts to make activities beneficial and enjoyable, even under such restrictive conditions. The learners who participated were low-skilled adults who embarked on a programme entitled “A second chance in education” during their detention.

The module on the English language met with great reception. Trainees liked role-playing as a way to practice conversations in real-life situations. They also enjoyed activities such as “The Two Truths” or funny matching exercises which not only helped them develop their language skills, but also tested their reactions, challenged their problem-solving and decision-making abilities. Learners welcomed the lessons as being beneficial, yet entertaining. Meanwhile, teachers noticed heightened interest in participation among their students.

The module on cultural competences was also appreciated - even more so given the presence of two Lithuanian trainees. Participants enjoyed activities such as the History intercultural line, Hotel Glocal, 8 quests, and others. The trainer noted some difficulties learners had with finding latent elements of cultures, as opposed to manifest elements. This suggests the need to include more exercises for developing analytical thinking.

The general feedback from both trainees and trainers was that it was a most welcome experience that boosted learners’ interest and the quality of learning, improved relations among participants and the rapport between the students and the teachers.

SERBIA

In Serbia, the process of testing the Curriculum called first and foremost for a careful selection of activities from the Inventory. Our goal was to introduce the games into the learning programme in such a manner that would not only result in acquiring competences, but also in the emergence of a sense of community. Group work, leadership, cooperation, brainstorming - we wanted all these elements to be strongly present.

A team of five teachers worked on adapting the selected types of games. Why such emphasis on customization? In Serbia, primary education for adults is divided into three cycles. It was necessary to adapt games included in different curricula so that students at different levels of education can understand and play with ease, yet without losing the idea for the function of each activity. The three cycles contain all eight grades of primary school envisioned by the Serbian education system. The first cycle covers grades from one to four, the second covers fifth and sixth grades, while the third one encompasses seventh and eighth. We adapted games not only for a specific cycle and grade, but also for the programme envisioned specifically for adult educators. For the most part, activities we selected matched the above-mentioned criteria, which left us with the task of translating them into the Serbian language.

The feedback from the first phase of testing was very positive, from students and teachers alike.

We had the benefit of a large sample of participants to test the activities and overall, it proved to be a great experience for them. Considering that education in Serbia is quite rigid and the use of games is not included in curricula (including for adult education), our test made for a unique occurrence. In recent years, some accredited seminars have been introduced to teach about tools for designing educational games. However, they do not cover the concept of gamification as such.

As the main hall of our school was filled with engaged students, there were bursts of enthusiasm as they had an opportunity to compete in a game with an interesting animation. Although this was not the first time we organised such types of activities, the occasion shed some new light on their benefits. We recognised the enthusiasm, desire and motivation among our learners. What is more, we also felt it while immersed in our roles as moderators. We had similarly positive impressions from three different games arranged across the different cycles of education. Hence, we started sharing our experience with other schools in the area. Although initially we planned to visit three partner schools, clashing obligations and deadlines prevented us from working with one of them. We settled on

Implementing the Curriculum in the Dositej Obradović elementary school in Smederevo (a nearby town) and the Nebojša Jerković elementary school located in Budjanovci.

Our first visit was to the latter school. We received very positive feedback from our colleagues who implement adult education there.

Our impression from talking to them is that even though gamification might be a foreign concept (unlike the use of the Internet for education, which has become fairly widespread) in their environment, they enthusiastically embraced the idea behind SIGE, as well as specific tools we offered. We presented the evaluation of their tests during a project meeting in Spain, but here, we would rather like to refer to some of the finer points they made when talking to us. Specifically, they saw that many of the games in the Inventory were well designed, not just as steps towards mastering specific skills, but also to encourage hard work and more frequent participation. This is exceedingly important if one remembers that our students were adults who had families and numerous obligations, leaving them with limited time and energy to devote to their education.

While the school in Smederevo was, on the face of it, as enthusiastic about the SIGE concept as the one from Budjanovci, between the lines there were some signals that some of our colleagues from Smederevo were not entirely thrilled with the fact that they would have to change their approach to working with students. Still, a part of the staff expressed strong approval and their attitude allowed us to implement the test in full. Its results were almost identical to our own experience and the feedback from Budjanovci.

The overall impression we got from the testing phase was that gamification as an approach to teaching gains support when educators are exposed to it. The concept is still by and large foreign to formal educators - regardless of the fact it has now been discussed in the literature for some time. However, its time is yet to come and the curricula created under SIGE could become the basis for further development and use in adult education.



SPAIN

In the words of Esther Calvo Martínez, a teacher working at the Adult Education Centre (CEPA) Real Aquende:

At the beginning, as a teacher, I found it a challenge to be in charge of the "Spanish for Foreigners" workshop because it was the first time I had taught Spanish as a foreign language, and also because of the wide variety of countries of origin of the students in each group. I also felt challenged to be part of a training activity that had already begun and to know that I was in charge of applying in the classroom the programme I had been working on.

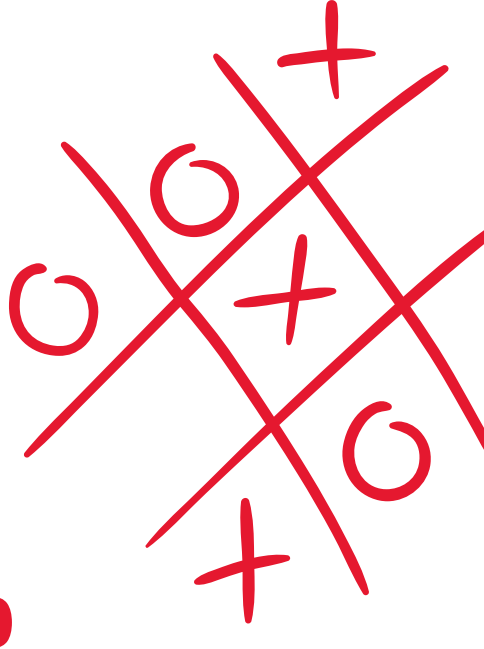
Surprisingly, it turned out that what seemed like a challenge to overcome became a great advantage. There was already a wide range of appropriately designed and organised activities, which made it much easier for me to structure the content to be worked on. Moreover, the use of gamification as a methodological model for the development of the contents coincided with my way of working in the classroom in previous courses.

In general, the students welcomed this way of working although, as I understand is normal, there was also some discontent, especially among students who were used to working only through more traditional methodologies. Nonetheless, they participated in the classes as long as they were able to attend them.

When the dynamics of the classes temporarily changed as we were preparing to introduce new gamified activities, I did not feel that there was any major discomfort among the students. The only difference was that sessions perhaps became a bit more boring without the element of gamification.

A side benefit that emerged was the possibility for students to have access to interactive activities through their own electronic devices (mobiles and/or computers). This way, they could continue learning at their own pace, especially when they could not attend classes for work or other reasons. The greatest difficulty in this regard was that some students needed to develop digital skills required for autonomous work. In this sense, introducing gamification through digital media provided an opportunity to address digital literacy that has become so necessary nowadays.





CHAPTER 5

THE SIGE CURRICULUM

CURRICULUM GUIDE

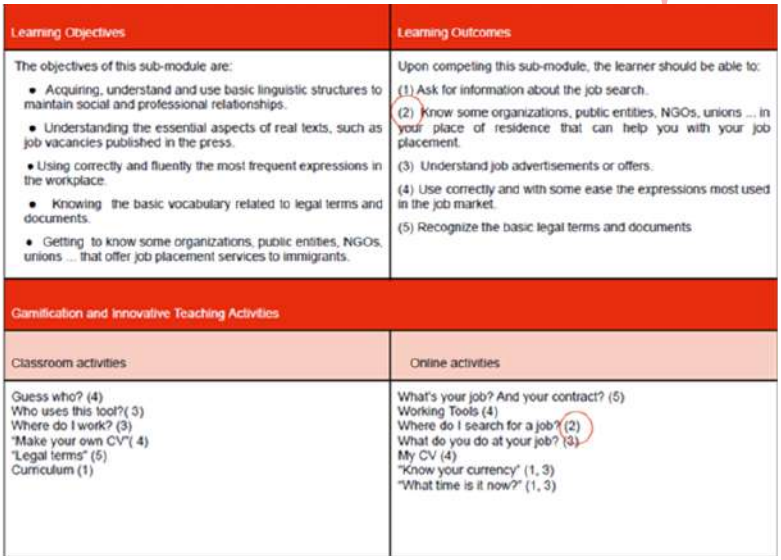
INTRODUCTION

This chapter contains the curriculum that we have developed for a course entitled "Upskill through Gamification".

The course lasts 200 hours in total, including 80 hours of traditional instruction and 120 hours of e-learning. The Curriculum consists of five modules: "Mother Language" (with 2 sub-modules; 50 hours), "English Language" (1 sub-module; 30 hours), "Digital Skills" (3 sub-modules; 50 hours), "Soft Skills for the Job Market" (3 sub-modules; 40 hours), "Cultural Competences" (2 sub-modules; 30 hours).

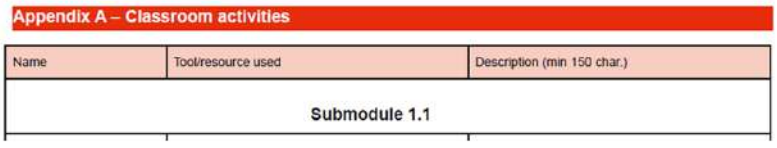
For each sub-module, we have divided the allocated time between "classroom instruction" hours and "on-line training" hours. Learning objectives, outcomes (what the learner will be able to do), indicative content (topics and key concepts covered), assessment methods, as well as gamified and other innovative teaching methods to be applied (again divided into classroom and online activities) are also provided.

In order to understand the connection between the learning outcomes and the activities, all the learning outcomes are connected to the activities by the same number.



Learning Objectives	Learning Outcomes
The objectives of this sub-module are: • Acquiring, understand and use basic linguistic structures to maintain social and professional relationships. • Understanding the essential aspects of real texts, such as job vacancies published in the press. • Using correctly and fluently the most frequent expressions in the workplace. • Knowing the basic vocabulary related to legal terms and documents. • Getting to know some organizations, public entities, NGOs, unions ... that offer job placement services to immigrants.	Upon competing this sub-module, the learner should be able to: (1) Ask for information about the job search. (2) Know some organizations, public entities, NGOs, unions ... in your place of residence that can help you with your job placement. (3) Understand job advertisements or offers. (4) Use correctly and with some ease the expressions most used in the job market. (5) Recognize the basic legal terms and documents
Gamification and Innovative Teaching Activities	
Classroom activities	Online activities
Guess who? (4) Who uses this tool?(3) Where do I work? (3) "Make your own CV"(4) "Legal terms" (5) Curriculum (1)	What's your job? And your contract? (5) Working Tools (4) Where do I search for a job? (2) What do you do at your job? (3) My CV (4) "Know your currency" (1, 3) "What time is it now?" (1, 3)

At the end of each module, all the activities are summarized and recapped by sub-module in "Appendix A" (classroom activities) and "Appendix B" (online activities), in which there is a brief description of the activity and the mention of the tool/resource used (e.g. particular piece of software or website).

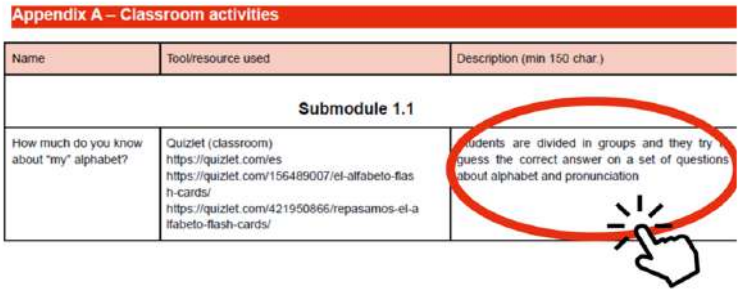


Appendix A – Classroom activities

Name	Tool/resource used	Description (min 150 char.)
Submodule 1.1		

Finally, all activities are detailed in the “Inventory of activities”, attached to this manual as an appendix. A link in the "Description" of each activity will lead you directly to its more in-depth explanation in the Inventory.

Specifically, in the Appendix you will find a long description of each activity with an overview of the linked content, the learning outcomes, the gamification/e-learning tool used, as well as more information on: usage suggestions, material and resources needed, step-by-step process, debriefing questions, tips for the teacher and attributions/references.



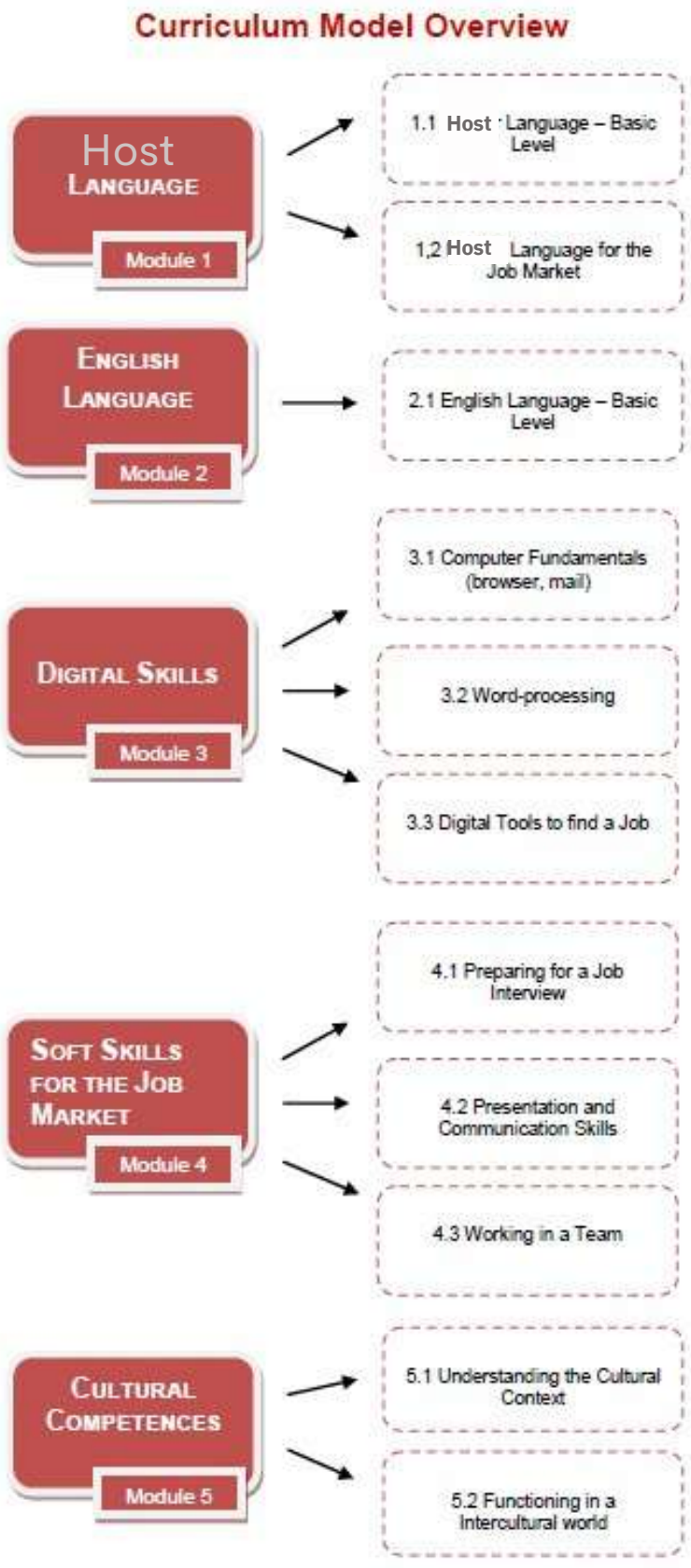
Appendix A – Classroom activities

Name	Tool/resource used	Description (min 150 char.)
Submodule 1.1		
How much do you know about "my" alphabet?	Quizlet (classroom) https://quizlet.com/es https://quizlet.com/156489007/el-alfabeto-flash-cards/ https://quizlet.com/421950866/repasamos-el-alfabeto-flash-cards/	tudents are divided in groups and they try guess the correct answer on a set of questions about alphabet and pronunciation

As previously mentioned in the introduction of this handbook, our main suggestion for reading and understanding the Curriculum and its “Inventory of activities” is to follow a “flexible” modality: when you think about applying them to your work, do not consider it necessary to adhere precisely to the curricula, i.e. stick with each module and sub-module, all of the content and each activity or ICT tool. Instead, choose, mix and adapt the content flexibly and independently to suit your specific objectives and the needs of your learners. The Curriculum should be seen as a toolbox of ideas and solutions. Our desire is for you to feel free to browse the Curriculum and “space” between one module and another, so that you find a personalized application for this course or its various elements.



