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# LET'S PLAY VET

<enhancing  
the learning experience  
through playlists/>

## IO3: Guidelines on the use of Playlist for VET Providers

[www.switchlearning.eu](http://www.switchlearning.eu)

BY  
EFVET

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## GLOSSARY

**Playlist:** A Playlist is a curated group of experiences and resources stitched together into a compelling, media-rich narrative around a common theme that result in a badge. Playlists connect learning to interests and communities while unlocking real-world opportunities. 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.

**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 has been developed and tested 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 Technikum és Szakgimnázium former 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 represent a scientific support to Let's Play VET project.

This document includes instructions which aim at bringing the innovation developed in the project 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, i.e. increasing attractiveness of VET in Europe.

The document includes a description of what a learning playlist is and how this concept can be used for the development of the new VET playlist 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."**<sup>1</sup> This has defined for the partners a different way of teaching and involving students into their lessons and of delivering 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"<sup>2</sup> which highlights concepts that Let's Play

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

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



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 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"<sup>3</sup>.

Some gamification examples for learning:

- **Find the future:**
  - [http://exhibitions.nypl.org/100/digital\\_fun/play\\_the\\_game](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 are acquired 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 Technikum és Szakgimnázium former 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.

[www.switchlearning.eu](http://www.switchlearning.eu)

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



## PART III: PLAYLIST INSTRUCTIONS GUIDE

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

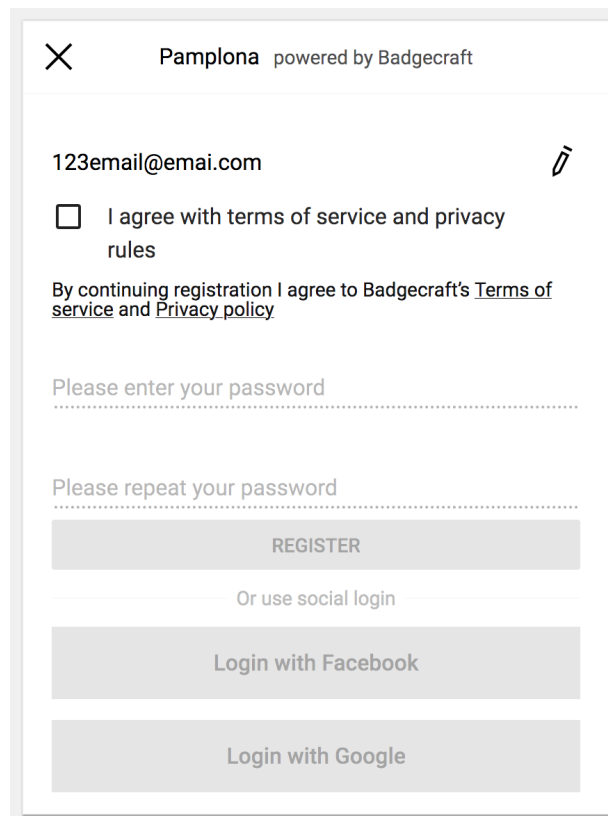
#### 3.1.1 Registration and login

##### STEP I: Join your school's platform

You can register in three ways:

- on the <http://www.swichlearning.eu> platform by clicking on the GET STARTED button and proceed with registration;
- by receiving an invitation email from a teacher / coordinator / facilitator to participate in the platform or in a specific activity. The invitation will have as sender info@badgecraft.eu. You need to check your spam folder;
- by searching the platform for the profile of your school / VET centre, clicking and opening the dedicated page and proceeding with registration.

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



The image shows a registration form for the 'Pamplona' platform, powered by Badgecraft. The form is titled 'Pamplona powered by Badgecraft' and includes a close button (X). The email field is pre-filled with '123email@emai.com'. Below the email field is a checkbox for 'I agree with terms of service and privacy rules'. A note states: 'By continuing registration I agree to Badgecraft's Terms of service and Privacy policy'. There are two password fields: 'Please enter your password' and 'Please repeat your password'. Below these fields is a 'REGISTER' button. Underneath the 'REGISTER' button is a section for social login: 'Or use social login', followed by 'Login with Facebook' and 'Login with Google' buttons.

