



EMPOWERING **you!**

**Training User Handbook for the
EmpoweringYou Platform**

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CHAPTER 1:

GAMIFICATION IN EDUCATION

1. What is gamification?

There are variant definitions on gamification but, essentially, it is the integration of game elements and game thinking activities in a non-typical game format (Kapp, 2012). Simply put, gamification borrows aspects from games (like user interface, avatars, leaderboards etc.) in order to make thinking activities and/or learning material much more appealing and user friendly, in an immersive learning environment (Randel, Morris, Wetzel, & Whitehill, 1992).

2. Why use gamification in education?

Different in some aspects from games, gamification uses certain elements and approaches that aim to enhance motivation and commitment (Marczewski, 2013). Motivation can be improved through game mechanics that also increase learning both in formal and informal conditions (GamifyingEducation.org), meaning it addresses all kinds of people in different learning settings. Experts in the gaming sector use the self-determination theory in order to explain why education can benefit from gamification. Self-determination theory includes three key elements (autonomy, competence, and relatedness) that have been found to relate to motivation (Werbach and Hunter, 2012). People can be motivated in two ways, either extrinsically or intrinsically; an extrinsically motivated person performs a task in order to attain something whereas an intrinsically motivated person performs a task for the pure enjoyment or interest (Ryan & Deci, 2000). Gamification covers all three aspects of the self-determination theory, by providing learners with the ability to learn on their own time and at their own pace. It enables autonomous learning, so that learners can follow their own progress at their pace (Klopfer et al., 2009), while also experimenting without the fear of failure (Cook, 2013).

3. Gamification terms and definitions

There are some common terms in gamification, used to describe either a person or an action. These terms, which are also found in the Empowering You platform, include:

User – the person using the platform; in this case, you

Level – the total space available to a user in order to complete a mission

Mission – a discrete objective the user has to fulfill; usually comprises of several challenges/tasks

Challenges/tasks – different actions that are required in order to progress, usually in the form of exercises and/or tests

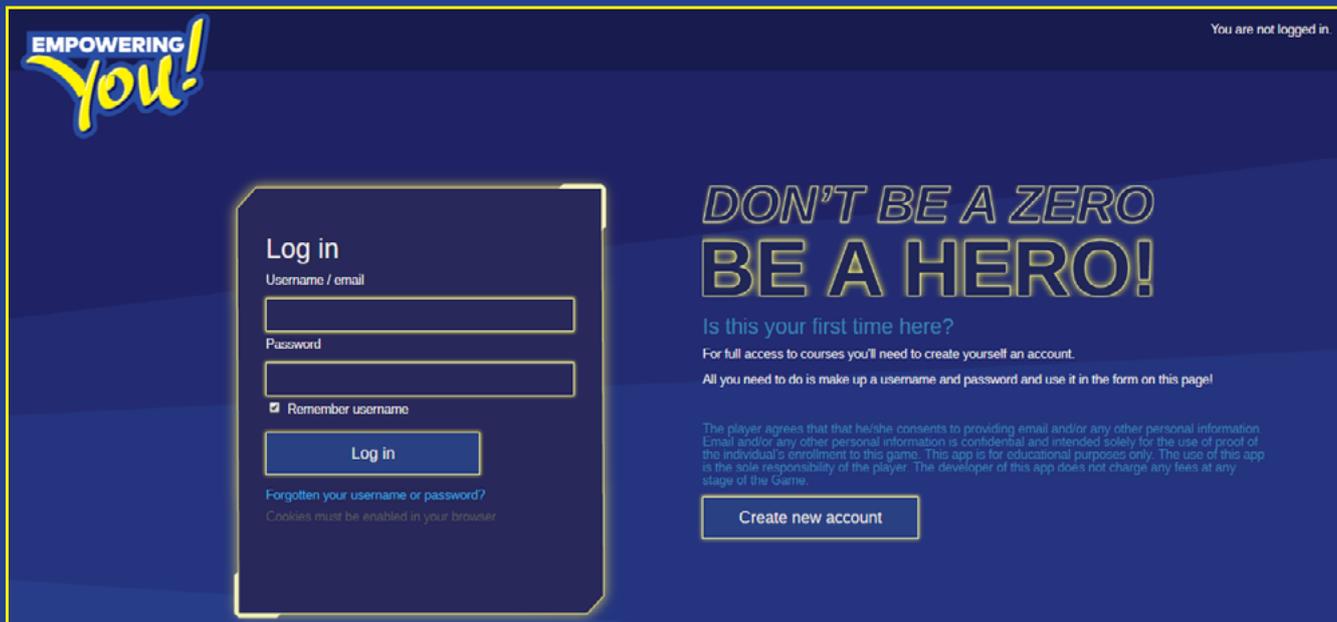
Badge – the virtual reward for completing a level

CHAPTER 2:

EMPOWERING YOU PLATFORM



1. How to create an account



Go to [www.http://empoweringyouproject.eu/game/](http://empoweringyouproject.eu/game/) and the above screen should pop up. As you can see on the left part of the screen, some credentials are required in order to continue with the main site. You can easily make an account by simply clicking the “Create new account” on the right part of the screen, which will take you to the screen below.