SIGE Curriculum OVERVIEW



SIGE Curriculum SCHEME

Module/sub-module Code	Module/Sub-module Title	Classroom instruction	E-learning	Total number of hours
MODULE 1	Host Language (IT, RO, DE, ES, HR, RS, PL)			
M1.1	Host Language – Basic Level	16	24	40
M1. 2	Host Language for the Job Market	4	6	10
	TOTAL MODULE HOURS	20	30	50
MODULE 2	English Language			
M2.1	English Language – Basic Level	12	18	30
	TOTAL MODULE HOURS	12	18	30
MODULE 3	Digital Skills			
M3.1	Computer Fundamentals (browser, mail)	8	12	20
M3.2	Word-processing	8	12	20
M3.3	Digital Tools to find a Job	4	6	10
	TOTAL MODULE HOURS	20	30	50
MODULE 4	Soft Skills for the Job Market			
M4.1	Preparing for a Job Interview	6	9	15
M4.2	Presentation and Communication Skills	6	9	15
M4.3	Working in a Team	4	6	10
	TOTAL MODULE HOURS	16	24	40
MODULE 5	Cultural Competences			
M5.1	Understanding the Cultural Context	4	6	10
M5.2	Functioning in a Intercultural world	8	12	20
	TOTAL MODULE HOURS	12	18	30
TOTAL CURRICULUM HOURS		80	120	200

SIGE Curriculum

Language of the Host Country

Module Title	Module Code	Sub-module Title	Sub-Module Code
Host Language	M1	Host Language – Basic Level	M1.1
Teaching hours of which:	Classroom instruction	On-line training	
40	16	24	

Sub-Module Annotation
You study a language to communicate. For the design of a language teaching program, the starting point should be the analysis of the needs, interests and expectations of the students. In other words, we will have to ask ourselves, who is the student? Who will he talk to? Where? When? What about? How? Why will he do it? Our students are adults who, being schooled in our centre, are in direct contact with the speakers of the host language and with possibilities of practice in real communicative situations. This immersive situation will make it easier for students to reach high levels of general proficiency in a relatively short time. However, the results will change notably depending on the attitude towards learning the language and contact with the new culture. Regarding what the needs of these learning are, it seems clear that they will need the new language to interact, participate in different tasks, solve misunderstandings, follow the explanations of their teachers and carry out the tasks and activities at school and in their daily life. The grammar of a language is the hardest step that a language student must climb and the application of fun and attractive resources makes the work much easier. Hence the idea of creating grammatical resources that are as fun as possible, based on the task-based approach and the pragmatic and social value of the language: the oral interaction of the students, the speed of the question / answer, respect for diversity or cultural contextualization. For teaching through games to be effective, it must be planned in advance, adjusting the contents, the methodology and the timing to a specific tool (for example, a card game, a video game...)

Learning Objectives	Learning Outcomes Upon upon acquiring the skills of this
The objectives of this sub-module are: • Providing our students with adequate communicative competence in the host language that allows them to participate in the social relationships on a daily basis. • Developing an effective linguistic competence in the host language that allows our students to access the contents of the different curricular areas and continue their training process according to their personal interests. • Understanding and use frequently used vocabulary. • Using habitual forms of courtesy to say hello, say goodbye introduce yourself, thank, apologize ... • Training our students to ask for and give personal information, instructions and basic directions. Using knowledge and previous experiences with other languages for a faster, more efficient and autonomous acquisition of the foreign language.	submodule, the learner should be able to: 1. Listen and understand messages, using the information transmitted to carry out tasks related to their daily life. 2. (Express oneself orally in simple and habitual situations, using 3. verbal and non-verbal procedures and adopting a respectful and cooperative attitude. 4.)Write simple texts with various purposes such as saying hello, saying goodbye, thanking something, apologizing ... with the help of models working in the classroom. 5. Autonomously use all the means at their disposal, including new technologies, to obtain information and to communicate in the foreign language. 6. Progressively use the foreign language to affirm and expand contents of the non-linguistic areas already learned and to learn new ones.

	7. Value the foreign language as a means of communication and understanding between people of diverse backgrounds and cultures and as a learning tool for different contents. 8. Manifest a receptive, interested and confident attitude in one's own ability to learn and use the foreign language. 9. Use the knowledge and previous experiences with their own language for a faster, more efficient and autonomous acquisition of the foreign language. 10. Use the languages you know as information and learning tools interchangeably, taking into account the competence you have in each one. 11. Identify phonetic, rhythm, stress and intonation aspects, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication. 12. Understand and actively participate in conversations about 1 day-to-day issues such as greetings, farewells
Gamification and Innovative Teaching Activities	
Classroom activities	Online activities
How much do you know about "my" alphabet? (10) Where do we come from? (6) Order me a... (6) Let's go shopping (10) What would you like? (1) What time is it? (8) Appointment bingo (2, 11) Means of transport (10) Auction of phrases (3, 7)	Learning letters (10) Our countries and flags (6, 5) Memory numbers (9) Introducing myself (6, 8) Shopping (10) Revision (4)
Assessment Methods	
According to CCSSO. "Revising the Definition of Formative Assessment". "Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners". A gamified assessment or game-based assessment is a highly appealing assessment. It can be used to help learners to learn and to practise. Many of the activities, (quizzes, infographics, presentations...), on the Mother tongue module can be used as short tests to assess specific skills (listening, reading, speaking, writing) during the learning and teaching process. Long games such as the Revision game, an escape room, can be used to summarize the acquisition of a group of learning outcomes.	
Indicative Content: Topics (Lessons) and Key Concepts*	
1. The alphabet: 1.1.- Spellings. 1.2.- Sounds.	

2. The countries and nationalities:
2.1.- Vocabulary of countries, names, nationalities.
2.2.- The genders: Female and male training
2.3.- The number: formation of the plural.
2.4.- Use of ser (description) and estar (location).
2.5.- The colours.
2.6.- Food and typical cuisine dishes of the world.

3. Introductions, greetings and farewells:
3.1.- Introduce yourself, say hello and say goodbye.
3.2.- Greetings: formal and informal style (you or you).
3.3.- Verbs "to be" and "to have".
3.4.- Pronunciation and spelling: interrogative intonation of a phrase.
3.5.- The description and the narration.

4. Shopping:
4.1.- The dialogue: buying in a store.
4.2.- Instructions.
4.3.- Requests.
4.4.- The subjunctive.
4.5.- Descriptions: clothes, objects from a store ...
4.6.- Morphology:
- Determinants
- Nouns
- Adjectives
- Prepositions
- Adverbs
- Pronouns

5. Free time:
5.1.- The hours: hours, minutes and seconds.
5.2.- The days of the week, the months and the seasons of the year.
5.3.- Make an appointment, a plan (friends, doctor, work).
5.4.- Numbers: cardinal and ordinal.
5.5.- Verbs:
- Present of other verbs not previously worked on.
- Imperative (positive and negative).
- Verbal periphrasis.
5.6.- The different means of transport.

* Language specific-elements will be found in every language curriculum

Please find below all actvities and content of module 1.
Please click on the image to visit the inventory.



SIGE Curriculum

Module 1 - Language of Host Country

Module Title	Module Code	Sub-module Title	Sub-Module Code
Host Language	M1	Host language for the job market	M1.2
Teaching hours of which:	Classroom instruction	On-line training	
10	4	6	

Sub-Module Annotation
As workers or potential workers, our students need a specific learning of the language related to the world of work and work purposes. Therefore, we intend to develop in our students a communicative competence restricted to the world of work. We will therefore use a specialty language that is characterized by a series of peculiarities such as its subject (oriented to the world of work), the type of interlocutors, the communicative situation, the intention of the speaker, the medium in which it is used. Many of our students need to learn a new language to get a job or to participate in interactions related to the one they already have, such as: negotiating working conditions, asking for clarifications, reading instructions...

Learning Objectives	Learning Outcomes
The objectives of this sub-module are: ● Acquiring, understand and use basic linguistic structures to maintain social and professional relationships. ● Understanding the essential aspects of real texts, such as job vacancies published in the press. ● Using correctly and fluently the most frequent expressions in the workplace. ● Knowing the basic vocabulary related to legal terms and documents. ● Getting to know some organizations, public entities, NGOs, unions ... that offer job placement services to immigrants.	Upon competing this sub-module, the learner should be able to: (1) Ask for information about the job search. (2) Know some organizations, public entities, NGOs, unions ... in your place of residence that can help you with your job placement. (3) Understand job advertisements or offers. (4) Use correctly and with some ease the expressions most used in the job market. (5) Recognize the basic legal terms and documents

Gamification and Innovative Teaching Activities	
Classroom activities	Online activities
Guess who? (4) Who uses this tool?(3) Where do I work? (3) “Make your own CV”(4) “Legal terms” (5) Curriculum (1)	What’s your job? And your contract? (5) Working Tools (4) Where do I search for a job? (2) What do you do at your job? (3) My CV (4) “Know your currency” (1, 3) “What time is it now?” (1, 3)

Assessment Methods

According to CCSSO. “Revising the Definition of Formative Assessment”. “Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners”. A gamified assessment or game-based assessment is a highly appealing assessment. It can be used to help learners to learn and to practise. Many of the activities, (quizzes, infographics,presentations...), on the Mother tongue module can be used as short tests to assess specific skills (listening, reading, speaking, writing) during the learning and teaching process. Long games such as the Revision game, an escape room, can be used to summarize the acquisition of a group of learning outcomes.

Indicative Content: Topics (Lessons) and Key Concepts

1. The Job Market:
1.1.- Curriculum (knowing how to reflect your work life and academic knowledge).
1.2.- Job search.
1.3.- Typesof labour contracts, basic legal termsand documents from the job market.
1.4.- Use of the country's own currency: the euro (or other, if the country is not part of EU).
1.5.- Hours: hoursand days of the week.
1.6.- Types of work and places where they work.

Module 1 - Host Language Classroom activities

Name	Tool/resource used	Description
	Submodule 1.1	
How much do you know about “my” alphabet?	Quizlet (classroom) https://quizlet.com/es https://quizlet.com/156489007/el-alfabeto-flash-cards/ https://quizlet.com/421950866/repasamos-el-alfabeto-flash-cards/	Students are divided in groups and they try to guess the correct answer on a set of questions about alphabet and pronunciation
Where do we come from?	Kahoot/Quizlet (classroom) "https://kahoot.it/ https://quizlet.com/es https://quizizz.com/admin/quiz/5bbab2b38f97a9001b038191/nacionalidades https://quizizz.com/admin/quiz/5dcae5416cdc86001b6579b7/banderas-y-sus-paises https://quizizz.com/admin/quiz/5c88f41a97369d001be6da59/banderas-de-todos-los-paises-del-mundo https://quizizz.com/admin/quiz/60880a8cb1250d001bcc09b8/platos-del-mundo https://create.kahoot.it/details/09c5050a-6b50-4d18-8ca1-06fe615e28cc https://create.kahoot.it/details/d396c15e-ddf4-4cea-b088-e9ea1eb1165c https://create.kahoot.it/details/c33a4769-cb72-4ec9-afcf-1f9a4d4453df	Quiz: students have to choose the correct colors of the flag shown in the images, the correct nationalities and countries, and typical dishes. They can be divided into groups: the best one wins.
Order me a...	Padlet (Classroom) https://es.padlet.com/ https://padlet.com/feranduva/platos	Create a padlet with pictures of different traditional dishes from the countries of origin of the students, participants should try to guess the name of the dish and country of origin and to write it down in a given spot. Also it can be organized not to consist of a picture, but a recipe, but the outcome should be the same. This way we’re not only learning native language but also improving our knowledge on cultures through cuisine!
Let´s go shopping	Baamboozle (classroom) https://www.baamboozle.com/ https://www.baamboozle.com/game/840846	Use the Bamboozle study mode to introduce the vocabulary related to shopping. Specifically we will use vocabulary related to shopping in a supermarket or a food store.