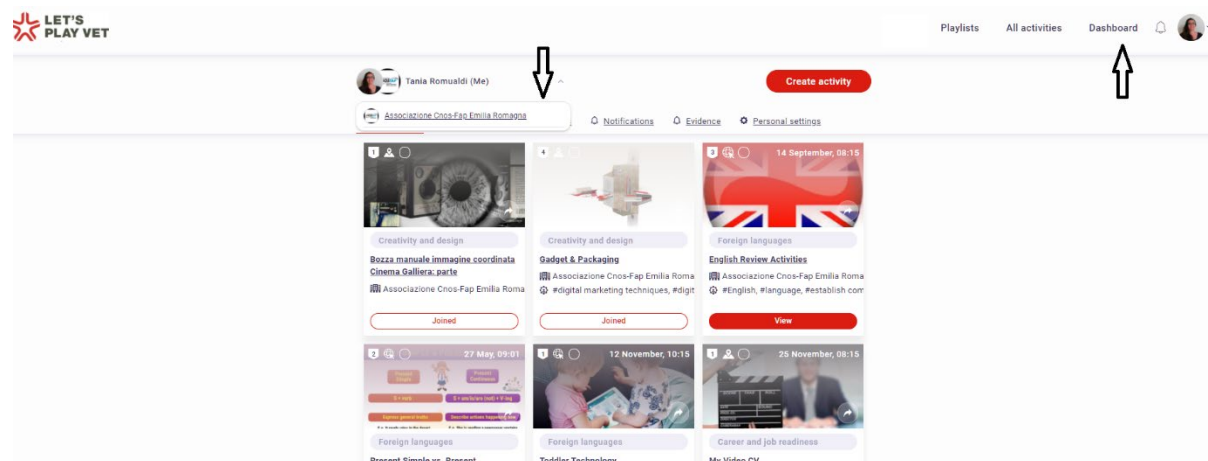
### 3.1.2 How to create ACTIVITIES

#### 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

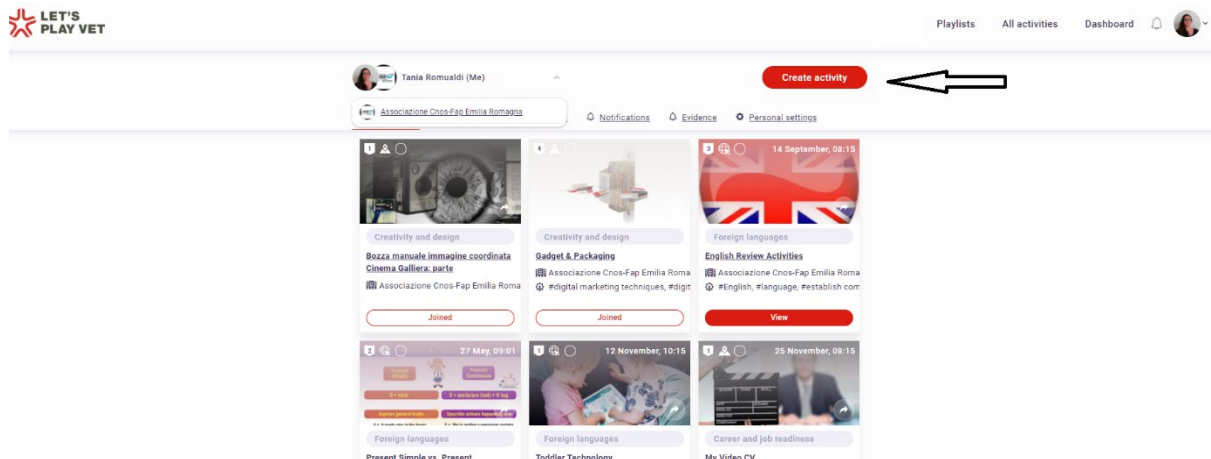
Go to Dashboard on the platform and select your school as organiser.



*Note: in order to create activities, you have to be member of a school/VET provider registered with its own profile on the platform. You will need to contact your country coordinator and they will help you.*

## STEP IV: Create an activity

Once an organiser is selected, create your first activity.



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

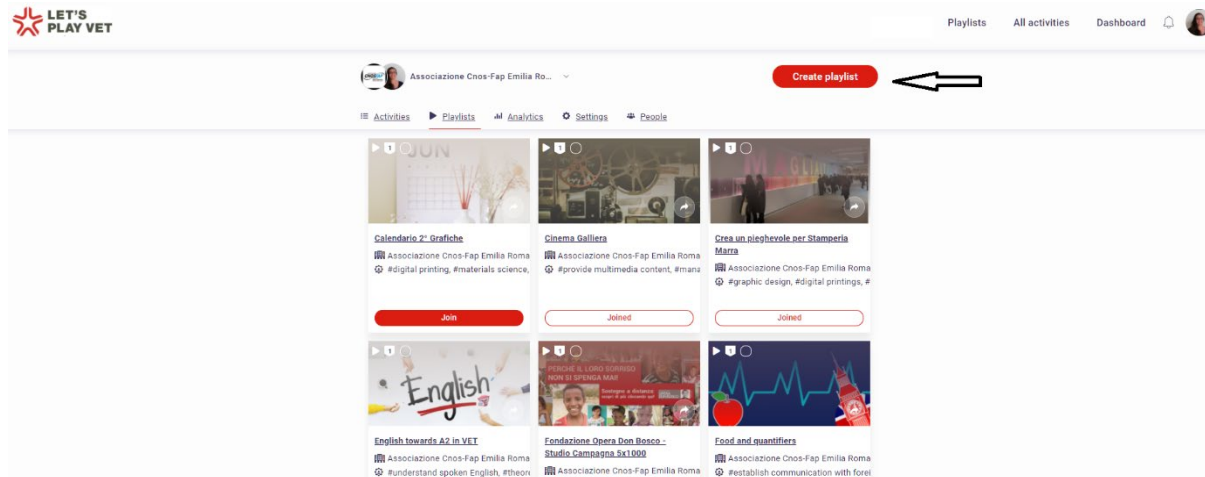
Note: After you create an activity, you will be invited to edit activity badge.

Repeat the same step to create 3 to 5 more activities for your subject.

