



LET'S PLAY VET

<enhancing
the learning experience
through playlists/>

Guidelines on the use of playlist for VET Providers

IO3
EFVET

Authors:

Associazione Cnos Fap Emilia Romagna, Italy
Istituto Politécnico Salesiano – Pamplona, Spain
SZÁMALK-Szalézi Szakgimnázium – Budapest, Hungary
Uniser Soc. Coop. Onlus – Forlì, Italy
Badgecraft Ireland Limited – Cappaduff, Ireland
European Forum of Technical and Vocational Education and Training – Brussels, Belgium

<https://www.switchlearning.eu/>

Table of contents

GLOSSARY.....	3
PART I: LET'S PLAY VET PROJECT	4
1.1. INTRODUCTION	4
1.2. GUIDELINES INTRODUCTION	5
.....	5
PART II: A LEARNING PLAYLIST: LEARNING REVOLUTION	6
2.1. LEARNING PLAYLIST, THE CONCEPT OF GAMIFICATION AND BADGE RELATED LEARNING	6
2.2. E-LEARNING PLATFORM FOR PLAYLIST TRAINING MODULES	8
PART III: PLAYLIST INSTRUCTIONS GUIDE.....	9
3.1. GENERAL INSTRUCTIONS (HOW TO CREATE A PLAYLIST AT THE PLATFORM)	9
PART IV: BEST PRACTICES: SHOWING DIFFERENT APPROACHES OF THE PLAYLISTS.....	13
4.1 PARTNERS SHARING THEIR EXPERIENCES	13
4.2. THE DEVELOPMENT OF OUR VERY 1ST PLAYLIST.....	13
4.3 PLAYLIST: LET'S REVOLUTIONIZE EDUCATION	15
CONCLUSION.....	17

Playlist: A Playlist is a curated group of experiences and resources stitched together into a compelling, media-rich narrative around a common theme. The special power of Playlists lies in the opportunity for collaboration. You can design a sequence of experiences based on internal goals, and then work with partners to include many types and sources of learning. These collaborative Playlists create a rich network of learning.

Experiences (XPs). An XP is an activity that invites the learner to participate and explains how to engage. XPs are supported by resources, which are tools or pieces of media consumed by the learner.

Playlists. A playlist is a curated group of resources and XPs stitched together into a narrative around a common theme that results in a badge. Playlists connect learning to interests and communities while unlocking real-world opportunities.

Badges. A badge is a publicly shareable digital credential that unlocks opportunities and provides evidence of a substantive learning outcome.

Gamification in education. It is different from game-based learning in that it does not involve students making their own games or playing commercially made video games. It operates under the assumption that the kind of engagement that gamers experience with games can be translated to an educational context towards the goals of facilitating learning and influencing student behaviour



PART I: LET'S PLAY VET PROJECT

1.1. INTRODUCTION

Let's play VET contributes to rethinking the teaching paradigm through an innovative VET methodology that puts young Vocational Education and Training (VET) students at the centre of the learning process in a proactive way.

The innovative methodology is inspired by the concept of **learning playlists**, meaning a training module constituted by a set of **learning experiences** that students have to complete to receive a positive evaluation. The learning experiences composing the VET playlists developed in the project are blended, they include innovative e-learning assignments; mobility abroad, study visits, seminars, participation in other local community events or initiatives, production of videos of pictures etc.

The partners have identified a series of needs interesting VET learners in the European socio-economic context. Although a number of efforts are being made by the Member States to improve **VET offer and its attractiveness**, the number of dropouts from education and training, including from initial VET (iVET) is still high. Several EU countries are facing many problems in implementing successful strategies to prevent this phenomenon but their dropout rates are well above of the EU-28 average, the 2015 Education and Training monitor report showed that the current early school leaving rate in Europe is at 11,1% against the target of 10% fixed by the EU 2020 strategy. Some EU Member States lag behind especially in Spain (21.9%) and Italy (15%) which are the countries where the project will develop and test the innovative VET methodology.