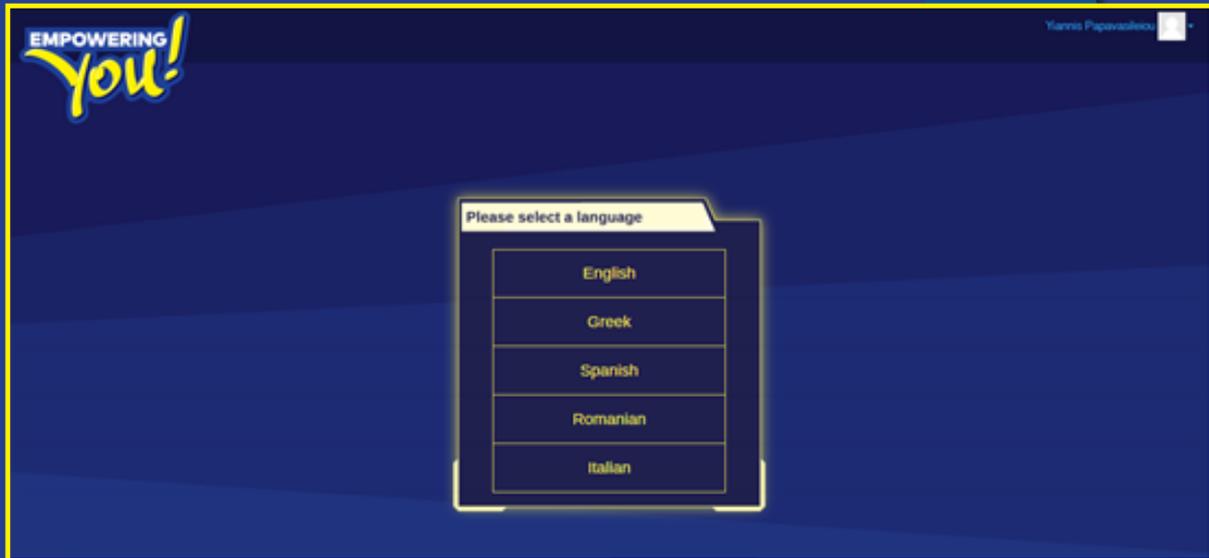
The screenshot shows the 'New account' registration page for 'EMPOWERING You!'. The page is dark blue with white text and form fields. At the top right, it says 'You are not logged in. (Log in)'. The main heading is 'New account' with a 'Collapse all' link. The first section is 'Choose your username and password', containing a 'Username' field with a 'Missing username' error, a 'Password' field with a 'Missing password' error, and a password strength requirement: 'The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as !, @, #, or \$'. The second section is 'More details', containing fields for 'Email address' (Missing email address), 'Email (again)', 'First name', 'Surname', 'City/town', and 'Country' (a dropdown menu). At the bottom of this section is a 'Security question' area with a checkbox for 'I'm not a robot' and a CAPTCHA logo. Two buttons are at the bottom: 'Create my new account' and 'Cancel'. A small red error message at the bottom left reads 'There are required fields in this form marked *'.

By filling in the information required you can create your account. An e-mail will be sent to you, asking to verify your registration. Once you click on the link in this e-mail, you will be taken to the main part of the platform!



2. Starting the game

The first thing you will see when starting the game is the ability to choose what language you prefer to continue with. For the purposes of this guide, we will select English.



After that, we are taken to the screen where we can see all of the options below:

- The three Learning Blocks titled “Social Issues”, “Civic Participation” and “Environment”.
- Instructions on how to play the game
- The badges and the progress status of the player



3. Playing the game

When clicking on one of the Learning Blocks, we are taken to the missions for each one. Each Learning Block has two missions, for a total of six missions.