### 3.1.3 How to create PLAYLIST

#### STEP V: Create a playlist

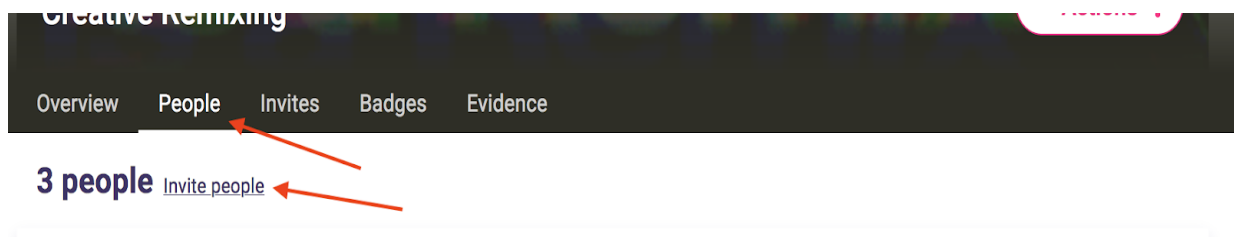
Once you have created several activities, please go to **Playlist tab** in your Dashboard and click **Create Playlist** button.



Follow the steps to create a Playlist. Add earlier created activities to your Playlist.

#### STEP VI: Invite students to your playlist/activity

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



There are three options to choose from:

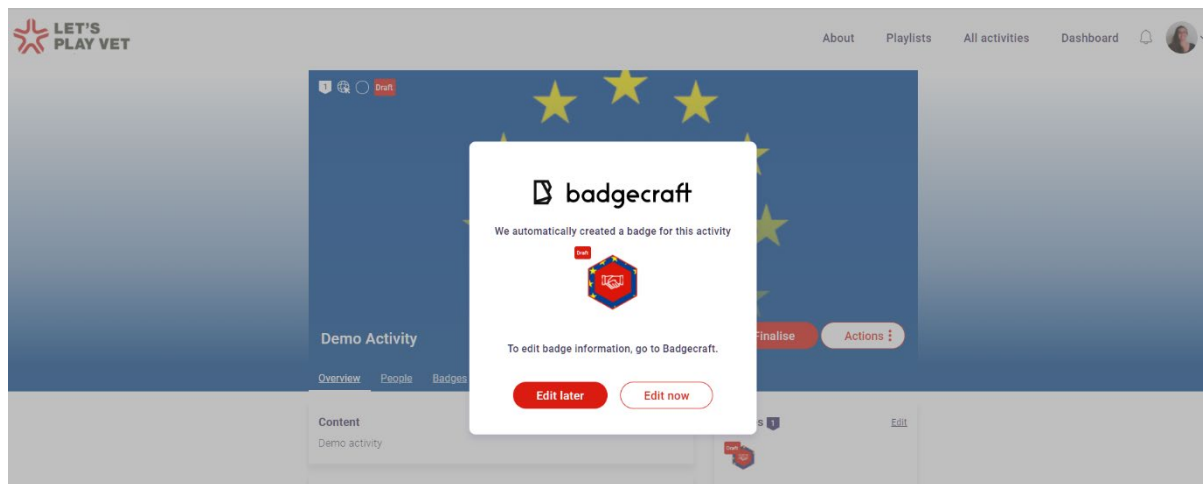
- Send personal invitations via email
- Give a QR code to scan (if used on mobile device)
- Copy and send an auto-join link

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

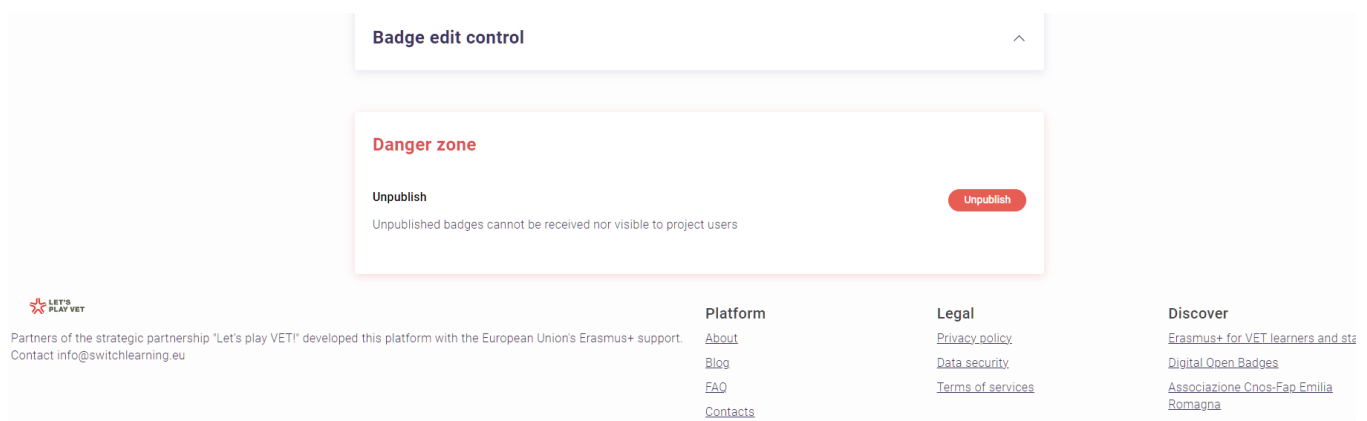
### 3.1.4 How to attribute DIGITAL BADGES

#### Step VII: Edit the badge

Once you have created an activity or a playlist platform automatically creates the badge. You can decide whether to edit it immediately by clicking **Edit Now** or postpone editing by clicking on **Edit Later**.



Click then on **Unpublish** at the end of the page and you can start editing the badge.



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

**This badge requires evidence**

A badge without an evidence requirement can be issued via email or earned by using a special badge code. A badge with an evidence requirement is issued after the earner completes the badge quest. In such a badge, you can specify tasks, request evidence upload and verification, or other badges as a requirement.

