GATE:VET

Project:	**GATE:VET – using GAmification in TEaching at VET schools**
EU-Programme:	Erasmus+, Strategic Partnership
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Community Building and Exchange of Best Practices

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List of Abbreviations:

GBL   Game-Based Learning

OER   Open Educational Resource

VET   Vocational Education and Training

Table of Contents

1. INTRODUCTION

One of the main objectives of GATE:VET is the establishment of a community that enables peer learning and knowledge transfer on the topics Game Based Learning (GBL) and Gamification between educational staff in vocational schools. The main aim of this deliverable (D1.3) is the development of a plan that outlines ways to building a self-motivating online community. This includes identifying relevant target groups, stakeholders and appropriate dissemination channels to reaching this community. The plan also provides guidance on how to ensure the sustainable use of the created content, even after the project is completed.

This report demonstrates how the wiki functions as the basis of the GATE:VET community. More than just a database that provides content, this online platform is designed to support the creativity of its users, encourage collaborative processes and enable peer learning. Community members can exchange views and experiences. An ongoing process of creating and modifying content by the self-motivated community ensures the continuous operation and improvement of the open platform. In addition to the wiki, an app provides micro learning units in the form of lessons, training courses, mini games, flashcards, and a leader board. Multiplier events as well as social media are utilised to disseminate contents to Vocational Education and Training (VET) teachers in Europe and thus reach future members of the community.

After the construction of the project wiki and app is completed, links to GATE:VET platforms are shared with relevant Facebook groups/pages and Pinterest. Besides this, carefully chosen educational sheets and micro learning units, which have been created in the initial content collection by project partners, serve as additional shareable content to attract people to the community. These community-building efforts are tracked and can be evaluated through user statistics obtained from the wiki, app, Facebook and Pinterest.

Besides describing the establishment of the GATE:VET community online, this report also details additional dissemination activities of the project. These include a project website, publications and events. A shared dissemination-tracking document is used to monitor these activities. Throughout the duration of the project, all project partners report their participation in the various types of dissemination activities.

2. COMMUNITY BUILDING STRATEGY

In IO1, there are two deliverables associated with community building. The Community Building Strategy developed in this deliverable (D1.3 - Community Building and Exchange of Best Practices) and the implementation of the plan in D1.4 (Implementation of the Community Building Strategy and Report about the Actions). AFBB leads the execution of the Community Building Strategy. However, all project partners are involved in community building activities and are expected to make a contribution to the plan's effective implementation. This section details GATE:VET's planned activities and relevant information for the establishment of a self-motivated online community.

2.1. PURPOSE OF COMMUNITY BUILDING STRATEGY

The project's main objective is the creation of an online platform that introduces VET teachers to the principles of GBL and at the same time creating a space for collaborative exchange for these teachers. Consequently, the purpose of the Community Building Strategy is to ensure the continuous operation and improvement of the platform by identifying:

- relevant target groups and stakeholders
- appropriate tools to connect with these target groups and stakeholders
- suitable activities to communicate our goals

2.2. TARGET GROUP(S) AND STAKEHOLDERS

So far, the project has identified the following target audiences. The main target group of dissemination activities are **VET teachers in Europe**. Further target groups include:

- learners at the partners' organisations
- teachers from general secondary education schools
- other VET providers and their staff/students
- experts/researchers, consultants and trainers in the educational sector (local, regional, national and on EU level)

In the process of the project possible further stakeholders will be identified and addressed. This will take place during the workshops provided to different audiences as well as during multiplier events.

All partners identify appropriate target groups in their local, national and European context. At the beginning of the project all partners identified dissemination and networking opportunities as part of the initial content collection. During M9-M11 a *Community Building Collection* document was populated by partners with detailed information on relevant organisations, initiatives and existing online communities (results are presented in 2.4.2). This collection provides details on suitable entry points to reach European VET teachers, for example Facebook groups or Facebook pages, and other relevant organisations or platforms.