What would you like? Name	Kahoot (Classroom) "https://kahoot.it/ https://create.kahoot.it/details/a16e7930-9daa-4bbe-84af-b5dca538d78a https://create.kahoot.it/details/bb5e5020-2aa0-442d-9564-c355ea5b52c5 https://create.kahoot.it/details/999534a2-2be1-4dd7-9217-cdb3d7e083f1 https://create.kahoot.it/details/21ee23f0-b231-4b85-93e4-856cdd712975	Create a quiz that depicts a situation from a farmers market, second hand store, etc... with four given answers and participants have to choose wisely one that is correct, that depicts/answers a given picture with an explanation and question below it.
What time is it?	Quizlet ("https://quizlet.com/es https://quizlet.com/640543217/que-hora-es-flash-carchoosefromanswersthecorrecttimegivenins/letters. https://quizlet.com/es/564361783/las-horas-flash-cars/	Create/ Use a quiz where the question is a picture of a watch or clock and participants have to choose from answers the correct time given in letters.
Appointment bingo	Baamboozle (classroom) https://www.baamboozle.com/ https://www.baamboozle.com/game/929752	Read a text with A/B style conversation in which A and B are fixing an appointment. After reading, divide the class group in teams and answer the questions on baamboozle related to the text they have just read.
Means of transport	Baamboozle (classroom) https://www.baamboozle.com/ https://www.baamboozle.com/game/929799	Use the study mode to introduce the means of transport vocabulary and then the play mode (classic version) to revise the vocabulary in a gamified way
Auction of phrases	Picture cards/Canva https://hablamossle.com/paraprofesdeele/la-subasta-de-frases-en-la-clase-de-ele/ https://www.canva.com/design/DAE1auJS2to/Stl0CGeZWHcI4E7s8UsPwQ/view?utm_content=DAE1auJS2to&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink https://educajcyl-my.sharepoint.com/:f:/g/personal/09008275_educa_jcyl_es/ElC3iMtt5btBi4ZOO0PTkegBh_cQfAg1TJqFe4Wz1koDqw?e=pDYsjT	This activity consists of auctioning correct and incorrect phrases related to the Topic or Unit that we have been working on or as a revision activity pf the module. Each participant has a limited budget that they have to use to bid on the sentences that the teacher presents and that can be correct or incorrect. The game is won by the participant who buys the bigger amount of sentences spending the least money. 10

Submodule 1.2

Guess who?	PPowtoon (classroom) https://www.powtoon.com/ https://www.powtoon.com/online-presentation/fKuJlDQeNP4/?utm_medium=social-share&utm_campaign=studio+share&utm_source=copy+link&utm_content=fKuJlDQeNP4&mode=movie https://www.powtoon.com/online-presentation/bSQt2I2kRbd/?utm_medium=social-share&utm_campaign=studio+share&utm_source=copy+link&utm_content=bSQt2I2kRbd&mode=movie https://www.powtoon.com/online-presentation/cDKjdR65KGq/?utm_medium=social-share&utm_campaign=studio+share&utm_source=copy+link&utm_content=cDKjdR65KGq&mode=movie	The teacher shows a Powtoon presentation about three different characters. Every character will have a different story and CV. The students, divided into teams, have the task to match different pieces of the cv to the right person.
Who uses this tool?	Picture cards (classroom) https://es.liveworksheets.com/worksheets/es/Audici%C3%B3n_y_Lenguaje_(AL)/Vocabulario/Oficios_y_herramientas_fc685612kf https://es.liveworksheets.com/worksheets/es/Ciencias_Sociales/Profesiones/Asociaci%C3%B3n_profesiones_ku477704kx	After working on the different professions and the tools used in each one, we use picture cards to play and review what we have learned.
Where do I work?	Quizziz (classroom) https://quizizz.com/ https://quizizz.com/admin/presentation/61b9aa96f13e2a001d350c54/el-trabajo https://quizizz.com/admin/quiz/5ef5a24efc7e51001b30cab2/la-entrevista-de-trabajo	The students, divided into teams, have the task to match different pieces of the cv to the right person. They also have to learn the characteristics of a job interview.
“Make your own CV”	Kahoot (Classroom) https://kahoot.it/ https://create.kahoot.it/details/772e19ff-382e-4329 -960f-663c102cf997	Make a simple test with multiple answers to see if the attendees know what is the relevant information that should be included on a cv and what other information is completely irrelevant
“Legal terms”	Bamboozle (Classroom) https://www.baamboozle.com/game/930015	Create a set of cards where every card should have a legal term or some part of a contract document and attendee has to know to explain what is that “term” that he got while choosing a card. The group with the most correct answers wins the game.
Curriculum	Canva (Classroom) https://www.canva.com/es_es/	We will use Canva to prepare CVs, infographics, documents, and presentations that will be useful in real life for an actual job search.

Module 1 - Host Language Online activities

Name	Tool/resource used	Description
	Submodule 1.1	
Learning letters	Quizlet (online) https://quizlet.com/ https://quizlet.com/146543710/alfabeto-flash-cards/	Students can practice letters with a set of cards with the alphabet on one side of the card and its pronunciation on the other.
Our countries and flags	Padlet (online) https://es.padlet.com/ https://padlet.com/mirandadebro/ccwbuds5wwfmr24t https://padlet.com/feranduva/mapa https://exporter.padletcdn.com/v1/UpvvPYP8VEQcNw5I/fee3dc9757005cf5fa205f74d86a9e27d5b124d4/png?cd=filename%3Dpadlet-ccwbuds5wwfmr24t.png&delay=2500&full_page=true&height=2128&url=https%3A%2F%2Fpadlet.com%2Fmirandadebro%2Fccwbuds5wwfmr24t%3Flast_updated%3D1642760103%26locale%3Des%26read_only%3D1%26screenshot%3D1%26timezone%3DEtc%252FUTC&width_from=%23wish-list	Students use the padlet created by the teacher to revise the flags, colours, countries of origin of the students, typical food of the countries of their countries/regions... (it has to be personalized).
Memory numbers	LearningApps (online) https://learningapps.org/view3875251	In order to revise numbers, students can play memory games, reveal the content of two cards and try to match the image of the number with the correct pronunciation.
Introducing myself	Jaamboard (online) https://edu.google.com/intl/ALL_es/products/jamboard/ https://jamboard.google.com/d/1CXAfdzepfe3BYqmvAHxzIV6ZzJYwgU9AWFEm5s1Daqs/edit?usp=sharing	Create a Jam to introduce yourself including pictures and text. Following their teacher's guideline, students will introduce themselves adding all the information and images that they consider relevant.
Shopping	Baamboozle (online) https://www.baamboozle.com/ https://www.baamboozle.com/game/840846	Use the baamboozle playmode (classic version) to revisethe vocabulary and shopping interactions in a gamified way. Use the study mode to introduce the vocabulary related to shopping. Specifically we will usevocabulary related to shopping in a supermarket o rafood store.

Escape room	https://view.genial.ly/6249e4f613bf2100103753b6/intcontent-escape-game-industrial	By means of some clues the students will have to solve different enigmas related to the contents ractive-that have been treated on the module and, in this way, be able toget the key to the classroom to get get out of the room.

Submodule 1.2

What's your job? And your contract?	Learningapps (e-learning) https://learningapps.org/watch?v=pu2ro69vt21	A matching exercise to learn job and types of contract related vocabulary. This activity should be adapted to the different types of contracts in every country.
Working Tools	Kahoot (online) "https://kahoot.it/ https://create.kahoot.it/details/7bb1c6d3-29fd-463 6-8f05-aa013462111e https://create.kahoot.it/details/595fc01f-3146-41e4 -9119-05158c9c120f	Use a Kahoot to go over the vocabulary related to different professions based on the description of the duties of the different jobs.
Where do I search for a job	Kahoot (online) https://kahoot.it/https://create.kahoot.it/details/b593124f-036c-416e-8368-60e6f29c5d26 PIN: 9674693	Use a Kahoot to revise the different places and organizations that can help you with your job placement. This activity should be adapted to the different places and organizations that take care of this in every country.
What do you do at your job? -cards/	Quizlet (online) https://quizlet.com/ https://quizlet.com/576523559/profesiones-flash	Use Quizlet to know what each person does in their job. We will create cards with the name of the job on one side and the description of the job on the other side.
	My CVCanva (online) https://www.canva.com/ Canva will be created with the actual data provided by students.	We will use Canva to prepare CVs, infographics , documents, and presentations that will be useful in real life for an actual job search.
"Know your currency"	Padlet (online) https://es.padlet.com/ Padlet will be created with the actual data provided by students.	Every attendee has to participate increating a collaborative padlet with his own currency, apply one picture of it and informationon how much euros it is worth...
"What time is it now?"	Kahoot (online) https://kahoot.it/ https://create.kahoot.it/details/8c71fe1c-047a-4489-943d-ce81c0d33157 https://create.kahoot.it/details/46917008-5584-4769-8f7f-317b8d528b94 https://create.kahoot.it/details/0d31cbe5-1ae0-4bef-8fc4-e444c4d5bdff https://create.kahoot.it/details/e4dda0db-5688-4154-b103-e4943df87e99 https://create.kahoot.it/details/a4fe7cd3-b4b4-47df-876d-e6c1d4e2ad2a	Using cards, attendees should choose a correct answer on the right time or a day in the week. This activity can be done either with Kahoot or a big clock (so that everyone can see it) or flashcards.

SIGE Curriculum

MODULE 2 - English Language

Module Title	Module Code	Sub-module Title	Sub-Module Code
English Language (RO- RS-IT)	M2	EnglishLanguage – Basic Level	M2.1
Teaching hours of which:	Classroom instruction	On-line training	
30	12	18	

Sub-Module Annotation
English is the most commonly spoken language in the world. One out of five people can speak or at least understand English! English is the language of science, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job within your home country or of finding work abroad. English is the official language of 53 countries. That is a lot of people to meet and speak to. English is spoken as a first language by around 400 million people around the world. English is the language of the media industry. If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favourite books, songs, films and TV shows. English is also the language of the Internet. Many websites are written in English – you will be able to understand them and to take part in forums and discussions. English is based on a simple alphabet and it is fairly quick and easy to learn compared to other languages. English is not only useful — it gives you a lot of satisfaction. Making progress feels great. Here is a beginner course that will introduce you into English language. Good luck!

Learning Objectives	Learning Outcomes
The objectives of this sub-module are: ● Developing students` pronunciation of the English sounds. ● Providing students with beginner communication competences in English language so as to allow them to participate in social life on a daily basis. ● Enabling students to understand and use a basic level of English language vocabulary. ● Providing students basic English reading and understanding skills. ● Assuring students adequate listening skills which includes comprehension of basic information. ● Developing the students' speaking skills so as to enable them to use basic language. ● Providing students with beginner writing skills in the English language.	Upon competing this sub-module, the learner should be able to: (1) Greet others and introduce themselves (2) Write down personal details correctly (3) Make basic telephone contact; leave and understand messages; (4) Buy or order food and drinks in a supermarket or pub; correctly identify money (5) Ask for and understand directions in a town (6) Ask about and talk about important life events (7) Interact in shops (8) Ask for and understand information about travelling by different means of transportation (9) Ask for the time, understand and say what time it is (10) Ask about, understand and talk about jobs and daily routines (11) Understand and say days and dates, to talk about important dates in their lives (12) Ask for and understand information about family, pets, houses, etc. (13) Understand and say days and dates, to talk about important dates in their lives

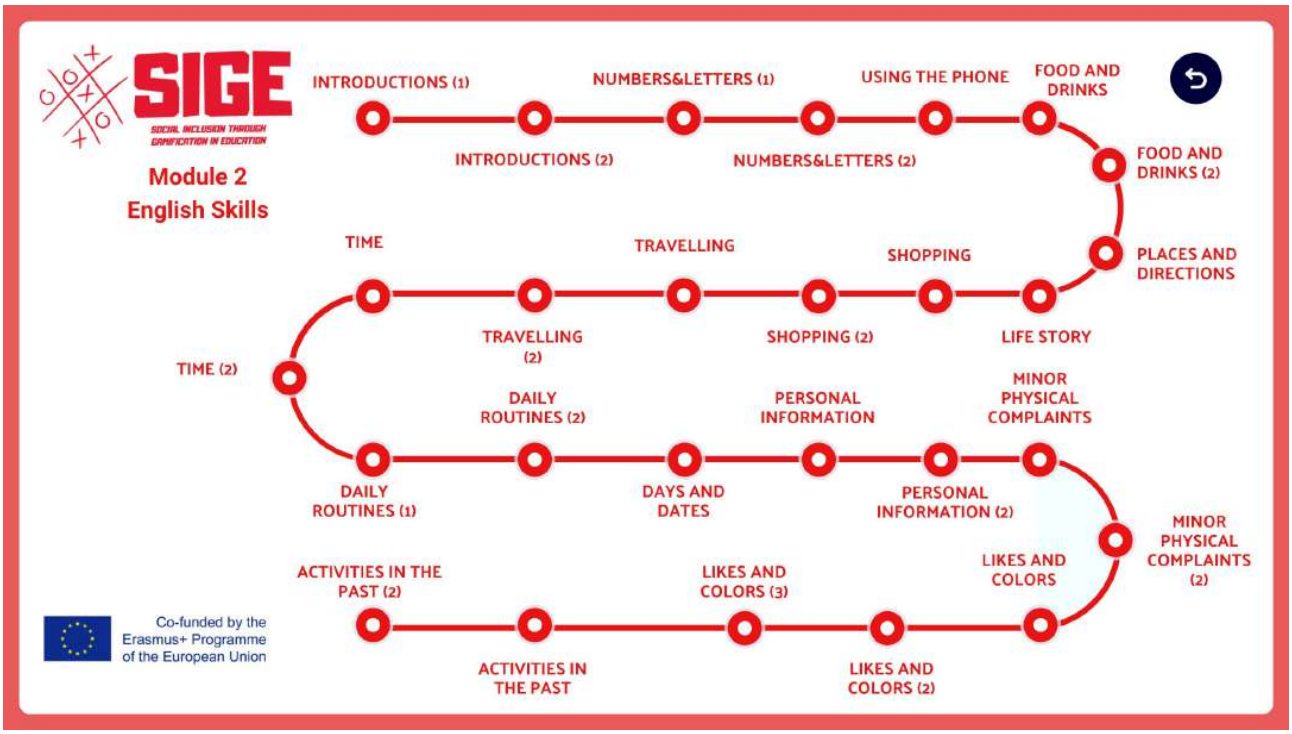
	(14) Ask for and understand information about family, pets, houses, etc. (15) Say what`s wrong and ask for things at the chemist (16) Say what they like and dislike doing in free time; to ask about others` likes and dislikes (17) Talk about what they did last week

Innovative Teaching Activities	
Classroom activities	Online activities
Introductions (1) Numbers and letters (2) Telephoning (3) Food and drink (4) Places in town and directions (5) Life Story (6) Shopping (7) Travelling (8) Telling the time (9) Daily routines (10) Days and dates (11) Minor physical complaints – at the chemist`s (12) Likes and dislikes. Colours (13) Activities in the past (14)	Introductions (1) Numbers and letters (2) Telephoning (3) Food and drink (4) Places in town and directions (5) Life Story (6) Shopping (7) Travelling (8) Telling the time (9) Daily routines (10) Days and dates (11) Minor physical complaints – at the chemist`s (12) Likes and dislikes. Colours (13) Activities in the past (14)

Assessment Methods
Descriptive practices are really useful when it comes to learning a new language. Visual memory is a crucial element to shape the brain of the learner that is just approaching a language that is different from his/her L1, especially in the adulthood when the acquisition of new contents may be even more difficult. Adult educators can propose activities like describing a picture, drawing something and explain the drawing, describing the environment in which they are (classroom) to test students simulating real life situations. The proposed practices are also intended to provide them opportunities to familiarize with the English lexicon, an element that has to be considered as fundamental in order to reach fluency.

