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IDEC SA

Presentation

TECHNICKÁ UNIVERZITA V KOŠICIACH
EURASIAN NATIONAL UNIVERSITY
TORAIGHYROV UNIVERSITY
ATYRAU UNIVERSITY
TOSHKENT DAVLAT TRANSPORT UNIVERSITETI
Tashkent state transport university
FH University of applied Sciences BFI Vienna
UNIVERSITÉ CÔTE D'AZUR
astra
ASSOCIATION FOR INNOVATION AND DEVELOPMENT
idec

At a glance…

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IDEC is a **training, consulting and high technology company**, founded by SME consultants with extensive experience in training and industry

LEGAL NAME	AINTEK SYMVOULOI EPICHEIRISEON, EFARMOGES YPSILIS TECHNOLOGIAS, EKPAIDEFSI ANONYMI ETAIREIA
ACRONYM	IDEC S.A.
FOUNDED	1989
LEGAL STATUS	initially L.T.D. and since 2001 S.A.
EMPLOYEES	25+
CERTIFIED	WITH ISO 9001

Piraeus, Greece

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A LOOK into…OUR CLIENTS

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IDEC's clients are:

- SMEs and the larger size Greek companies mostly of the industrial sector
- entrepreneurs' associations
- co-operatives
- universities
- chambers of commerce / industry
- trade unions
- NGOs
- public organisations

A LOOK into… our services

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Management Consulting

Business plans,

Feasibility studies

Production planning

Personnel management

Quality management

Implementation of quality standards

Internet & software applications

Portals

e-learning solutions

e-commerce

e-consulting

Tailor-made software packages

Multimedia training packages

Training

Certified Lifelong Learning Centre

Development of a series of methods, games, manuals, e-learning & multimedia software tools

More than 300 trainees / year

EU projects

Project planning

Partner search – consortium building

Proposals writing & submission

Project management

Project implementation

Technical assistance

Project evaluation

A LOOK into… European projects

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- IDEC participates and/or consults its customers (organisations and SMEs) to participate in European projects, in order to expand their activities.
- The projects that IDEC has participated as project leader, partner or consultant are R&D projects (IST, EESD, 4th, 5th, 6th and 7th FP), TENTELECOM, Lifelong Learning, projects financed by DG of Employment, DG of Environment, DG of Enterprises, DG Reform, Intelligent Energies etc.

FIFTH FRAMEWORK PROGRAMME
SIXTH FRAMEWORK PROGRAMME
SEVENTH FRAMEWORK PROGRAMME
Lifelong Learning Programme
Directorate-General for Health & Consumer
European Commission Enterprise and Industry
Erasmus+
Research
INTELLIGENT ENERGY EUROPE
European Commission Employment, Social Affairs and Equal Opportunities

A LOOK into… our specific expertise

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- VET
- CPD of teachers/ trainers
- Adult learning
- Entrepreneurship/ SMEs
- ICT
- Languages
- Mobility / exchanges

Life long learning



- Development of SMEs
- Business cooperation / business networks
- Innovation / Knowledge transfer
- Business consulting and training

Entrepreneurship



- Quality assurance in EU projects
- Quality plans / quality monitoring
- Project internal and external evaluation

Quality management



IDEC … in numbers

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- **30+ years** experience in European projects
- **300+ projects** in the field of education and training (1996 – 2022)
- **120+ projects** Erasmus+ KA2 – Strategic partnerships
- **70+ projects** in Lifelong Learning Programme
- **15 years** experience in the organisation of in-service training courses for teachers and trainers. 300 learners per year, on average the last 4 years, more than 1400 learners since 2011.
- **24 different courses**. We provide a wide portfolio of structured training courses, covering pedagogical, digital and management topics.

Indicative Erasmus+ projects 2014 - 2020

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Migration

- MAMIDI Managing Migration & Diversity through Local Government Capacity Building
- PERSPECTIVE Providing employment perspective to migrants & refugees through capacity building of guidance counsellors
- VAL - Mapping, assessing & validating competences of youth educators working with young migrants & refugees

Quality & Evaluation in training

- DEMAL Designing, monitoring & evaluating adult learning classes
- QUAL4T2 Further Quality Improvement for VET, guiding teacher Teams in Europe in strategic planning

Indicative Erasmus+ projects 2014 - 2020

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Entrepreneurship and quality

- InQUAL-Imprinting quality to entrepreneurship education
- On track-Tracking Learning and Career Paths of VET graduates, to improve quality of VET provision