The main focus is on the need to reduce the actual rates of earlier leavers to 10% by 2020.

The project includes as partners:

Three Vocational Education and Training schools:

Associazione Cnos-Fap Regione Emilia Romagna (**Italy**),

Congregación San Francisco de Sales – Instituto Politécnico Salesiano (**Spain**)

SZÁMALK-Szalézi Szakgimnázium (**Hungary**);

One **Mobility provider**: UNISER SOC.COOP. ONLUS (**Italy**);

One **Technical partner** Badgecraft Ireland Limited (**Ireland**)

One **European VET network**: EfVET (**Belgium**).

<https://www.switchlearning.eu/>

1.2. GUIDELINES INTRODUCTION

The Guidelines on the use of playlists for VET providers represents a scientific support to the Let's Play VET project.

This document includes instructions which aim to bring the innovation developed to other VET providers across Europe. Since several specific elements of the VET module vary from country to country according to the different VET systems, the guidelines include procedures to adapt the content of the training modules to the local contexts and/or learning outcomes of other qualifications.

The guidelines are also giving to European VET providers instructions to start using the e-platform for creating its own playlists modules, thus contributing to the final objective to the project of increasing attractiveness of VET in Europe.

The document includes a description of what is a learning playlist and how this concept can be used for the development of the new VET playlists modules. Partners are providing their own experience and sharing their best practices in order to be replicated in other countries or other qualifications.



PART II: A LEARNING PLAYLIST: LEARNING REVOLUTION

2.1. Learning playlist, the concept of gamification and badge related learning

In recent years we have seen several inspiring developments that combine innovative approaches to using learning playlists and badge related learning opportunities.

Let's Play VET Project has followed the "Learning" philosophy and definition **"we believe learners can best define their purpose when they are at the centre of their learning."**¹ This has defined for the partners a different way of teaching and involving the students into the lessons and how to deliver their assignment.

But what's exactly a "learning playlist"? and what about the concept of gamification? And finally, the badge related concept.

Although learning playlists may seem as a very innovative approach and practice in education, they have developed on a solid body of other educational theories, practices and research outcomes.

The practice of learning playlists is informed by the personalised learning and self-directed learning approaches. When combined with badge-based learning, learning playlists borrow ideas and techniques used in gamification.

- **Experiences (XPs).** An XP is an activity that invites the learner to participate and explains how to engage. XPs are supported by resources, which are tools or pieces of media consumed by the learner.
- **Playlists.** A playlist is a curated group of resources and XPs stitched together into a narrative around a common theme that results in a badge. Playlists connect learning to interests and communities while unlocking real-world opportunities.
- **Badges.** A badge is a publicly shareable digital credential that unlocks opportunities and provides evidence of a substantive learning outcome.

These concepts have been used to develop the Let's Play VET e-platform. Indeed, incorporating experiences, playlists and badges into the regular learning curricula is innovative and it can revolutionise the learning environments. In this sense, the Lifelong Learning Platform launched a position paper on '21st century learning environments and validation of transversal competences'² which highlights concepts that Let's Play VET introduces into the methodology of the project, in particular when referring to some of their main recommendations:

- **Digital:** Promote the purposeful use of digital and blended learning environments to offer wider and more personalised access to lifelong learning based on the

¹ <https://www.lrng.org/playgroundcity/playlist/make-a-playlist/activity/lrng-partner-handbook>

² <http://lllplatform.eu/lll/wp-content/uploads/2019/10/LLLP-Position-paper-21CLE.pdf>

understanding that they cannot replace face-to-face learning, in line with a holistic approach to personal development. This means making use of the diverse range of spaces that may support learning processes, including in the outdoors and local communities.

- **Educators:** Recognise the role of teachers and educators in the 21st century as facilitators, not directors, of learning with the necessary resources, training and policies to support them in managing the rapid changes that they are facing.
- **Participation:** Provide concrete support and resources for the integration of participatory pedagogy, including collaborative, peer-to-peer, dialogic and inquiry-based approaches, in order to ensure the active and meaningful participation of learners.

