uptospeed

IO1 TRAINING CURRICULUM

UP TO SPEED
Gamification of Language Learning
2019-1-UK01-KA201-06210

Aspire | Education Group

Info—def
INSTITUTO PARA EL FOMENTO DEL DESARROLLO Y LA FORMACIÓN

SAMSUN
İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜ

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INNOQUALITY SYSTEMS

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INTRODUCTION

The project UP TO SPEED has been designed to address, recognise, assist and monitor the linguistic challenges and difficulties faced by children of families who maintain a different home language to that of the language of school. It offers an innovative teaching method on how to support students from these households through the gamification of language learning to afford them increased success at school.

The Up To Speed training curriculum is the pedagogical knowledge and competence bases necessary for target users (ie the Teachers and language support staff in schools) to learn how to gamify language acquisition for the target beneficiaries, the primary school students whose home language is different to that at school.

The Training Curriculum itself is designed to:

1. Better support students whose home language is different to that used in primary school education, through innovative pedagogical methods based on the digital gamification of language learning.

2. Raise the awareness of educators to the challenges faced by such students and support their role as gamifiers of learning

3. Increase teacher resources and skills to gamify language learning for their students using digital tools.

The Curriculum is part of a suite of innovative tools created by the UP TO SPEED partnership which includes the UP TO SPEEED digital gamification tool which allows teachers to create games which support the acquisition of the language of school and digitally monitor and assess students through a complimentary UP TO SPEED assessment tool. This provides reports based in visual language of the student's progress. The games will allow students to challenge a family member or carer into engagement with their school work and if the challenge is accepted, it can increase their family member/carers level of language acquisition by proxy. Given that all languages are structurally different,

each partner will design and develop UP TO SPEED'S Guidelines for Intervention on a language by language basis based on Case Studies from real life contexts in the countries represented by the partnership.

DESCRIPTION OF THE ELEMENTS INCLUDED IN THE CURRICULUM

Aim
Overall description of the purpose, intention or objective of the Learning Unit

Performance Criteria
Standards by which an individual is considered competent in each particular Learning Unit. That is, a very brief description of those actions an individual needs to demonstrate in the required field of competence after completion of the Learning Unit.

Learning Outcomes
- **Knowledge :** Collection of facts, principles, theories and practices related to the field of studies or professional activity
- **Skills :** Ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be **cognitive** (use of logical, intuitive or creative thinking) or **practical** (implying manual skill and the use of methods, materials, tools and instruments)
- **Responsibility & Autonomy :** Ability of the learner to apply knowledge and skills autonomously and with responsibility

A Unit learning outcome is a statement of what the learner is expected to be able to do on successful completion of the Unit to demonstrate their knowledge, understanding, skills and/or competences. Unit learning outcomes focus on learning rather than teaching, and they do not specify what the lecturer or tutor can provide but what the learner can demonstrate. They should define what a student must be able to do in order to pass the Unit. It is important to bear in mind when drafting Unit learning outcomes that all learning outcomes should be assessable. Also, when writing Unit learning outcomes, it is important to give consideration to how the Unit fits into an overall programme.

External Resources : Set of available resources which may help to achieve the aforementioned actions.

RATIONALE FOR QUALIFICATION LEVEL 4 FOR UP TO SPEED CURRICULUM

Qualification level	Knowledge	Skills	Responsibility & Autonomy
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

We recognise that the target user group are more likely to be professionally trained teachers for language acquisition in primary school and therefore normally their training would warrant a Level 5. However, learning support staff in schools for children whose first language is not that of the host country may not be professionally trained teachers. In addition, due to the fact that the gamification of language learning is a likely to be a new digital skill for both teachers and school staff which the Up to Speed training curriculum innovatively combines, we recommend that the curriculum Units are developed for **Level 4**.

UP TO SPEED Training Curriculum IO1 : The Six Learning Units

The Up To Speed Training Curriculum consists of six learning units developed by the partners and which can be trained as individual modules
and which together provide a coherent framework for training teachers and other professionals/learning support working with children
for whom the language of their primary school education is an additional language to that spoken at home.The curriculum is aimed at teachers
of children at the Primary Level / European Qualifications Framework Level 1 of Language Learning.