Apprenticeship

- BEQUAL App - Benchmarking for Quality Assurance in Apprenticeships and work Based Learning
- Apprenticeship HUB - Apprenticeship HUBs in agro-food sector
- ROI - Return on Investments for WBL and apprenticeship
- App.Mod.E - Apprenticeship Model for developing Entrepreneurial skills
- DESSA - Development of Soft Skills through Apprenticeships

Indicative Erasmus+ projects 2014 - 2020

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Sector specific

- DEMETRA - Development of a Methodological Training for Company Instructors Providing Work-Based Trainings in the Plastics and Related Industrial Sectors
- EARTH - food Education for global flavouRs, producTs and disHes
- PONICS VET - Hydroponics Agricultural Technician
- TEXMODA - Advanced Technologies for Textile and Fashion Industry
- KSMOR Key Skill Management in Operating Room

Inclusion and social enterprises

- CREATIVE PRISMA- CREATIVE PRoduction In Social Entreprises for Migrants and Asylum seekers
- PASSIONPRENEURS - Social Entrepreneurship through passion

Indicative Erasmus+ projects 2014 - 2020

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Digital Education

- ITBL - INTEGRATION THROUGH BLENDED LEARNING
- Using ICT in music education Technological Learning & Digital Storytelling in Music Education
- TCC VET - Towards a continuous cycle of digital literacy learning for VET teachers
- FAVILLE - FAcilitators of VIrtual Learning

School Education

- MuseSchool- Integration of Museums into School Education
- Blue Schools - Schools for the Blue Economy
- CULT TIPS - Cultural heritage in primary education: innovative teaching practices
- SiLab - Schools Innovation Labs

Indicative Erasmus+ projects 2014 - 2020

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Cyber security

- INCOBOTICS 5.0 - Ready for Industry 5.0
- IoT Nuggets
- InCyS 4.0

Maritime

- Green Ship - Towards Zero Ship Emission
- PROMETHEAS - PROmoting MEnTal HEAlth at Sea

Indicative Erasmus+ projects 2014 - 2020

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Entrepreneurship

- ARACNE+ - Training, Empowerment, Entrepreneurship
- BASET - Boost Aid for Social Entrepreneurship through Training
- Dreamy m-Learning - Mobile Learning Application for Handicraft Women to Start Work from their Home
- GADE Gamification to develop sense of initiative and entrepreneurship in youths
- ISORESS - Promoting the idea of corporate social responsibility and sustainable development in small and micro enterprises
- Open IT Up - Improving entrepreneurial and language skills through the use of technologies in adult education
- INVEST Financial and forecasting models for entrepreneurs
- CHEER-Cultural heritage enterpreneurs

Indicative Erasmus+ projects 2014 - 2020

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Sector Skills Alliances

- Solar CV - skill needs through delivery and recognition of EU joint CV in Concentrated Solar Power
- DTAM - Digital transformation in advanced manufacturing

Knowledge Alliances in HE

- DIFME - Digital Internationalisation and Financial Literacy Skills for micro entrepreneurs
- **EnterMode - Internship Model for developing Entrepreneurial skills to higher education students**

Indicative Erasmus+ projects 2014 - 2020

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Tempus/Capacity Building

- UNITE - University and Industry for the modernisation of textile manufacturing sector in Belarus
- OLMT - Open Learning Models and Technologies, Jordan
- SMARTEX - Modernisation of curriculum of Textile Engineering and Textile Technology in Indonesia, Malaysia and Pakistan

KA3 Networks and partnerships of VET

- EDUWORK.NET - Networks and partnerships of Vocational Education and Training (VET) providers

KA3 Policy Experimentation

- LOOP – Empowering teachers personal, professional and social continuous development through innovative peer induction programmes

