



QUALITY MANAGEMENT PLAN

Gaming in Action – Engaging Adult Learners
with Games and Gamification

Project number: 2018-1-TR01-KA204-059315

TURKIYE 2018





Description of the Project:

In the 21st century, we are sometimes confronted with comments about how teachers' pedagogical practice has remained unchanged or changed little over the last two centuries. When they are heard, sometimes teachers refer to many constraints that oblige them to keep classes essentially expositive, or in a model that values exposure, understanding, and application of learning in a more formal way. Regarding adult education, many times seen as a less important training, the above considerations are even more evident.

As Andreas Schleicher (Director of the OECD Department of Education and Skills, Responsible for the PISA tests, *Espresso*, 4/30/2016) said: "A generation ago, teachers had the expectation that what they taught students would be valid throughout life. Today, schools have to prepare students to a faster socio-economic change than it ever was, for jobs that have not even been created, to use technologies that still do not exist and solve problems that we do not yet know will arise. The successful education no longer resides mainly in the reproduction of contents, but in the extrapolation of what we know and in its creative application to new situations. The world no longer rewards people just for what they know – Google knows everything - but for what they can do with it. That is why education has more and more to do with the development of creativity, critical thinking, problem-solving and decision-making". In order to prepare all the trainees for what is to come we need them to focus on learning and the training must be up to the requirements of the world of work and the society that is expecting them. We want a innovative pedagogical scenario that allows trainees to use their own learning tools, where they experience virtual scenarios and utilise their own strategies while building their knowledge and acquire experience, motivation, producing a self-reflection that is fundamental to the process of learning. Most of the times trainees of disadvantaged cultural, economic, and family backgrounds tend to reveal more academic difficulties, and those are accentuated over the years. We believe that the innovative pedagogical scenario that underlies the Game-based learning and Gamification is what it takes to face the new challenges and also engage these learners in order to answer their needs.

Therefore, this project intends to involve institutions from different countries that deal with adult education. We will prepare trainers that will apply the Game-based learning and Gamification innovative pedagogical scenarios orientated, from the pedagogical point of view of the educational practices and monitoring of the process by the universities involved. The main goal is to increase the acquisition of pedagogical innovation skills in these models and to incorporate them in their pedagogical practices. The methodology is



to diagnose the pedagogical models used by trainers in the countries that make up this partnership to identify existing good practices, to share these good practices, to design collaboratively a Game-based learning and Gamification training plan, to train trainers in the use of these models, to implement new pedagogical practices using mobile devices, monitor trainers intervention with these practices, and evaluate the training intervention process.

The importance of transnationality is essentially related to the richness that the diversity of pedagogical practices already existing in each of the countries involved can bring to all partners in this project. It is also believed that experiencing this new teaching methodology in such differentiated places will create per se a unique set of challenges and opportunities in each context that can be so enriched by the group that the application of the model becomes more effective in all contexts. The personal, cultural and linguistic richness that will be brought to all actors directly or indirectly involved is also evident, providing a highly enriching personal and academic growth / development.

The Main Aim of the Project is;

- to improve adult training with new pedagogical scenarios combined with technology to enrich the training process and simultaneously to ensure greater learning commitment and high retention rates.

Expected Results of the Project;

The results that are expected during this project and on its completion, besides the intellectual outputs and the tasks planned, are mainly related to the changes expected in the way trainers develop their training sessions, that will exactly be accomplished through the intellectual outputs, the tasks, the transnational meetings. As stated by Salmon (2010): "don't ask what the technology can do for you, rather what the pedagogy needs". In this context, we found that this methodology can be the foundation of a new well-structured pedagogical model that could help trainers to create engaged sessions to their trainees, better learning and simultaneously higher retention rates.

When creating a new training session, the new gaming model will ensure that all-important pedagogical aspects of the development process are followed in the appropriate order, and with the appropriate educational resources. The interactivity of the gaming



model we want to implement with this project will allow the trainers to test different solutions in the design of their activities always with the pedagogical requirements to be considered in the process.

