

2012-2014

newsletter



Game Methodologies Applied to
Vocational Education and
Training



Why Is “Technology In Education” Important?



- Using technology in education makes it qualitative. For a qualitative education, technology is indispensable.
- Using technology will help to provide equality in education. By using technology, the same curricula will be given to each student.
- By using technology, an enriched version of the same subject will be adapted to education system and this will provide standardized and equal education.
- Using technology provides access to an unlimited library and learning activities will be enriched in that way.
- Increasing the use of technology will produce behaviors that will achieve education system’s aims.
- Using technology in education facilitates teachers’ and students’ tasks.



Why Are Games Important In Education?

Game has a great importance in a child’s life. Another important subject for a child is his/her education. Using games as an educational tool provides very important benefits.



Educative games are very important for child’s intellectual development. Making a child play logical games improves his skills of thinking, combining different situations and role playing. Therefore, blending education with games provides a stronger learning for a child. Some education professionals stressed the importance of games in revealing present skills and strengths.

Internet is a medium that enables people to reach information independent of time and place, and also enables information to be shared easily and productively.



Game is an activity that takes place in every part of human life!



Enjoy Your Game!

Why do we need game methodologies in education?

As it is widely known, it has become very easy to reach knowledge by using technology.

It is necessary to explain students how to reach information easily and free from place by using game methodologies and high tech devices (smartphones, apps and tablets) as an educational device.

Learning with games is a creative and open ended process. There are three fundamental features of learning with games:

- It creates the process of generating ideas, research, analyze, observation and experience rather than just memorizing.

- The action an process is leaded by the learner rather than the teacher.

- The education program is not linear and ordered, it is flexible and creative.

www.gamvet.org

A Project Which Emphasizes the Power of Technology in Education: ‘FATİH PROJECT’

What is Fatih Project?

- Full name of Fatih Project is “Movement of Enhancing Opportunities and Improving Technology”. As the abbreviation of this Project in Turkish language is FATİH after Sultan Mehmed the Conqueror.
- Under the frame of this Project, the standards of nationwide 620.000 classes will change. The curriculum will be transformed into the shape of technology user, rather than traditional education style with books and notebooks.
- In this Project each class will have one computer and in 3 years period the transformation will be done in 5 steps.
- In this Project, applied in coordination with Ministry of National Education and Ministry of Communications, teachers are desired to adopt technology to their lives.
- Beginning from 2013, first in secondary education, then in primary education and finally in pre-school education, each class will be given one laptop computer. At least one projector, an LCD smartboard, multifunction printers and photocopiers will be provided to each class. 40.000 schools will get benefit of this change.

fatihprojesi.meb.gov.tr



Technology that presents many alternatives; to what extent can it be beneficial for education system??



Education; Will be far better with Game Methodologies.

What is GAMVET Project?

GAMVET; is one of the 25 Transfer of Innovation Projects that were approved to be funded by TR Ministry of EU Affairs, Turkish National Agency.

Coordinated by Bolu Provincial Directorate of National Education, Leonardo Da Vinci Transfer of Innovation Project Gamvet “Game Methodologies Applied to Vocational Education and Training” has 8 partners from Turkiye, Spain, Italy and Bulgaria.

The aim of the two years project with €237.000 budget isto transfer Gamedeck Project, which was applied in Spain to make vocational education subjects more enjoyable by using game methodologies and information technologies, to Turkiye in a unique way.

In this content it is planned to make education in vocational institutes more active and funnier with the help of information technologies. .

First Transnational Meeting was held in 27-28 November 2012



The first meeting of GAMVET Project, coordinated by Bolu Milli Eğitim Müdürlüğü, was held in 27-28 November in İzzet Baysal Anadolu Otelcilik ve Turizm Meslek Lisesi. Administrative authorities of Bolu province and our international partners took place in this meeting.



In the opening session of the meeting that was held in 27-28 November in İzzet Baysal Anadolu Otelcilik ve Turizm Meslek Lisesi, Assistant Director Of National Education Zekeriya Unalan gave a speech stressing the importance of the Project. After director's speech, AIBU lecturer Assist. Prof. Dr. Erol Karakirik made a presentation.



In his presentation, Daniel Weiss stressed the importance of game methodologies in education and the Project and its place in education.



After the presentations, Project managers Suleyman Yardimci and Ilksen Oben Erucar introduced Gamvet Leonardo Da Vinci Transfer of Innovation Project.





<http://www.youtube.com/watch?v=nUMK2MZLBsg>

In 16-17 March 2013, we completed our first workshop.

In 16-17 March 2013 the first workshop was successfully completed. In this workshop a total of 20 teachers were given information about the project.

The teachers, who were willing to have information about the application of Game Methodologies to Vocational Education and Training, attended to the two days' workshop.

The teachers who participated enthusiastically to the training that was given by Daniel Weiss from Spain, draw a successful portrait throughout the workshop about creating new ideas and games.