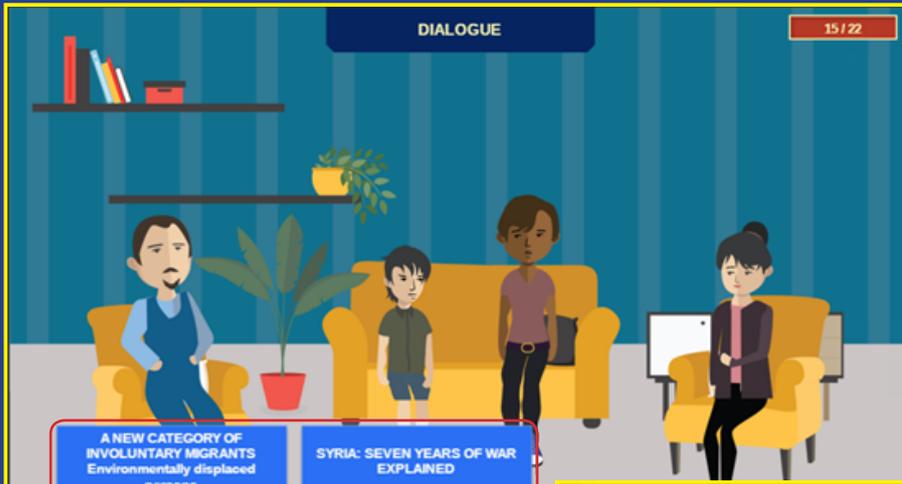


When selecting a mission the activity will begin. Each one has a different topic, but the outline is the same in all: an audiovisual PowerPoint presentation of the topic, usually in the form of dialogue between some characters, followed by a pop quiz, as shown in the images below:



When in the pop quiz section, we are given multiple answers to choose from. When the right answer is given, then we can proceed with the rest of the mission. In some cases, either during a dialogue or when answering a question, there are some small, blue pop up boxes that act as links to sources that can provide more information for the topic at hand.





Correct

That's right! You selected the correct response.

HOMO ERECTUS, OUT OF AFRICA THEORY

Continue



When finishing an activity, a list of suggested articles, books and other sources is provided for anyone that wishes to have a further look into the topic.

SOURCES 21 / 22

SUGGESTED READING

Migration

Themes, H. (2017). Migration. [online] Available at: <https://www.coe.int/en/web/compass/migration> [Accessed 10 Aug.]

Read more interesting facts and articles on Migration here:

BBC News. (2018). Myanmar Rohingya: What you need to know about the crisis. [online] Available at: <https://www.bbc.com/news/world-asia-41566561> [Accessed 11 Aug. 2018].

BBC News. (2018). Syria: Seven years of war explained-Video Available at: https://www.youtube.com/watch?v=CoL0L_DbuQQ [Accessed 10 Aug. 2018].

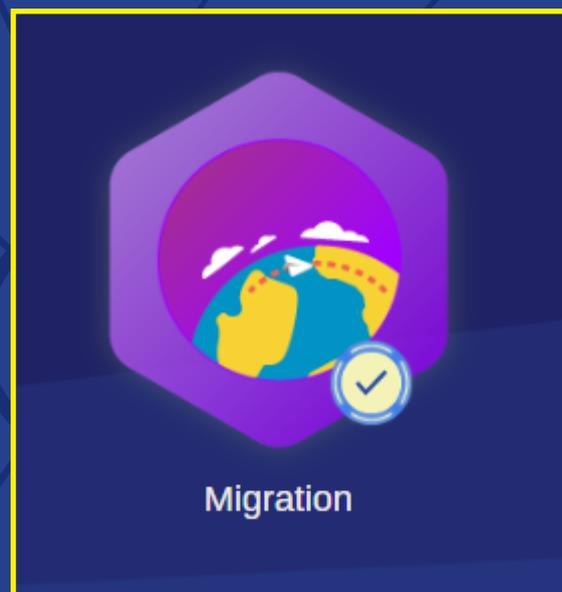
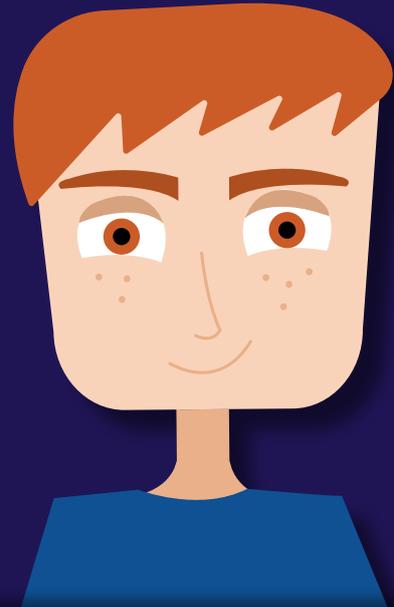
European Parliament. (2018). Migration and asylum. [online] Available at: <http://www.europarl.europa.eu/thinktank/infographics/migration/public/index.html?page=intro> [Accessed 19 Aug. 2018].