We expect that, during this project and on its completion trainers will:

- have acquired knowledge, experience, skills and competences (specifically technical language acquisition related to Game-based learning and Gamification innovative pedagogical scenarios, teaching skills in terms of digital literacy and creation of educational resources used for teaching like apps, games...);
- benefit from the shared practices, the reflection;
- improve the quality of lessons through the use of innovative pedagogical scenarios;
- use effectively the English language for communication within the project and its activities;
- develop professional and personally.

For each partner institution we expect that the project will contribute to the institutional development, increase the engagement of the other trainers not directly involved in the project towards the use of Game-based learning and Gamification innovative pedagogical scenarios, redraw several benefits from the exchange of the best practices between partner regarding different strategies and methods in order to improve training, gain experience and motivation for setting up further international cooperation and relations and also increase their knowledge about other Educational Systems.

Local Communities are also expected to recognise the Adult Training Centres as an innovative space.

The Adult Training Centres are expected to promote, from this project onwards, the training of other local trainers in the innovative pedagogical scenarios, in order to assist in the dissemination of these innovative strategies.



Dissemination of the Project;

Each partner organization will disseminate the results at the INSTITUTIONAL LEVEL/Inside the partnership - to trainees/students, trainers/teachers, management staff so that everyone belonging to the organization will treat the project as their own and will get involved in it participating in the activities, giving suggestions/criticisms/opinions. The information will be disseminated by meetings with staff, the Multiplier Event, using internal emails, news in the website of the institutions, news in the internal newspapers and on our virtual platforms.

At the LOCAL LEVEL - to families, Training Centres, municipalities, educational and cultural territorial entities, stakeholders so as to make them aware of the work done and by also sharing their suggestions/criticisms/opinions. The information will be disseminated in local media, by using the virtual platforms, in the Multiplier Event.

At a NATIONAL LEVEL - to other Training Centres and educational territories interested in the project so that they can use the material, the ideas, the structure of the project to develop/adjust a similar project/activity of their own. Dissemination will happen in our digital platforms.

At an INTERNATIONAL LEVEL- to papers and communications in Journals and Conferences, Facebook audience, Youtube channel audience, website audience, schools who are interested in the theme, so that they can use the material, the ideas, the structure of the project to develop/adjust a similar project/activity of their own, as well.

What is the Quality System?

- ✚ A framework of management and technical activities, which improves around a cycle of planning, implementing, and assessing.
- ✚ It describes the policies, objectives, principles, organizational lines of authority, responsibilities and implementation plan of the project.
- ✚ It ensures the quality of the project's work processes and products.
- ✚ It ensures that the project's outcomes are of adequate quality and usability for their intended purpose.



Importance of the Quality Management Plan

The term **quality** is often used in a vague, blurred way. If someone speaks about working on quality, s/he may simply mean activities designed to improve the organization and its services.

Quality is essentially about learning what you are doing well and what should be done in order to improve it. It also means finding out what you may need to change to make sure you meet the needs of your users. Quality is about knowing what you want to do and how to do it, learning from what you have done, using what you have learnt to develop your organization and its services, as well as achieving what you have set out to do satisfying your stakeholders.

You are likely to find what your organization has already developed some elements of a quality initiative. What in fact is offered by a “quality” approach is a coherent framework considering the management and improvement of organizations. Good quality is relative concept, dependent on the constant changes in the sector, in the society as well as in the needs and expectations of the young people.

The most important to remember is that “quality has aim which could be different for the different stakeholders (key participants) in the process.

For example, firstly from the manager’s point of view, the quality could be related to service, everyday functioning and implementing of the regulations and standards in the guidance.

Secondly for the employer the quality could be related to the ability of the users to enter the labor market after receiving some career guidance,

And thirdly for the young user the quality could mean access and adequate communication with the consultants. That’s why it is important to explore and judge the aims of the quality when planning the Quality Management Plan.

