COURSE BROCHURE | ERASMUS+ TRAINING

Game Based Learning vs Gamification

Design engaging learning experiences using educational games and gamification, with purposeful challenges, inclusive participation and clear learning goals.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Porto	English	On-site	6 days	€480	E10201112

€480 per participant for 6 days in Porto, Portugal. Check current editions, fee and inclusions before booking.

Course description

Games can make learning more engaging, interactive and enjoyable, but their educational value depends on how they support meaningful learning. Game-based learning and gamification offer different approaches to encouraging motivation, participation, collaboration and problem-solving. When used with clear learning objectives, both can help educators create more active and inclusive learning environments.

This practical course explores how teachers and trainers can use educational games and gamification strategies across different subjects and learning contexts. Participants will examine motivation, game mechanics, storytelling, challenges, rules, levels, cooperation and feedback. They will also discover how digital and non-digital games can support critical thinking, communication, creativity and teamwork, while considering accessibility and different learner needs.

Through interactive workshops, practical challenges and collaborative design activities, participants will create and test educational games and gamified learning experiences. They will explore how to assess learning, improve their activities through peer feedback and adapt game-based approaches to their own classrooms or training environments.

Who the course is for

For educators

Teachers, trainers and education professionals working in primary, secondary, vocational or adult education who want to make learning more engaging through educational games and gamification. Particularly relevant for those seeking practical ways to encourage motivation, active participation, collaboration and problem-solving across different subjects.

At a glance

Course level: Basic to Intermediate Professional Literacy

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS

Game-Based Learning & Gamification / Educational Game Design & Collaboration / Motivation, Feedback & Assessment

View the course, current editions and fees

02 / LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Game-Based Learning & Gamification Foundations** - Distinguish game-based learning from gamification and identify appropriate applications in different educational contexts.

02 **Learner Motivation & Engagement** - Explain how challenges, progress, feedback, autonomy and collaboration can influence motivation and learner participation.

03 **Game Mechanics & Learning Design** - Select meaningful game elements, including rules, levels, narratives, rewards and feedback, according to clear learning objectives.

04 **Educational Game & Activity Design** - Design game-based activities and learning challenges that develop knowledge, problem-solving, creativity and collaboration.

05 **Inclusive Participation & Teamwork** - Adapt game-based activities to different learner needs, encouraging cooperation, accessibility and balanced participation.

06 **Digital & Non-Digital Game Tools** - Create interactive learning activities using appropriate digital tools, educational games and accessible non-digital alternatives.

07 **Game-Based Assessment & Improvement** - Assess learning through game-based tasks, test activities with peers and refine them using observations and feedback.

08 **Classroom Application & European Perspectives** - Compare game-based teaching approaches with European peers and adapt suitable strategies to participants' own educational contexts, considering resources, learner needs and implementation.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Game-Based Learning and Gamification Foundations

- Explore the differences between game-based learning, gamification and traditional classroom activities.
- Analyse educational games and discuss how play, challenge and interaction can support learning.
- Examine motivation, curiosity, participation and the balance between enjoyment and educational value.
- Identify a target learner group and define learning objectives for a practical game-based or gamified activity (course project).

DAY 3

Gamification Mechanics, Motivation & Educational Game Design

- Explore game elements such as narratives, rules, tasks, levels, rewards and progress indicators.
- Examine intrinsic and extrinsic motivation, considering how competition and collaboration influence engagement.
- Design progressive learning challenges using clear instructions, meaningful feedback and appropriate difficulty levels.
- Develop a gamified learning activity using selected game elements and digital or non-digital resources.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Game-Based Learning Activities & Collaborative Skills

- Examine educational games that support learning objectives across different subjects.
- Analyse how game-based challenges can develop teamwork, communication, critical thinking and problem-solving.
- Design inclusive game scenarios with clear rules, learner roles and opportunities for active participation.
- Implement in the practical game-based learning activity and review its educational value with peers.

DAY 5

Interactive Digital Activities, Gamification & Learning Challenges

- Digital tools for creating interactive educational games and gamified activities.
- Design challenges using quizzes, multiple-choice questions, polls, word clouds, open-ended tasks and ranking activities.
- Examine how interactive features, including optional augmented reality experiences, can support different learning objectives.
- Create and test a digital learning challenge, considering usability, accessibility and learner feedback.

DAY 6

Game-Based Assessment, Project Presentations & Reflection

- How can educational games and gamified activities can support formative assessment and learning progress?
- Define simple criteria to evaluate participation, knowledge, problem-solving and collaboration.
- Present, test and refine the developed learning activity, using structured feedback to identify improvements.
- Complete course reflection, evaluation and Certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Game Analysis & Motivation

Participants compare educational games and gamified activities, examining how challenges, rewards, progress and feedback influence motivation and support learning objectives.

Educational Game Design & Prototyping

Practical workshops guide participants in designing educational games and gamified activities using narratives, rules, tasks, collaboration and digital or non-digital tools.

Game Testing, Assessment & Improvement

Participants test their learning activities, observe participation and learning outcomes, and use structured feedback to improve instructions, challenge levels, accessibility and assessment.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

Illustrative example: Designing a Gamified Learning Challenge for the Classroom

Imagine a teacher seeking to transform a traditional classroom lesson into an interactive learning experience that encourages motivation, creativity and collaboration. By defining clear learning objectives, the teacher could design a gamified challenge incorporating a storyline, rules, progressive tasks, achievement levels and collaborative elements. Using accessible digital tools, they would create interactive activities such as quizzes, word clouds or ranking challenges, allowing students to demonstrate their knowledge through playful participation. The resulting gamified learning experience would integrate educational goals, game mechanics and formative assessment strategies, making learning more engaging and participatory.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

A clear overview of your course resources, included services, documentation and next steps.

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: Laptop

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

Contact: learningtogether.eu@sinerconsult.pt | +351 229 418 490