Hays, J. (2016). HOMO ERECTUS, OUT OF AFRICA THEORY | Facts and Details. [online] Factsanddetails.com. Available at: <http://factsanddetails.com/world/cat56/sub360/item1481.html> [Accessed 11 Aug. 2018].

NewsComAu. (2016). 10 simple ways to understand Syria. [online] Available at: <https://www.news.com.au/world/10-simple-points-to-help-you-understand-the-syria-conflict/news-story/ab4b33fed028d63990b8c09e6778ee7> [Accessed 3 Sep. 2018].

< PREV NEXT >

Finally, when completing a mission we can see that the bottom right of the icon is now ticked, indicating we have successfully completed it. We can do it all over again, if we wish to, without losing our progress.



That is all! We hope that you find the Empowering You platform easy to use and that its content will be of great use to you!



CHAPTER 3: NATIONAL CASE STUDIES

1. United Kingdom – Val Boulding



Name: Val Boulding

Job Title: Community Development Tutor and WEA tutor

Job Role: Developed and delivered training across Sheffield to vulnerable groups, especially working in deprived communities. Delivered training for WEA (Workers Education Association), in particular courses for women, many who are young women looking to develop new skills and gain confidence. Many of the women have not completed formal education due to a range of factors. The confidence courses combine and recognise the use of technology with everyday skills and explore integration in to the community.

History of Work Experience with Young People:

Worked with young people in the Manor and Wybourn areas of Sheffield and in particular with Wybourn Youth. Previously a trustee for Wybourn Youth Trust. Also worked with young women as part of a project at Together Women in Sheffield. Project Managed Sheffield Women's Education and Training working with young women, looking to develop technology skills whilst exploring ways to improve confidence. Delivered Health and Well Being training courses for the Sheffield City Council and worked closely with SAVTE (Sheffield Association Volunteer Teaching of English). Some of training engages young people working alongside older learners.

How useful do you think a project like this is for young people?

I think it is particularly useful for young people who have been excluded from education or have missed education due to health or personal problems. I think it could be used as part of other training programmes to enhance learning, although it is better suited to a younger market (teens) than older learners. The tutor should consider differentiation and encourage those who would benefit from the programme to explore the platform.

How do you think you could implement the platform with young people within your organisation?

The materials I have seen for Empowering You could be useful for young people who have very low ICT skills and low level education. Many of the learners I have worked with in the past have left education early due to health, personal problems or exclusion. With this in mind the Empowering You platform could be used to engage excluded learners back in to education. It could also be used in a group classroom environment to encourage the development of social skills and peer learning and support. If working with different age groups, older or more competent learners could support the use of the programme as part peer support in the class room.

Any other comments?

The platform will not be suitable for all learners and the tutor would need to assess individuals and their current learning level to decide how beneficial the training could be for them. I think the platform could be integrated into other learning programmes and would benefit low-skilled young people and potentially individuals who are feeling isolation and disengagement. I suggest it is used with support from a tutor or mentor and that learners engage in the modules that are appropriate for their needs.

2. Romania – Soare George Bogdan



He is one of the participants in the face-to-face session held on December 19, he was invited directly by the Facilitator. He was interested in the objectives of the project that were presented in the first part of the meeting. He managed to make a quick start on the platform to play the game. He has proved to be a good user of the platform and has easily managed to navigate through the missions of the game. He provided good feedback on the organization of the platform, game characters and themes approached in the three modules.

Important tips and findings from the case

- very useful because it offers new information that I have not learned elsewhere
- believes that the themes chosen by the platform's creators are very good and has no other suggestions
- the platform can be easily used by anyone
- Answers to question: If you insist on giving the same answer twice in a row, the platform considers it correct even though it is wrong?!?
- during the game or after you finish it, there are no medals or certificates awarded.

3. Greece – Giorgos Petropoulakos



Giorgos has been a volunteer for a long time that has participated in many different projects, mostly national. He participated in the face-to-face trainings that were held by KMOP for Empowering You. He was very interested in becoming an ambassador and promoting the platform. He has a small network of young people that also volunteer and he has promoted the platform to them, who in turn showed it to others. Among others, he participates in many social actions where pharmaceutical drugs and food are being distributed to those in need, especially migrants and refugees, so it only makes sense that the “social issues” and “civic participation” modules were the ones to get his attention the most.