Purpose of the Quality Management Plan

The Purpose of the Quality Management Plan (QMP) is to

- ✚ obtain and explain the project’s quality procedures, the implementation areas and processes and the partners’ roles and responsibilities
- ✚ record in documents how the project will be implemented, planned, and assessed the effectiveness of the project’s quality assurance and quality control operations.

The partners participating in this project and receiving funding from the European Commission must contribute to and benefit from this Quality System.

All co-workers have a responsibility for understanding and implementing the Quality System.



Contact persons for questions concerning the Quality Management Plan:

Hatice Kılıç (girisimciler33@hotmail.com)

Rezzan Balcılar (rezzanbalcilar@gmail.com)

Panos Milios (pmdian@otenet.gr)

Jose Alberto Lencastre (makeitpedagogical@gmail.com)

Paulina Spanu (pauspa16@yahoo.com)

Sukru Çetin Ilin (cetinilin@gmail.com)

Metin Demirci (demircimetin_9@hotmail.com)

Tools of the Quality System

- ✚ Planning: Quality Management Plan
- ✚ Implementation: Quality Assurance Activities (in connection with the interim and final report)
- ✚ Evaluations: Internal Evaluations
- ✚ Assessments of Project Activities: Evaluating the questionnaires
- ✚ Validation and Verification through designing the framework of platform



Elements of the Quality Management Plan

For each Intellectual Output, the QMP will monitor the following areas:

Intellectual Output 3 – Development of a Training Course for Trainers.		
Start Month	End Month	Duration
January, 2019	November, 2019	10 months

Roles and tasks of each partner

Lead partner: Make It Pedagogical

Participating: All partners

Course / curriculum – Pilot course / module

O3 / A1 - Online application of the training plan drawn in the previous output

O3 / A2 - Evaluation of platform usability, by technicians and users similar to the target audience

O3 / A3 - Introducing training materials and questionnaires

O3 / A4 - Posting other products of the project

O3 / A5 - Course management

Development of a 25-hour course, putting into practice the plan developed in O2.

The course will be developed on an online platform provided by the University of Çukurova.

All partners will collaborate in this course development.

The courses (in each country) will be performed by the Partnership.

In a first moment the course will be applied by MIP to test the usability of the plans, contents and the online platform.

Generally, the course is thus thought by the partnership:

The training course has 25 hours face-to-face and 25 hours online, in a blended learning model. The face-to-face sessions will be every 15 days. The duration of each session is for 2 hours. The sessions will last for six months (M15-M20).



During the trainers (playing trainee) autonomous work (which will be between face-to-face sessions), he should apply the new methodologies of Game-based learning and Gamification (that he is learning in the training sessions) with their trainees (adult learners). These trainers (playing trainees) are monitored out of classroom session through the online platform by the experts of the universities involved in the partnership. This will give the trainers (playing trainees) the comfort of being accompanied in this innovative journey.

Outcomes

- ✓ Minutes of meetings
- ✓ Communication Environments
- ✓ Project Website
- ✓ Project Quality Management Handbook
- ✓ Quarterly monitoring cost statements

Quality Assurance Activities

- ✓ Regular contact with other project partners
- ✓ Explanation of the organizational and financial process requirements to all partners
- ✓ Planning of sufficient buffer periods that allow for delay of project activities without impeding the work in subsequent intellectual outputs.

Quality Assurance tools

- ✓ “Gamification” group emailing
- ✓ Project website – internal pages
- ✓ Evaluator’s report
- ✓ Questionnaires and other forms of feedback from potential future users
- ✓ Quality Assurance Plan for project product evaluation (see Needs Analysis)

Quality Control Parameters:

- ✓ Financial transactions according to schedules
- ✓ Budget control through regularly updated financial tables
- ✓ Feedback from the Evaluator
- ✓ Monitoring visit/s from National Agency

Quality control to be performed by internal evaluator at each stage of project progress!



