



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

Module 3 - Gamification Strategies in VET

Hands-on Activity



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!





Hands-on Activity

Module 3

CHECKLIST TO ANALYSE SERIOUS GAMES COMPONENTS

The purpose of this check-list is to guide you in analysing the educational effectiveness of a serious game designed for vocational education and training (VET) purposes.

This involves assessing various aspects to ensure that the game meets its learning objectives and provides a valuable learning experience.

First select a **Serious Game** then go through this simple checklist looking at the suggested criteria and indicators.

TITLE	ALIANZA TIERRA-KOI
ABOUT THE GAME	Carry out different activities related to the technical skills associated with the subject, creating a connection between the game and the areas of knowledge. At all times there is a “mission map” in which the progress of each student/group is observed individually. Creating in this way, continuity and interest in progress at the different levels of the knowledge process to be acquired. Feedback between students and teachers is encouraged. Real and everyday topics are discussed, keeping the student aware at all times of the problems and circumstances that surround them in the work and social sphere. All gamification is created on easy-to-access and very intuitive online platforms so that students can develop their digital skills in a simple and quick way and thus advance in learning the activity autonomously. There are indicators at all times in which both the student and the teacher can know the level of knowledge they are at, allowing improvement or advancement within the levels of the game. The level of play can be modified, it is even possible to edit the gamification depending on the initial level of knowledge of the class. It is 100% customizable depending on the situation of each classroom. All of this depends on the teachers' digital skills and editing ability.



	The content of the game is adjusted to the learning outcomes and technical skills necessary for the acquisition of knowledge of the subject's curriculum. Due to being a digital learning option, it is accessible to all students and from any point. It is not necessary to have a fixed and accessible workplace at all times. The interaction with the game is correct and it is even editable if there would be a problem when the student was using it. The game has a private panel which the teacher will see and can keep up to date with the students' personal progress to be able to grade and evaluate at all times. This type of learning can be done collaboratively. Instead of doing it individually, it can be done in groups or even in classes, carrying out a small competition between the groups so that the motivation among them is greater. This type of education is always more effective than classical teaching, because a higher percentage remember if they actively collaborate in teaching, in the form of a flipped classroom, instead of the typical class in which the teacher is the protagonist. instead of the guide.
LINK FOR THE GAME	https://view.genial.ly/5f08fffd28ac660da5ade728/interactive-content-alianza-tierra-koi