2.3. LOCATION OF THE COMMUNITY: GATE:VET WIKI AND APP

The main objective of the GATE:VET project is the planning, development and provision of a qualification and communication platform. This is implemented in form of a website and a mobile phone app. Various game elements, best practices and instructions on GBL will be made available as an Open Education Resource (OER) to teachers in vocational education and

training. Surveys of teachers conducted at the beginning of the project showed that the desired functionalities of a platform for learning about and exchanging information on GBL are wide-ranging. As a result, the online community of GATE:VET is based on a wiki and a mobile phone app to meet the different needs and interests of the users. The development of the platform focuses on usability, expandability and user experience to provide teachers with a practical tool for preparing their lessons. With regard to the Community Building Strategy, particularly important functions of the platforms include a comment function and cooperative working in the wiki, and a rating tool in the app.

The format of an **online wiki** (http://wiki.gate-vet.eu/) has been specifically chosen to ensure that the process of content creation can be collaborative (comment function and editable entries); thereby facilitating peer learning and strengthening the community. Manzavision is configuring a TikiWiki, which presents contents, such as descriptions and definitions of GBL-related terminology and concepts (i.e. glossary terms) as well as specific practice examples with links to educational resources (i.e. educational sheets). While the initial content collection and creation is carried out by the project partners to provide a starting point for the database, the majority of content is generated and maintained independently by the teachers (i.e. community).

The **mobile app** (https://mobile.teemew.com/smart130/webgl/index.html) made available by Manzavision, has already been developed and used in advance; it is adapted to the needs of the project. It provides a guided introduction to GBL following a curriculum specifically designed to educate teachers about relevant approaches and concepts. Micro learning units in the form of lessons, training courses, mini games, flashcards, quizzes, tests and a leader board can be accessed and studied individually or in a blended learning setting with additional guidance of teacher trainers.

Both platforms, the wiki as well as the app, have intuitive user interfaces. Teachers can quickly and easily research well-prepared GBL contents and, in the case of the wiki also exchange ideas with peers. A further advantage of these platforms is the convenient access to data that can help track community building processes, including growth levels of user numbers and activities. In addition, not only the frequency of use of the platforms but also the number of visits to the GATE:VET project website is measurable and thus an indicator for determining the impact of the project.

2.4. COMMUNITY BUILDING TOOLS AND ACTIVITIES

Primarily, multiplier events and social media will be used to disseminating contents to VET teachers in Europe to target future members of the community. Conceived as an online community, the development of the GATE:VET community will largely take place online. However, a number of multiplier events are also directed at VET teachers from institutions and schools other than those of the partner organisations who can and wish to become active in the community. The community-building tools and activities envisaged here are intended to cover a wide range of opportunities to reach our target group at different levels (local, national, regional, European).

In order to build a thriving and self-motivating online community, the project cannot rely on the community developing organically on its own. The project partners will dedicate their time and efforts to a well thought-out strategy that considers several entry points to directly reaching the target groups.

2.4.1. MULTIPLIER EVENTS

The multiplier events are used to identify which contents are important for the teachers and at the same time function as an initial mechanism to expand the community network. Moreover, the events provide an opportunity to gain early user feedback on the GATE:VET online platforms; this can contribute to further refining and optimizing the wiki and the app.

There are two multiplier events to take place, one hosted by VUC in Næstved Denmark in October 2020 (30 participants) and the other hosted by AFBB in Dresden, Germany in June 2021 with 60 participants. At the multiplier events, the wiki and app are introduced to members of the target group, who can try out the two platforms and share first impressions of the developing community.

The participants of the multiplier events are an audience that is not directly involved with the project: As a result, these events can provide insights into how the objectives of the project are achieved and what impact they can have. Further, participant feedback will help to fine-tune the project platforms.

2.4.2. SOCIAL MEDIA

Based on existing networks and communities used by teachers to connect with peers, share ideas and/or collect materials, two social media platforms were identified as particularly suitable for directly reaching VET teachers: Facebook and Pinterest. In contrast to other forms of social media (such as Twitter or Instagram), these platforms are already used by very active communities of teachers. While many stakeholders in the VET sector and some online teacher forums have also established their online presence in the form of websites, the vast majority have well-managed associated social media profiles. These are the main focus of the GATE:VET community building strategies.