Indicative Content: Topics (Lessons) and Key Concepts
- Introductions (Greetings and introduction formulas) - Numbers and letters - Telephoning (Telephone conversation vocabulary andexpressions) - Food and drink - Places in town and directions - Life Story (Telling the age, the birth place, family,professional background, experience.) - Shopping (Shopping items) - Travelling (Places in town,Means of transport) - Telling the time (The clock, asking the time, tellingthe time) - Daily routines - Days and dates - Personal information(Personal information and vocabulary) - Minor physical complaints – at the chemist`s - Likes and dislikes. Colours - Activities in the past

Please find below all actvities and content of module 2
Please click on the image to visit the inventory.



MODULE 2 - English Language Classroom activities

Name	Tool/resource	Description
Introductions	used Jamboard	Based on a jamboard link/worksheet participants are asked to write 2 true sentences about themselves and one false sentence. The others should guess what are the true ones and what is false one.
Numbers and letters	Website ESL game plus https://www.eslgamesplus.com/numbers-cardinal-ordinal/	Teachers and students choose together the numbers to be practiced. Each participant will listen and identify the number, pronounce it, and write it in letters.
Telephoning	WhatsApp	Students will practice telephone conversations in pairs using whatsapp. They can choose the topic.Through this kind of activity they will improve their skills in the foreign language, gaining more fluency.
Food and drink	Website ESL game plus - Vegetables Board Game https://www.eslgamesplus.com/vegetables-vocabu lary-esl-interactive-board-game/	Participants have to match what they hear with the name of a food or vegetable. They have to simulate a situation in which they want to buy a kg of that vegetable at the market.
Places in town and directions	Website Learn English, British Council https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/places-in-a-town-1	Participants have to match individually the pictures, the sound and the words, then they will practice their vocabulary in pairs, asking for and giving directions, changing roles after a few minutes.
Life Story	Bamboozle	Use the baamboozle play mode (classic version) to revise the vocabulary and interactions in a gamified way. They have to answer some questions related to different aspects of their life.
Shopping	Not applicable	A digital mystery box with pictures representing shopping items is introduced, students need to name the objects represented in the pictures.
Travelling	Bamboozle https://www.baamboozle.com/game/43158	Use the study mode to introduce the means of transport vocabulary and then the play mode (classic version) to revise the vocabulary in a gamified way.
Telling the time	Bamboozle	Make a paper /digital clock and ask students to provide correct time.

Name	Tool/resource	Description
Introductions	used Jamboard	Each participant has to match individually the sounds, the written words and the pictures to learn job vocabulary. Then they have to ask questions and give answers related to their job and one of their relatives.
Numbers and letters	Website ESL game plus https://www.eslgamesplus.com/numbers-cardinal-ordinal/	Teachers and students choose together the numbers to be practiced. Each participant will listen and identify the number, pronounce it, and write it in letters.
Telephoning	WhatsApp	Students will practice telephone conversations in pairs using whatsapp. They can choose the topic.Through this kind of activity they will improve their skills in the foreign language, gaining more fluency.
Food and drink	Website ESL game plus - Vegetables Board Game https://www.eslgamesplus.com/vegetables-vocabu lary-esl-interactive-board-game/	Participants have to match what they hear with the name of a food or vegetable. They have to simulate a situation in which they want to buy a kg of that vegetable at the market.
Places in town and directions	Website Learn English, British Council https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/places-in-a-town-1	Participants have to match individually the pictures, the sound and the words, then they will practice their vocabulary in pairs, asking for and giving directions, changing roles after a few minutes.
Life Story	Bamboozle	Use the baamboozle play mode (classic version) to revise the vocabulary and interactions in a gamified way. They have to answer some questions related to different aspects of their life.
Shopping	Not applicable	A digital mystery box with pictures representing shopping items is introduced, students need to name the objects represented in the pictures.
Travelling	Bamboozle https://www.baamboozle.com/game/43158	Use the study mode to introduce the means of transport vocabulary and then the play mode (classic version) to revise the vocabulary in a gamified way.
Telling the time	Bamboozle	Make a paper /digital clock and ask students to provide correct time.

MODULE 2 - English Language Online activities

Name	Tool/resource used	Description
Introductions	Quizlet https://quizlet.com/36849994/english-greetings-flash-card Countries https://www.gamestolearnenglish.com/fast-phrases/#countries	Participants will practice Meet and greet vocabulary using a quizlet set. This is based on matching images and written words to make phrases.
Numbers and letters	Numbers - Learning apps https://learningapps.org/9416478 Letters - Website Games to learn English https://www.gamestolearnenglish.com/vocab-game	Participants will practice Meet and greet vocabulary using a quizlet set. This is based on matching images and written words to make phrases.
Telephoning	WhatsApp	Students will practice telephone conversations in pairs using whatsapp. They can choose the topic.Through this kind of activity they will improve their skills in the foreign language, gaining more fluency
Food and drink	Space game https://www.eslgamesplus.com/food-drinks/	Participants choose correctly the terms of quantity for different foods and drinks, using a link for a game. They continue guessing the price and doing a shopping list.
Places in town and directions	https://www.gamestolearnenglish.com/fast-phrase s/#places	Participants have to match images and written words to make phrases related to different places. They practice vocabulary by sharing what they have done yesterday and where.
Life Story	Website Tools for educators https://www.toolsforeducators.com/bingo/bingo-maker-4x4.php?cat=family	Participants choose key words and speak about the images presented in the Bingo boards, doing a role play in the larger group. One volunteer participant asks questions and the second answers.
Shopping	Website Learn English, British Council https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/money	Participants have to match the pictures, the sounds and the words and to practice their vocabulary related to money, ways of paying and objects used during shopping.

Travelling	Website Learn English, British Council https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/places-in-a-town-1	Participants will learn places in town and means of transport by using bamboozle. Then they play the classic bamboozle mode to revise the vocabulary in a gamified way.
Telling the time	https://www.gamestolearnenglish.com/fast-phrases /#time	Participants have to observe the images and match them with words to make phrases in order to respond correctly to the question: "What time is it?"
Daily routines	Website Mes-Games https://www.mes-games.com/dailyroutines.php	Using the link to the game, participants have either to match the sound with the picture, or the written words, or they have to match the written word with the pictures related to daily routines.
Days and dates	Website Mes- Games https://www.mes-english.com/toolsforeducators/crossword/crosswordq.php?p=time	Using the link, participants have to solve the crosswords using images individually. Voluntary participants are encouraged to talk about important dates in their lives
Personal information	Website More than one story https://www.morethanonestory.org/en	Participants will be given questions on the screen which will enhance storytelling about themselves and their own personal experience. All the participants have to answer at least one question.
Minor physical complaints – at the chemist`s	Vocabulary search game https://www.vocab1.com/	Students are asked to make a vocabulary list and write the definitions from a dictionary of words related to health and how good or bad someone is physically feeling or words used at the chemist.
Likes and dislikes. Colours	Learning apps (e-learning) https://learningapps.org/view11303723	Participants have to match the audio with the images with corresponding colour in order to practice their vocabulary related to different objects and colours.
Activities in the past	Website ESL gamesplus Monkey Pirate Game https://www.eslgamesplus.com/irregular-past-tense -esl-grammar-jeopardy-quiz-game/	Participants have to read the sentences and choose the correct missing words, to be able to talk about past events or activities, correctly using irregular verbs and the simple past tense.

SIGE Curriculum

MODULE 3 - Digital Skills

Module	Module Code	Sub-module Title	Sub-Module Code
Title Digital Skills	M3	ComputerFundamentals (browser, mail)	M3.1
Teaching hours of which:	Classroom instruction	On-line training	
20	8	12	

Sub-Module Annotation
Today, the Internet is one of the most effective and efficient ways to communicate. Whether it is e-mail correspondence, social networks or just searching for information, the Internet gives us the chance to connect with different people and read news and information from all over the world.

Learning Objectives	Learning Outcomes
The objectives of this sub-module are: ● teaching the use of wireless networks for computers and smartphones ● teaching learners how to effectively and safely use Internet browsing and searching tools ● teaching learners to set-up and use e-mail services	Upon competing this sub-module, the learner should be able to: (1) connect computer or smartphone on wireless router or access point (2) explain the terms Internet, Google Chrome, Internet Explorer, Microsoft Edge and to use their main features (3) demonstrate Internet search and analyse the results (4) use security measures on the Internet (5) configure user accounts and emails and to use the basic features of the Outlook and Gmail

Gamification and Innovative Teaching Activities	
Classroom activities	Online activities
The Password Game (1) Discovering Searching Engine Tools (2) Completing boxes (2,3) Weak or Strong? (4) Writing an email with Gmail (5) Jig-saw Puzzle: discovering how to write a formal email(5)	How to use Google Search lesson on EdPuzzle (2) Online Quizlet Flashcards test on search engine tools (2) How to create a strong password lesson on EdPuzzle (4) Online Quizlet Flashcards test on the use of Gmail (5)

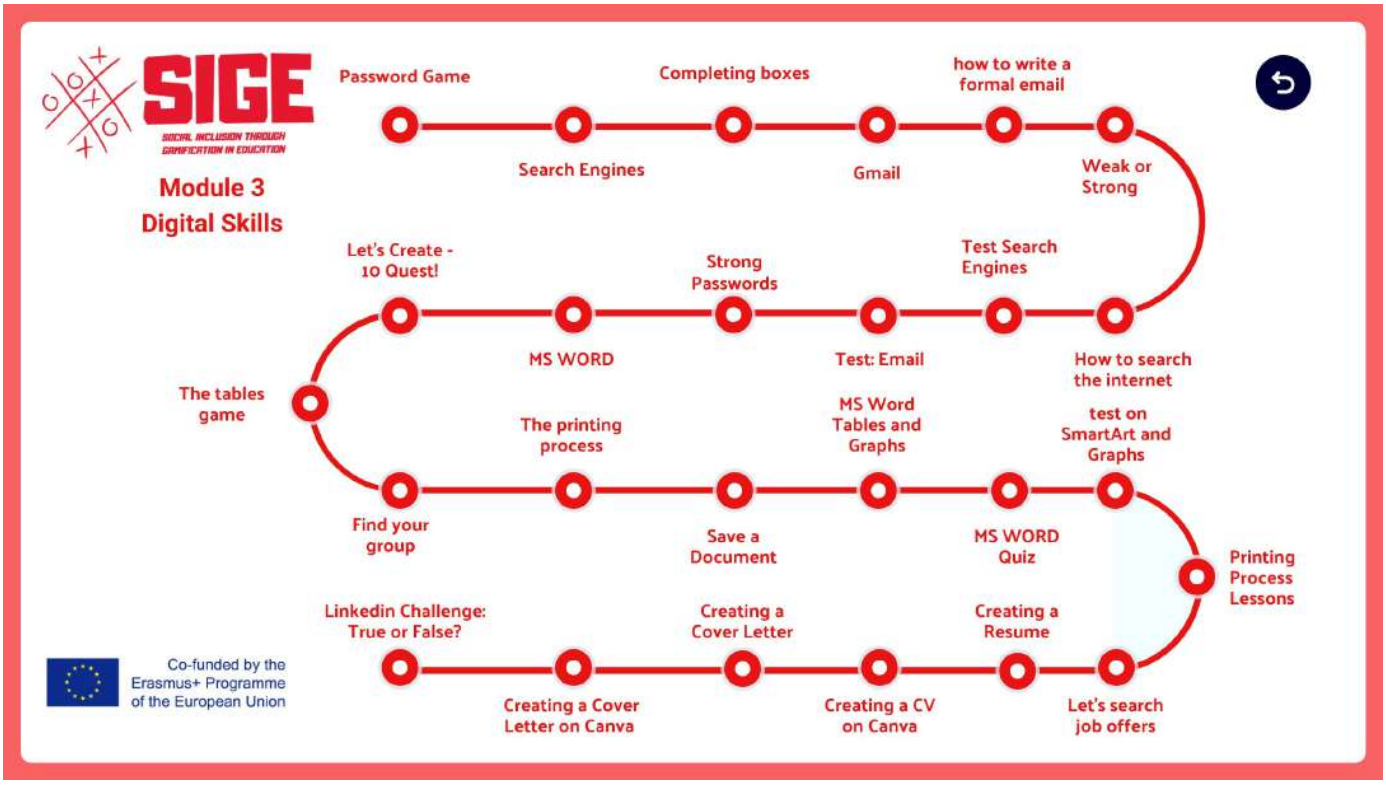
Assessment Methods

The Assessment method suggested for this module is Formative Assessment, the method that track student's improvement in real-time, with the help of progress reports, entry/exit tickets and class discussions, after individual and group practice. The trainer can use in-process evaluations to track the achievement of learning objectives and expected results, through observing students and reporting the results of learning. It is suggested to integrate Formative Assessment with short moments of Summative Assessment, running online quizzes/assessing games on IT tools.

Indicative Content: Topics (Lessons) and Key Concepts

- Local or wireless networks and logging procedure
- Web browsers (Google Chrome, Mozilla Firefox etc.) and its user interfaces: menus, toolbars, search, favorites, history list, downloads, settings
- The main procedures and strategies to analyse results and save data from the Internet
- Strong password characteristics
- Antivirus programs and firewall
- The main features of Gmail/Outlook (sending/receiving email, calendar, diary, address book, scheduler, sketches, attachments, groups, filtering, archiving, printing)

Please find below all actvities and content of module 3
Please click on the image to visit the inventory.



SIGE Curriculum

MODULE 3 - Digital Skills

Module Title	Module Code	Sub-module Title	Sub-Module Code
Digital Skills	M3	Word processing	M3.2
Teaching hours of which:	Classroom instruction	On-line training	
20	8	12	

Sub-Module Annotation
Word processing is a life skill which can be used at school, home, or in the workplace. Knowing how to organise information in a document allows a person to convey a message effectively. It also can be applied to personal and work-related tasks. Whether it is creating a resume or making a poster to promote a community event, most tasks that use technology require word processing. It is an essential skill that every person needs to master, as it can be used today and well into the future.

Learning Objectives	Learning Outcomes
The objectives of this sub-module are: ● explaining how to use text editing tools and commands ● providing basic knowledge about organising data ● teaching learners about graphic editing in Word ● teaching learners how to print documents	Upon competing this sub-module, the learner should be able to: (1) use MS Word menus and commands, to describe word processing and to use text editing tools. (2) use basic organisation of data in tables and graphs. (3) recognize the difference between WordArt, Smartart, Graphs and Shapes and to use the basic commands to create them (4) describe the printing documents procedure, to use tools to view the document and customise the printout, to print the document and to prepare a document for electronic exchange.