Learning Unit	Partner
LU1 Teachers As Gamifiers	Education Cooperation Foundation, BULGARIA
LU2 Student needs & Challenges for Language learning	Infodef & LBP, SPAIN
LU3. Basic Game design principles	Innoquality Systems, IRELAND
LU4. Key Language Learning Milestones (Primary School)	Aspire Education Group UK
LU5 Types of Games Interface	KIST Consult AUSTRIA
LU6 Gamification of Learning	SAMSUN Directorate of Provincial National Education, TURKEY

LEARNING UNIT 1 : TEACHERS AS GAMIFIERS

UP TO SPEED LEARNING UNIT 1 TEACHERS AS GAMIFIERS	External Resources (delete what is not required)
UP TO SPEED LEARNING UNIT 1 TEACHERS AS GAMIFIERS Teachers already use games to promote enjoyment of learning in the classroom as part of their pedagogical approaches to inspire collaboration, sharing and interacting. This Unit develops the knowledge and skills of teachers to digitally gamify language learning in order to: ● increase the teachers' ability to use digital game approaches for their students in and outside of the classroom ● increase student engagement and motivation of language learning at school and home ● Improve differentiation - students are able to work at their own pace and level up when they are ready, so no students are held back. ● promote collaboration skills between students and parents ● provide instant feedback on student's progress and activity ● enhance teacher's satisfaction and motivation from their work	**External Resources** **(delete what is not required)** IT Equipment, Projector Software/App Smart phone Media/Internet Other
LEARNING OUTCOMES : UNIT 1 TEACHERS AS GAMIFIERS	**Number of Hours: 25**

Qualification Level	Knowledge	Skills	Responsibilities & Autonomies	Performance Criteria
Level 4	**K1**. Knowledge of methodological tools developed on a game basis for mastering language structures. **K2**. Knowledge for recognizing the difficulties and gaps in the language development of children that prevent effective language learning **K3.** Develop a working knowledge of teacher's own gaming skills. Working with e-learning platforms that can be used to deliver effective learning of language **K4.** Knowledge of ways how gaming skills can impact on their	**S1**. Ability to gamify the learning process. Flexibility to use tools, techniques and methods for creating learning games and game situations to organize the teaching of the language. **S2**. Skills for recognizing through non / standardized methods the language deficits, which create further learning difficulties. **S3.** Demonstrate effective gaming and IT skills. Ability to use and adapt online resources and games for language learning **S4.** Demonstrate development of an appropriate new gaming or IT skill as well as creativity,	**C1**. Supports the learning of all children taking into account motivation and learning success of every child **C2**. Purposeful use and systematization of the available information about the child aiming to recognize the specifics of children's language deficits (using portfolio, school readiness test, entry level, current assessments, monitoring) **C3**. Show they can identify new gaming and IT possibilities. Manages language acquisition by expanding communication in various digitalized types of games	**P1**. Evaluate the interdependence between "methodological tools (educational games) and language progress of the child. Progress reports **P2**. Structured program for formation of communicative-speech competence in the child, including: - sound pronunciation; - pronunciation of words; - composing sentences; -understanding text **P3.** Select an area of gaming that could be used to deliver language acquisition. Adapting language content using a digital learning environment through games in response to children's

teaching performance in the classroom. New methods for identifying learning difficulties and other factors that affect academic performance **K5.** Knowledge to develop engaging gamified course curriculum that motivates and encourages students to participate fully	problem solving, assessment and evaluation skills **S5.** Skills to help students fully engage according to individual learning abilities. Strong class management and motivation skills	**C4.** Show they can adapt and alter existing gaming and IT products to deliver new learning opportunities **C5.** Show they can use online interactive components, timely, relevant supplemental individual and group activities according to the children needs	different language learning needs. **P4.** Monitoring access to the class, record the gaming activities carried out over a 1 week period and review what has been learnt Complete a language acquisition test, review discussion points and findings to identify most effective outcomes **P5.** Proper training and education, collaboration with peers and mentors experienced in online education development and delivery systems and a continual professional development program

LEARNING UNIT 2 : STUDENT NEEDS AND CHALLENGES FOR LANGUAGE LEARNING

	External Resources
UP TO SPEED UNIT 2 – Student Needs & Challenges for Language learning (primary school) **AIM** : The aim of the unit is to identify immigrant students' needs and challenges for language learning in a multilingual classroom in order to design an inclusive learning program suitable for diverse cultures and backgrounds. The scope is to avoid discrimination of students with different home languages and facilitate their inclusion through language learning techniques.	IT Equipment, Projector Software/App Smart phone Media/Internet Other

LEARNING OUTCOMES : UNIT 2 STUDENT NEEDS AND CHALLENGES FOR LANGUAGE LEARNING	Number of Hours: 25

Qualification Level	Knowledge	Skills	Responsibilities & Autonomies	Performance Criteria
Level 4	**K1**. Knowledge about intercultural education, principles of diversity in education and inclusive education. **K2**. Knowledge about Content and Language Integrated Learning method (CLIL). **K3**. Knowledge about community-based comprehensive approach.	**S1**. Demonstrate the ability to deal with a diverse composition of student body. **S2**. Adapt CLIL method to the classroom depending on the different languages and cultures of the students. **S3**. Define strategies for parents involvement and activities in the classroom that can facilitate	**C1**. Plan an intercultural program applying principles of diversity and inclusive education activities **C2**. Apply CLIL method as a tool to facilitate the handling of a multilingual classroom. **C3**. Apply techniques of community-based approach for language learning to support	On successful completion of the Unit, learners will be able to: **P1**. Outline specific learning methods to deal with diversity in the classroom; **P2**. Devise learning programs implementing CLIL method; **P3**. Design informal education program/activities involving parents and community

		students integration in the society.	immigrant students with different home language.	