Partners have collated a document with a collection of relevant online communities, initiatives and organisations on a local, national, regional and European level (excerpt attached as Appendix A   Community Building Collection). AFBB will establish a GATE:VET Facebook page, which will be used to reach out to relevant groups, organisations and networks that have been identified in the *Community Building Collection*. In addition, all project partners will share GATE:VET contents via their social media channels to attract community members for the project wiki and app.

Facebook groups are used by many teachers to not only connect with like-minded people, but also to share own as well as find new teaching resources and ideas. A particular advantage of Facebook groups is the possibility to contact the target group directly and not via the proxy of a VET provider. Therefore, teachers from a much wider variety of geographical and institutional backgrounds can be contacted. All 65+ Facebook groups that have been listed by project partners in the *Community Building Collection* will be contacted by the GATE:VET Facebook page administrator (AFFB). Initially, general links to the resources (wiki and app) will be shared in the discussion boards; eventually also links to particularly well presented educational sheets will be shared within these groups.

Facebook pages are largely used by stakeholders in the VET sector to profile their organisation or initiative and reach out to students as well as teachers. GATE:VET will also connect with these pages in order for them to share our contents and further expand the community. All 15+ Facebook pages that have been listed by project partners in the *Community Building Collection* will be contacted by the GATE:VET Facebook page administrator (AFFB) and invite them to check out the GATE:VET wiki and app. The GATE:VET Facebook group administrator will be available for questions and will encourage

the publication of the project contents on the respective news feeds.

Pinterest is used by many teachers to get new ideas and organise teaching resources. Similar to Facebook groups, the target group can be contacted directly. In order to utilise Pinterest as an effective community-building tool, the project needs a Pinterest profile with a considerable number of followers. As followers are generated organically over a longer period, AFBB have created an account in M8 and continuously work on gaining Pinterest followers. Even before links to the GATE:VET platforms are available, the GATE:VET Pinterest is collecting, organising and sharing topic-related contents (e.g. gamification, GBL, online teaching tools etc.). Given the visual focus of the platform, the materials to be disseminated through Pinterest will mostly feature the educational sheets.

All partner organisations will use their own institutional social media channels (if applicable) to share contents posted on GATE:VET social media sites as well as generating individual posts, inviting VET teachers to join the community. In addition, and especially when a partner organisation does not have social media capabilities, the partners commit themselves to community building by sharing links to the GATE:VET wiki and app (via email, newsletters, flyers etc. / within their networks), inviting VET teachers and other relevant stakeholders to join the GATE:VET community.

Partners track all community-building efforts in the shared Dissemination Tracking Document (see Appendix

B   Dissemination Tracking).

3. ADDITIONAL DISSEMINATION

In addition to the dissemination in form of community building (i.e. the GATE:VET wiki/app as well as the involvement of multipliers and social media), the project goals and results are to be communicated through various dissemination channels. All intellectual outputs are made available to the public and the curricula are translated into German, Danish and Romanian.

3.1. PROJECT WEBSITE

The GATE:VET wiki and mobile app are presenting the results/outcomes of the project introducing gamification and GBL to the target group; yet, these platforms do not provide any meta information about the research project GATE:VET. Information about the project, including participating partners, project goals and project outputs can be found on the project's website, which is hosted by AFBB: www.gate-vet.eu. The site is updated with relevant events and news. The wiki and app provide links to the website, for users who are interested in learning more about the project and the background to the creation of the app and wiki. This transparency increases the credibility of the materials provided and validate the quality of the platforms, hopefully encouraging users to actively participate in a growing GATE:VET community.

3.2. ADDITIONAL DISSEMINATION ACTIVITIES

Additional dissemination activities operate on multiple levels. In the initial stages of the project, all partners collectively identify and share local, regional, national, European and international dissemination opportunity events (see Appendix C   Dissemination Opportunity Events), including conferences, symposia, meetings and workshops. This list is continued and updated throughout the duration of the project.