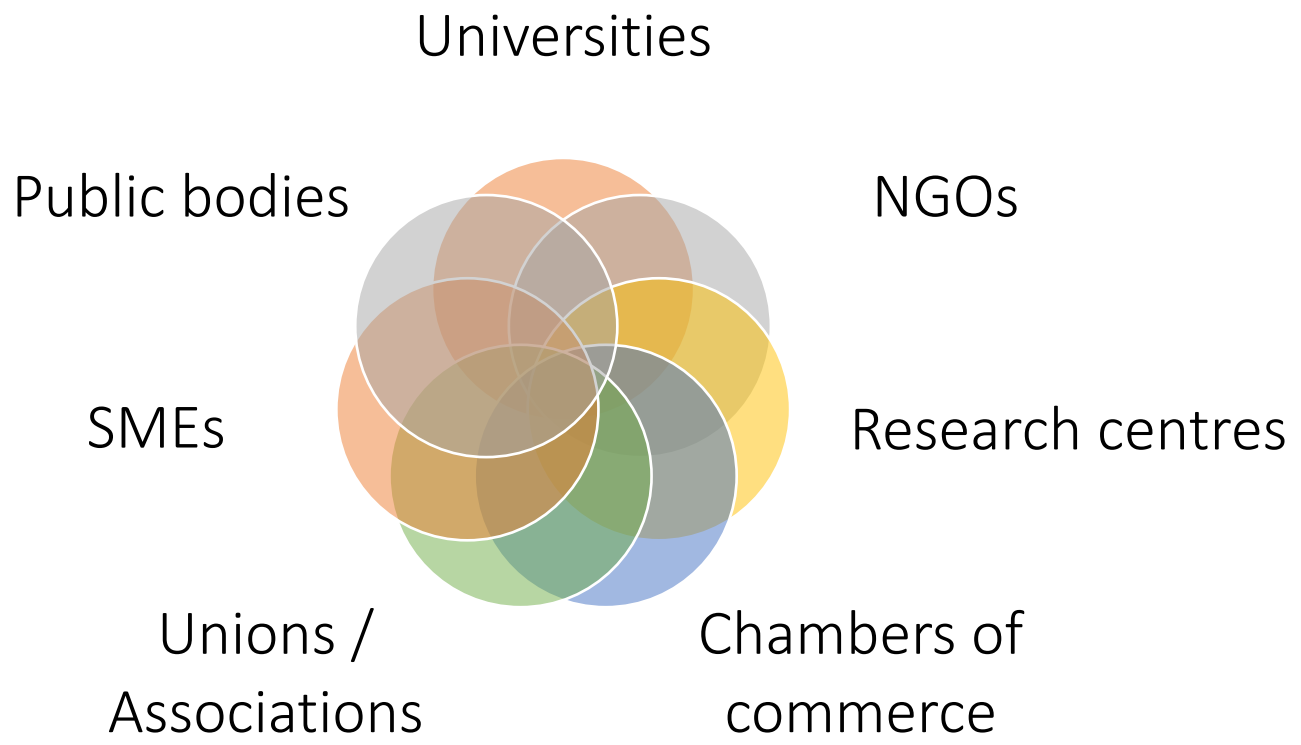
Centres of Vocational Excellence

- SECOVE Sustainable Energy Centres of Vocational Excellence

A LOOK into…OUR NETWORK

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IDEC cooperates with ***more than 800 organisations*** throughout EU



IDEC is a founding member of DLEARN – European Digital Learning Network

Contact us…

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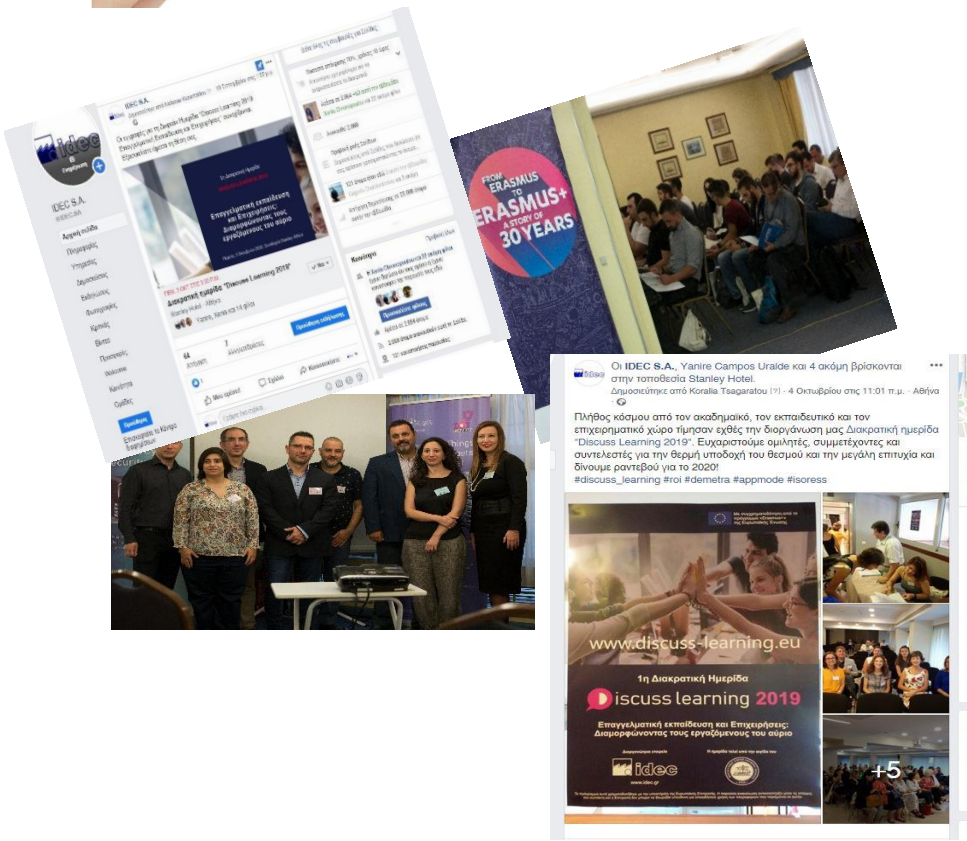