The Lifelong Learning Platform position paper stresses the difference between the 'formal', 'non-formal' or 'informal'.

"Across most academic and policy contexts, learning tends to be categorised as 'formal', 'non-formal' or 'informal'.



Formal education or learning is learning that is organised and structured as part of a clearly defined curriculum and leads to formally recognised qualifications from institutions such as schools and universities. Due to its official character or 'concreteness', this is usually the category most privileged by policymakers and wider society. **Non-formal learning** tends to be understood as voluntary learning which happens outside this formal system but

remains intentional and structured to a certain extent within a programme delivered by an organisation (e.g. work-based training). **Informal learning**, on the other hand, is usually understood as 'experiential' in the sense that it is not institutionalised, planned or structured and typically occurs through an individual's everyday activities and interactions (e.g. learning among family and friends)".

In the case of Let's Play VET, partners are bringing the concept of informal learning, based on experience to the formal educational setting. The formal education needs to look at different and innovative methodologies in order to increase the attractiveness of its lessons, especially when we are talking about VET.

Therefore, Let's Play VET goes one step ahead and proposes to incorporate the concept of **gamification in education** "It is different from game-based learning in that it does not involve students making their own games or playing commercially-made video games. It operates under the assumption that the kind of engagement that gamers experience with games can be translated to an educational context towards the goals of facilitating learning and influencing student behaviour"³.

³ <https://www.learning-theories.com/gamification-in-education.html>

Some gamification examples for learning:

- **Find the future:**
 - http://exhibitions.nypl.org/100/digital_fun/play_the_game
 - <http://www.nypl.org/audiovideo/find-future-nypl-game>
- **Serious European games with Open Badges** by Badgecraft:
 - <http://www.slideshare.net/badgecraft/league-of-youth-work-agents>
 - <http://www.slideshare.net/badgecraft/the-youth-exchangers-game?related=1>
- **Duolingo:**
 - <https://www.duolingo.com/>

Badge based learning

A badge is a publicly shareable digital credential that unlocks opportunities and provides evidence of a substantive learning outcome. In the context of education, the badge is the way to certify the student competences when s/he has completed a playlist. Recognising the work of the student is the best way to motivate them to unlock the following activities of the playlist. Even more when acquiring a digital badge, a series of competence acquire during the realisation of an activity.

2.2. E-Learning platform for playlist training modules

Partners involved in the developing and testing of the platform (Associazione Cnos-Fap Regione Emilia Romagna (Italy), Congregación San Francisco de Sales – Instituto Politécnico Salesiano (Spain) and SZÁMALK-Szalézi Szakgimnázium (Hungary) and UNISER SOC.COOP. ONLUS (Italy) has piloted the e-platform before its official launch. The piloting has been made via focus group with teachers but also with the students.