In addition, dissemination activities of partners include publications of scientific papers, blog posts, press releases, news and their organisations' social media channels. Project coordinator AFBB ensures that the project outcomes are promoted on educational platforms, such as the Electronic Platform for Adult Learning in Europe (EPALE) and the School Education Gateway. As all project partners participate in and pursue various academic networks, publications and platforms, they identify and exploit opportunities for publishing project-related content as these emerge. For the duration of the project, all project partners track their dissemination activities (participation in events as well as publications of any sort) in the *Dissemination Tracking Document* (see Appendix

B   Dissemination Tracking), which can be accessed in Teams as a shared document. All participating educational institutions are aware of the content focus and prepare dissemination activities accordingly.

At the time this document was finalised, the following dissemination activities are planned:

- Lameras, P., Philippe, S., Petridis, P. (2020). Endowing a Game-Based Learning Hub for Augmenting Teaching and Learning: Design, Constellations and Perceptions from a Teachers Perspective. 14th European Conference of Game-Based Learning, September 24-25, Brighton, UK.
- Diab, M., Fischer, H., North, B., Müller, J., Arnold, M. (2020). Game-Based Learning in der beruflichen Bildung. GeNeMe - Communities in New Media, October 7-9, Dresden, Germany.

4. DISCUSSION AND CONCLUSION

This report presented the Community Building Strategy of the GATE:VET project. This strategy is implemented during the whole project lifetime. All partners are responsible for contributing to community building by engaging in community building activities (as outlined in the first part of this document, i.e. chapter 2) as well as by undertaking and tracking dissemination activities (as outlined in the second part of this document, i.e. chapter 3). Deliverable D1.4 will report on the implementation of the community building strategy and about the actions. This version of the report detailed the results of the project partners' collection of dissemination opportunity events and community building collection.