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https://www.trainingcentre.gr/

Facebook: https://www.facebook.com/IDEC.SA/
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Telephone: +30 210 4286227

Email: info@idec.gr



Training facilitators

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Nefeli Dimopoulou
European Project Manager

BA in Statistics and Insurance Sciences, MSc in International Business from Cologne University of Applied Sciences, Germany. She has worked as an independent contractor to the Pedagogical Institution of Greece, for the management and statistical processing of EU co-funded programmes. She is working in IDEC SA since 2018 as a project manager and adults trainer.



Maria Kandila
European Project Manager

She has a B.A. in Political Science and Public Administration from the National and Kapodistrian University of Athens and she is a LL.M. candidate of Public International Law with specialization in Humanitarian Law in Leiden University, The Netherlands. She has worked in the Netherlands as a Legal Researcher and Associate in organisation specialised in Human Rights and Africa. Currently, she works as an EU Project Manager at IDEC S.A.

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10 May 2022 Agenda

09:00 – 09:15	**Welcome – Presentation of agenda**	Nefeli Dimopoulou Maria Kandila
09:15– 11:00	**Mentoring programmes for students** •What is mentoring •Examples and case studies	Maria Kandila
11:00 – 11:20	**Break**	
11:20 – 13:00	**Employability skills development as part of organised social activities** •Simulations – Competitions (simulation of the EU organs, ICC simulation etc.) •Creation of Virtual businesses •Participation in university clubs (Sports, Arts, Political etc.) •Volunteering •Employability Study visits	Maria Kandila
13:00 – 14:30	**Lunch**	
14:30 – 15:30	**Enhancing soft skills and entrepreneurial skills of students** •Gamification elements •Games for enhancing students' entrepreneurial skills	Nefeli Dimopoulou
15:30 – 16:00	**Discussion and end of the 7h day**	

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Aims

- Introduction of new services and support for students contributing to their higher employment after graduation through establishment/enhancement of the Careers, Employability and Enterprise Services at the HEIs

Mentoring Programmes for Students in Higher Education

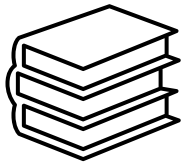
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IDEC S.A.
10/5/2022

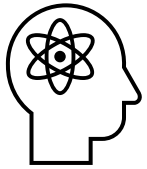
What is Mentoring?

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"Mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competence gained rather than curricular territory covered" (Gibbons, 2000)



Professional Development



Personal Development

What is Mentoring?

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- Essentially, mentoring is an interpersonal relationship that fosters support between a mentor and a protégé.
- The primary function of the relationship is to develop essentially the protégé's learning capacity by transmitting knowledge, organizational culture, wisdom, and experiences.
- Mentoring focuses not only on career function but serves also psychological functions (Kram,1983)

Career advancement

- Sponsorship
- Exposure and Visibility
- Coaching
- Assignments

Psychosocial functions

- Role modeling
- Counseling
- Acceptance
- Confirmation

Stages of mentorship

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Stage 1: Conception: Gaining commitment to the mentoring Process

Stage 2: Giving birth: Creating a relationship based on a common understanding of the mentoring process and each other's roles and expectations and a healthy rapport

Stage 3: Babyhood: Exploring professional development (PD) needs, setting goals and preparing proformas (guides/ templates) to be used for the rest of the mentoring Relationship

Stage 4: Childhood: Develop a common understanding of the mentor's style and its effectiveness