LEARNING UNIT 3 : BASIC GAME DESIGN PRINCIPLES AND PSYCHOLOGICAL ELEMENTS IN THE DIGITAL GAMIFICATION OF LANGUAGE LEARNING

UP TO SPEED LEARNING UNIT 3 Basic Game design principles and psychological elements applied in the Digital Gamification of Language Learning **Aim** The aim of this unit is to provide the learner with a basic overview of the most commonly used Game Design Principles applied in the Gamification of Language Learning. It will also describe how to use incentive and apply the experiences of competence, autonomy and relatedness as per the Psychological need for Satisfaction (Ryan & Deci 2000) when digitally gamifying language learning. It will discuss the applicability of Digital Gamification of Language Learning to the Primary Level / European Qualifications Framework Level 1 Language Learning Curriculum and show how gamification should be applied in conjunction with elements of social learning to satisfy the Psychological Need for Satisfaction (Ryan & Deci 2000) for relatedness via the medium of technological social conformity to ensure learner participation and reveal when students from a different at home language household are without the support of an adult external to school	**External Resources** **(delete what is not required)** IT Equipment, Projector Software/App Smart phone Media/Internet Other

in their language learning efforts.

LEARNING OUTCOMES : UNIT 3 BASIC GAME DESIGN PRINCIPLES AND PSYCHOLOGICAL ELEMENTS APPLIED IN THE DIGITAL GAMIFICATION OF LANGUAGE LEARNING				Number of Hours: 40
Qualification Level	Knowledge	Skills	Responsibilities & Autonomies	Performance Criteria
Level 4	**K1** Basic knowledge of the game design principles applied in the gamification of language learning **K2** Basic knowledge of how incentive is best used in the gamification of language learning. (Sam Gluckberg's Candle Experiment Version) **K3** Knowledge of the game dynamics necessary to gamify language in line with the Psychological Need for Satisfaction in terms of	**S1** Demonstrates knowledge of the game design principles behind the gamification of language learning **S2** Demonstrates the correct use of incentive when digitally gamifying the language learning curriculum **S3** Demonstrates the ability to digitally gamify language learning in line with the experiences of competency, autonomy and relatedness as	**C1** Can explain the game design principles found in the gamification of language learning and why they are used **C2** Can explain the role of incentive in maximizing the digital gamification of language learning **C3** Can create digital language learning games in line with the experiences of competency, autonomy and relatedness as per the Psychological Need for Satisfaction	On successful completion of the Unit, learners will be able to: **P1** Write, discuss or present how game design is used in gamification of language learning **P2** Design a mock up language learning game specification supporting an element of the language learning curriculum considering the components necessary to fulfil the Psychological Need for Satisfaction experiences of

experiences of competency, autonomy and relatedness **K4** Basic knowledge of how social learning through social conformity can be applied to in the digital gamification of language learning to ensure greater learner engagement	per the Psychological Need for Satisfaction **S4** Demonstrates the ability to use social learning as a pedagogy to create real and digital conformity to provoke language learning through technology	**C4** Can apply principles of real life and digital social conformity in tandem to create the social learning of the language of school	competence, autonomy and relatedness. **P3** Write, discuss or present on the topic of how to exploit social learning in the form of real and digital social conformity to satisfy the experience of relatedness as per the Psychological Need for Satisfaction

LEARNING UNIT 4 : KEY LANGUAGE LEARNING MILESTONES (PRIMARY SCHOOL)

UP TO SPEED LEARNING UNIT 4 Key Language Learning Milestones (Primary School) **AIM** Teachers already use games to promote enjoyment of learning in the classroom as part of their pedagogical approaches. This Unit identifies the strategies, skills and knowledge required by students in terms of first language acquisition and should be used in conjunction with other units related to gamification. ● allow teachers to identify key parts of language to be acquired by primary school students ● increase student engagement and motivation of language learning at school and home through teacher input/gamification of learning	**External Resources (delete what is not required)** IT Equipment, Projector Software/App Smart phone Media/Internet Other

	• promote collaboration skills between students and parents through language acquisition and gamification • provide context and rationale in relation to language acquisition			