☐ No ☒ Yes

**1. Describe badge task** (Required)

Badge tasks explain what earner needs to do to accomplish this badge task. Simple and specific actions help earners to complete tasks and others to understand the criteria for badge issuing.

**Description of the task**

Select who will verify submitted evidence

The 'Badge earner' will not request evidence verification. 'Activity members' will request evidence notification from any other member in this badge project. 'Activity organisers' will request evidence verification from people with admin and owner rights in this project.

Activity organisers

**Set the required number of people to verify evidence**

This number should be realistic for badge earner to reach.

1

After you make changes go down and click **Publish** or **Save Draft** for later publishing.





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

### 4.1 Salesianos Pamplona: comparing training curricula

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

#### Starting the comparison: an arduous task



The first step was to focus on the educational level with which we wanted to work, to do this, the European Quality Framework (EQF) was taken into account. In Let's Play VET case, the target on which the comparison was focused was the VET courses related to graphic design in the educational level EQF4. However, in the case of the Hungarian centre, they normally work with a group of students

who will reach the EQF 5 level, which made the development of the curricular comparison even more complicated. At the beginning of the project, this difference in EQF levels was not known to the partnership. However, the opportunity was seized to develop training modules that could have been used at all levels. The comparison was enlarged and became very much focused on similar learning outcomes. Learning modules would have been then adjusted in terms of materials and tasks to be carried out to diversity of schools and students.

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

Once translated into English and compared the curricula thanks to an Excel table, it appeared much clearer which module and learning outcomes we should have worked when creating the Playlist, the heart of Let's Play VET project. After going through the curriculum

comparison, we have chosen to work **CREATION OF THE GRAPHIC PRODUCT**. The most interesting part of this learning module is that several learning outcomes are involved in its development, so the Playlist can be used transversally during the course.

### The development of our very 1st Playlist

In order to create the draft of the first Playlist, we used many materials on gamification in education, especially the documentation published by [LRNG](#). We focused 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 Bologn,a we came up with the following answers:

Passions	Relationships	Artifact	Opportunities
Exposing young students 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. Working in teams has a positive impact on young students. We should alternate some group activities with individual activities (brainstorming, storm boards, discussions...)	Finding a way for learners to share their final products not only online but also through a personal presentation. A sort of a final project meeting.	Giving them the opportunity to share their final product with other students involved in the Playlist platform. (Foro)

These answers led us to a round of questions that guided us in the development of our Playlists:

- **How will you reach underserved young students?**

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

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

For any VET school, it is important to sign agreements with other organizations and collaborate with them. In the field of graphic design, a great idea is to create this collaboration with non-profit organizations, so that the students can create publishing material for them such as calendars, posters, flyers, business cards.

- **But, what about the content?**

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

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

Therefore, we decided to divide the Playlist in seven steps, giving for each of them a [“Guiding Question”](#) which helped 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 my design look like?
6. Presentation	What do I want to show with my design?
7. Dissemination	Would I like to show my creations?





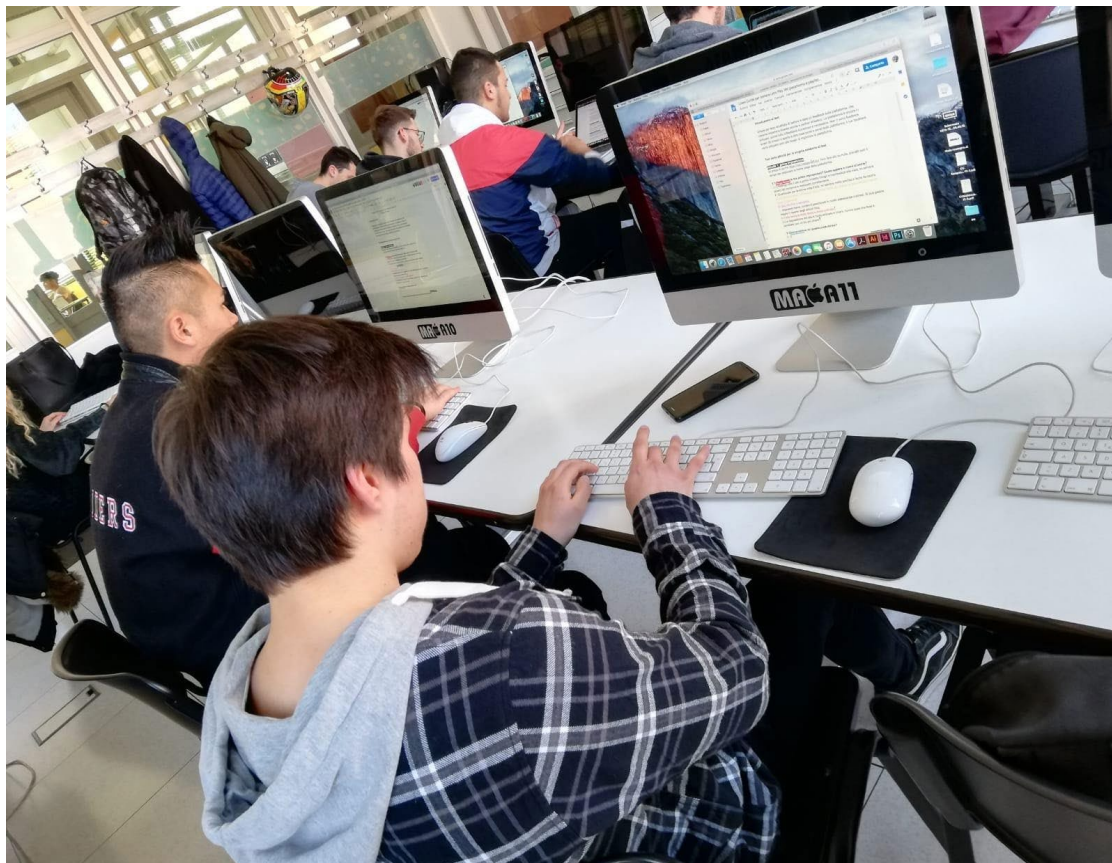
- Website Draft
  - Estimates and quotation draft
  - Website layout
  - Technical sheets for printing - Estimates
  - Texts for printed and digital presentation
  - PDF of the complete manual for printing: company research, creative process, brand design, forms, packaging and gadgets, signage and signs, website layout, technical sheets for printing, estimates
  - Virtual animation of the interiors with signs
  - Three-dimensional videos of packaging products and gadgets
  - Multimedia presentation of the project: - company research - creative process - brand design, forms and documents, packaging and gadgets, signage and signs, website layout, technical sheets for printing, quotations, three-dimensional videos of packaging products and gadgets, three-dimensional videos of the signage positioning inside the cinema interiors
3. Cinema Galliera playlist creation on [www.switchlearning.eu](http://www.switchlearning.eu) according to the these activities and badges:
- Badge on company research
  - Badge on brainstorming
  - Badges for mood boards and roughs development
  - Badges on brand creation
  - Badge on the development of a key concept aimed at printing packaging products and gadgets
  - Badge on brand book development
  - Badge on the development of forms and documents within company corporate identity
  - Badge on the development of gadgets and packaging products within a corporate identity
4. Final production of 7 different corporate image proposals, one by each student's working group (7 couples in their class), to be officially presented during the final live event [Cinema Galliera Look Refresh](#) held in presence and on the Facebook / Instagram page of Cinema Galliera and on youtube. Companies of the local graphic sector in Bologna have cooperated in the implementation of the project and have finally evaluated the different work steps carried out by the students. The analysis of the work steps was necessary to set up the [Cinema Galliera](#) playlist on the Let's Play Vet platform [www.switchlearning.eu](http://www.switchlearning.eu)