Intellectual Output 4 –

eBook with Apps and Pedagogical Practices using Game-based learning and Gamification in innovative pedagogical scenarios

Start Month	End Month	Duration
January, 2020	March, 2020	3 months

Roles and tasks of each partner:

Lead partner: Mesleki Girişimciler ve Toplum Gönüllüleri Derneği

Participating: All partners

Learning / teaching / training material – Manual / handbook / guidance material

O4 / A1 - Brief overview of Game-based learning and Gamification innovative pedagogical scenarios and apps that can be used in lessons, features, technical conditions

O4 / A2 - Creation of tutorials about apps that could be used in these innovative pedagogical scenarios

O4 / A3 - Lesson plans that include Game Based Learning and Gamification apps

O4 / A4 - Examples of lesson plans developed under the project

O4 / A5 - Pedagogical Practices using Game-based learning and Gamification in innovative pedagogical scenarios.

Each partner will contribute to these activities. Will be selected lesson projects from trainers participating in the activities of the project. They will be selected and peer-review by colleagues.

Special attention will be given to tutorials for activity O2 / A2, which should be such that it can be accessed from any mobile device.

Intellectual product will have an eBook format in English. It will be posted on the online platform of the project as resource and website created for the project.

Dissemination will be made online and in national events.



Outcomes:

- ✓ Creation of tutorials about apps that could be used in these innovative pedagogical scenarios
- ✓ Lesson plans that include Game Based Learning and Gamification apps
- ✓ Examples of lesson plans developed under the project
- ✓ Pedagogical Practices using Game-based learning and Gamification in innovative pedagogical scenarios.
- ✓ Project's Website (www.gamificationproject.com)
- ✓ Newsletter

Quality Assurance Activities:

- ✓ Preparation of minutes and newsletter to be discussed and finalized at meeting
- ✓ Uploading – accessibility of finalized criteria on project web site
- ✓ Finalized lesson plans to be accessible from project web site
- ✓ Deadline to be set for activities and submitting of results
- ✓ MEGİDER's task and responsibility in compiling, editing and finalizing results
- ✓ Elaboration of Outcome : Quality Management Plan

Quality Control Parameters:

- ✓ Has each partner been involved?
- ✓ Has the final product been monitored by the internal and external evaluators?
- ✓ Is the compilation of the different needs and the description of the project potentials of substantial help for the developers to produce high-quality material?



Intellectual Output 5 – Book about the reports of experiences and perceptions regarding the pedagogical practices

Start Month	End Month	Duration
January, 2020	August, 2020	8 months

Roles and tasks of each partner:

Lead partners: Çukurova İlçe Milli Eğitim Müdürlüğü,

Participating: All partners

Learning / teaching / training material – Academic / scientific publication

Output O5 allows one to have a physical record of the implementation of the project, with contributions from partners, from teachers involved and also from invited experts on the subject.

At the end of the project the partners will launch a book with main project results, including (but not restricted to) a detailed description of the evidences obtained, its conclusions and guidelines for further research and renewal of existing practices and will as well incorporate additional scientific chapters, studies and researches of external experts and peers working within this subject at European level. Each partner will be responsible for one chapter in the book and may invite local experts in Games and Gamification to join the book.

Outcomes:

- ✓ Project's Website (www.gamificationproject.com)
- ✓ Newsletter
- ✓ A guide for Use of Tools
- ✓ Development and Implementation of Gamification knowledge on web portal

Quality Assurance Activities:

- ✓ Two international meetings for the developing frameworks
- ✓ The fundamental areas in project framework
- ✓ Time management of project
- ✓ Testing the units in project's web page
- ✓ Division of tasks between partners

Quality Control Parameters:

- ✓ Feedback from expert partners and expert opinion from the evaluator
- ✓ Do the tasks reflect and evaluate the material?
- ✓ Is the system reliable and user-friendly?



Intellectual Output 6 – Scientific Paper:

"Survey on the state of the art for each of the partner countries on experiences in Game-based learning and Gamification in innovative pedagogical scenarios".