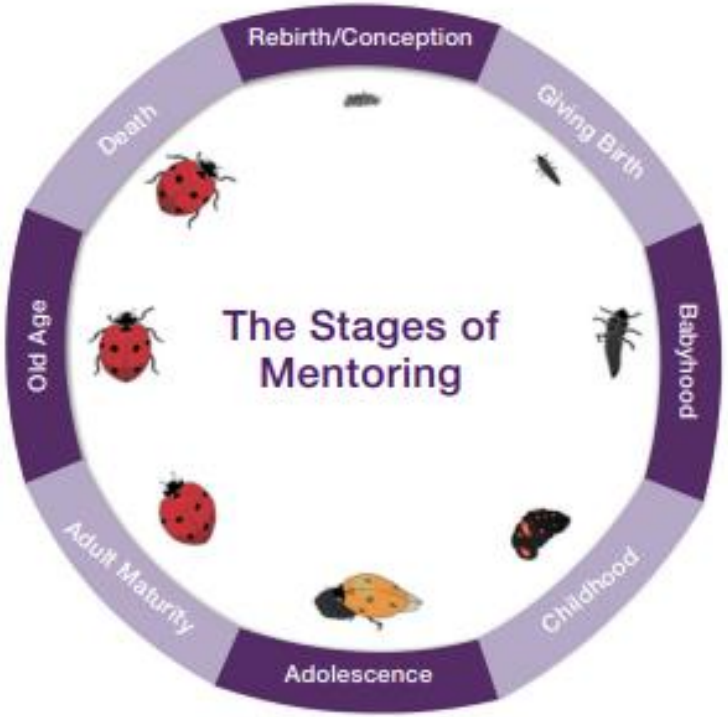


Figure 1: The stages of mentoring
(Source: Miller, 2005 adapted)

Stages of mentorship

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Stage 5: Adolescence: Assist in goal-setting

Stage 6: Adult maturity: Mutual learning and development

Stage 7: Old age: Reflecting together on what has been achieved through the relationship

Stage 8: Death: Achieving closure and moving on once goals are attained

Stage 9: Rebirth: Identifying needs for future collaboration

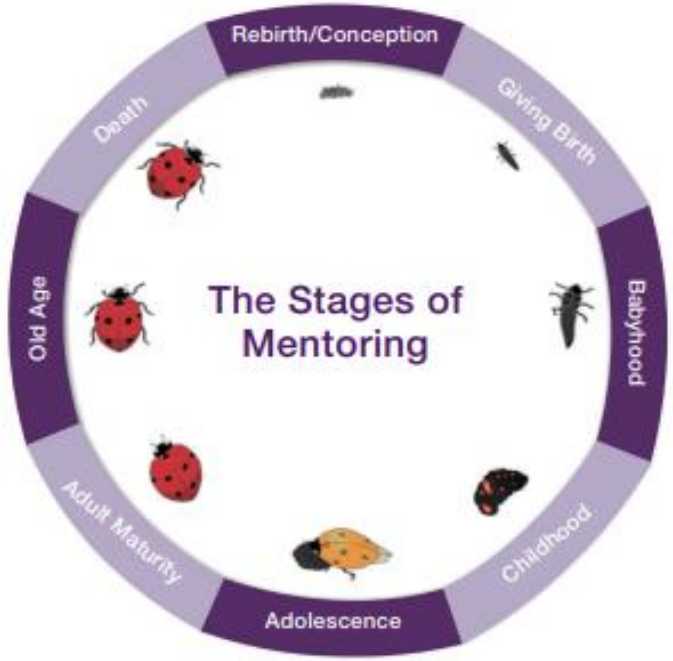


Figure 1: The stages of mentoring
(Source: Miller, 2005 adapted)

Models of Mentoring

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Formal mentoring vs Informal mentoring

- Informal mentoring is often unplanned, spontaneous relationship, with no organisational interference or control. In informal mentoring, the mentor-mentee may meet on an "as required basis".
- Formal mentoring on the other hand is arranged by a formal entity that allows to define the overall process and set the timeframe in which mentoring will occur. The mentor-mentee may arrange meetings in advance at a designated venue and at regular intervals, take notes and time limit the discussions.

Subject specialist mentoring vs Generic mentoring

- There are different school of thoughts as to whether it is necessary for an individual to be subject/skilled specialist in order to be a mentor.
- In Estonia, Ireland and The Netherlands, it is considered that if an individual is sufficiently experienced in teaching and learning processes can be an effective mentor (generic mentoring) .
- On the other hand, UK states assertively that, for any effective mentoring to take place, the mentor must be a subject/skill specialist as well as being recognized for his or her pedagogic expertise (subject/skill specialist mentoring).