During the implementation of the project, however, the students and the teachers had to face unimaginable working conditions. In fact, when the project was in its most intense creation phase, the lessons at the vocational training centre were suspended due to the Covid 19 emergency and were delivered only remotely, a condition that both students and the teachers had obviously never lived before.

Clearly, the use of the [www.switchlearning.eu](http://www.switchlearning.eu) platform created within the Let's Play VET! KA2 project had already been foreseen: the students had already registered and had already tried to use it and had become experts on it.

The same had been done by the students of the previous years' course in Graphic Technician who had participated both in the initial focus groups and in the test of the platform in its very first version with the creation of the playlist for the [Stamperia Marra](#) flyer.



If at the start of Cinema Galliera project the use of Let's PLAY VET! Platform was meant to have a testing purpose, during remote lessons, the teaching tool proved to be a very valuable aid in the delivery of the lessons and in the development of the project itself. The strengths that the teachers detected can be summarized in the following points:

1. Facilitating the use of project-based teaching
2. Division of the project into activities characterized by the issue of badges, tangible positive achievements
3. Learning and implementing correctly the phases of a graphic design project

4. An Interactive environment more appealing to students
5. Activities requiring students to produce tangible outputs
6. Creation of a complete project playlist characterized by step-by-step progress activities
7. Enhancement of students' digital skills
8. Enhancement of project design skills of teachers to implement activity-based learning
9. A complete development of the Graphic Design module required by the Professional Certification for Graphic Technician curriculum to be further improved and re-used

The platform also favoured the following evaluation and assessment procedures:

1. FORMATIVE evaluation methods (upon the achievement of a badge)
2. SUMMATIVE evaluation methods at the end of the complete project.

In this way, the team of trainers / tutors / coordinators was able to implement corrective actions at each badge achievement in order to solve immediately possible problems detected by the FORMATIVE evaluation and to evaluate each student's work at the completion of the design process as a whole. The evidence was collected according to the two systems currently in use:

- Google Classroom
- Let's Play VET! [www.switchlearning.eu](http://www.switchlearning.eu) (2017-1-IT01-KA202-006184)

"Cinema Galliera" playlist was created deciding to issue a badge for each correctly completed activity. The badge is issued after teachers or reference people for the activity approve the evidence submitted by students. Within each activity it is possible to take advantage of the material uploaded by the reference teachers which can range from a PDF file, to images or to video tutorials containing the procedures to create and deliver the assignment. In each activity, it is necessary to submit a given number of task evidence in order to receive activity badge. The Cinema Galliera playlist is composed of 9 interrelated activities: after completing and gaining the badge for one activity, it is possible to move forward to the following one. Upon acquisition of all nine activity badges, the students will be issued the Badge of the Cinema Galliera Playlist, confirming the achievement of all the skills and competences tested in the playlist. In some cases, the activities are built up with several badges interrelated with each other. Students need to carry out all the tasks planned for each badge and only after teachers' approval and badge issuing are they able to move to the following badge, thus completing activities following the learning order deemed necessary by the teacher and obtaining the badge only at the end. This gives two important results: the first that the students are required to maintain a certain order in carrying out their activities by imposing a compulsory step-by-step procedure and the second result is that students learn the different phases of a graphic project and how to structure them in a practical environment.