PART III: PLAYLIST INSTRUCTIONS GUIDE

<https://www.slideshare.net/badgecraft/badgecraft-users-guide-170314238>

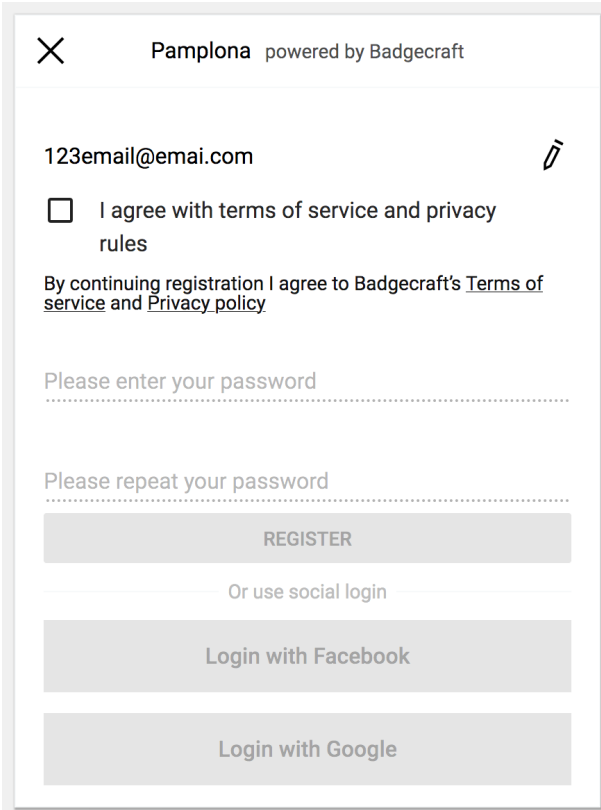
3.1. GENERAL INSTRUCTIONS (how to create a playlist at the platform)

1. Registration and login


STEP I: Join your school's platform

Your school's coordinator has sent to your email an invitation to join Let's Play VET! Platform. The invitation should come from info@badgecraft.eu. You may check the spam folder; in case it went by mistake.

You will be required to register your account using email and one of the authentication methods (password, Facebook or Google).



✕ Pamplona powered by Badgecraft

123email@emai.com 

☐ I agree with terms of service and privacy rules

By continuing registration I agree to Badgecraft's [Terms of service](#) and [Privacy policy](#)

Please enter your password

Please repeat your password

REGISTER

Or use social login

Login with Facebook

Login with Google

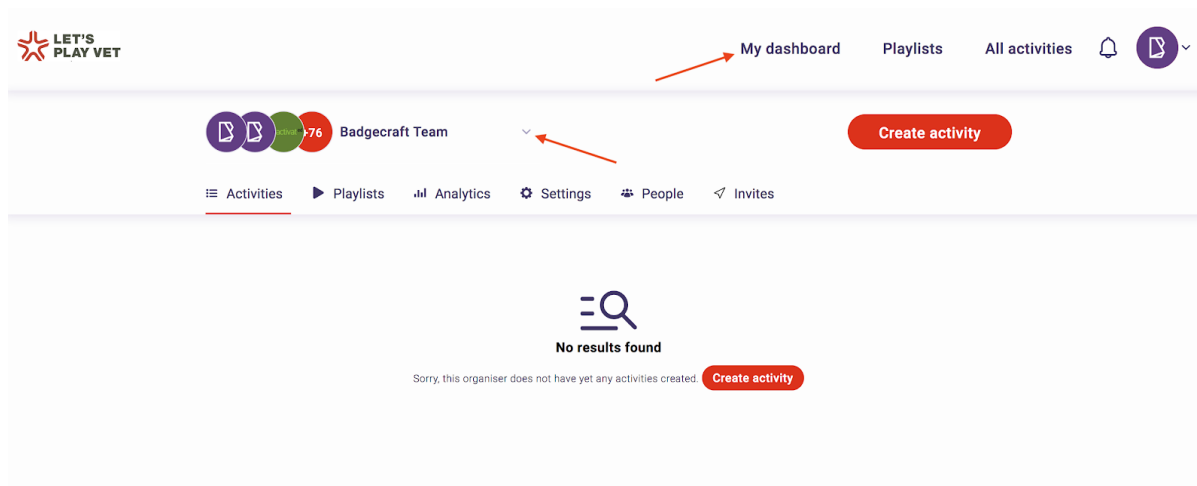
2. How to create ACTIVITIES

STEP II: Choose a specific subject and class

Decide for which subject and class you want to create activities on the platform.
Later these activities can be added/combined to a playlist.