Gamification and Innovative Teaching Activities	
Classroom activities	Online activities
Word fundamental interactive lesson on Mentimeter (1) Let's Create - 10 Quest (1) The Tables game (2) Find your group (3) The Printing Process - Jigsaw Method (4)	How to save a document lesson on EdPuzzle (1) Online Quizlet Flashcards test on Microsoft Word (1) MS Word Tables and graphs lesson on EdPuzzle (2) Online Quizlet Flashcards test on SmartArt and Graphs(3) Printing process lesson on EdPuzzle (4)

Assessment Methods
The Assessment method suggested for this module is Formative Assessment, the method that track student's improvement in real-time, with the help of progress reports, entry/exit tickets and class discussions, after individual and group practice. The trainer can use in-process evaluations to track the achievement of learning objectives and expected results, through observing students and reporting the results of learning. It is suggested to integrate Formative Assessment with short moments of Summative Assessment, running online quizzes/assessing games on IT tools.

Indicative Content: Topics (Lessons) and Key Concepts
- MS Word main features: edit text functionalities (font, columns, styles), edit layout (margins, orientation, paper dimension), save and name a document. - Creation, filling and editing of tables. - WordArt, Smartart, Graphs and Shapes - Printing procedure, commands and tools

SIGE Curriculum

MODULE 3 - Digital Skills

Module	Module Code	Sub-module Title	Sub-Module Code
Digital Skills	M3	Digital Tools to find a Job	M3.3
Teaching hours of which:	Classroom instruction	On-line training	
10	4	6	

Sub-Module Annotation
The job market has changed beyond all recognition over the last decade. In this module learners will learn how to better support their way into the workplace with digital tools. Learners will explore the basic digital career tools available to save their time and make their transition into work easier. Learners will learn to understand the modern job market, to take advantage of digital tools for job search and career counselling and prepare themselves for a successful job application.

Learning Objectives	Learning Outcomes
The objectives of this sub-module are: ● listing the ways how to search for a job ● demonstrating how to build a successful resume ● introducing tools and strategies for building a digital portfolio	Upon competing this sub-module, the learner should be able to: (1) search the internet for job offers. (2) create and build a Resume/CV using online tools and apps (Europass, Canva, LiveCareer). (3) design a cover letter using online tools and apps (Europass, Canva, LiveCareer). (4) be aware of the purpose and benefits of building a comprehensive digital portfolio (5) build its Linkedin profile (6) use networking strategies to expand its online network

Gamification and Innovative Teaching Activities	
Classroom activities	Online activities
Let's search job offers (1) Creating a Resume on Livecareer (2) Creating a CV on Canva (2) Creating a Cover Letter on Livecareer (3) Creating a Cover Letter on Canva (3) Linkedin Challenge: True or False? (4, 5, 6)	Creating a Resume on Livecareer (2) Creating a CV on Canva (2) Creating a Cover Letter on Livecareer (3) Creating a Cover Letter on Canva (3) Linkedin Challenge: True or False? (4, 5, 6)

Assessment Methods

The Assessment method suggested for this module is Formative Assessment, the method that track student's improvement in real-time, with the help of progress reports, entry/exit tickets and class discussions, after individual and group practice. The trainer can use in-process evaluations to track the achievement of learning objectives and expected results, through observing students and reporting the results of learning. It is suggested to integrate Formative Assessment with short moments of Summative Assessment, running online quizzes/assessing games on IT tools.
Indicative Content: Topics (Lessons) and Key Concepts
- Websites for unemployed people, Job offers Database and Company sites of job interest (work with us section) - Web Platforms and Applications (Europass, Canva, LiveCareer, etc.) to edit and customize your CV and Resume (features, functions and tools) - Web Platforms and Applications (Europass, Canva, LiveCareer, etc.) to edit and customize your Cover Letter (features, functions and tools) - Pros and cons of digital portfolio (e.g., Linkedin), elements of portfolio (photo, self description, availability, education, work experiences, competences, languages, interests), how to search and add a person to your network, how to send a message and connecting with other people in you network, how to manage notifications (e.g., who visited your profile)

Module 3 - Digital Skills Classroom activities

Name	Tool/resource used	Description
Submodule 3.1		
Password Game	Google Search, Microsoft Word	A riddle that learners need to guess to get the password and be able to connect to the wifi. During the game, the teacher explains the logging procedure and lets the students practice.
Discovering Searching Engine Tools	Bamboozle	A competition game with Bamboozle in which different teams take turns guessing the right answer to questions related to functions and characteristics of the most popular search engine tools.
Completing boxes	Ms Word + Google Chrome	An interactive task whereby students complete different boxes of a MS word table by searching, selecting, copying and pasting information from the Internet.
Writing an email with Gmail	Mentimeter	An interactive presentation with Mentimeter to learn how to get started with Gmail, including creating an account, and writing a good subject for the email. The presentation has some content slides, quiz competition slides for revision and surveys to get opinions from the audience.
Jig-sawPuzzle: discovering how to write a formal email	Not applicable	A collaborative exercise where students learn how to write a formal email by dividing an explaining text in parts and using the jig-saw method.
Weak or Strong	Not applicable	A matching exercise to recognize the difference among weak, medium strong and very strong passwords, empowering learners to define the 3 most important criteria to build a strong password.
Submodule 3.2		
Word fundamental interactive lesson on Mentimeter	Mentimeter	An interactive presentation with Mentimeter to learn how to use the main features of Microsoft Word. The presentation has some content slides, quiz competition slides for revision and surveys to get opinions from the audience.
Let's Create - 10 Quest!	Google Search, Microsoft Word	A group game in which the participants learn how to edit a text, following a task list. The groups earn points after completing the tasks..
The Tables Game	Google Search, Microsoft Word	A game in which the participants learn how to create tables, following a task list. The groups get some points by completing the tasks.
Find your group	Not applicable	A game in which participants need to understand in which group they belong, trying to find the other members that have a card that is part of the same category (smartart, word art, graphs, shapes).
The printing process - Jigsaw method	Not applicable	A collaborative exercise where students explore the printing process and the printing options by dividing an explaining text in parts using the jig-saw method.

Submodule 3.3

Let's search job offers	Google Search, Microsoft Word	A competition game with the aim of finding job offers. Students compete in groups to find the best job offers according to and with reference to different criteria set by the teacher.
Creating a Resume on Europass	Europass	An activity to practice the creation of a resume document using Europass. The features, models and template of this app are used to create a resume with few easy steps.
Creating a CV on Canva	Canva	An activity to practice the creation of a cover letter. The features, models and template of this app are used to create a resume with few easy steps.
Creating a Cove Letter on Europass	Europass	An activity to discover how to use Canva for creating a graphic Cover Letter. The students will practice creating a Cover Letter document using the features of this app and exploring different templates and graphic elements.
Creating a Cover Letter on Canva	Canva	An activity to discover how to use Canva for creating a graphic Cover Letter. The students will practice creating a Cover Letter document using the features of this app and exploring different templates and graphic elements.
Linkedin Challenge: True or False?	InLearning (online) + Bamboozle (classroom)	An interactive video course "Learning Linkedin" on InLearning, a web learning platform inside LinkedIn. After completing the course, the teacher will discuss and deepen the content starting from a Bamboozle competition in which the students, divided in two teams, will compete against each other to win.

Module 3 - Digital Skills Online activities

Appendix B – Online Activities

Name	Tool/resource used	Description
Submodule 3.1		
How to use Google Search lesson on EdPuzzle	Edpuzzle	An online video exercise on Edpuzzle where students learn more about Google search with the help of questions embedded in the video
Online Quizlet Flash cards test on search engine tools	Quizlet	A set of Quizlet cards to review concepts about search engine tools through flashcards.
How to create a strong password lesson on EdPuzzle	Edpuzzle	An online video exercise on Edpuzzle where students learn more about how to create a strong password with the help of questions embedded in the video.
Online Quizlet Flashcards test on the use of Gmail	Quizlet	A set of Quizlet cards to review concepts about the use of Gmail through flashcards.

Submodule 3.2

How to save a document lesson on EdPuzzle	Edpuzzle	An interactive video lesson with Edpuzzle to learn how to save a file word on desktop. The explainer video embeds multiple questions to assess learning in real time and additional resources to dig deeper.
MSWord Tables and graphs lesson on EdPuzzle	Edpuzzle	An interactive video lesson with Edpuzzle to learn how to use tables and graphs in Word. The explainer video embeds multiple questions to assess learning in real time and additional resources to dig deeper.
OnlineQuizlet Flash cards test on Microsoft Word	Quizlet	A set of Quizlet cards to review concepts about the use of MS Word.
Online Quizlet Flashcards test on SmartArt and Graphs	Quizlet	A set of Quizlet cards to review concepts about SmartArt and Graphs of MS word.
Printing process lesson on EdPuzzle	Edpuzzle	An interactive video lesson with Edpuzzle to learn the steps of the printing process. The explainer video embeds multiple questions to assess learning in real time and additional resources to dig deeper.

Submodule 3.3

Creating a Resume on Europass	Europass	An activity to practice the creation of a resume document using Europass. The features, models and template of this app are used to create a resume with few easy steps.
Creating a CV on Canva	Canva	An activity to discover how to use Canva for creating a graphic Resume. The students will practice creating a Resume document using the features of this app and exploring different templates and graphic elements.
Creating a Cover Letter on Europass	Europass	An activity to practice the creation of a cover letter. The features, models and template of this app are used to create a resume with few easy steps.
Creating a Cover Letter on Canva	Canva	An activity to discover how to use Canva for creating a graphic Cover Letter. The students will practice creating a Cover Letter document using the features of this app and exploring different templates and graphic elements.
Linkedin Challenge: True or False?	InLearning (online) + Bamboozle (classroom)	An interactive video course "Learning Linkedin" on InLearning, a web learning platform inside LinkedIn. After completing the course, the teacher will discuss and deepen the content starting from a Bamboozle competition in which the students, divided in two teams, will compete against each other to win.

SIGE Curriculum

MODULE 4 - Soft Skills for the Job Market

Module Title	Module Code	Sub-module Title	Sub-Module Code
Soft Skills for the Job Market	M4	Preparing for a job interview	M4.1
Teaching hours of which:	Classroom instruction	On-line training	
15	6	9	

Sub-Module Annotation
Nowadays, it's important to get prepared to the moment of the transition to the job market. For this reason, through the completion of the activities of this module that is full of simulations and practices, students should improve their communicative and expressive skills in order to be prepared to face a job interview and acquire the right approach when it comes to talking to the boss.

Learning Objectives	Learning Outcomes
The objectives of this sub-module are: ● Explaining how to communicate effectively in a face to face interview ● Highlighting the different nature of professional interaction	Upon completing this sub-module, the learner should be able to: (1) Face an professional interview proposing coherent personal narrative (2) Manage unforeseen situations and react under pressure (3) Gather information about their employer in order to use it to have better changes to succeed in their job interview (4) Shape contextually the information in order to fit better the requirements and the needs of the employer (5) Interact with HR officials and selection committees

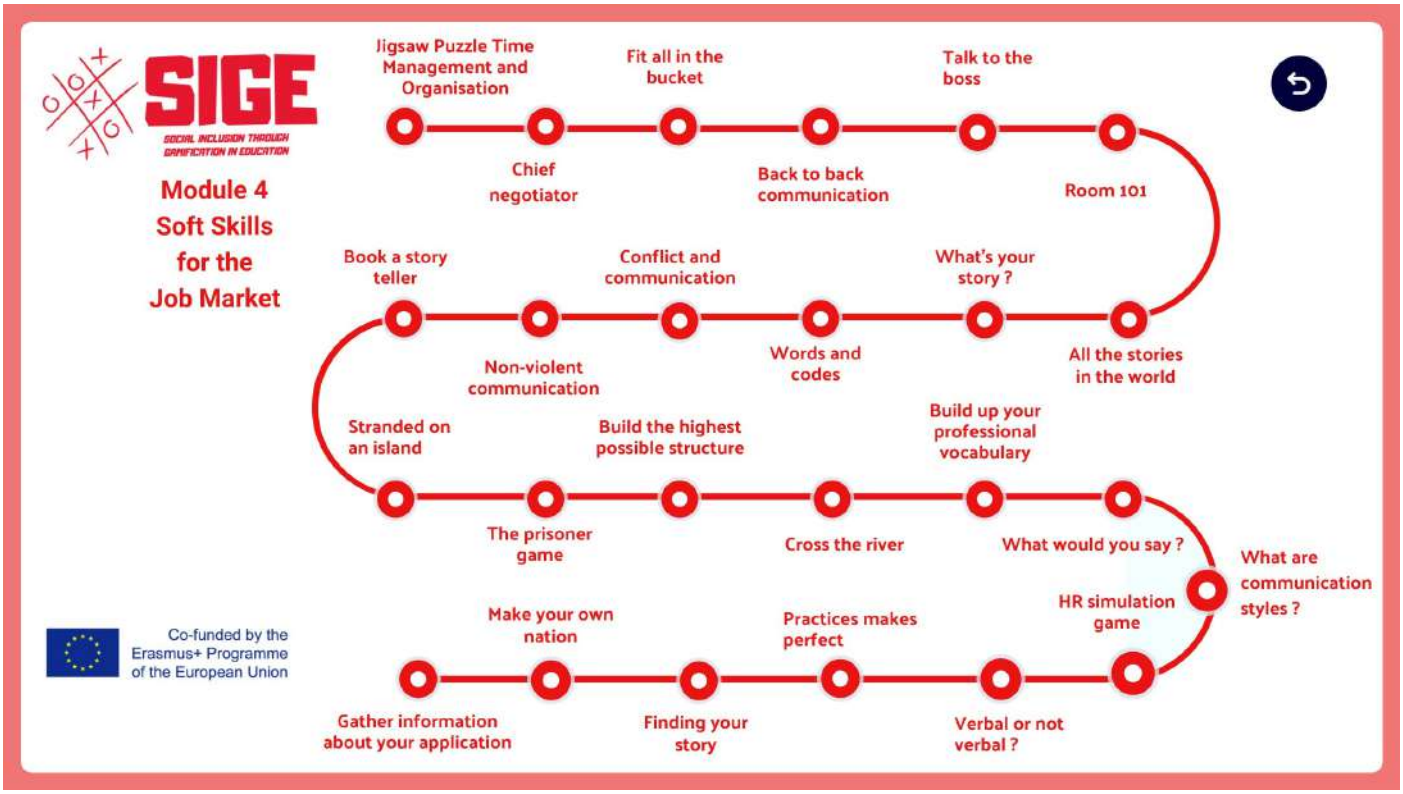
Gamification and Innovative Teaching Activities	
Classroom activities	Online activities
All the stories in the world... (5) What's your story? (5) Talk to the boss (4) Room 101 (2)	HR simulation game (1) Build up your professional vocabulary (2) What would you say? (4, 5) Practice makes perfect (1, 4, 5) Gather information about your application (3)

Assessment
Make sure that the participants become reflexive on their own behavioural patterns and are able to analyze and recognize them. Critical thinking capabilities are essential so make sure that in the feedback process there will be a show of them.