Here is how all nine activities were created:

1. The **first** activity is "*Manual draft of the coordinated image of Cinema Galliera: creative / design part*" in which students have to lay out the entire graphic project within the template given, starting from the research / conception phase up to the development of the brand in all its technical aspects together with different packaging products and gadgets. To achieve this badge, outputs have to comply with the layout criteria provided in the tutorials and presented in the template including the items listed in the index.
2. The second activity concerns the construction of "*Technical sheets and the budget for the Cinema Galliera*" in which technical data sheets are provided in order to calculate an estimate of the project costs. To have the badge issued, students need to understand how to set up press sheets for printing and how to describe the printing process, the treatments used and the supports needed as well as the efficiency of the press sheet in the relative technical data sheets. The second objective of the activity is that students understand how to calculate the costs of a complex project by completing the budget table.
3. The third activity concerns the "*Cinema Galliera coordinated image manual: document optimized for printing*". The students have to lay out the entire graphic project within the template provided, starting from the research / design phase up to the part dedicated to estimates and technical sheets. The final result is a manual that respects the layout criteria provided in the tutorials and presented in the template including the items listed in the index that are:
  - a. COVER
  - b. INDEX
  - c. Research & Creative process
  - d. Corporate Identity
  - e. Forms and documents
  - f. Digital communication
  - g. Gadgets & bar items
  - h. Signage
  - i. Technical data sheets and estimates
4. The fourth activity concerns the "*Creation of the graphic Mockup of the website*" in which starting from the brief with the client, students have to design and create the mock-up of the home page of the renewed website.  
The steps are as follows:

- The fifth activity is on "*Three-dimensional animations of Packaging and Signage in Cinema Galliera*" in which the students have to create a series of short videos to present the following corporate identity elements during the final event:

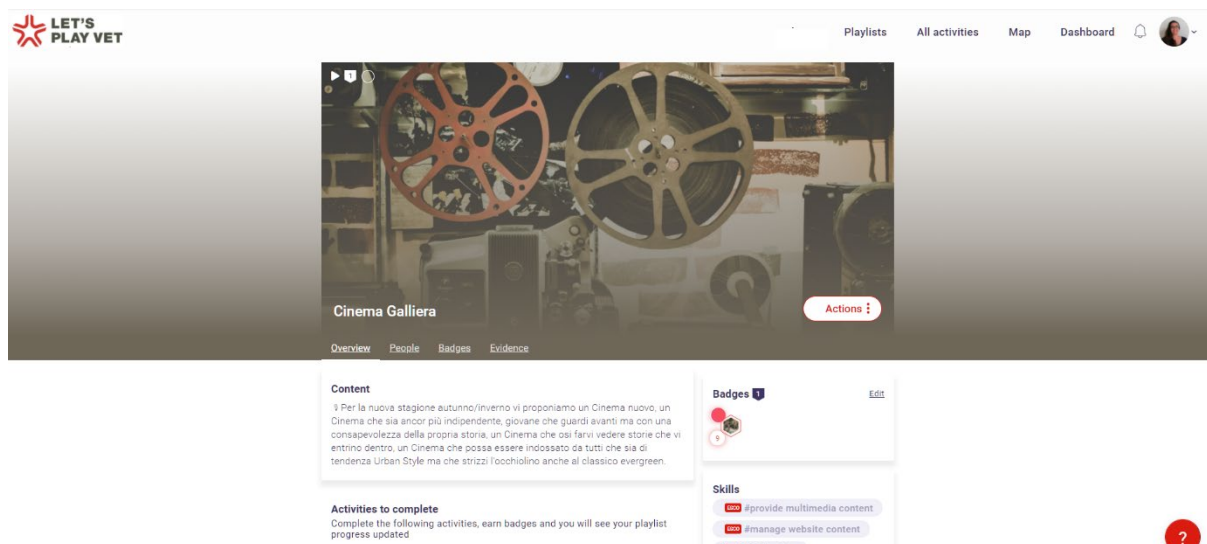
- The final objective of this activity is to create a series of videos shorter than one minute that show exhaustively the design choices inherent to the coordinated image relating to signage, signs, gadgets, packaging and bar items.

- 

- a. COVER
- b. INDEX
- c. Research & Creative process
- d. Corporate Identity
- e. Forms and documents
- f. Digital communication
- g. Gadgets & bar items
- h. Signage
- i. Technical data sheets and estimates
- j. ACKNOWLEDGMENTS

9. The ninth and final activity is "*Speaking in public: Presentation at the Cinema Galliera final event*". Students are asked to learn those public speaking techniques necessary to hold their oral project presentation during the final event.

The Cinema Galliera project ended on 8th July with a Multiplier Event dedicated to the presentation of the students' results achieved through the platform. Given the pandemic condition, the event took place partially online (Youtube live) and partially in presence (30 people). The works done by the students were judged by a jury made up of technicians and teachers, by a jury consisting of representatives of the Cinema Galliera and a jury composed of the general audience. The jury of technicians assigned the prize for the best performed work, the jury of representatives of Cinema Galliera chose the work that would then be used as the coordinated image of the company and the public instead awarded the Let's Play VET prize!, 6 mobility experiences of 24 days in a European country.





### 4.3 Uniser Virtual Mobility Playlist

In the middle of the Covid-19 crisis we realized that there was a need for change in our traditional approach to Erasmus+ mobility and that we have waited long enough for this. There was a necessity for a digital, virtual Erasmus+ experience plan and for raising the European awareness among youth, especially at a time when they have to stay at home and could not travel.