Important tips and findings from this case

- very useful for people that have some general idea about civic participation but feel like they are missing all the important details
- easy to use platform that should cause no issues even to those that are not so familiar with technology
- love the references in each chapter, they include some really useful links for further reading
- would love to have the option of communicating with other players in some kind of forum so that we can exchange ideas and other good practices
- needs to add more chapters in the future so that it is not forgotten
- works really well with young people since it uses gamification

4. Cyprus – Andreas Georgiou



Andreas Georgiou has practical and strategic experience in different fields of education. Specifically, for the last 4 years he has been working in more than 10 national and international projects as project manager, trainer and researcher. Some of the areas of his expertise are: Adult Education Learning, Lifelong Learning, Social Inclusion, Youth Empowerment, Innovation, and Entrepreneurship. He participates and runs numerous trainings and workshops, applying non-formal education, tools and methods, and he works with a wide range of target audiences, including students, teachers, policy makers, and young people. His core attributes are related to social engagement, capacity building and entrepreneurship.

He delivered numerous training to young people, especially to young people with fewer opportunities, in the areas of future skills, youth employability and knowledge and competencies.

Narrative of the implementation

Andreas Georgiou has been involved from the beginning of the project, since he attended the focus group that was held during the research phase of the project. Since then he follows the project closely and provides feedback and suggestions for the development of the major deliverables. He was invited to attend the pilot testing of the 'Empowering You Platform' where he had the chance to learn how the game and gamified platform was developed and to play all six missions of the game.

Important tips and findings from the case

Andreas Georgiou was very impressed and satisfied both with the platform and with the game. He enrolled in all 6 missions of the game and had the chance to navigate through the entire platform. He found the structure of the platform very user friendly, easy to navigate and to explore. He was very satisfied by all missions and he stated that the workload of the whole game is very manageable; not too tiring nor too short. He also outlined that the platform is very informative and contains useful and targeted information that will enhance young peoples' knowledge on all outlined issues. He liked all the audio and visual material and the mini-learning resources and videos and he stated that the colours and the design of the platform, including all the characters, is very attractive especially for young users.

He found the language of the game in some missions to be 'a bit difficult for Young Teens' aged between 11-14, but he really thinks the game can give "food for thought" to all people that will play the game.

5. Italy – Lucia Canella



She had been engaged by CSV MARCHE since she belongs to one of the more difficult but active secondary schools of the town, where the organization has been working for many years. She was interested in the objectives of the project that were presented in a phone call by the facilitator Valeria Bochi. She managed to make an account quickly on the platform in order to play the game and have an overview on it. She provided good feedback on the organization of the platform, game characters and themes approached in the modules, even if she considers the contents and the level of graphics suitable for young people (14/17 years) not older. Moreover she's convinced that such topics need to be discussed with children as soon as possible, even if not yet in the age of voting, because the sense of ownership in the community, respect of other persons and active citizenship (which are the base of the voting decision) need to be fostered from the beginning, otherwise at 18y it is too late, in her opinion, especially in the cases of vulnerable children such as the Neets. She engaged 5 students in a pilot version of the platform, making these students potential ambassadors for the target group.

Important tips and findings from the case

- Such an amazing tool it is very useful to wake up children and make them aware of the social and civic problems at any level, and the need of their engagement
- Civic participation is actually one of the most important topics to be debated in formal and informal educational context. I think this tool will help a lot of teachers and educators to enrich the curriculum and the activities outside the school, especially with those “difficult” students that are not keen to study via books but must be engaged with other tools.
- The platform is very easy to use, also for a non-alphabetized ICT person like me 😊
- Some stories are not very realistic, I would say. No mum would drive her child around the town to meet people in case of bad behavior... I think no boy/girl would recognize this as a realistic situation.
- The simulation is a good way to engage young people.
- There's no exchange tool (for example a community to meet other players) which is fun for young people.
- A more rich bibliography would be useful to work on contents and make a deeper work / research offline. Some important documents are only quoted but not available for download.
- It would be useful to have a section dedicated to EU, how it works and how young Europeans can deal with that.

6. Spain – Fabian Ferreira



His name is Fabian, he is 30 years old. He is an “environmental security” student who has come from Argentina to Barcelona to continue studying here and check if he feels comfortable in this city. He is currently working while waiting to continue his studies. In his country of origin he has volunteered for an association for children at risk of social exclusion, which carries out different activities. Currently, he participates as a volunteer at the Adult School of La Verneda, teaching Spanish classes for people who have just arrived in the city.