LEARNING OUTCOMES : UNIT 4 KEY LANGUAGE LEARNING MILESTONES (PRIMARY SCHOOL)				Number of Hours: 25
Qualification Level	**Knowledge**	**Skills**	**Responsibilities & Autonomies**	**Performance Criteria**
Level 4	**K1**. Can demonstrate knowledge of key language learning milestones in reading, writing, speaking and listening **K2**. Can demonstrate knowledge of grammar descriptors to students **K3**. Can identify context and rationale for language acquisition to students **K4**. Can demonstrate and show examples of best	**S1**. Ensures students listen to key information and are able to make relevant, related comments **S2**. Helps students to identify and use a range of words related to specific language areas in their writing and speaking e.g. time and measurement, **S3**. Ensures student speech is clear, including use of words with three sounds together or words with many syllables **S4**. Encourages students to use formal language when	**C1**. Can identify new technologies in student language acquisition **C2**. Can assimilate gamification into language learning milestones **C3**. Can identify efficacy of different technologies **C4**. Develop confidence to share new knowledge and skills with professional colleagues	On successful completion of the Unit, learners will be able to: **P1**. Select an area of language acquisition that could be used to demonstrate primary school levels to be achieved **P2.** Identify a wide variety of learning and teaching methods that may be employed effectively in primary school education for language acquisition **P3**.

	practice in language acquisition	appropriate in some familiar situations.		Complete a language acquisition test, review the findings & identify most effective outcomes

LEARNING UNIT 5 : TYPES OF GAMES INTERFACE

UP TO SPEED LEARNING UNIT 5 – Types of Games Interface **AIM:** The aim of the unit is to familiarize the users with the various typologies of games and the associated interfaces for assisting the process of language learning in a multilingual classroom with a view to select the appropriate game-based tool which can be culturally adapted and customized to their linguistic competence to facilitate optimum learning.	**External Resources** IT Equipment, Projector Software/App Smart phone Media/Internet Other
LEARNING OUTCOMES : UNIT 5 TYPES OF GAMES INTERFACE	**Number of Hours: 25**

Qualification Level	Knowledge	Skills	Responsibilities & Autonomies	Performance Criteria
Level 4	**K1** Knowledge in ICT about the appropriate tools and technology for game-based learning as per proficiency of learners **K2** Knowledge in language –teaching (speaking, writing and	**S1**. Adapt the level of proficiency and the capacity of language competence for listening, speaking, reading and writing in the additional language **S2**. Recognize different intercultural communication	**C1**. Apply interactive training methods based on Montessori method, blended learning, gamification and learning by doing **C2**. Demonstrate the ability to use digital tools, new media and	On successful completion of the Unit, learners will be able to: **P1**. Outline the relevance of game-interface for language learning

reading) relevant to the target group	skills for promoting teamwork and problem solving	ICT for game-based learning of the additional language	**P2**. Devise an action plan for using digital tools for game based learning of additional language.
K3. Knowledge in digital work and new media for effective implementation of lesson plan	**S3**. Integrate the effective use of information and communication technology (ICT) to achieve the learning outcomes by selecting, designing and customizing diverse game-based digital tools to the needs and interests of children	**C3**. Integrate "Design Thinking" in adapting digital tools for children with foreign language to address diversity (interculturality, multi-lingualism and inter -faith)	**P3**. Design an education process to successfully address diversity.

LEARNING UNIT 6 : GAMIFICATION OF LEARNING

UP TO SPEED LEARNING UNIT 6- GAMIFICATION LEARNING	**External Resources (delete what is not required)**
AIM This unit will develop both teachers and students ICT knowledge and environments of applied gamification approach. It also attaches importance to using digital tools by means of the knowledge of ICT skills in learning language and the advantages of the gamification approach applied especially on students whose home language is different from the school.	IT Equipment, Software/App Smart phone Media/Internet Other

	LEARNING OUTCOMES : UNIT 6 GAMIFICATION LEARNING			Number of Hours: 25
Qualification Level	Knowledge	Skills	Responsibilities & Autonomies	Performance Criteria
Level 4	**K1** Knowledge and understanding of how to develop the use of gamification approach in primary classes **K2** Understand specific methods of how to reach children whose home language is different from at school **K3** Understand how ICT knowledge and gamification can be used as digital tools to facilitate language learning	**S1**. Demonstrate the knowledge of ICT skills including use of gaming tools, apps and programmes **S2**. Manage appropriate teaching and learning environment including variety of pedagogies specific to gaming **S3**. Overcome potential barriers and issues students whose home language is different through alternative strategies..	**C1** Ability to assess and evaluate positive elements of the gamification curriculum **C2** Identify the methods of learning through gamification and recognising best practice in these areas **C3**. Ability to understand the parameters around ICT capability, gamification and language aspects	On successful completion of the Unit, learners will be able to: **P1**. Deliver an online or face-to-face course about ICT knowledge including final assessment tools **P2** Apply digital tools to gamification learning firstly in pilot schools and then other schools in primary levels. **P3**. Collect data to analyse the effectiveness of each stage.