STEP III: Select your school as organiser

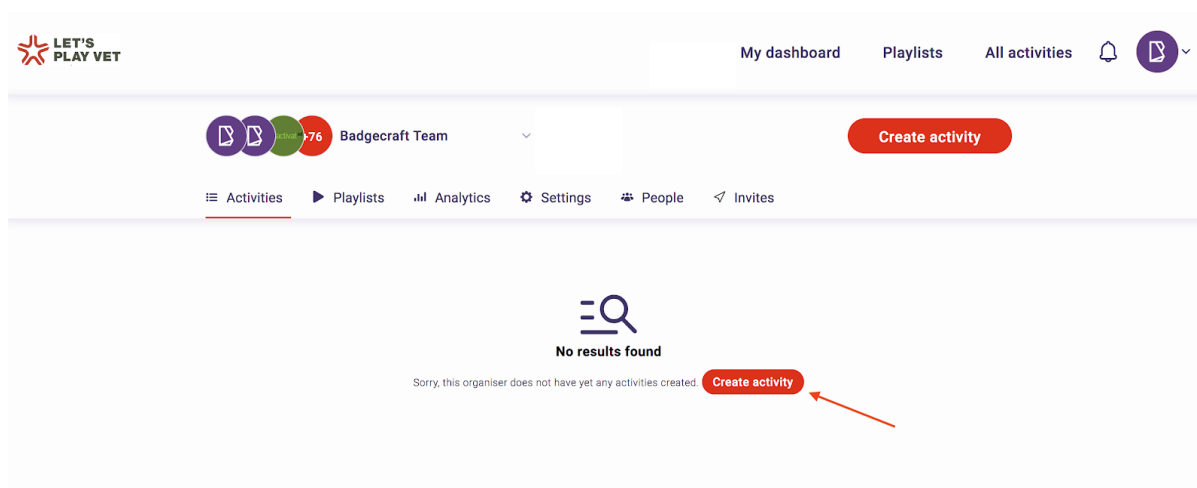
Go to Dashboard on the platform and select your school as organiser.



Note: If you prefer to create activities in the name of your department, then you will need to contact your country coordinator and they will help you to create it.

STEP IV: Create an activity

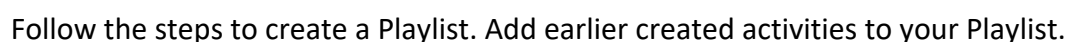
Once selected an organiser, create your first activity.



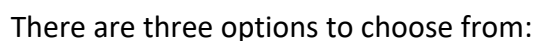
Note: A form to create an activity has only a few fields that are required. Add more information, if needed.

3. How to create PLAYLIST

Once you have created several activities, please go to Playlist tab in your Dashboard and click Create Playlist button.



Once you have created a Playlist, go to tab People to invite your students.



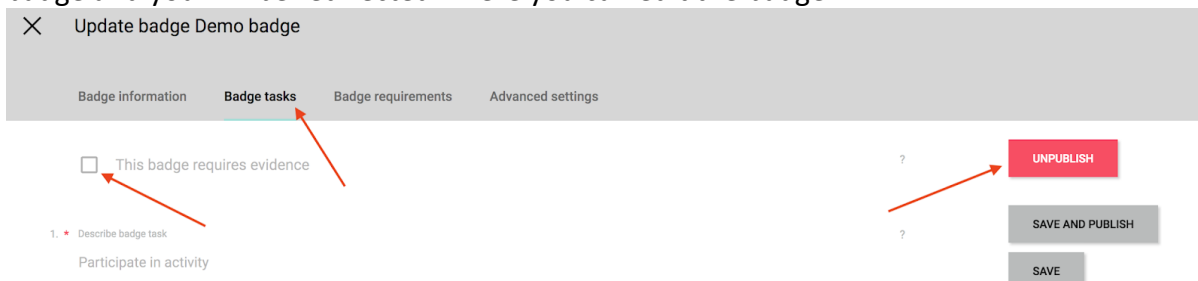
- Send personal invitations via email
- Give a QR code to scan (if used on mobile device)
- Copy and send an auto-join link

Note: Should you or your students encounter any technical problem, please report the issue by clicking on?" symbol and completing the report form.

