

REPOSITORY OF GOOD DIGITAL LEARNING PRACTICES IN THE AUTOMOTIVE SECTOR

Use of a gamification approach for students' engagement


Spain/ CIFP Porta da Auga/ Beatriz Trigo Moscoso

Brief description

Use of gamification to motivate students and deliver contents in a more interactive and funnier way, which might be especially suitable for VET programs with lower EQF levels.

 **What was the purpose of the practice?**





To incorporate game mechanics into the design of the learning process in order to engage students and to get a more productive learning experience.





 **What was the initial situation / specific context when the practice was implemented (digital strategy, digital equipment...)?**

Students in the initial cycles of vocational training are more easily demotivated, so the search for new ways of learning is a key factor in their motivation. This is particularly true for the basic VET programs so we aimed at these students.

To this end we started a methodology based on the use of various gamification tools in the classroom.

Several years ago, the Regional Ministry of Culture, Education and University of Xunta de Galicia initiated a digital policy aimed at improving the ICT skills of teachers and supporting digital technologies at schools. It includes regular training courses for teachers and various digital hardware and software (PCs, laptops, digital whiteboards, LMS Moodle, etc.). During the pandemic, additional measures were taken such as the loan of laptops with free Internet connection for low-income students, the installation of HD webcams in classrooms, etc. Recently, the Galician Digital Education Network has been launched to take advantage of the use of digital technologies applied to the teaching-learning process in the classroom, and to make schools digitally competent organisations.

 <p>Could you describe the implementation process of the practice?</p>	<p>To implement this practice, I used existing IT equipment with access to the LMS, Moodle, which was already in place in our VET centre.</p> <p>Additionally, I tested different gamification tools and eventually I decided to use Blooket.</p>
 <p>What is the academic discipline concerned? (only if the practice is specific for this subject)</p>	<p>This practice was applied in the next subject:</p> <ul style="list-style-type: none"> - Surface preparation - This subject contains the necessary training to carry out the function of basic maintenance in the area of surface preparation for the subsequent of basic maintenance in the area of surface preparation for its subsequent painting.
 <p>Who are the targeted beneficiaries? (only if the practice is specific for these beneficiaries)</p>	<p>The practice was implemented in the VET program "Technician in Vehicle maintenance" (Basic VET cycle, EQF 2-3), 1st course, subject Surface preparation, average age 16 years, 16 students.</p>
 <p>Could you describe the pedagogical approach associated to this practice?</p>	<p>The course includes content material written by me and presented on Moodle, complemented by internet sources - video films, case studies, further reading, etc.</p> <p>On completion of a lesson or a particular part within it, I use different gamification tools, mainly online quizzes, that provided opportunity for revision, reinforcement or re-delivery, depending on the outcomes.</p> <p>The results of the quiz serve to assess learners' understanding of the lesson, both individually and collectively.</p> <p>I mainly used Blooket for this approach since it allows many options for different kind of games. It allows you to play or create your own trivia and review games for group competition or solo study.</p> <p>When creating your own game, you can create a question set manually or import questions from Quizlet.</p> <p>Each student is represented by a "Blook", represented by a different animal. They allow all students to keep track of individual progress and the progress of those they're competing against.</p>

 <p>What is the impact of this practice (on learners/ on trainers)?</p>	<p>In my opinion, it allows educators to motivate students, customize content, and even enjoy some easier instructional approaches.</p>
 <p>What are the benefits of this practice?</p>	<p>The game choices put students in competition with one another. There is always an element of chance included in the game options which makes students very engaged and makes the competition real fun.</p>
 <p>What advice could you give for a successful implementation of this practice?</p>	<p>When you are teaching in the lower level EQF VET programs, this kind of methodologies are a good way to engage students. The important thing to make it really useful from a training point of view is to create appropriate sets of questions for each topic.</p>
 <p>How could one replicate/adapt this practice to a different context/ different scale? (if you have information)</p>	<p>You really do not need any special equipment or license to use this approach. It is only necessary to create sets of questions suitable to work and reinforce the concepts of the training sessions.</p>