Models of Mentoring

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E-mentoring

- When there is a physical distance between the mentor and mentee , technology can play an assistive role but without replacing the essential relationship between the parties involved.
- The other dimension of mentoring which can be served by technology is that of mentor training and mentor-mentee evaluation.

Peer – to – peer Mentoring

- Peer mentoring describes a relationship between students in which one student helps guide the other during university. For example, senior students often mentor incoming first-year students.
- The mentor and mentee both share a common identity and a common perspective on how to best enact the university student role.
- Benefits: cost and the availability of a larger number of potential mentors (practical) trustworthiness and credibility.

Benefits of Mentoring in Higher Education

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For the mentees

- Self-confidence
- Reflection on practice
- Effectiveness
- Personal support
- Academic support
- Enhancement of productivity
- Firmer career plans
- Career development
- Support underrepresented students
- Networking



For the mentors

- Revived view of their role
- Job satisfaction
- Additional personal relationships
- Personal Development
- Proactivity
- Rejuvenated thinking
- Progress in research and knowledge

Potential Risks and Mitigation

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Challenges

- Accessibility to an “elite” of students, usually with high academic scores.
- Crossing personal boundaries / boundary tensions
- Mentees’ lack of listening skills or acceptance of criticism
- Mentor’s lack of confidentiality
- Lack of preparation and constructive feedback

Solutions

- Voluntary participation to any student who is interested in the formal mentorship programs
- Setting ethical boundaries and establishing a set of rules in the beginning of the relationship
- Sensitivity to language and cultural issues
- Attention to both verbal and nonverbal communication when talking to mentees
- Feedback to mentees must be specific, honest, realistic and sensitive to the mentee’s need

Case Studies

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Mentoring Programme MuT, Universities of Mannheim and Stuttgart, Baden-Württemberg, Germany

- Female senior academic staff members, junior professors, habilitation candidates, post-doctoral researchers and doctoral students of the University of Mannheim in Germany
- Foster the exchange of experience and best practice among mentoring programmes
- Highlight the role of mentoring as a tool for the promotion of women and gender equality in academia and research and for the transfer of knowledge and expertise
- Facilitate cooperation among programmes and the promotion of new mentoring services and activities
- Help to put mentoring for women in academia and research on national and European science policy agendas.

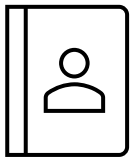
Case Studies

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Mentoring Programme, University of Ioannina, Greece

- The University of Ioannina implements the UoI Mentoring Programme, which helps to develop a collaboration between a professional expert and a young, less experienced person. This relationship fosters the sharing of experiences, information and practical advice on a specific professional field, and effectively contributes to our students and recent graduates' educational and professional development.
- The aim of the Programme is to support young scientists in their educational and professional development through the management of their personal learning, so that they maximise their potential, develop their skills, improve their performance and ultimately succeed in becoming the person they want to be by making themselves useful in today's working environment.
  The University of Ioannina Mentoring Programme is a collaborative relationship between an experienced professional and a young person, less experienced, which allows the exchange of experiences, information and practical advice on a specific area of employment.

Group Activity



Let's review carefully the following example and identify the challenges in the mentor – mentee relationship of the parties.

A student is assigned a mentor by the Head of Department. They are about to have their first meeting in the mentor's office. The mentee, knocks on the mentor's door and enters the room to find the mentor sitting behind the desk, talking on the telephone, discussing the latest hunting rifle with a gunsmith. The mentor motions the trainee impatiently to sit down. There is no spare chair, so the mentee brings in a chair from a classroom and waits for the mentor to finish the conversation. When finished, the mentor tells the student that they must hurry as there is an important meeting with the new Head of Department in 15 minutes.

The student opens the conversation by asking a lot of questions regarding the future, the career prospects, how anxious every day life is in the university etc. Just as the mentor is about to reply, the telephone rings. It is the gun shop offering a cut price on the new hunting rifle if an order can be placed immediately. The order is placed. The mentor returns to the student answering that also other mentees have the same questions and proceeds by saying that at least this student does not have family issues in the house unlike others. The mentor mentions a friend of our student in the story, named Sarah and proceeds by explaining how difficult her situation is.

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Group Activity

Our student looks quite irritated, ignores the mentor and asks again the same questions. The mentor interrupts the young undergraduate and comments in a flattering way regarding the color of the student's eyes. Then, asks to come in the office any time and finally enquires if the mentee is doing anything this coming Friday and invites the young student to come round to the hunting lodge with a group of friends. The mentor stands up to leave for the important meeting with the Head of Department leaving behind a very confused young mentee who still feels anxious about the future.