4. How to attribute DIGITAL BADGES

Step VII: Edit the badge

Once you have created an activity or a playlist platform automatically the badge. You can edit it by clicking next to the badge edit. You will be redirected to the platform click on the badge and you will be redirected where you can edit the badge.



Click on UNPUBLISH and you can start editing the badge.

If you want users to add evidence to the tasks, then go to Badge tasks and select This badge requires evidence. After this you can set who will verify the evidence.



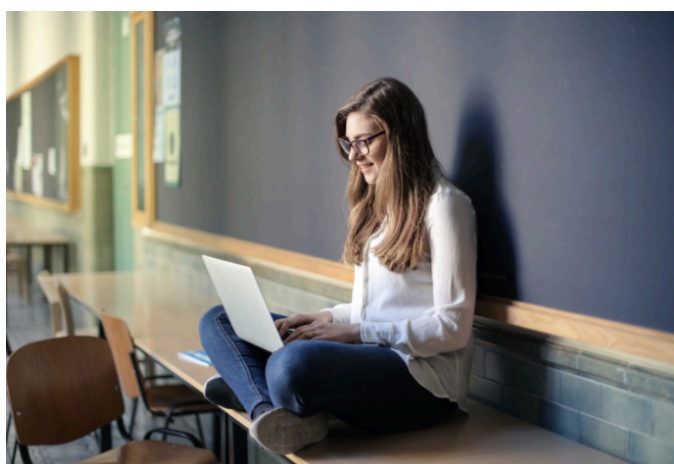
PART IV: BEST PRACTICES: showing different approaches of the playlists

4.1 Partners sharing their experiences

Salesianos Pamplona good practice

One of the big challenges of this project was the comparison of the educational curricula of the different centers that participate in the project. These three educational centers are located in Bologna (Italy), Budapest (Hungary) and Pamplona (Spain). Coming from different countries, you can imagine how difficult might be this task, even more when harmonization of curricula systems still pending **at an European level. However, one common goal has gathered us in the same project: to look for a new teaching method to involve students in the learning activities. The answer to this we found it at the Learning Playlist!**

Starting the comparison: an arduous task



The first step was to focus on the educational level with which we wanted to work, for this, the European Quality Framework (EQF) was taken into account. In Let's Play VET case the target group that would focus the comparison is the VET courses related to graphic design in the educational level EQF 4. However, in the case of the Hungarian center, they work with a group of students who will reach the EQF 5, which makes the development of

the curricular comparison even more complicated.

Though the comparison was not easy, we keep working following our main goal: to focus on the learning outcomes of each educational centre's curriculum. We had to leave behind names of titles and subjects and focus on the skills and competences acquired by our students throughout the course. It is surprising how by focusing on the learning outcomes it became much easier to find a common ground for starting the curricular comparison.

Once translated into English and compared the curriculum through an Excel table we had much clearer in which module and with which subjects we could work through the Playlist, the heart of Let's Play VET project. After going through the curriculum comparison, we have chosen to work on **the creation of the graphic product**. The most interesting part of this module is that several subjects and task intervene in its development, so the Playlist can be used transversally during the course.

4.2. The development of our very 1st Playlist

For creating the draft of the first Playlist, we used many materials on gamification in the classroom, especially the documentation published by [LRNG](#). So, we focus on a project to create a graphic product and we went through it in steps.

The first and most important thing to start working with a Playlist is to contextualize it in the environment in which it is going to be used. There are four aspects that have to be explored as a prior basis to the creation of contents.

The questions we asked ourselves were the following:

How does the playlist build on **passions**?

How does the playlist foster **relationships**?

How does the playlist emphasize the production of **artifacts**?

How does the playlist unlock **opportunities**?

After an interactive session with students from the centres of Pamplona and Bologna we came up with the following answers:

Passions	Relationships	Artifact	Opportunities
Expose youth to new passions, showing them the work and projects created by professionals in the field of graphic design.	Creating cooperative learning experiences based in projects. Work in teams has a positive impact in youth. We should alternate some group activities with individual activities. (brainstorming, storm boards, discussions...)	To find a way for learners to share their final products not only online but also through a personal presentation. A kind of a final project meeting.	Give them the opportunity to share their final product with other students involved in the Playlist platform. (Foro)

These answers lead us to a round of questions which will guide indeed the development of our Playlists:

- **How will you reach underserved youth?**

Sometimes families are humble, and the students don't have access to a computer for creating graphic design, so it's important to give them the opportunity of working a few hours a week in the school out of the official timetable.

- **How might you collaborate with other organizations?**

For any VET school is important to sign agreements with other organizations and collaborate with them. In the field of graphic design, a great idea is create

this collaboration with not profit organizations, so the students can create publishing material for them like: calendars, posters, flyers, calling card.

But, what about the content?

First question, what kind of Playlist do you want to create?

In this case, what kind of graphic product we would like to create? Well, this was not that much relevant taking into account that there are few standard steps that have to be follow in order to success in the creation.

Therefore, we decided to divide the Playlist in seven steps, giving for each of them a [“Guiding Question”](#) which will be the guide to develop the following activities:

Essential Understanding	Guiding Question
1. Briefing	What does my client expect from me?
2. Research	What do I know about my client?
3. Layout design	What fonts should I use? What are the colours of my client? How could I create an attractive design?
4. Feedback	How could I improve my design?
5. Printing	How does it look my design?
6. Presentation	What do I want to show with my design?
7. Dissemination	Would I like to show my creations?

This was just the first approach to the Playlist. The real challenge is to create a PlayList in which not all the tasks are lineal, some of the **EXPeriences** (XP) should be thought to be completed at anytime and anywhere, using technological devices like smartphones and tablets.

4.3. Playlist: let's revolutionize education

When creating a Playlist we have to keep in mind the legal curriculum of each country and subject, the interest of the students and the relationship with the surrounding environment.

So, we are changing the concept of the unidirectional teaching approach and the teachers have to become facilitators of educational materials. It is ended the time in which the teachers had the knowledge, the knowledge is outside the classes and we, as a teacher, have to help the student to find it. The Playlist are a great way to work in and out the classes, creating XP but also events in which they could share their discoveries or creations. Open the school to the society and of course to the laboral market.

The skills and competences needed in the jobs are changing very quickly, so it is very important that the vocational training schools are in contact with the companies in their field of work. Schools need to know what needs companies have and companies will also have to make available means to specifically train future workers.

All this must be reflected in the Playlist to be a valid teaching system. If we only focus on the curriculums, we will continue to see how school failure increases.

For all this I believe that the Playlist along with other teaching methodologies will revolutionize the meaning of education in the coming years.

Conclusion

Vocational Education Training can play an active role in those topics and other ones, together with other education sectors. For the last few years we have had repeated statements from the EU to make VET the first choice, yet there are no signs from the EU that VET is in fact a first choice neither in the visibility of the sector nor in funding nor in parity of esteem with university education! VET still remains without a credit system that facilitates mobility; its share of ERASMUS is still far below that of University Education; the Copenhagen Process is in a dormant state and surely not a catalyst for change and innovation in vocational education and training; the portfolio responding to VET at EU level is fragmented and sends the wrong message that VET is about training but not about education and lifelong learning. Recognition of qualifications and learning periods abroad is a key issue to increase learning and working mobility for VET students. It is especially important to have more effective procedures in order for all our border regions. Barriers to further progress are signs of an unnecessary form of lack of trust in each other's systems, and the need for a common system for the recognition of national and international VET qualifications. Specific tools such as ESCO, ECVET and Europass have not yet resulted in a useful and broadly accepted format for an automatic acceptance of qualifications that are linked to a national framework, to be seen as the starting point for effective procedures for recognition of prior (informal and non-formal) learning (RPL).

VET has a very important role to play. However, it must be adequately resourced and on a long-term basis.