APPENDICES

A COMMUNITY BUILDING COLLECTION

Target Area	Stakeholder (Main)	Stakeholder (other)	Medium	Type	Title	Weblink(s)	Reach [FB = likes (followers); P = monthly unique	Further Profiles
Germany	teachers	early career teachers	FB Group	Community	Unterrichtsmaterialien - Tipps unter KollegInnen	https://www.facebook.com/groups/Unterrichtsmaterialien/?ref=pages_profile_groups_tab&source_id=1116591961821397	FB: 8,249 members	
International	teachers	early career teachers	FB Group	Community	English teachers resources	https://www.facebook.com/groups/387564588256540/?ref=pages_profile_groups_tab&source_id=1116591961821397	FB: 64,515 members	
Germany	early career teachers	teachers	FB Group	Community	Unterricht: Tipps, Tricks und Anregungen	https://www.facebook.com/groups/Unterrichtstipps/?ref=pages_profile_groups_tab&source_id=1116591961821397	FB: 6,355 members	
International	teachers	early career teachers	FB Group	Community	Teachers resources, teaching tips, teaching articles	https://www.facebook.com/groups/classroomteachers/?ref=pages_profile_groups_tab&source_id=1116591961821397	FB: 18,705 members	
Germany	teachers	early career teachers	FB Group	Community	Unterrichtsmaterialien und -ideen	https://www.facebook.com/groups/167426887310523/?ref=pages_profile_groups_tab&source_id=1116591961821397	FB: 4,079 members	
Germany	teachers	early career	FB Group	Community	Tauschbörse Lehrer	https://www.facebook.com/groups/1490528104556364/	FB: 31,314 members	
Germany	teachers	early career teachers	FB Group	Community	DaF - Lehrer / Teacher of German as a Foreign Language	https://www.facebook.com/groups/daflehrer.germanteacher/	FB: 18,017 members	
Switzerland	teachers	early career	FB Group	Community	Lehrerinnen und Lehrer Schweiz	https://www.facebook.com/groups/911217315583338/	FB: 3,687 members	
Switzerland	teachers	early career teachers	FB Group	Community	Lehrer/innen Österreich	https://www.facebook.com/groups/LehrerinnenOesterreich/	FB: 9,539 members	
International	teachers	early career	FB Group	Community	Deutschlehrer weltweit	https://www.facebook.com/groups/deutschlehrerweltweit/	FB: 21,612 members	
International	teachers	early career	FB Group	Community	Materials for English teachers	https://www.facebook.com/groups/594599417340007/	FB: 154,165 members	
International	teachers	early career	FB Group	Community	Free Teacher Resources	https://www.facebook.com/groups/540046779865811	FB: 11,8840 members	
International	teachers	early career	FB Group	Community	Teachers TEFL / TESOL Jobs	https://www.facebook.com/groups/5042604826/	FB: 64,899 members	
International	teachers	early career	FB Group	Community	Teachers from Europe	https://www.facebook.com/groups/286372008077406/	FB: 22,174 members	
International	teachers	early career teachers	FB Group	Community	Science Teachers in Europe	https://www.facebook.com/groups/ScienceTeachersEurope/	FB: 15,768 members	
Germany	teachers	early career	FB Page	Community	Netzwerk Digitale Bildung	https://www.facebook.com/netzwerkdigitalebildung/	FB: 1,13 (1,199)	
Germany	teachers	early career	FB Page	Community	Netzwerk Bildung	https://www.facebook.com/NetzwerkBildung/	FB: 3,530 (4,111)	
Germany	teachers	early career	FB Page	Community	Lehrer unter sich	https://de-de.facebook.com/Lehrer.unter.sich	FB: 1,149 (1,177)	
Germany	teachers	early career	FB Page	Community	Lehrerrunde	https://www.facebook.com/LehrerrundeInfothek/?ref=py_c	FB: 22,663 (23,131)	
International	teachers	early career teachers	FB Page / Website / Forum / Pinterest	Business	TES Teaching Resources	https://www.tes.com/	P: 9.3m; FB: 25,288 (27,205)	P: https://www.pinterest.de/Tes_Global/;
International	teachers	early career teachers	FB Page / Website / Twitter / IG	Community	Teaching Ideas	https://www.teachingideas.co.uk/	FB: 3.2m (3.2m); T: 95,387; IG: 68,000	T: @TeachingIdeas; IG: www.instagram.com/teaching.ideas/ https://www.facebook.com/TeachingIdeas/
International	teachers	early career teachers; VET providers, teaching	FB Page / Website / Twitter / IG	Initiative / NGO	TEDEd	https://ed.ted.com/	FB: 6.3m (7.5m); T: 503,496; IG: 371,000	https://www.facebook.com/TEDEducation/?ref=py_c; T: @TED_ED; https://www.instagram.com/tededucation/?hl=de
Germany	teachers	early career	Forum	Community	Lehrerforen	https://www.lehrerforen.de/		
Germany	teachers	early career	Forum	Initiative / NGO	Deutsches Lehrkräfteforum	https://www.deutsches-lehrkraefteforum.de/		
Germany	teachers	early career	Website / FB Page	Business	Lehrermarktplatz	https://lehrermarktplatz.de/	FB: 24,916 (25,697)	https://www.facebook.com/lehrermarktplatz/?ref=py_c
Germany	teachers	early career	Website / FB Page	Initiative / NGO	Schule im Aufbruch	https://www.schule-im-aufbruch.de/	FB: 10,280 (10,903)	https://www.facebook.com/InitiativeSiA
Germany	teachers	early career teachers	Website / FB Page / Twitter	Business	Lehrer Online	https://www.facebook.com/lehreronline/?ref=py_c	FB: 10,275 (10,994); T: 11,855	https://www.lehrer-online.de/ T: @lehrer_online

B DISSEMINATION TRACKING

Describe the activity	Date	offline/online	Location	Number of Participants	Impact				Target Groups	Ouput
					Local	Regional	National	European		
Conferences / Workshops										
Events (other, e.g. meetings)										
Publications (academic / peer-reviewed)										
Publications (other, e.g. press release, news article...)										
Internet Activities (e.g. social media engagement, blog entries)										
Dissemination Activities (other)										
Community Building Activities (i.e. community member recruitment via email, newsletters, flyers etc.)										