Indicative Content: Topics (Lessons) and Key Concepts
Objective I: -basic tenets of a professional attitude -researching as part of preparation for job interview -interview practice & review -Formulate personal narratives during selection processes in order to convey professional competencies in an efficient way
Objective II: -horizontal vs. vertical working relationships, adapting language & posture -sensitivity (cultural, racial, gender, religious) as professional competence

Indicative Content: Topics (Lessons) and Key Concepts
Objective I: -communication styles -employing different styles for a particular context Objective II: -key elements of the non-verbal communication Objective III: -what are social narratives and how they are constructed -constructing one's own narrative about one's professional identity -projecting one's image effectively

Please find below all actvities and content of module 4.
Please click on the image to visit the inventory.



Module 4 - Soft Skills for the job market
Classroom activities

Name	Tool/resource used	Description
Submodule 4.1		
All the stories in the world..	Not applicable	The activity is intended to understand and to analyze the concept of narrative as the base of social interaction. It consists of presenting a set of stories and grouping them according to the most common narrative structures (EG / basic plots or the hero's journey). This will teach the participants narrative analysis and storytelling.
What's your story?	Not applicable	This activity recalls the previous one and it is its natural follow up. After the analysis of narratives the participants will be asked to propose their own narrative.
Talk to the boss	Not applicable	Teach the participants to relate to supervisors and a hierarchical social environment. It challenges the participants to be reflective about communication patterns to use, inviting them to be strategic about what to say
Submodule 4.2		
All the stories in the world..	Not applicable	The activity is intended to understand and to analyze the concept of narrative as the base of social interaction. It consist in presenting a set of stories and group them according to the most common narrative structures (EG / basic plots or the hero's journey). This will teach the participants narrative analysis and storytelling.
What's your story?	Not applicable	This activity recalls the previous one and it is its natural follow up. After the analysis of narratives the participants will be asked to propose their own narrative.
Words and Codes	Not applicable	Encoding communication with a set of secret word in order to describe that specific communication is important for performative purposes.
Non-violent communication		Teach the participants to properly communicate with colleagues and peers. Although sometimes assertiveness can be useful to use non-violent and effective communication is always a priority and the first strategy to use in any exchange.
Finding your story	Not applicable	Teach participants how to create a message to fit their professional life. Fit a coherent story to your job hunting process with a grant to be remembered and make a good impression in the selection process.
Talk to the boss	Not applicable	Teach the participants to relate to supervisors and a hierarchical social environment. It challenges the participants to be reflective about communication patterns to use inviting to be strategic about what to say.

Submodule 4.3

Jigsaw puzzle Time Management and Organisation	Website Symonds research https://symondsresearch.com/time-management-activities/	The learners will be able to build think critically about schematizing resources and take up strategic communication about management decisions
Fit All in the bucket	Website maacce.org https://maacce.org/wp-content/uploads/2017/06/Soft-Skills-Learning-Materials.pdf	The learner will build up communication within their group in order to boost cooperation and adopt a goal-oriented approach. This will simulate team communication, critical thinking and resource management skills.
Back to back communication	Website Training course material https://www.trainingcoursematerial.com/free-games -activities/communication-skills-activities/back-to-ba ck-communication	An activity highlighting the role of questions and clear directions and explanations for effective communication. It creates a space to practice and reflect on communication mechanics and dynamics
Build the highest possible structure	Not applicable	The game encourage collaboration and taking up a role as a team. Building something together requires coordination and negotiation processes. The activity intends to stimulate both towards a common goal.
Cross the river	Not applicable	The game encourages collaboration and taking up a role as a team. The point of the game is not winning per se but reflecting on collaborative processes to deal with common problems.
Chief negotiator	Website Training course material https://www.trainingcoursematerial.com/free-games -activities/conflict-resolution-influencing-and-negotia tion-activities/chief-negotiator	A fun and competitive activity of practicing negotiation skills, conflict resolution and communication abilities. It recalls the prisoner dilemma games and it elaborates on world building attached to it.
Prisoner dilemma game	Not applicable	Strategy role game that aims to explain the relation between cooperation and competition. Competition and cooperation are stimulated through confidence building and strategic behavior. The game explores both within a gamification context.
Room 101	Website Training course material https://www.trainingcoursematerial.com/free-games -activities/communication-skills-activities/room-101	A competitive activity to develop and practice influential and persuasive skills, as well as assertive communication skills of participants.
Conflict and communication	Not applicable	Teach the participants how to analyze, manage and react to conflict situations. To deal efficiently with conflicts is a matter of choosing the right strategy. In order to do that deep awareness is needed.
Stranded on a island	Not applicable	Role game about resources distribution and team spirit. The game is intended to teach the participants that team collaboration allows for a more effective problem solving.

Module 4 - Soft Skills for the job market
Online activities

Name	Tool/resource used	Description (min 150 char.)
Submodule 4.1		
HR simulation game	www.youtube.com/watch?v=L1PSl5DuQY8&ab_channel=TomHaak https://www.youtube.com/watch?v=ev0begDFc20&ab_channel=StanfordGraduateSchoolofBusi	HR is the main contact point for the social dimension of the employee within a professional environment. To be able to interact successfully with an HR department will give the possibility to feel comfortable in talking about our problems and professional issues.
Build up your professional vocabulary	Google Doc/Google Jamboard/Google Sheet	The activity is intended to collect useful expression and communication patterns that can be applied interchangeably during professional interviews.
What would you say?	Padlet/miroboard	An online communication and simulation path to guide the participants to their interview process. Padlet/miroboard are useful tools to create interactive content in order to guide participants through a learning process.
Practice makes perfect	Skype zoom or similar tools https://www.themuse.com/advice/interview-questions-and-answers	Simulation game about interview practice. To give a good interview is a matter of practice not luck. Repetition gives confidence and makes clear what are the weaknesses and the strengths to focus on.
Gather information about your application	Baambozle	Teach the participants that it is important to gather info about applied positions in order to enhance their success changes.
Submodule 4.2		
What are communication styles?	https://www.youtube.com/watch?v=Tiy2LONr050& ab_channel=JohnWhitehead	The participants can use external platforms to gather information about what soft skills and communication styles are.
Verbal or not verbal?	Google Jamboard	An online game to help students understand the difference between verbal and not verbal communication. Perception of communication happens at the same time but individualizing the different parts of it gives more confidence within the communication process.
Submodule 4.3		
Make your own nation	Miroboard	Teach participants about the basic ideas of what a group is and how group identities work. The activity is thought to let the participants construct their own particular group with their workmates. It will eventually lead to the formations of a full fledged group identity with specific identity markers.

SIGE Curriculum

MODULE 5 -Cultural Competences

Module Title	Module Code	Sub-module Title	Sub-Module Code
Cultural Competences	M5	Understandingthe Cultural Context	M5.1
Teaching hours of which:	Classroom instruction	On-line training	
20	8	12	

Sub-Module Annotation
Nowadays our cultural identity is influenced by many factors and can take different directions, even more than in the past. This sub-module aims to allow learners to explore the issues of culture and cultural identity, increasing their self-awareness and their knowledge about the cultural background of the host country.

Learning Objectives	Learning Outcomes
The objectives of this sub-module are: ● Exploring the issues of culture and identity ● Demonstrating the dynamics of the perception process ● Raising knowledge about other people cultural background	Upon competing this sub-module, the learner should be able to: (1) Identify the elements and component of culture (2) Recognize and communicate own cultural identity (3) Recognize the presence and importance of different perspectives (4) Be aware of how own cultural background is influencing own perception (5) Recognize the main cultural traits of the host country (6) Show an increased level of interest in different cultural backgrounds

Gamification and Innovative Teaching Activities	
Classroom activities	Online activities
Manifest or Latent? (1) Back to back (3) Reality in 3 angles (4) Odd in pictures (5)	Elements of culture (1) Identity Jam (2) The culture pot (5) Intercultural history line (6)

Assessment Methods
Formative assessment practices are strongly suggested to evaluate the learning outcomes of this module. Many of the activities proposed in this Module (especially the online ones) can be easily employed to assess understanding of specific content. Assessment in this way becomes fun and practice on useful e-learning tools is reinforced. In order to assess specific attitudes and skills, more informal methods and discussion/debate sessions could be employed. Adult educators can present the class with a scenario of an intercultural misunderstanding or even conflict, and encourage a round table of opinions, in which every learner is free to share what they will do or how they would behave in that specific situation and most of all how they think they would feel. The conflict scenario should empower learners to promote a non-judgmental environment and lead to more open minded approaches.

Indicative Content: Topics (Lessons) and Key Concepts -
Culture (The iceberg model; Cultural traits of the host country) -Identity (The Identity flower model) -The perception process

Module Title	Module Code	Sub-module Title	Sub-Module Code
Cultural Competences	M5	Functioning in an intercultural world	M5.2
Teaching hours of which:	Classroom instruction	On-line training	
20	8	12	

Sub-Module Annotation

This sub-module aims to allow learners to become more familiar with culturally driven behavioural patterns and the way they influence social relationships. These very behavioural patterns being a possible source of conflict in intercultural environments, this sub-module aims to empower learners to recognize, avoid and be more equipped to face and manage intercultural conflicts.
This sub-module aims to allow learners with different cultural, religious and linguistic backgrounds to achieve a respectful and open encounter, promoting a peaceful and enriching sharing of points of view.

Learning Objectives	Learning Outcomes
The objectives of this sub-module are: ● discussing the mechanism of stereotypes, prejudices and discrimination ● outlining how cultural background influences the way we relate to others ● teaching how to see differences in a positive and productive way	Upon competing this sub-module, the learner should be able to: (1) understand the difference between stereotypes, prejudices and discrimination (2) recognize stereotyped information (3) recognize the emergence of an intercultural conflict and recognize the sources (4) identify culturally-driven behavioural patterns (5) have an increased willingness to solve problems including diverse contributions (6) identify shared values and perspectives and use them as an anchor to relate to locals

Gamification and Innovative Teaching Activities

Classroom Activities	Online Activities
Find your group (1) Labels (2) Greetings at the Conference (3) Hotel Glocal (4) 10 quests (5)	S-P-D sorting (1) Stereot-investigators (2) The behaviour game (4) Finding commonalities (6)

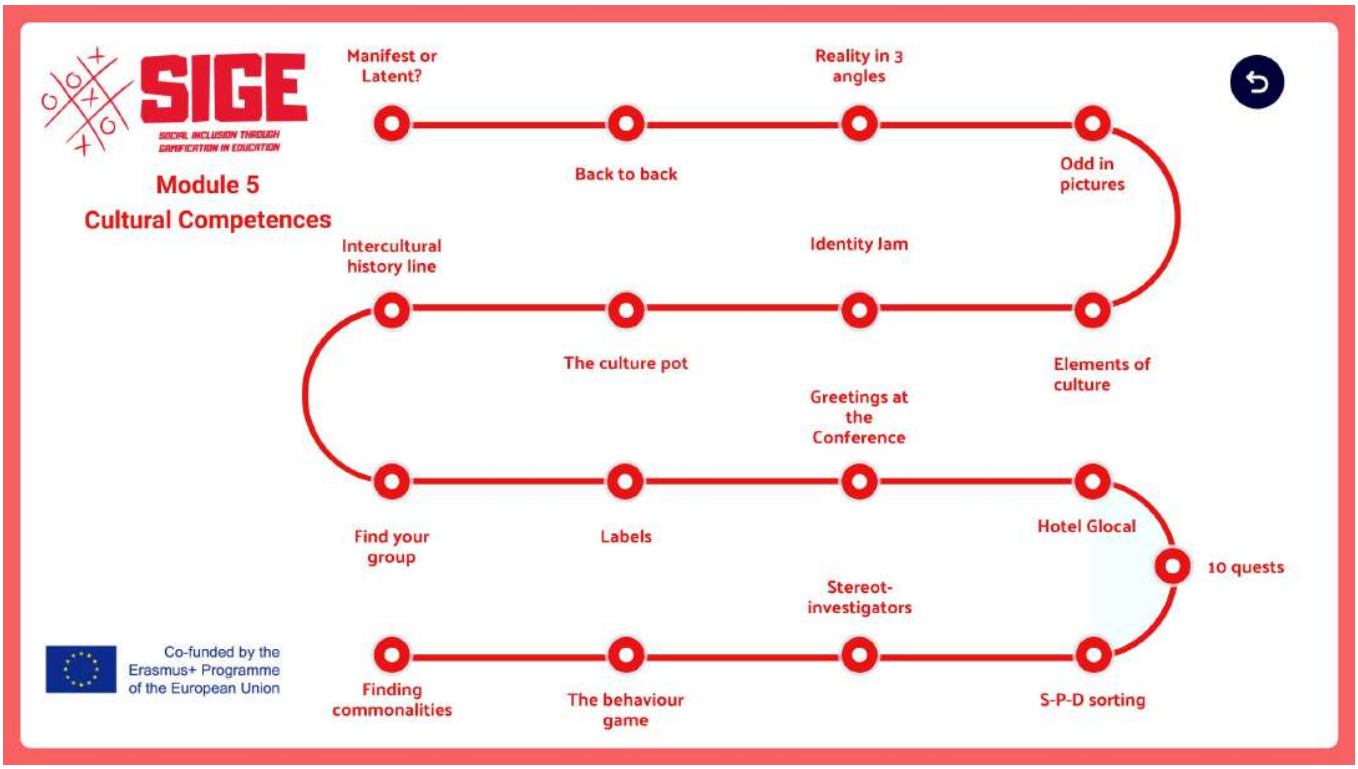
Assessment

Formative assessment practices are strongly suggested to evaluate the learning outcomes of this module. Many of the activities proposed in this Module (especially the online ones) can be easily employed to assess understanding of specific content. Assessment in this way becomes fun and practice on useful e-learning tools is reinforced. In order to assess specific attitudes and skills, more informal methods and discussion/debate sessions could be employed. Adult educators can present the class with a scenario of an intercultural misunderstanding or even conflict, and encourage a round table of opinions, in which every learner is free to share what they will do or how they would behave in that specific situation and most of all how they think they would feel. The conflict scenario should empower learners to promote a non-judgmental environment and lead to more open minded approaches.