Training 1:

<http://www.youtube.com/watch?v=1e09gQIMxOU>

Training 2:

<http://www.youtube.com/watch?v=uhOzMxNs-9U>

Training 3:

<http://www.youtube.com/watch?v=ragfAowxue8>

Training 4:

<http://www.youtube.com/watch?v=aTe0PvB2n7k>

Training 5:

<http://www.youtube.com/watch?v=x7UjeiOwfBA>



www.facebook.com/gamvetturkey



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<http://www.youtube.com/user/gamvetturkey>



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www.gamvet.org

Training 6:

<http://www.youtube.com/watch?v=IRL8murya9o>

New Approaches in Education;

In the eve of 21st century, our era is called as “information era”. In this era, information is rapidly produced and people need advanced technology to reach and share the information. In information societies, technology is a major part of individuals’ lives. Societies’ major need to become an information society is technology.

There has been some advancement in education and other fields with the extensive use of Information Technologies. Internet, which became a must in this era, is also unignorable in education technologies. E-learning has vital importance in fast, on-time and low cost transmission of information to individuals.

In today’s World even primary school students have mobile phones. A generation that is able to send text messages even without touching the phone is growing. This is the main reason of why so many young people are creating profiles in social media platforms such as Facebook and Twitter.

Young people are not only using these platforms for socializing, but also for reaching and sharing information in hand. Due to this reason,

educational models are needed to be modified in accordance with the needs of this new generation.



Connecting informal and formal learning: Experiences in the age of participatory media.

(Bull, G., Thompson, A., Searson, M., Garofalo, J., Park, J., Young, C., & Lee, J (2008). Connecting informal and formal learning: Experiences in the age of participatory media. *Contemporary Issues in Technology and Teacher Education*, 8(2), 100-107.)



Social media are changing the world in ways not yet understood. The effects are rippling through news, business, entertainment, and the political arena. A new generation of students is significantly more active in the way that they create and interact with one another. Studies reports that the majority of all teens are now engaged in active creation of online content. The rise of social media reflects new opportunities and outlets for creativity.



Increased youth engagement through these activities represents a repurposing of what Clay Shirky terms a cognitive surplus. Educators are exploring how to take advantage of the cognitive surplus in connection with in-school activities.

This increase in creative expression, documented by the Pew Foundation, can be observed across a range of media – audio and video, as well as writing. For example, the Digital Ethnology group at the University of Kansas reports that the majority of video clips posted on YouTube are created by teenagers, and teenage students are typically more avid users of texting services than are their parents. This phenomenon is associated not only with students' abilities to access and enjoy media and online content, but also to create, produce, publish, and maintain it in real time.



The Web has encouraged content creation through writing and media production. A corollary is that presentation of content on the Web is subtly changing the way people read, process information, and think. Print technology facilitates forms of concentrated and sustained attention and thought. Internet technology facilitates a more distributed and plastic form of thinking. This shift is more than merely a change in the way we read or a change in our behavior.

These factors explain why the ubiquitous spread of social media outside school has yet to be employed with equal

effectiveness inside schools. Capitalizing on these tools for creative expression in schools is more difficult than it might appear.

The shift from a student-centered focus to a content-centered focus is an equally important factor. While content will always be of primary importance in school, it may be possible to engage students in exploration of materials that other students helped create. This might allow a hybrid approach that offers the best of both worlds.

Informal learning experiences outside school offer a potential bridge between social media and academic content. However, relatively little communication takes place between those who work in formal school settings and their counterparts in informal settings. The National Technology Leadership Summit (NTLS) is another forum established through NTLC to encourage this type of dialog. NTLS is an annual leadership retreat in which representatives from participating teacher education associations meet with the editors of educational technology journals, policy makers, and corporate partners. At the 2007 summit, these representatives considered potential uses of digital video in mathematics, science, language arts, and social studies. (Results and conclusions will be reported in a forthcoming book, *Teaching with Digital Video*, which will be published by the International Society for Technology in Education.)

In order to translate informal use of communication technologies outside school into applied activities inside school, educators must consider content and the pedagogies best suited for bridging these in- and out-of-school uses of technology. Schools of education provide a natural entry point for considering possible approaches for accomplishing this. The current generation of students entering college, sometimes termed Generation Y (Gen-Y), is the first to have lived their entire lives immersed in digital technologies. Prenksy (2001) coined the term "digital natives" to describe this generation of students who are all "native speakers" of the digital language of computers, video games and the Internet

One effect on schools and schooling is apparent. The next generation will live in a world that is very different from the previous generation. The current generation of educators is not well equipped to serve as guides in this process – we are all learning together as new media technologies emerge. In fact, teens are often more experienced in use of these technologies than other demographic groups.

The informal learning that occurs in the context of participatory media offers significant opportunities for increased student engagement in formal learning settings. The experience with communication technologies that teenagers today possess must be tapped by educators and connected to pedagogy and content, however, in order to address learning objectives in schools.



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