What did you notice from this example of practice?

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TRIGGER partners

Editable

Enhancing soft and entrepreneurial skills of students

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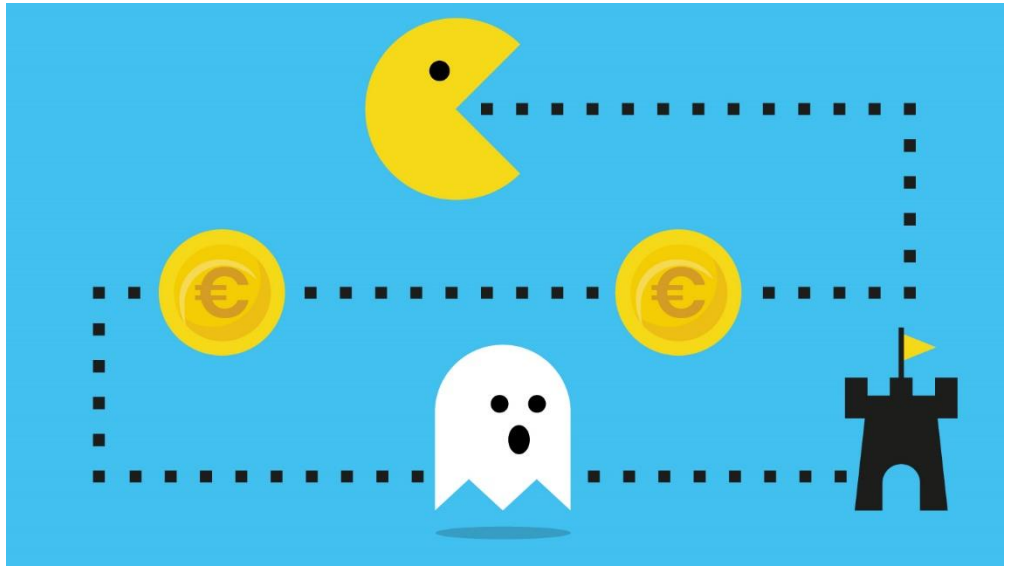
Gamification elements

10/5/2022 IDEC SA

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What is gamification?

When you hear the word gamification, what is the first thing that comes to mind? What does it mean?



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What is gamification?

“Gamification is about taking something that is not a game and applying game mechanics to increase user engagement, happiness and loyalty!”

- Gamification is the utilization of game design and principles into non-game contexts.
- It can also be defined as a set of activities and processes to solve problems by using or applying the characteristics of game elements.
- It is considered a motivation-based approach that aims to increase target audience engagement and motivation, as well as improve learning benefits and the achievement of desired results via active involvement.



What is gamification?

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- Gamification can be used in various contexts, including education, in order to engage and motivate learners.

- In recent years, gamification has also been adapted in business environments, because of its potential to “shape users’ behavior in a desirable direction”



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Benefits of gamification

We all know that games have a strong effect on us. When we are playing a game, we feel happy 😀 and excited.

We feel emotionally engaged and lose our sense of time. We feel competitive and want to 

In general, when we play a game, we have FUN and that is what drives our behavior.

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Benefits of gamification

- ✓ Increases **motivation** of learners to participate in activities and enhances the learning experience. Through gamification, learners are enjoying the process and are focused on achieving rewards. Learners are relieved of the stress and enjoy the process.

- ✓ Increases **satisfaction** and **performance** of learners. When learners are given rewards or accomplishments, they improve their performance and are more satisfied.

- ✓ Strengthens **communication** process. Through gamification, learners are encouraged to interact with others in order to complete tasks, which are part of the process, thus strengthening their communication skills.

- ✓ Increases **engagement** and **commitment**. Trainers can create experiences and use game elements, which fully engages learners. When the latter feel positive about the process they turn into active participants.

- ✓ Improves knowledge **absorption** and **retention** and can also help with developing specific skills. The element of fun when applying game techniques is what helps learners consolidate faster what they have learned.

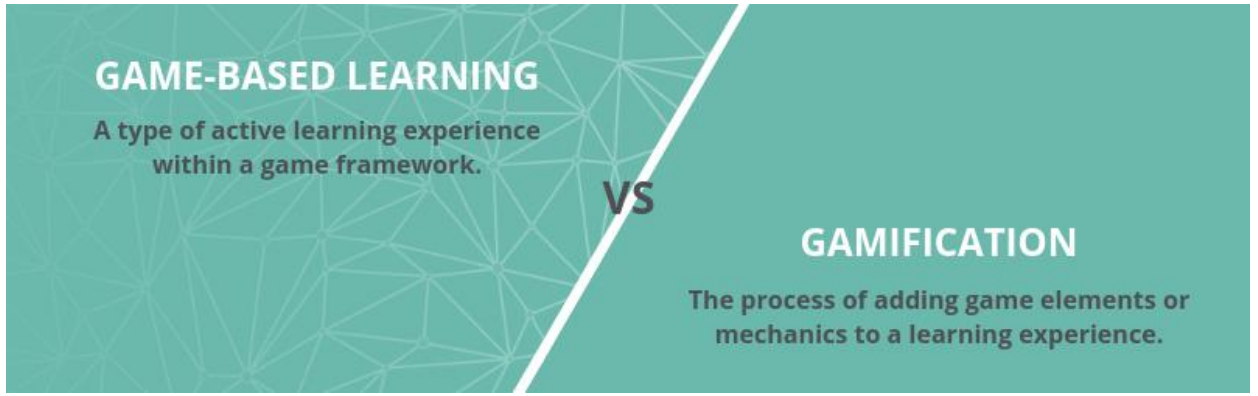
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Gamification or Game Based Learning?

- **Gamification** and **Game Based Learning** may be similar, in the sense that they both promote fun, engagement and motivation in learning, but should not be confused.

- Game Based Learning means using a game as part of the learning process, with concrete learning outcomes. Students acquire knowledge while playing a game, which has a specific learning objective. This makes the process more fun and motivating.

- On the other hand, gamification integrates game elements and techniques in non-game contexts. Gamification can be applied in the entire learning context but does not mean you need to turn everything into a game. Gamification means applying game elements, not playing a game



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Elements	Examples	Benefits	Application examples
Achievements	•Points •Badges •Leaderboards	Learners feel satisfied and engaged when earning points and climbing on the top pf a leader bord. Leaderboards also promote competition.	•Assign tasks which earn points. •After completing a certain set of tasks, participants receive badges. •Keep track of who earns more points and badges and display it on a leaderboard.
Rewards	•Bonuses •Prizes •Resources	When scheduling rewards into the learning process, students feel motivated and committed.	•Give bonuses to learners when they complete a task ahead of time •Give prizes for achieving first place on the leaderboard •Give additional resources for completing extra tasks
Storytelling	•Quests	A story line engages participants and increases their curiosity. Completing quests increases their interest.	•Group tasks into quests and accompany them with an intriguing narrative.
Time	•Schedule •Countdown	When given a specific time frame to complete a task helps learners focus more on completing it.	•Apply a schedule for the completion of tasks. •If learners complete a task before time ends, they receive a bonus.
Feedback	•Immediate feedback	Giving positive feedback to learners increases their confidence and self-esteem.	•Monitor the progress of a learner at a given tasks and encourage them verbally to continue.
Personalization	•Avatars •Nicknames	Personalization gives a send of propriety to learners.	•Let learners design their avatars or use nicknames which will be displayed in the leaderboards.



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GAMIFICATION in career guidance

- It is increasingly important for graduates and students to understand the real job market, realize their relevant skills, and be able to create their own career progression paths.

- Imagine a student using a fun and engaging activity while learning to draft a competitive CV or preparing for an interview by playing a game.

- Think of gamification in career guidance as a “car engine”, used to foster and facilitate the career exploration process, and then think of “fun” as the fuel, that makes this engine work and enables this playful and collaborative interaction between young people





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Gamification into action! Examples of gamification applications

- **Example 1**: run a series of challenges co-designed with companies, having a points system, and offering various incentives that translate to real life outcomes. These can range from advancing a job application and interview round, to receiving personalised career coaching and connecting with recruiters.

- **Example 2**: Run a career network featuring badges and a scoreboard for students who build resumes and social media profiles, read career related articles, practice interview and apply for jobs.

- **Example 3**: Keep a learning track of students who can earn badges as they work through a library of courses to put their achievements on display to potential employers.

- **Example 4**: Organise gamified activities to develop the soft and entrepreneurial skills of students.



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How to apply gamification



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Let’s play a game!



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Who wants to win the gift!

Each group will prepare a 1-minute speech to convince us why they should get the gift!



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“Each group represents an organic food company called “the Apple". Customers love you for your friendly employees and good customer service. Plus, you make sure to post photos of delicious food and fruit on social media. But now you want to try something different. You want to make a promotional video because you feel like you're losing customers and you want to convince them to buy your organic food.”

Each group has 10 minutes to prepare a 40 second commercial (play).

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