



Project number: 2023-1-FI01-KA220-VET-000154135

Module 3 - Gamification Strategies in VET

Reading Materials



Ecological Thinking!

Think before printing, if it is necessary. In case something needs to be printed, it is worth thinking about where to print it (e.g., local print shop, ecofriendly online print shop, etc.), on what kind of paper (e.g., recycled paper, grass paper, other alternatives to usual white paper) and with what kind of colors.

Let's protect our environment!





Reading Materials

Module 3

In this document, you can find different sources of information on which the content videos of this module have been based. Under each title, you will find a brief summary of its content to know what they are about.

- Kovari M. and Mazur R. (2023). Designing an interactive course based on gamification by educators and VET providers. *Edukacja Ustawiczna Dorosłych*, (1), 85–96. DOI: 10.34866/4374-0r17

The article is a summary of the work carried out by an international team of experts as part of the first intellectual output of the i-CONTENT project: A Toolkit for Educators and VET providers for the design and development of online interactive gamified content, funded by the Erasmus+ Programme, which aims to serve Trainers and VET providers (mainly SMEs) delivering non-formal initial and continuous VET courses who wish to transform the typical classroom led course delivery into an online interactive gamified learning experience (asynchronous and synchronous learning) allowing them to meet current market needs and enabling them to target the global market.

Based on the results of the research, the authors have developed “A guide for the design phase of the interactive phase of an online course” containing information on designing attractive and effective course content before moving to the development phase, how to set goals, structure, and define learning outcomes.

- Dahalan F., Alias N. and Shaharom M. S. N. (2024). Gamification and Game Based Learning for Vocational Education and Training: A Systematic Literature Review. *Education and Information Technologies* (29), 1279–1317. <https://doi.org/10.1007/s10639-022-11548-w>

Games have been used as a learning tool for centuries. Gamification and game-based learning are becoming more prominent in educational settings for several reasons. When it comes to learning, being focused and immersed can massively improve a student's experience. The purpose of this study is to map the emerging trends of gamification and game-based learning (GBL) in the Vocational and Education Training (VET) sector.

The findings support the conclusion that gamification and game-based learning can improve academic performance, engagement, and motivation in vocational education learners. As a result, this study suggests that more research is needed to determine the gamification strategies that are most suited for vocational education and learning.



- Salovaara-Hiltunen M., Heikkinen K and Koivisto J. (2019). User experience and learning experience in a 4D virtual reality simulation game. *International Journal of Serious Games* (6-4), 49-66. <http://dx.doi.org/10.17083/ijsg.v6i4.305>

Simulation training is an effective way of teaching in healthcare, yet it requires a great deal of time and effort. Virtual gear technology brings us new promising training methods, yet there is very little research data about the user experience and learning in immersive virtual environments. This research was based on the idea that 4D virtual reality simulation games can supplement traditional simulation training and provide consistent training to a wide group of professionals.