Narrative of the pilot implementation

“The test has different types of subjects in which they orientate you and try to make you aware of things in daily life. There were a series of questions and speeches that seemed appropriate to me and brought you into situations that you could face in your daily life. I found it quite interesting, what I saw was that it was aimed more at a young audience [students] because older people I think they see it everyday and that is more difficult to sort of change their way of looking at those situations, with students instead, what is being taught in the platform, is more likely to be able to develop it with them. I do not want to say that older people can not use it and apply it, but I saw it more like a game to use at a school or somewhere like that, you can give an introduction about the issues that the platform offers and continue working on them through the game. For me that is it, it would be like an educational complement”.

In two hours (which lasted the implementation) I did not have time enough to finish everything, I think I left a sub-theme of an area. I found it quite extensive and I think it could have been shorter. They had things that were good but others were too extensive. I get to think through the eyes of someone younger, a teenager, and I think they want things faster, more dynamic. Then having to hear a full explanation to answer some questions, which lead to others, may be reduced, more dynamic. “

Important tips and findings from the case

According to the participant, the target group that could especially benefit from the Empowering You game is perhaps from age 15 to the age people start to go to college on average. Educators are the key figures since they can boost the game and bring it closer to the young.

Regarding the content he comments that according to him the platform has a good base, in general it is interesting how the different topics are presented. Links that go to external portals where you can find more information to expand knowledge should be modified because they are all in English. The participant provides an idea when he says that it would be nice to save those links in a folder in the user’s profile so that they can be retrieved later, and not having to go back to the screens in order to read them.

On the screens, he thinks there could be a smaller number so that it could keep his attention longer, because if not he is in a hurry to pass fast through the screens to get to the questions section. The structure dialog-activity seems interesting to him, to begin by the understanding and later to evaluate or to reinforce the knowledge. It seems to him that the game seeks to raise awareness about issues such as civism and injustices, it is a useful tool to achieve that goal. He doubts about whether young people would use it in their spare time, but it does see it in schools, as part of a course for example, and perhaps as a tool to working in groups.

About the design

It looks like a platform accessible to a wide audience. He states that at the aesthetic level, some aspects could be improved, although, in general it seems sufficient to him. He highlights animations as a strong part of the narrative of the game. He imagines that perhaps after doing all the modules there could be a last activity that could be a mixture of questions on all the subjects treated, to jump from one “subject” to another. To make it a little more complicated and to encourage the participation in the game.

In conclusion, he believes that it is an interesting and potential product. He had not used any similar platform before. He pointed out again the importance of the position of the educator as a facilitator.

The participant provides a possible idea to extend the game, which would make it interesting to be able to play with different participants at the same time. Maybe as a competition to do in teams, perhaps with students from the different countries that have participated in the creation of the project. Or even create a chat in the same game to be able to enter into conversations with other foreign students, that would go along with what the game is trying to enhance, he says.



CHAPTER 4: ECTS ACCREDITATION



ECTS General Overview

The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area (EHEA) for making studies and courses more transparent and thus helping to enhance the quality of higher education.

ECTS is a learner-centred system for credit accumulation and transfer, based on the principle of transparency of the learning, teaching and assessment processes. Its objective is to facilitate the planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning.

60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent. In most cases, workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work.

National authorities should indicate which institutions have the right to award ECTS credits. ECTS documentation: The use of ECTS credits is facilitated and quality enhanced by the supporting documents (Course Catalogue, Learning Agreement, Transcript of Records, and Work Placement Certificate). ECTS also contributes to transparency in other documents such as the Diploma Supplement.

An independent learner may accumulate the credits required for the achievement of a qualification through a variety of learning modes. She/he may acquire the required knowledge, skills and competence in formal, non formal and informal contexts: this can be the result of an intentional decision or the outcome of different learning activities over time. The learner may select educational components without immediate orientation towards a formal qualification.

Program context

There are two European Qualifications Frameworks: the Framework for Qualifications of the European Higher Education Area (QF-EHEA) and the European Qualifications Framework for Lifelong Learning of the EU (EQFLLL). Both frameworks use learning outcomes to describe qualifications (e.g. Bachelor, Master, Doctor) and are compatible with each other as far as Higher Education is concerned (QF-EHEA cycles 1, 2 and 3 correspond to EQF-LLL levels 6, 7 and 8) and cover qualifications at ISCED levels 6, 7, 8.