Indicative Content: Topics (Lessons) and Key Concepts

- Stereotypes, prejudices, discrimination
- The self-fulfilling prophecy
- Intercultural conflicts
- The behavioural components of culture
- Empathy and Respect

Please find below all actvities and content of module 5
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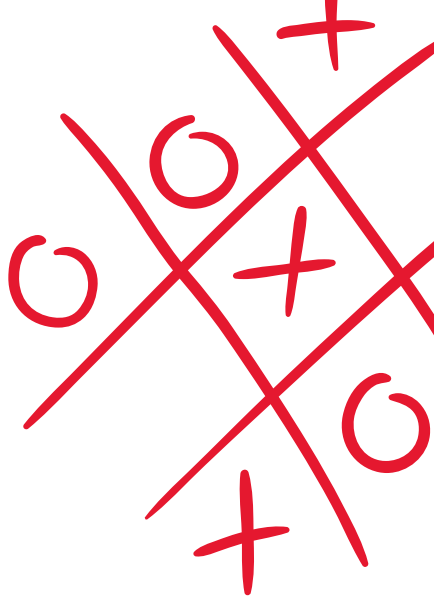


Module 5 - Cultural Competences Classroom activities

Name	Tool/resource used	Description
Submodule 5.1		
Manifest or Latent?	Baamboozle	A competition game with Baamboozle in which different teams take turns guessing if an item represents a manifest or latent element of culture.
Back to back	Not applicable	A visual game to realize how different perceptions of reality can be and ro raise awareness on how the perception process shapes our encounters and communication.
Reality in 3 angles	Not applicable	A visual discovery activity to raise awareness on how culture shapes our perception process. An ambiguous picture is shown and learners are asked to write down anything that comes to their mind and then to decide whether what they wrote was describing, interpreting or evaluating.
Odd in pictures	Baamboozle	A competition game with Baamboozle to show learners commonalities of the host country (e.g. road signs; shops) and get familiar with them in a fun way.
Submodule 5.2		
Find your group	Not applicable	An offline game whereby learners are given cards with a steretype, prejudice or discrimination written on and have to find their group, knowing that in every group there is an example of stereotype, of prejudice and of discrimination linked to the same situation.
Labels	Not applicable	An offline game whereby learners engage in a role play to experience active and passive discrimination. Everyone in the group is assigned a label that they are not aware of. During the role play everyone shall be treated according to the expectations (and prejudices) generated from having that label stuck on them.
Greetings at the Conference	Not applicable	A simulation game whereby learners interact with each other as if they were part of a specific community. Every community group gets a rule sheet with expected behaviours from their side during the encounter and is expected to guess, at the end of the simulation, what the rules of other communities were.
Hotel Glocal	Not applicable	A simulation game whereby learners, divided in couples, have to simulate a situation in which the guest of a Hotel has a problem the receptionist needs to fix. They only have a couple of minutes sto solve the problem and cannot use any common spoken language.

Module 5 - Cultural Competences Online activities

Name	Tool/resource used	Description
Submodule 5.1		
Identity Jam	Jamboard	A visual and creative task on Jamboard to help learners express and become familiar with the elements of their identity that they believe are the most important in their life.
Elements of culture	Quizlet	A set of Quizlet cards to review the difference between manifest and latent elements of culture. Learners use it for individual practice and furthering their discovery of various elements of culture.
The culture pot	Padlet	An online “melting pot” to allow an intercultural class to integrate information they have about the culture of the host country and share them with future learners.
Intercultural history line	Jamboard	An online activity whereby a group of learners shares historical moments that are important in their countries. The events are used to create a intercultural history line on Jamboard and learn about other countries' events.
Submodule 5.2		
Stereot-investigators	Padlet	An activity whereby learners search and collect news, newspaper headlines, pictures on the Internet showing people from specific groups in a stereotyped manner. The material is collected in Padlet, sorted into different categories and other learners are invited to make guesses on the stereotype represented.
S-P-D sorting	Quizlet	A set of Quizlet cards to review examples of stereotypes, prejudices and acts of discriminations. Learners have to match specific examples with a correct cathegory: stereotype, prejudice or act of discrimination.
The behaviour game	Quizlet	Students create a set of Quizlet flashcards about common behaviours in their culture, matching pictures, words, explanations in a personalised manner. The study sets thus created are shared among learners for individual practice and discovery about other cultures norms of behaviour
Finding commonalities	Jamboard	An individual reflection activity whereby students are invited to think about what values they consider most important to them and why. They then proceed to juxtapose their choices with the values prioritised by the host country culture. The individual work serves as a basis for group discussion in the next class.



CONCLUSIONS

CONCLUSIONS

In this short chapter, we would like to share with you the most important observations we have made when devising and testing our curricula. Naturally, they are also influenced by our previous experiences with using gamification and games as educational tools, as well as with working with the target groups considered in this project. Still, as the curricula are a brand new product developed under this project, applying them in our work inevitably gave us some new insights, not least because, by their very nature, they treat gamification and games as components of a comprehensive process rather than isolated tools.

The first point we would like to make is that our curricula can be treated as a good starting point, but not as universally ready-to-use solutions. In many cases, we had to adjust them towards the specific group: its educational needs, the level of competence in the language of instruction, ICT literacy, preference towards learning methods, etc. We have found that some parts of the curriculum were more relevant than others (sometimes for reasons very specific to certain learners), or that the balance between e-learning and in-person activities needed changing.

Besides considering the learners, we also need to be aware of the circumstances in which we are about to teach. Learners' access to technologies is the most obvious concern. The proliferation of mobile devices and the trend towards responsive web design lowers the "entry barrier" for learners, but we should not assume that everybody has a sufficiently capable smartphone and ready access to Internet connection. Outside e-learning, gamified and game-based in-person activities sometimes require certain infrastructure or facilities which you may or may not have at your disposal. Time is also a factor that makes some activities more feasible and useful than others.

The second important point closely follows the first one. Based on the feedback from the educators who tested our tools throughout the project, it is pretty clear that the curricula need to be flexible - this applies both to the content and delivery methods, including the gamified and game-based components. This is how the idea of the inventory came up: as you search for the right adjustments, the inventory gives you plenty of options that you can mix and match to suit your teaching context and target group.

The next lesson that we have learned is that as we introduce these new tools into your teaching, learners may

ffind it a significant change that needs to be managed. For instance, educators have encountered a certain degree of resistance or apprehension. Some adult learners find gamified and game-based activities "not serious" and, therefore, deem them unsuitable as learning methods. In such a case, we advise a bit of perseverance. It is important that we explain at least the basic reasoning behind our approach and the benefits it carries for learners.

Beyond that, we need to let the results speak for themselves: it is important to at least give it a try with the group. Students usually change their negative attitude once they realize they have actually learned something, often unknowingly to themselves. This is also why the element of debriefing, which we will further refer to in the next paragraph, is so important - without it, learners may well miss the point and benefit of the activity they have just completed.

Debriefing is absolutely essential to turning gamified and game-based activities into proper educational tools. This is the phase when we allow learners to analyse, look for patterns, draw conclusions and otherwise reflect on what happened during the game or throughout the gamified process. Our experiences only confirm the need to construct debriefing sessions in a structured, organised manner. For instance, we can focus separately on learners' emotions, specific competences acquired, transversal skills pdeveloped, etc., or structure the session by topic/aspect touched on during the activity. Well organised debrief is important not just because it maximizes learning outcomes, but also because it signals the "seriousness" of work being done. As one of our experts put it, good debrief constitutes a bridge between playing and the more traditional methods of teaching. Interestingly, we have found that moving from the activity itself to the debrief may be quite challenging, as the educator has to find a good way to make learners shift from the "playing" to the "thinking" mode without killing the joy of playing or diluting the focus of thinking.

Something else that we have also discovered is that there are often limits to how much of the flipped classroom it makes sense to introduce through the use of games. In principle, gamified and game-based activities are very suitable to the flipped model - they are excellent for allowing complex practice, as well as inviting problem-solving, more in-depth analytical and critical thinking. However, the educators who tested our curricula and tools pointed out that in their experience, games were best used in moderation, when they accounted for approximately 20% of the entire teaching time. This may be especially true for groups which are more skeptical towards alternative approaches.

In the final words, we would like to once again make the point that e-learning tools, gamified and game-

based activities are, in our view, great additions to your toolbox as an educator. They are not universal solutions, neither are they equally applicable to all situations. They do, however, give you a huge range of options which, when used thoughtfully, infuse your teaching with far more flexibility and a different kind of energy. As you apply them in your work, you will undoubtedly learn your own lessons and gain a perspective, coloured by your context and your knowledge of your target audiences.

It is our sincere hope that you will find this handbook a source of ideas and inspiration which will spark your curiosity and make you delve deeper into this subject - just as we feel compelled to do.

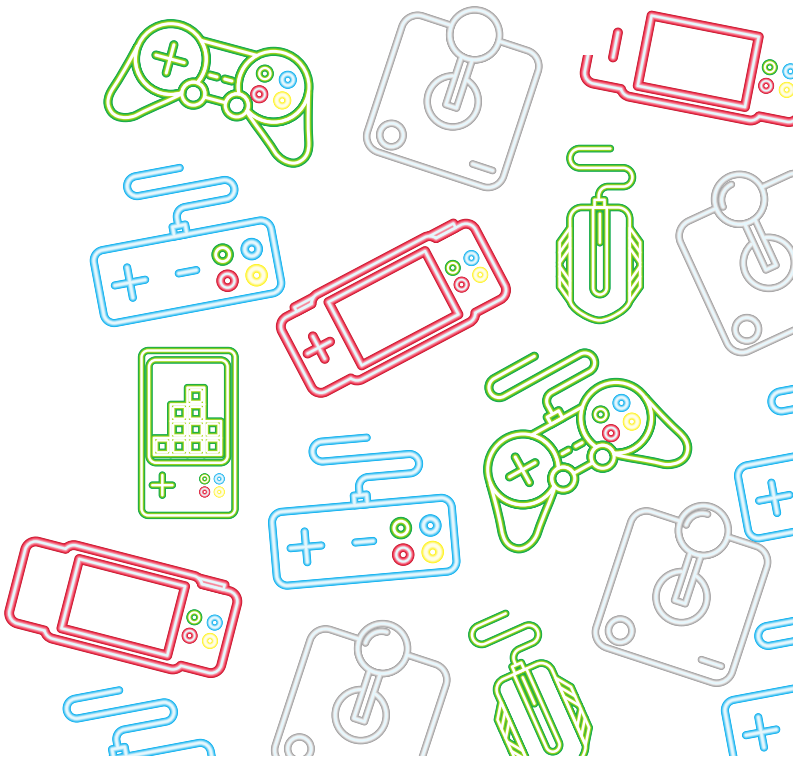


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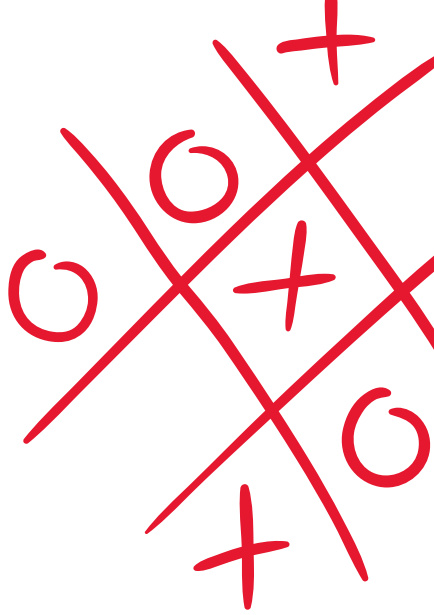
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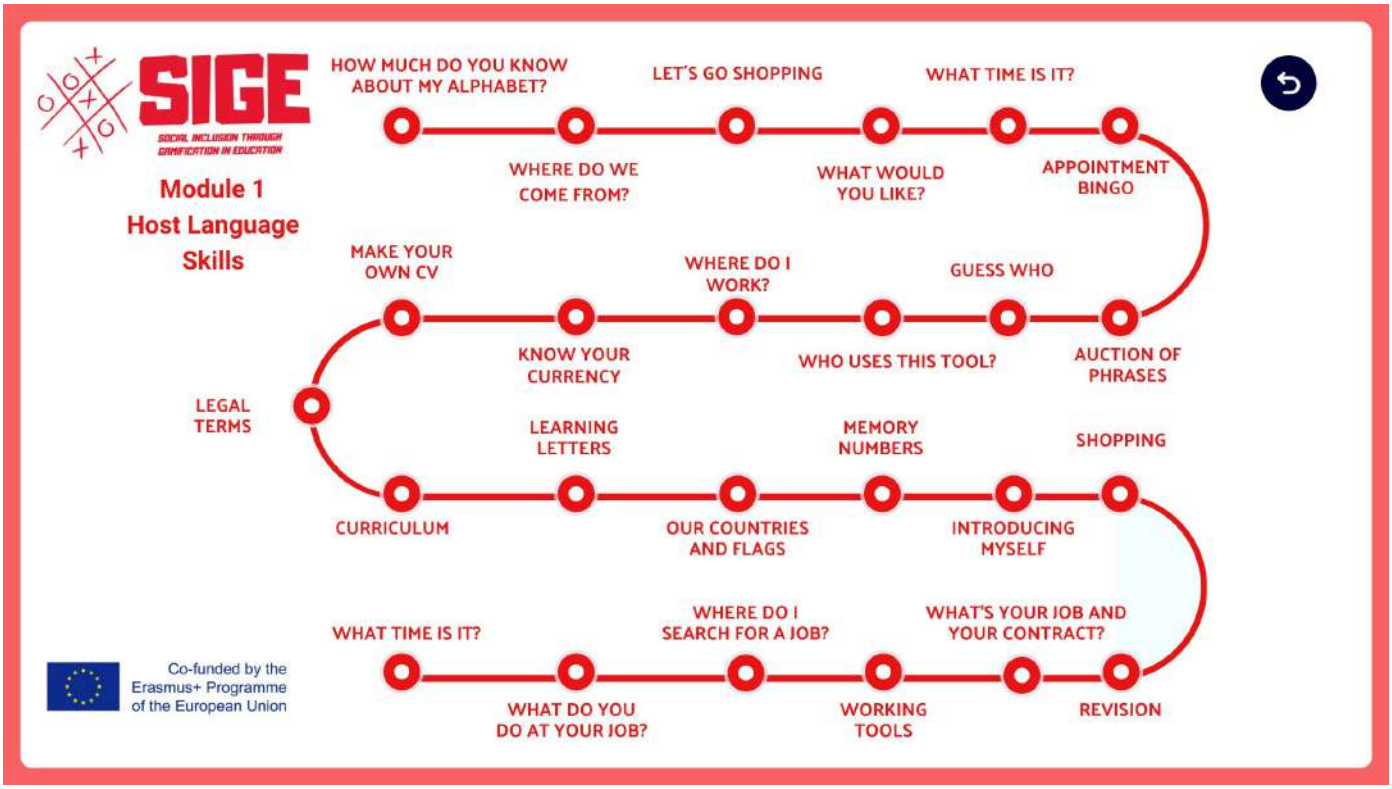