C DISSEMINATION OPPORTUNITY EVENTS

Title	Location	Link	Type of event	Date
IEEE ICALT	Estonia - Tartu	https://icalt2020.ut.ee/home-0	conference	06.07.-09.07.2020
IEEE Conference on Games	Japan - Osaka	http://ieee-cog.org/2020/	conference	24.08.-27.08.2020
Association of learning technology	UK - London	https://www.alt.ac.uk/news/all_news/important-update-alt-annual-conference-2020	conference	09.09.-11.09.2020
Bitkom Bildungskonferenz	D - Berlin	https://www.forumbd.de/veranstaltungen/bitkom-bildungskonferenz-2020/	conference	14.09.2020
Deutsches Lehrkräfteforum - Jahresveranstaltung ("Gemeinsam gute Schule gestalten")	D - Bergisch Gladbach	https://www.deutsches-lehrkraefteforum.de/	symposium	17.09.-19.09.2020
European Conference of Game-Based Learning	UK - Brighton	https://www.academic-conferences.org/conferences/ecgbl/	conference	24.09.-25.09.2020
4. Tag der digitalen Lehre	D - Regensburg	https://www.uni-regensburg.de/zentrum-hochschul-wissenschaftsdidaktik/digitale-lehre/tddl-2020	symposium	29.09.2020
Tagung „Bildung, Schule und Digitalisierung" über digitale Lehrer*innenbildung	D - Köln	https://zus.uni-koeln.de/tagungen/zus-tagung-bildung-schule-und-digitalisierung-2020	symposium	01.10.-02.10.2020
Multiplier Event	DEN	GATE:VET Event		October 2020
CELDA conference on cognition and exploratory learning	Portugal - Lisbon	https://www.celda-conf.org	conference	18.11.-20.11.2020
Konferenz Bildung Digitalisierung	D - Berlin	https://www.forumbd.de/veranstaltungen/konferenz-bildung-digitalisierung-2020/	conference	19.11.-20.11.2020
Digitale Erwachsenenbildung - Qualität und Professionalität	D - Bonn	https://www.die-bonn.de/institut/die-forum/2020/default.aspx	symposium	30.11.-01.12.2020
Online Educa Berlin (OEB)	D - Berlin	https://oeb.global/	conference	02.12.-04.12.2020
Bildung in der digitalen Welt: Welche Kompetenzen benötigen Schülerinnen und Schüler, Lehrkräfte und Dozierende in der Lehrkräftebildung?	D - Hildesheim	https://www.uni-hildesheim.de/celeb/aktuelles/veranstaltungen/bildung-in-der-digitalen-welt-welche-kompetenzen-benoetigen-schuelerinnen-und-schueler-lehrkraefte-und-dozierende-in-der-lehrkraeftebildung/	symposium	04.12.-05.12.2020
GALA conference 2020	FR - Laval	https://conf.seriousgamessociety.org	conference	09.12.-10.12.2020
Karrierestart Dresden	D - Dresden (+)	https://www.messe-karrierestart.de/	expo	29.01.-31.01.2021
Didacta	D - Stuttgart	https://www.messe-stuttgart.de/didacta/besucher/auf-einen-blick/	expo	23.03.-27.03.2021
2ème Colloque SFERE-Provence (FED 4238)	FR - Marseille	https://sfere2020.sciencesconf.org/	conference	30.03.-31.03.2021
European Conference on Educational Research	CH - Geneva	https://eera-ecer.de/ecer-2021-geneva/	conference	06.09.-09.09.2021
29th ICDE - World Conference on Online Learning	Brazil - Natal	https://icde2021.ufrn.br/en/	conference	18.10.-21.10.2021
EfVET Annual Conference	FIN - Kuopio	https://www.efvet.org/annual-conferences/	conference	27.10.-30.10.2021
DATES unclear				
IEEE EDUCON	Österreich - Wien	http://educon-conference.org/current/	conference	
IEEE Conference on Games	?	http://ieee-cog.org/2020/	conference	
IEEE ICALT	?	https://icalt2020.ut.ee/home-0	conference	
ALSO CHECK				
OpenSeriousCalendar	FR	https://openseriousgames.org/evenements/	calendar	