QF-EHEA

In the QF-EHEA, three main cycles, as well as a short cycle, are identified and described by the so-called Dublin Descriptors, in terms of: applying knowledge and understanding, making judgments, communication skills, and learning to learn.

The short, first and second cycles are also characterised by credit ranges:

- Short cycle qualifications typically include approximately 120 ECTS credits.
- First cycle qualifications typically include 180 or 240 ECTS credits.
- Second cycle qualifications typically include 90 or 120 ECTS credits, with a minimum of 60 ECTS credits at the level of the second cycle.
- The use of ECTS in the third cycle varies.

EQF-LLL

The EQF-LLL describes 'levels of qualification' *[without indicating any credit ranges]* – to provide a common reference framework which assists in comparing the national qualifications systems, frameworks and their levels. It is based on eight levels.

- As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education, vocational education and training as well as higher education.
- The eight levels cover the entire span of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training.
- Each level should in principle be attainable by way of a variety of education and career paths.
- Learning outcomes are specified in three categories – as knowledge, skills and competence. This signals that qualifications – in different combinations – capture a broad scope of learning outcomes, including theoretical knowledge, practical and technical skills, and social competences where the ability to work with others will be crucial.

The different cycles of QF-EHEA are referenced to the levels of EQF-LLL as follows:

- Short-cycle qualifications at level 5
- First-cycle qualifications at level 6
- Second-cycle qualifications at level 7
- Third-cycle qualifications at level 8

National education systems may include levels other than those included in the overarching frameworks as long as national frameworks are self-certified and referenced against the QF-EHEA and the EQF. For example, while the EQF comprises 8 levels, the number of levels in national frameworks currently ranges from 7 to 12. Therefore, the fact that short cycle qualifications are included in the QF-EHEA does not oblige countries to include such qualifications in their national frameworks but it gives explicit recognition to the fact that many national frameworks do include short cycle qualifications.

Across the EHEA, the terms 'learning outcomes' and 'competence' are used with different nuances of meaning and in somewhat different frames of reference. Competence means 'the proven ability to use knowledge, skills and personal, social and or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy'. Competences can be generic or subject-specific. Fostering competences is the object of a process of learning and of an educational programme. Learning outcomes express the level of competence attained by the student and verified by assessment. They are 'statements of what a learner knows, understands and is able to do on completion of a learning process' (Ibid.). They are formulated by academic staff, involving students and other stakeholders. In order to facilitate assessment, these statements need to be verifiable.

Program learning outcomes

Considerable care needs to be taken in formulating learning outcomes. The following non-exhaustive list provides a set of guidelines which has proved to be helpful.

- The learning outcomes should adequately reflect the context, level, scope and content of the programme.
- The statements of learning outcomes have to be succinct and not too detailed.
- The learning outcomes have to be mutually consistent.
- The learning outcomes should be easily understandable and verifiable in terms of what the student has actually achieved at the end of the programme.
- The learning outcomes have to be achievable within the specified workload.
- The learning outcomes have to be linked with appropriate learning activities, assessment methods and assessment criteria.
- There are no rules on the ideal number of learning outcomes at programme level. Experience suggests that between 10 and 12 is appropriate.
- A widely accepted way of formulating learning outcomes is based on three essential elements.

1. Use an active verb to express what students are expected to know and be able to do [e.g. graduates can 'describe', 'implement', 'draw conclusions', 'assess', 'plan'].
2. Specify what this outcome refers to [object or skill e.g. can explain the 'function of hardware-components', or can present the 'design of a living-room by hand'].
3. Specify the way of demonstrating the achievement of learning outcomes [e.g. 'to give an overview of the materials most often used in electro-engineering'; 'to develop a research design by applying up-to-date scientific methods', etc.].

The programme profile is broken down into educational components which may consist of single or several modules, other types of course unit, work and clinical placements, research projects, laboratory work and other relevant learning activities. They may also include social and community activities [for example, tutoring and mentoring] provided they fit the programme learning outcomes and carry credits. Learning outcomes, with related assessment strategies and assessment criteria, should be defined for each educational component.

ECTS and lifelong learning

Continuing Professional Development (CPD) is increasingly recognised to be essential for those working in regulated professions. This is particularly true in the healthcare industry. CPD has a cross-border dimension which is increasingly significant. Whether voluntary or mandatory, it is perceived by professionals and providers alike as a mode of lifelong learning. It embraces formal, non-formal and informal learning.

The strength of ECTS is that it can be used in all these lifelong learning contexts, applying the same principles for credit allocation, award, accumulation and transfer. In the same way as credits are allocated to component parts of programmes, credits allocated for open learning and other modes of lifelong learning are based on the workload typically needed to achieve the defined learning outcomes.