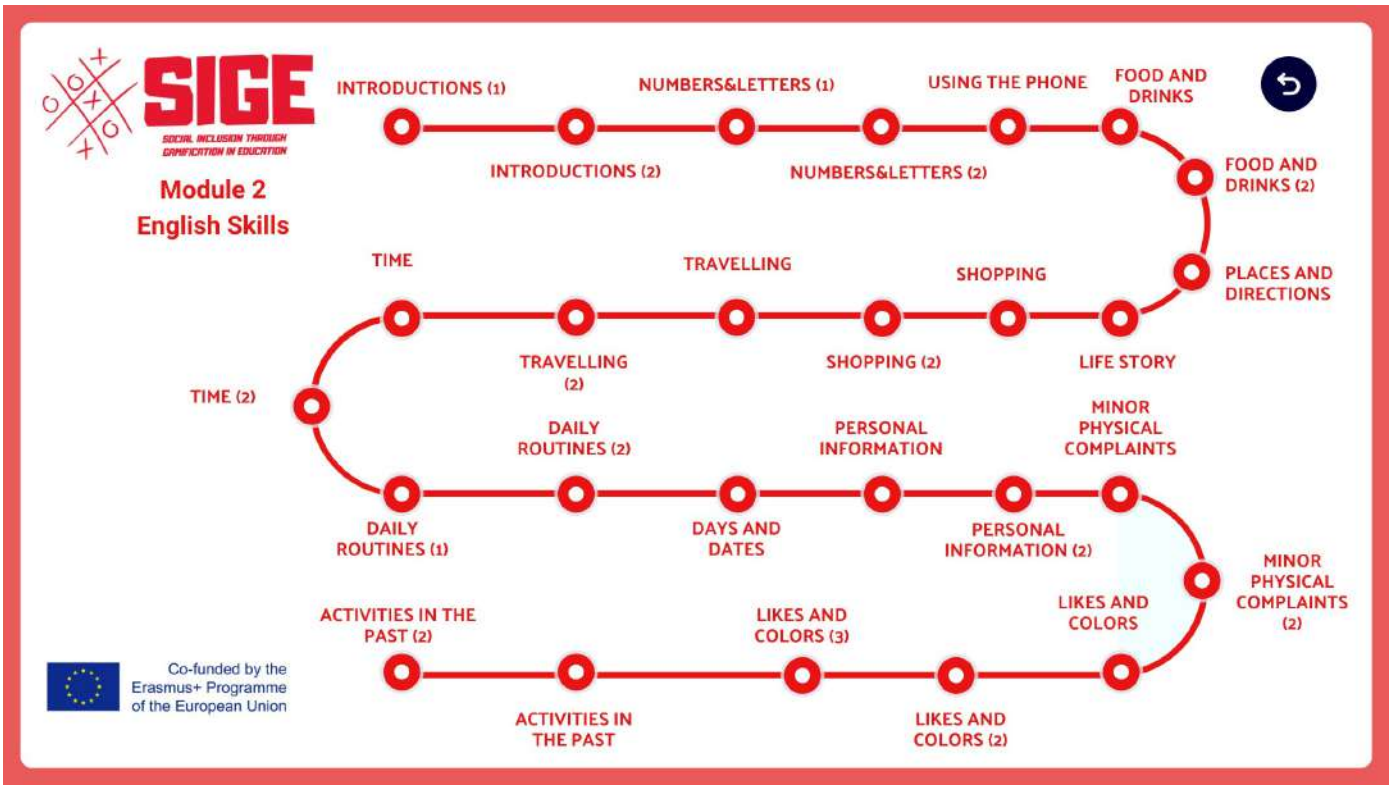
APPENDIX

SIGE INVENTORY

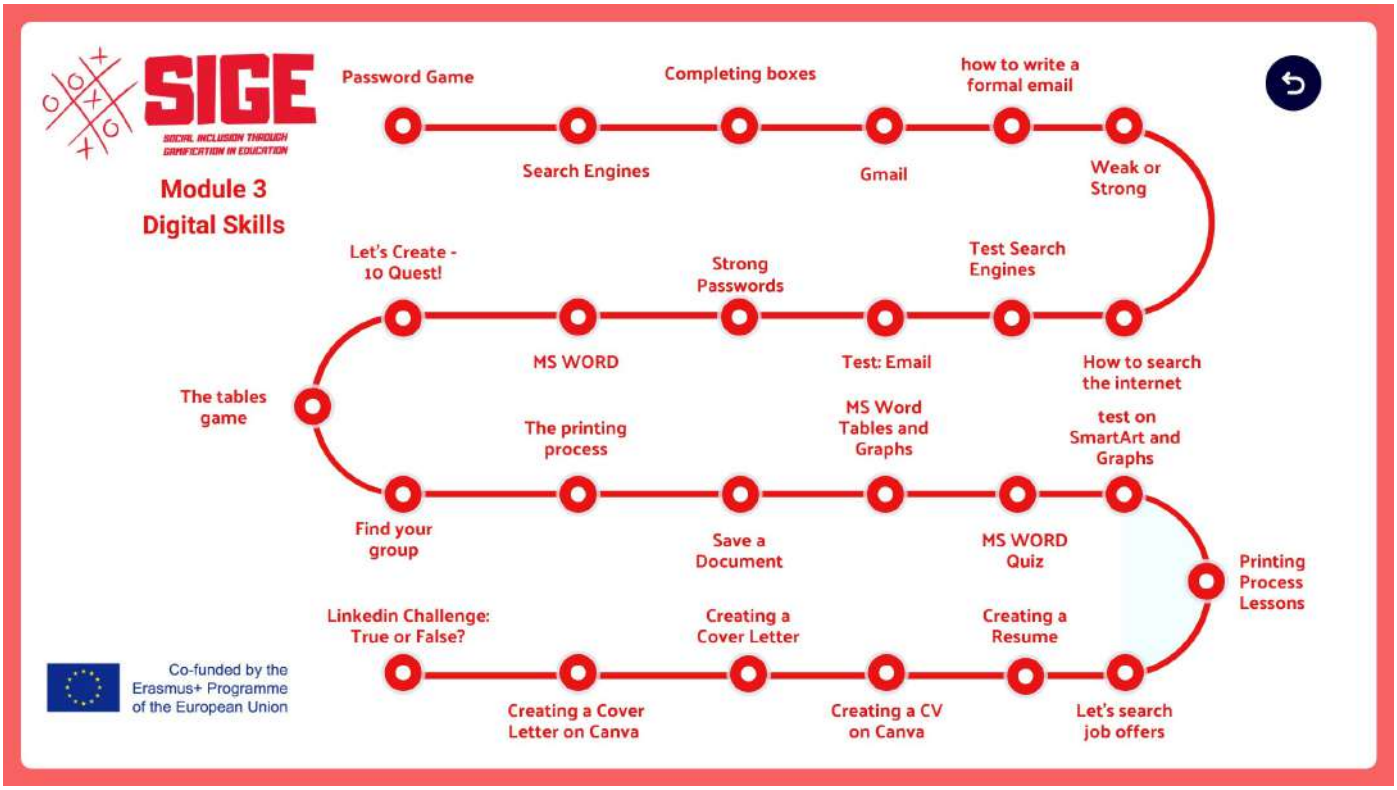
MODULE 1
HOST LANGUAGE



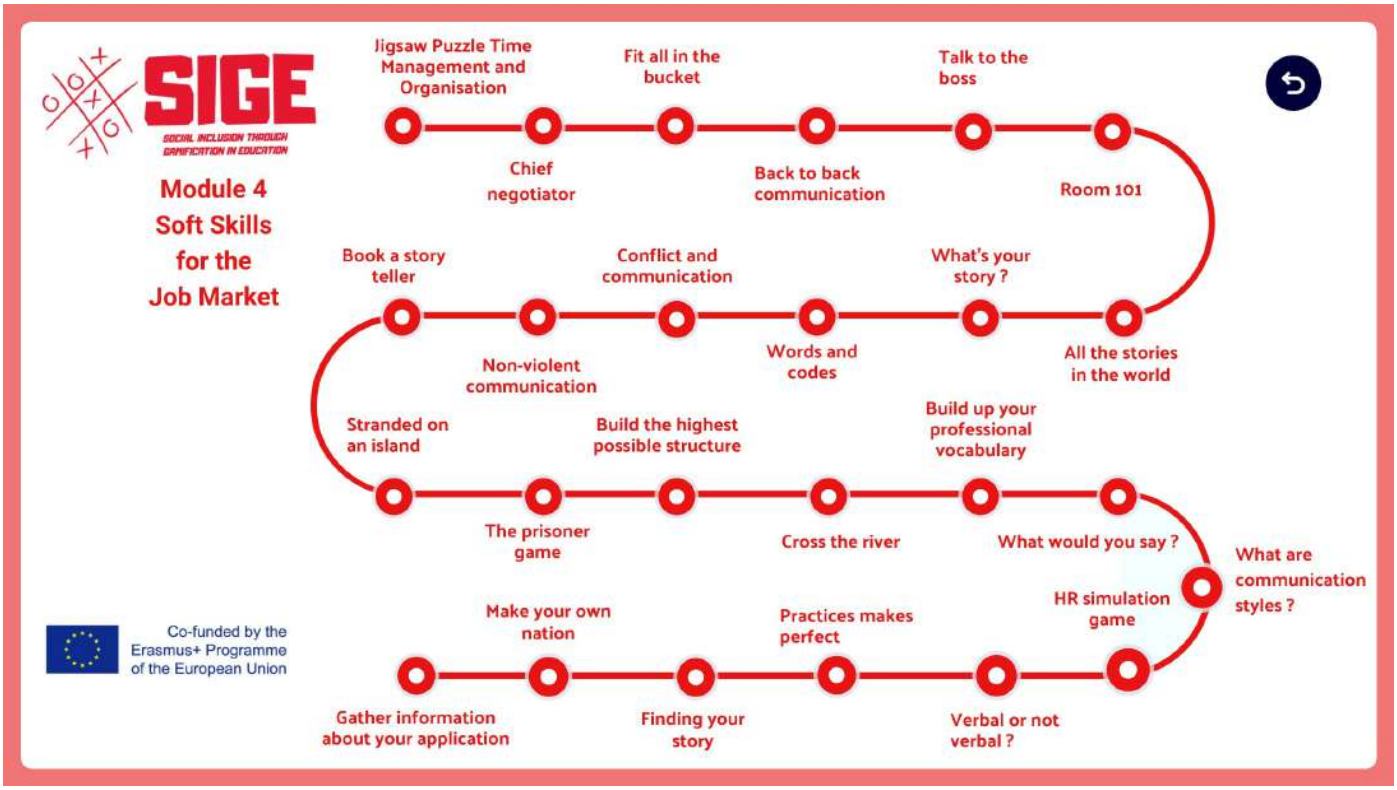
MODULE 2
ENGLISH LANGUAGE



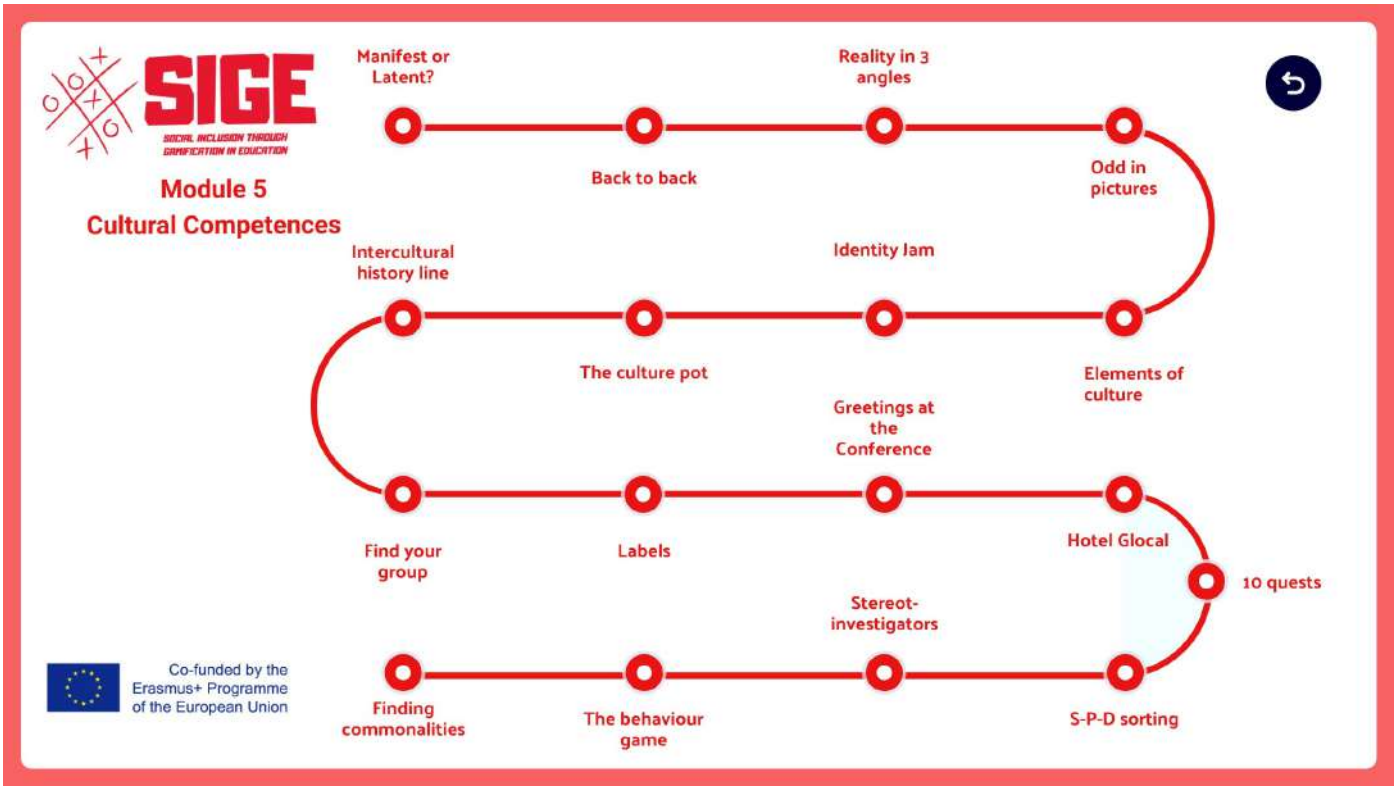
MODULE 3
DIGITAL SKILLS



MODULE 4
SOFT SKILLS



MODULE 5
CULTURAL COMPETENCES



All the handouts and external materials mentioned in the section "material and resources needed" is available and downloadable in the Sige website https://www.sigeerazmus.org/

SIGE

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

SOCIAL INCLUSION THROUGH GAMIFICATION IN EDUCATION

ISBN 978-3-946832-34-8 (ebook)

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