We organized a virtual Erasmus+ internship combined with intercultural training. We needed three components: participants with a profile that would make this first trial easier, motivated hosting companies and a right tool/container for our e-learning.

The answers came easy: we organized internships for graphic design students from Hungary and Spain. We contacted companies that we have worked with for a long time and they were highly interested in the project. Lastly, we needed a learning platform that would compensate for the lack of cultural training 'on spot'. The Let's Play Vet platform was a perfect match for what we have planned for the students.

#### How did we use the playlist?

We created a playlist (named "[Mobility goes digital: Your Virtual Mobility](#)") which contained twelve missions with various tasks. The activities had severe goals:

- developing key competences of the participants,
- providing cultural and language training,
- raising European awareness,
- Preparing participants to the first meeting with the companies and the challenges of smart working,
- giving inputs for intercultural exchange.

The role of the playlist was crucial, because the students couldn't have any direct contact with Italian culture. Thanks to the use of missions that concentrated on cultural diversity, curiosity and personal development, the students achieved great results and appreciated their experience and the playlist itself. The students performed a self-evaluation before and after the project and their cultural awareness, professional, digital and problem solving skills got significantly better.

In order to make the playlist more efficient on intercultural exchange level, we organized weekly videoconference meetings with students. During these events, some of the missions were resumed as group workshops and/or presented in front of the group. The students were



able to appreciate not only Italian culture, but also get more aware of their own culture and get to know the culture of their fellow students from another country.

Since the missions were resumed during the meetings we had a need of setting up deadlines for the students. Other than that, the students were free to interact with the playlist as they preferred, choosing by themselves the order of completing tasks.

**To summarize, thanks to the Let's Play Vet playlist students:**

- were able to develop their competences, especially cultural awareness and digital skills,
- expanded their curiosity about their own culture and about Europe
- learned a lot about Italy's geography, language and culture,
- got inputs for intercultural exchange,
- developed their sense of belonging and responsibility as European citizens,
- got instruments and tips for smart working, so important in the graphic design field.

**Thanks to the Let's Play Vet playlist, we got:**

- a reassurance that virtual mobility in such modality is possible and can be extremely successful,
- a lot of meaningful and useful materials for dissemination and marketing, produced by students during the missions,
- a valid e-learning tool for European awareness, intercultural exchange and key competences development.

#### 4.4 Best practices in playlist creation: Experiences from Hungary – Conclusions and lessons learnt SZÁMALK-Salesian Post-Secondary Technical School

##### Preliminary assumptions, starting points:

As the project progressed, the time came when we had to put into practice everything that initiated the whole project: prepare materials in an innovative way, organized into playlists that are likely to capture students' attention, foster their professional development and will be able to equip students with the right skills to enter the labor market.

During several preparatory discussions, the focus group teachers identified the following assumptions that served as the basis for the development of the playlists.

- Students are eager to use mobile devices, so it is obvious that they can also use it for learning purposes.
- Due to the ever-changing needs of the labour market, it is necessary for students to constantly acquire new skills and habits, so we must allow them to choose the curriculum/materials that provide the skills needed for their current interests, tasks or situations.
- Unlike traditional education, skills-based education and the platform provide greater freedom regarding time and place (e.g. non-compulsory order in the curriculum).
- On the one hand, the platform can be used as a tool for talent development and on the other hand, to perform “regular” school tasks and optional tasks, as well as to implement smaller or larger projects that start in virtual space but end in physical reality. It can also be used to implement large, interdisciplinary projects.
- And the last foundation that was laid out in the design of the curriculum is that gamification is not just for lower-class students. Also in our young adult and even later, in our mature adult years there hides a child in all of us who seeks playing, recognition and reward. You can get all of these by learning through the platform. One means of doing this is the badge that students obtain after each task completed, and then, when they complete all the tasks required by the teacher, they receive the “big” badge for completing the whole playlist. This shows that students have been enriched with another skill and they can share this achievement of theirs with the world.

##### Goals that have motivated us:

In developing the curriculum, we were keen to ensure that the materials/tasks offered were suitable for encouraging students, actively shaping their own knowledge (and thus actively shaping their own future), building greater professional confidence (making them able to and braver to take advantages of opportunities more easily) and for forming a bridge between young people, knowledge, skills and opportunities. Just imagine the potential of such a new, innovative approach!

We openly admit that our goal is to combine manual skills with digital ones, the real world with the virtual one through real connection points (e.g. communication with prospective future partner companies through playlist tasks).

### Why to use LPV playlists?

- LPV playlists engage students in their learning, require them to apply newly-developed knowledge and skills, and celebrate their accomplishments;
- From a pedagogical perspective it makes good sense.

### How to utilize a playlist for a regular school assignment?

#### Case study #01

During the task, students design a mascot for a fictive brand, **Laguna**, which is a drugstore network. Through completing the playlist they develop their digital, manual and freehand drawing skills and enrich their professional theoretical knowledge.

Badges can be obtained through completing these four stages/stations:

#### #1 Defining the concept

Introduction to the concept of mascot.

The mascot, as the personification of a brand, is one of the mediators of the message, a tool for establishing a direct connection

#### #2 Creating a moodboard

The inspiring, digital collage designed for students' own use reflects the graphic world students have dreamed of. This is a tool for choosing the right graphic style and colour scheme. Software used: Adobe Photoshop.

#### #3 Drawing of sketches

Students draw freehand sketches at this stage – the emphasis is on the importance of the design and sketching. They invent the character first, then design it on paper and work on the computer only afterwards.