Higher education institutions should be competent to award credits for learning outcomes acquired outside the formal learning context through work experience, voluntary work, student participation, independent study, provided that these learning outcomes satisfy the requirements of their qualifications or components. The recognition of the learning outcomes gained through non-formal and informal learning should be automatically followed by the award of the same number of ECTS credits attached to the corresponding part of the formal programme.

Awarding credit to formal and non-formal education

The process of awarding credit to non-formal or informal learning has four main stages:

1. Initial advice and guidance (what does the process involve for the learner, the credit limits for non-formal/informal learning; what are the costs, roles and responsibilities of learner and tutor/advisor; and different learning pathways to a qualification).
2. Support (reflective process; understanding learning outcomes; identifying own learning outcomes; evidence gathering and selection).
3. Recognition/assessment (assessment of evidence of achievement of learning outcomes and assessment criteria).
4. Award of credit (credit awarded through this process is of same value as credit gained through formal learning).

The following indicators can be used for evaluating the quality of ECTS implementation:

- Educational components are expressed in terms of appropriate learning outcomes, and clear information is available concerning their level, credits, delivery and assessment;
- Studies can be completed in the time officially allocated to them (i.e. the workload associated with an academic year, a semester, trimester or a single course component is realistic);
- Annual monitoring examines any variations in patterns of achievement and results gained and follows up with appropriate revision;
- Students are provided with detailed information and advice so that they can follow progression rules, exploit options for flexible pathways and select educational components at an appropriate level for their qualification;
- Students are informed promptly of their results.

For mobile students and recognition, this means that:

- Credit transfer processes are included in the monitoring, review and validation procedures;
- Appropriate staff are designated as responsible for credit recognition and transfer matters;
- Learning Agreements are completed in all cases; their development, and any subsequent changes to them, are subject to sensitive yet robust approval processes;
- Incoming mobile students undertake educational components from the existing Course Catalogue; They are assessed and graded like local students;
- Detailed transcripts are provided recording the credits and grades awarded;
- Recognition is given to all credits associated with successfully completed educational components undertaken as part of an approved
- Learning Agreement in its final version; results are issued and transmitted promptly;
- Grading tables exist for interpreting the grades awarded, so that grades – and not just credits – are properly reflected in any final qualifications gained.

The Learning Agreement is also essential for work placements, as a binding document outlining the learning activities to be carried out by the student within this educational component. The commitment of the receiving organization is to provide quality work placement, relevant to the student's learning path, with clearly defined learning outcomes, and to issue a Work Placement Certificate upon completion of the work placement.

The commitment of the sending institution is to ensure the quality and relevance of the work placement, monitor the student's progress, and to grant recognition of the ECTS credits for the successfully completed learning outcomes.

The Learning Agreement for work placements should be signed by the three parties: the student, the sending institution and the receiving organisation/company.

Recommended elements for the Learning Agreement for credit mobility for studies

- name and contact details of the student
- names, addresses and academic and/or administrative contact persons of sending and receiving institutions
- student's field of study at sending institution (ISCED-F codes)
- study cycle (short/first/second/ third cycle)
- period of study (from/to) at the receiving institution
- study programme abroad: link to the Course Catalogue at the receiving institution and list of educational components to be taken (with codes and ECTS credits)
- educational components from which the student will be exempted at the sending institution if the components taken abroad are successfully completed or stipulating that the mobility period as a whole will be recognised (for example, this will be the case of mobility windows and degrees which integrate a compulsory period abroad)
- signatures of the three parties (*the student, representatives of sending and receiving institutions*)

Recommended elements for the Learning Agreement for work placements

- name and contact details of the student
- names, addresses and contact persons of sending institution and receiving organisation/ company/etc.
- student's field of study at sending institution (ISCED-F codes)
- study cycle (short/first/second/ third cycle)
- type of organisation/company (private/public/etc.)
- period of training (from/to) at the receiving institution and ECTS credits
- learning outcomes to be acquired by the trainee at the end of the traineeship
- detailed programme of the traineeship period, including tasks/deliverables
- number of working hours per week
- level of competence in the workplace language that the student has or agrees to acquire by the start of the study period (if applicable)
- monitoring arrangements and evaluation plan
- provisions for changes to the Learning Agreement for work placements
- recognition arrangements in the sending institution
- signatures of the three parties (the student, representative of the sending institution, and receiving organisation / company – including the supervisor of the trainee)

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