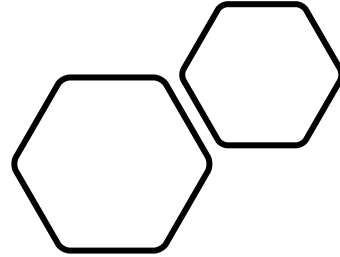# Training the Educators to Facilitate the Teaching and Assessment of Abstract Syllabus by the Use of Serious Games (TEGA) is a project funded by the European Erasmus+ Programme

Held at : Lusofona University – Lisbon – October 2022

- Presented by : Dr. Sara Rye (LSBU)
- Other partners Present :
  - Hellenic University
  - Vilinius University

Partners

Introduction

- TEGA is a unique project based on the experience of **four European universities** renowned for applying innovative teaching approaches.

- The aim of the project is to develop a **game-based teaching strategy** that intend to change traditional pedagogical practices.

- This will enhance **academic skills in Higher Education Institutions** and **students' learning process**.

- The methodology promotes students' equal participation in the class, and in the educational process in general, helps all students (including, among others, those with learning disabilities, non-native language speakers, individuals with introverted personalities) to gain a better understanding of abstract concepts and facilitates the acquisition of crucial skills which are in high demand.

Training the Educators to facilitate the teaching and assessment of abstract syllabus by the use of serious Gamification (TEGA)

- To develop a training program to be delivered to educators in HEIs. The program will provide teaching and assessment support/program to students and their educators.

- To provide a relevant EU-wide accreditation for the transformation of traditional lecturer-centered education into student (youth)-centered education

- Partnership - We will work as a core group of HEIs across Europe as well as youth rehabilitation NGOs and learning disability support services for the youth.

- Output - The central Intellectual Output will be the training program and all the associated content. Every organization can access the training material

- The target population for this methodology are higher education trainers involved in level 4 to level 7.

Outputs

- **Intellectual Output 1**

- Vilnius University has wide expertise in the implementation of e-learning material for training different target audiences. VU will lead the development of the Best Practices Report.

- **Intellectual Output 2**

- LSBU has strong experience in leading and delivering large EU funded projects and therefore will be responsible for overall leadership of the project. In addition LSBU will be responsible for the development of the TEGA Methodological Guide.

- **Intellectual Output 3**

- Lusofona University has extensive expertise in the field of game-based learning and gamification in both national and international projects and will be responsible for the development of the TEGA online course .

- **Intellectual Output 4**

- HOU has a wealth of experience in developing and supporting e-learning platforms, Massive Open Online Courses and online platforms for communities of practice.HOU will take on the leadership of TEGA Community of Practice.

Output 1: Existing practice in education and beyond on game-based teaching/assessment

Delivered by Vilinius University/ Lithuania
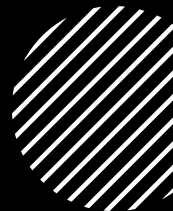
What was propose

The best practice include the written / video case studies of existing practice within education sector and other industries such as third sector where they use the gamification as a tool for teaching, training and assessment of the learning output. This output will include:

A. Brief introduction of each existing practice of gamified approaches to teaching by the expert from the respected institution.

B. A unified set of questions asked from each expert describing the challenges facing the implementation of the practice.

C. An articulated set of advise from experts on how to face the above challenges in practice.

Target group- Education and industry experts are the target group for data collection and the facilitators who will be trained will be the target audience of this output.

What actually offered

- **IO1: Best Practices Report**

- The report will be built on best existing practice in the area of game-based teaching and assessment from experts from all over Europe. It will include materials, resources, research and documented case studies of game-based approaches to teaching. Also, it will describe the challenges experts were facing during implementation of the practice and an articulated set of advice on how to confront the above challenges.

- **Leading partner:** Vilnius University (VU)

- IO1 White paper: Cite this report: Medeisiene, R. A., Sciukauske, I, Karasa, D., Maratou, V., Chaliampalias, R., Moore, J. D., Abdullahi, Y., Hasani, S., Sousa, C., Luz, F., Barroso, I., Neves, P. P., & Fonseca, M. (2021). The Challenges and Opportunities of Analogue Game-Based Learning. TEGA Project/London South Bank University. http://dx.doi.org/10.13140/RG.2.2.30907.54567

- 1 Journal Paper

- 2 Conference Presentations

Output 2:
What was propose:
Development of Methodological Guide for creating and implementing game-based learning activities

Delivered by London South Bank University / UK

- Output description- The methodology is intended to train various trainers to adopt a game-based approach in order to capture the all four types of the VARK model (Fleming ,1995) learners.

- This will follow the horizontal priority of the project by fulfilling the second horizontal priority of the project – skill development. In accordance to the European commission's new skills agenda (European commission, 2016) as well as the European council's recommendation (European Council, 2018) .

A. Brief introduction of evidence-based implementation of game-based approaches to teaching, including a systematization of the results from the IO1.

B. B. Questionnaire and information to support the determination of the needs and characteristic of each specific training group, including data to adapt the activities to different age groups, learning goals and subject areas.