Start Month	End Month	Duration
January, 2019	September, 2019	9 months

Roles and tasks of each partner:

Lead partners: UNIVERSITATEA POLITEHNICA DIN BUCURESTI, (RO)

Participating: All partners

Publication/Presentation in a Conference, Research study

As already noted in (previous Output 1) the data obtained from the questionnaires, this article will serve to achieve greater prominence in the scientific community. Having so many researchers in the partnership, it is of all interest to write a scientific article on the data obtained in the data to serve in the future as "state of the art" to other researchers working on the same subjects. It will be a contribution to the scientific community and also to the knowledge on the theme. It aims to be published in a relevant scientific journal.

In this Output 6, we want this comparative analysis of the use of innovative pedagogical scenarios in partner's countries to be disseminated to the scientific community (and the general public). With the guidance of Politechnica University of Bucharest the partnership will choose an international journal or conference that can give visibility to the work done and that serves as a state of art to other authors working the same subjects.

MIP will perform the final version of the article, since its General Manager is an expert in the field of Games and Gamification with research in the area.

Outcomes:

- ✓ Project's Website (www.gamificationproject.com)
- ✓ Platform items
- ✓ Needs Analysis Report
- ✓ Review and analysis of current situation report related to gaming in action
- ✓ Newsletter/Bulletin
- ✓ Development and Implementation of Gamification knowledge on web portal



Quality Assurance Activities:

- ✓ Detailed information defined in IO6
- ✓ International meeting for survey analysis, article and current situation
- ✓ Preparation of minutes and newsletter to be discussed and finalized
- ✓ Accessibility of drafted portal on project web site
- ✓ Finalized Questionnaires to be accessible from project web site
- ✓ Cooperation among researchers involved in this activity
- ✓ Deadline to be set for activities and submitting of results
- ✓ UPB's task and responsibility in compiling, editing and finalizing results
- ✓ Internal evaluator's regular feedback
- ✓ Cooperation and discussion on the pages of project website and portal

Quality Control Parameters:

- ✓ Has each partner provided the analysis for his country?
- ✓ Has the final product been monitored by the internal evaluators?



Intellectual Output 7 - Scientific Paper:

"Covering all the information the partnership gained from the project"

Start Month	End Month	Duration
April, 2020	August, 2020	5 months

Roles and tasks of each partner:

Lead partners: University of Cukurova

Participating: All partners

Publication/Presentation in a Conference, Research study

This scientific article aims to disseminate to the scientific community (and the general public) the lessons learned from the implementation of this project. Being Games and Gamification a so sought thematic by the scientific community, it will be of all interest that the partnership produce a scientific article that can reach the researchers more easily.

It will be a scientific paper that will show the points of view of the partners with the training process on Games and Gamification: strong aspects to show and weaknesses to overcome.

It aims to be published in a relevant scientific journal. With the guidance from the University of Çukurova we will take a closer look at the formative process with the trainers from the partnership's point of view.

MIP will perform the final version of the article, since its General Manager is an expert in the field of Games and Gamification with research in the area.

Outcomes:

- ✓ Project's Website (www.gamificationproject.com)
- ✓ Platform items
- ✓ Newsletter/Bulletin
- ✓ Development and Implementation of Gamification knowledge on web portal



Quality Assurance Activities:

- ✓ Detailed information defined in IO7
- ✓ Preparation of minutes and newsletter to be discussed and finalized
- ✓ Accessibility of drafted portal on project web site
- ✓ Finalized Article to be accessible from project web site
- ✓ Cooperation among researchers involved in this activity
- ✓ Deadline to be set for activities and submitting of results
- ✓ CU's task and responsibility in compiling, editing and finalizing results
- ✓ Internal evaluator's regular feedback
- ✓ Cooperation and discussion on the pages of project website

Quality Control Parameters:

- ✓ Has each partner provided the information for himself?
- ✓ Has the final product been monitored by the internal evaluators?