#### #4 Creating a vector format

In this phase participants create the vector, finished graphics in Adobe Illustrator. The output, which is a ready-to-publish character design, can be handed over to the customer.

## How to utilize a playlist for an optional school assignment?

### Case study #02

The MiniKini project includes the creation of a (mini) monotype, a (mini) kinetic installation and a (mini) video. Students have to master some basic monotyping printing techniques first, then the finished works are turned into a kinetic installation, and finally everything that has been created is presented in a short, few-second creative video.

Acquisition of theoretical knowledge in addition to manual and digital competencies is a key element in this assignment as well .

Badges can be obtained through completing these five stages/stations:

#### #1 Collecting inspirations

As a first step students browse the images on the link that is meant to help the project to get ideas to create their own monotypes.

#### #2 Mastering (basic) monotyping techniques

There are a lot of videos in the link collection provided that show different printing techniques, students need to study them carefully.

#### #3 Creating a monotype

Based on the videos students have to try at least two of the printing methods.

#### #4 Creating a mini installation

The point of this project was not only about making students learn how to make a monotype, but rather, to also make them able to present the product as creatively as possible. A mini, moving (kinetic) installation had to be made from the created prints.

#### #5 Creating a video about the installation

This installation had to be recorded with a phone's camera while moving in order to create a very short, mini, few-second video which might even be published on the world wide web as well.

### What we have learnt through completing playlists

- We have got closer to a personalized learning path that leads to the knowledge that is needed on the labour market, but in a looser, more informal form – students did not describe the experience as a serious one, rather as easy, fun and enjoyable
- The goal is to make students organize the knowledge to be acquired in their own playlists according to their interests – but in order to do that, they need to know what

they want to learn, and also, they have to be taught. (A checklist might help them keep on track.)

- The platform is suitable for carrying out regular, formal assignments and optional, more informal assignments as well.
- The platform has performed very well during the education of Covid-stricken times.
- The platform can be used not only in the area of graphic design but in other areas as well.

## Further goals

### How to utilize playlists in larger projects?

The playlist-based innovative teaching-learning method is suitable not only for solving individual tasks and individual development, but it can also serve as a tool for implementing projects of larger scales that also mobilizes external actors, starting in virtual space and culminating in physical reality, even in the form of a multi-day event. Let's take the end-of-year exhibition of the art courses as an example – carrying out such an exhibition can be made really large-scale by inviting market participants and higher-education institutions, which can undoubtedly have an undeniable positive effect on the professional life of students in the long run.

Each such project involves a lot of organization and tasks, so organizing them into a playlist can be an obvious solution, as not only will a simple checklist be put in students' hands with the tasks to be done in this way, but teachers will also include guidelines for each point. This eliminates clutter (or minimizes it), reduces the risks of errors and delays and guarantees greater success, the experience of which can be crucial for a young person to pursue in their future careers.

### Advice in developing Playlists for teachers for large-scale projects

1. Make sure that students have the foundational knowledge and skills to complete the project. Don't set them up for failure.
2. Provide all the necessary resources (intellectual, financial – if is needed – and physical) to give grounds for success.
3. Use a platform to provide files, documents and information for the students and your colleagues to share.
4. Create a playlist as a checklist to keep students on track.
5. Meet regularly and frequently with both students and your colleagues and find time to discuss about playlists and all unclear details.
6. Involve all of your teachers in the project. Team support is vital for the success of the project and leaves students feeling completely supported by their teachers.

7. Identify and assign clear roles and responsibilities, first for the teachers, then for the students.
8. Find sponsors and supporters (internally and externally) who see the value in what you are doing. Get one step closer to the (potential) market.
9. Use time wisely. For the week of the final project presentation, rearrange classes to utilize them on the project or cancel them all together. This frees the students and the teachers to fully participate in the learning experience. The project presentation should be the classroom for the week.
10. Photograph and document the event. This is critical in securing sponsorship and support in future years. It is also great for promoting the students (content of their portfolio) and promoting the project.

### Bonus links

<https://youtu.be/f0trXXhk4uo>  
<https://youtu.be/INn-gUcZIlk>  
<https://youtu.be/fQMVxaXGp1s>  
<https://youtu.be/LnV9tE5oJNk>  
<https://youtu.be/-Z4GL3Fj1J4>  
<https://youtu.be/OgVbhPgAfco>  
<https://youtu.be/efEa8BSK6HA>  
<https://youtu.be/ROru9HR6Ym8>



## PART VI: CONCLUSION

Vocational Education Training can play an active role in different educational sectors, not just its own. In the last few years, we have had repeated statements from the EU policy makers 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. They are linked to national frameworks that should be seen as starting point for effective procedures for recognition of prior (informal and non-formal) learning (RPL).

With new ERASMUS+ 2021- 2027 focused on continuity and wider cooperation at a global level, it is expected that VET responds by being more inclusive, by promoting the European values of mutual respect, freedom and democracy and by having a greener approach to jobs and by integrating virtual cooperation when effectively needed. It is clear that VET institutions from schools to Technical Universities, will be at the heart of the learning mobilities, training and process needed to address the post-COVID pandemic period. Now that online learning has been tried and tested, we expect demand being greater than supply. This is because traditions die-hard and being largely a conservative cohort, many teachers, students and trainers will find it hard to switch exclusively to online learning. There are many valid reasons why this is so. Although virtual reality and augmented reality courses are making a huge difference to students around the globe, yet the real experience of doing things is invaluable and a key characteristic of VET.

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