- C. Toolkit to implement the gamified and the game-based training sessions, including all the required materials, guidelines.

- D. Self-assessment tools for assessing when the facilitator is ready to design and deliver.

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What was actually offered

- **IO2: TEGA Methodological Guide**
- Toolkit including
  - Diagnosis Pack
  - Design Pack
  - Test Pack
- Validation: Beta Test (June 2022)
  - Modified Version (October 2022)
  - Focus Group (October 2022)
  - Final Version
- Other outputs:
  - One journal Paper
  - 2 Conference Papers

- **Leading partner:** London South Bank University (LSBU)

Output 3: E-learning (TEGA online course and platform)
Delivered by University of Lusofona/ Portugal

- The TEGA online course will function as a Massive Online Open Course (MOOC), with an assessment system, aiming to capacitate anyone attending the course to successfully implement game-based learning and assessment activities in their professional lives. This intends to work as a strategy to democratize game-based approaches to teaching and assessment of abstract concepts and generate an impact in terms of inclusion of students in the learning process, despite their individual characteristics. It is also relevant to highlight that TEGA online course will be held at a collaborative platform, allowing the exchange of experiences between the course trainees, and will itself adopt a game-based approach to foster motivation and engagement.

IO3 : Still in progress

- learning will function as a Massive Online Open Course (MOOC), with an assessment system, aiming to capacitate anyone attending the course to successfully implement game-based learning and assessment activities in their professional lives.

- The output is based on the evidence and best practices identified. The e-learning system will be developed to match defined requirements and it will include step by step videos and material concerning game-based learning, strategies of implementation, and information regarding specific groups and subject areas.

- **Leading partner:** Lusofona University

What will it look like

- Analysis of platform requirements and design of the e-learning format and system- The main pedagogical strategy of the course will match the TEGA methodology, including several game-based, interactive and collaborative activities and will be developed considering the evidence and best practices identified in IO1 and IO2. The e-learning system will be developed to match such requirements.

- Curricula development and content creation for the e-learning platform- The partners will define the course curricula and create the content needed. This will include the best practice and the methodological guide, step by step videos .A learning management system allowing access to statistical feedback of platform usage will be implemented.

- Course finalization and dissemination- Course will be disseminated directly to the network of associated partners and involved stakeholders and during the multiplier events. Social media and all the websites and platforms identified as relevant in the fields of game-based learning, e-learning and innovation will also be contacted, in order to increase the number of trainees registered in the TEGA course.

IO4

- **IO4: TEGA Community of Practice (CoP)**

- An open online service that will facilitate creation of the EU Network of Practitioners of TEGA game-based teaching.

- The CoP will contain resources management, users' communication and evaluation, documentation and will be continuously enriched with new content.

- The community will include a combination of online meetings, live online events and collaboration (projects per working group) over time within the online services.

- **Leading partner:** Hellenic Open University (HOU)

Still in progress

- IO4 will result in:

- Capacity building in the implementation of game-based approaches to the teaching of abstract concepts in higher and professional education in a larger scale, through a MOOC tool;

- Empower the skills of facilitators in terms of cooperation with other professionals;

- Raise the awareness of multiple stakeholder in the field of higher and professional education regarding the effectiveness of serious games as pedagogical approaches.

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How will the project deliver training?

- A Massive Online Open Course (MOOC) with an assessment system

- An e-learning course will provide participants with the required teaching tools and knowledge to help change their daily approaches to the learning process. This will help them implement game-based strategies using materials that enable simulation, such as building blocks. It can be tailored to a specific subject, to the needs of educators or students and can also be easily implemented in different study areas, or for other types of audiences.

- This game-based approach will foster motivation and engagement through the integrated in-game assets such as challenges or badges. The methodology strengthens foundational skills, as well as building competence for more complex skills.

A "Community of Practice" among professionals
The Community of Practice will enable collaboration among professionals and will ensure a sustainable dynamic exchange of innovative practices all over Europe. This will facilitate the creation of the EU Network of Practitioners of TEGA game-based teaching.
The online platform and the exchange of existing effective practices will help to adjust the role of cultural perspective and lead to a more standardised approach.

Resources :

- Fleming, N.(1995), I'm different; not dumb. Modes of presentation (VARK) in the tertiary classroom. In Zelmer, A., (Ed.) Research and Development in Higher Education, Proceedings of the 1995 Annual Conference of the Higher Education and Research Development Society of Australasia, HERDSA, 18, 308-313.

- European commission (2016), communication from the commission to the european parliament, the council, the european economic and social committee and the committee of the regions a new skills agenda for europe , com 381 final, brussles. Available in : https://eur-lex.europa.eu/legal-content/en/txt/?uri=celex:52016dc0381, last accessed : 7th april, 2020.

- European council (2018), council recommendation of 22 may 2018on key competences for lifelong learning, official journal of the european union. Available in https://eur-lex.europa.eu/legal-content/en/txt/?uri=uriserv:oj.c_.2018.189.01.0001.01.eng . Last accessed : 7th April 2010