Appendix 1

List of internal evaluators participating in the project work

Assoc.Prof.Dr. Jose Alberto LENCASTRE, University of Minho, Computer Education and Instructional Technology, Portugal

Assoc.Prof.Dr. Glden İLİN, Çukurova University, Faculty of Education, Turkey

Assoc.Prof.Dr. Paulina SPANU, Politehnica University of Bucharest, Romania

Dr. Panos MILIOS, DIAN Training Center, Greece



Appendix 2

**Questionnaire applied for user feedback
Quality Management of the course
(To trainees)**

Programme Development

		1	2	3	4	5		
The action fulfils the trainees expectations	No							Yes
Action Goals	Unclear							Very Clear
Action Contents	Inadequate							Adequate
Programme Structure	Unclear							Clear
Contents utility	Difficult to apply							Easy to apply
Action adjustment to the trainees professional needs	Inadequate							Adequate
Motivation and Participation (auto-evaluation)	Low							High
Participation in the training action activities.	Inadequate							Adequate
Relation between the participants	Negative							Positive
Documentation (quality)	Inadequate							Adequate
Documentation (quantity)	Inadequate							Adequate
Coordinator Support	Weak							Strong
Technical and Administrative Support	Weak							Strong

Trainer Evaluation

Evaluation Parameters	Subject Understanding					Training methods used to achieve goals					Language used in the training action					Commitment					Relationship with trainees				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Scale (A)																									

(A) Evaluation Scale: 1 – Entirely Inadequate; 2 – Inadequate; 3 – Adequate; 4 – Very Good; 5 – Excellent

Comments:

.....



Appendix 3

**Questionnaire to evaluate trainer satisfaction
Evaluation by the Trainer
(To trainers)**

Trainer: _____

Preparation and Development

		1	2	3	4	5	
Goals	Unclear						Clear
Contents	Poor						Excellent
Program Structure	Unclear						Clear
Contents utility	Difficult to apply						Easy to apply
Motivation and Participation	Poor						Excellent
Participation in the Activities	Poor						Excellent
Attendance	Poor						Excellent
Relation with participants	Negative						Positive
Relation between the participants	Poor						Excellent
Documentation and materials	Poor						Excellent
Technical and administrative support	Weak						Strong
Work with the pedagogical team	Weak						Strong
Results	Poor						Strong

Comments:

.....
.....



Appendix 4

Sample questionnaire to evaluate deliverables Quality Management of the Deliverables “Questionnaire”

Project Name: _____

Deliverable Name: _____

After the deliverables presentation / demonstration / manipulation, check the level of quality according to the criteria listed; note in the scale of 1 to 4 (1 corresponds to a low or inadequate level and 4 corresponds to a very high or very good level).

	Criteria for quality analyze	1	2	3	4	Evidence / justification Identify the evidence that justify the presence of each criteria
CRITERIA	Innovation (intensity of the presence of new and distinctive features in deliverables, in fact, what distinguishes these deliverables from other with similar characteristics and purposes; added value to conventional responses)					
	Empowerment (the beneficiaries (trainers and trainees) were involved in its design and to what extent their use contributes to a greater integration and participation of target groups in their professional life.)					
	Adjustment (respect the culture, social and professional experience of beneficiaries and answers its needs for learning)					
	Utility (profit and value perceived by the beneficiaries, demonstrable in terms of skills recognition, social value and/or personal autonomy)					
	Accessibility (familiarity of the target beneficiaries with e-learning and multimedia materials used in the training course)					
	Autonomy (ease and degree of independence of the user over the exploration and use of content and materials that integrate the training course)					
	Transnationality (added value of the partners participation for the deliverables development)					



Strong Points	Weak Points

Suggestions for Improvement and Recommendations (quality of content, this degree of innovation, pedagogical value and usefulness evidence in the professional context)

Conclusions related to validation and incorporation of deliverables

Who answered this questionnaire?

Partner

Users

External Experts

Place, date and signature: