



# Game-Changer

*In-service Training*

*Programme*

*Learner Manual*

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## Module 1: Introduction to the Game-Changer In-service Training Programme



Welcome to the *Game-Changer In-service Training Programme*. The main objective of this resource is to support front-line youth workers to develop new professional abilities with a focus on utilising challenge-based learning and encouraging entrepreneurial competences in young people. The programme aims to harness the potential of online, challenge-based education to build the entrepreneurial competences of youth service users by providing a comprehensive training resource for youth workers.

This programme will cover the necessary theoretical knowledge and practical aspects of the main Game-Changer themes and educational approaches. This includes the key entrepreneurial competences vital for young people to develop, the value of the gamification of learning in education and a detailed analysis of the WebQuest approach to challenge-based learning. We will also provide instruction on how to develop a WebQuest so that youth workers can build their own challenge-based learning resources that complement existing pedagogic approaches.

This learner manual has been designed as a professional development resource that can either be delivered to a group of youth workers as a complete training programme or undertaken as self-directed learning at a pace to suit the user.

The complete in-service training programme comprises of a total of fifty hours of learning content broken down into three different training phases:

- **Phase 1** – an introductory workshop that introduces the in-service training programme, the Game-Changer project and the EU EntreComp Framework (*Modules 1, 2 & 3*);
- **Phase 2** – a programme supporting youth workers to develop the necessary pedagogic skills and competences to deliver training in dynamic online environments. This phase focusses on the gamification of learning, the theory behind WebQuests as an educational resource, how to use the Game-Changer WebQuest compendium effectively and supporting youth workers to develop their own WebQuest challenge-based resources (*Modules 4, 5, 6 & 7*);
- **Phase 3** – self-directed learning focussing on continuous professional development and providing additional resources to youth workers looking to support the development of entrepreneurial and transversal skills in service users (*Module 8*).

## Desired Learning Outcomes



Let us begin by outlining the desired learning outcomes of the in-service training programme. The following table covers the main learning outcomes of each module, it identifies the specific underpinning theoretical knowledge and the skills for practical application that learners should gain as a result of completing the training programme.

*Table 1.1: Game-Changer In-service Training Programme Desired Learning Outcomes*

Training Phase	Module Heading	Upon completion of this resource, learners will gain the following:	
		Knowledge	Skills
Phase 1	1. Introduction to the In-service Training Programme	<ul style="list-style-type: none"> <li>- knowledge of the aims and desired impacts of the training programme</li> <li>- awareness of the content and structure of the training programme</li> <li>- knowledge of the desired learning outcomes of the training programme</li> </ul>	<ul style="list-style-type: none"> <li>- recognise the value of undertaking continuing professional development (CPD)</li> <li>- combine the in-service training programme with their existing CPD action plan</li> <li>- apply new professional competences in areas of increasing importance e.g. entrepreneurship, learning on the go with mobile learning resources, business development, using challenge-based learning resources</li> </ul>
	2. What is the Game-Changer Project?	<ul style="list-style-type: none"> <li>- knowledge of the concept and rationale of the Game-Changer project</li> <li>- knowledge of the Game-Changer project target audiences, expected outcomes and desired impacts</li> </ul>	<ul style="list-style-type: none"> <li>- recognise the availability of free-to-use educational resources developed by the Game-Changer project and combine these open educational resources with their existing tools when working with young people</li> <li>- apply the key concepts within the Game-Changer</li> </ul>

		<ul style="list-style-type: none"> <li>- basic knowledge about the Erasmus+ educational funding programme</li> </ul>	<ul style="list-style-type: none"> <li>project when supporting the development of their service users</li> <li>- evaluate their approach to the acquisition of key entrepreneurial skills when supporting their service users</li> </ul>
	<p>3. The European Entrepreneurship Competence Framework (EntreComp)</p>	<ul style="list-style-type: none"> <li>- knowledge of the rationale behind the EU EntreComp: The Entrepreneurship Competence Framework research</li> <li>- theoretical knowledge of the key concepts and aims of the EntreComp research</li> <li>- knowledge of the findings of the EntreComp research including the key entrepreneurial competences identified</li> </ul>	<ul style="list-style-type: none"> <li>- recognise the value of the EntreComp research and guidance for implementing the framework into their daily work with young people</li> <li>- recognise the importance of entrepreneurship and entrepreneurial competences for the development and career potential of young people</li> <li>- utilise the EntreComp Framework to encourage service users to increase their entrepreneurial competencies</li> <li>- apply the key concepts and findings of the EntreComp Framework to their youth work initiatives</li> </ul>
<p><b>Phase 2</b></p>	<p>4. The Gamification of Learning</p>	<ul style="list-style-type: none"> <li>- knowledge of the concept of gamification of learning and challenge-based learning</li> <li>- build an understanding of the value of using innovative pedagogic methodologies for providing training in dynamic, online environments and for</li> </ul>	<ul style="list-style-type: none"> <li>- the ability to define and describe the concept of the gamification of learning</li> <li>- recognise the strengths and limitations of the gamification of learning</li> <li>- combine new pedagogic approaches with their existing youth provision and engagement strategies</li> </ul>

		<p>building dynamic learning tools</p> <ul style="list-style-type: none"> <li>- knowledge of the range of potential methodologies for the gamification of learning</li> <li>- knowledge of the strengths and limitations of challenge-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- adopt and apply new methodologies to meet emerging market needs</li> <li>- evaluate current approaches and strategies for engaging with youth service users</li> </ul>
	5. Introduction to WebQuests	<ul style="list-style-type: none"> <li>- theoretical knowledge of the concept of a WebQuest</li> <li>- knowledge of the strengths of WebQuests in the learning process</li> <li>- knowledge of the latest digital teaching tools and environments</li> <li>- build an understanding of the potential of these environments for engaging learners</li> <li>- knowledge that young digital natives already have these current technologies embedded in their daily routines</li> </ul>	<ul style="list-style-type: none"> <li>- define and describe the concept of a WebQuest</li> <li>- ability to comfortably work with the new WebQuest resources in non-traditional learning environments</li> <li>- apply innovative pedagogic methodologies for providing training in dynamic, online environments</li> <li>- recognise the value of using WebQuests as part of a broad educational strategy</li> <li>- combine the use of WebQuests with existing pedagogic approaches</li> </ul>
	6. How to Utilise the WebQuest Compendium	<ul style="list-style-type: none"> <li>- knowledge of the content of the Game-Changer WebQuest compendium</li> <li>- knowledge of how to access the WebQuest compendium</li> <li>- knowledge of the desired impacts of the WebQuest compendium and the key entrepreneurial competences covered</li> <li>- build an understanding of how to effectively utilise the WebQuest compendium with service users</li> </ul>	<ul style="list-style-type: none"> <li>- utilise the WebQuest compendium to support the acquisition of key entrepreneurial skills</li> <li>- combine new pedagogic approaches required to effectively use and integrate the WebQuest resources into everyday activities</li> <li>- apply and harness the potential of the WebQuest compendium to assist young people to develop their entrepreneurial abilities</li> </ul>

	7. How to Develop a WebQuest	<ul style="list-style-type: none"> <li>- knowledge of the WebQuest creation process</li> <li>- build an understanding of how to develop a WebQuest as an educational resource</li> <li>- provide instructions for youth workers to enable them to develop their own WebQuest challenge-based educational resources</li> <li>- knowledge and understanding of bespoke in-service training resources to support their continuous professional development</li> </ul>	<ul style="list-style-type: none"> <li>- describe and implement the WebQuest creation process</li> <li>- ability to create bespoke educational materials like challenge-based WebQuest resources to build competences of youth workers but also build self-confidence</li> <li>- combine new WebQuest resources with their existing pedagogic approaches</li> <li>- adopt and apply new methodologies to meet emerging market needs</li> <li>- evaluate their own WebQuest resources to ensure they meet the needs of their service users</li> </ul>
<b>Phase 3</b>	8. Self-directed Learning	<ul style="list-style-type: none"> <li>- knowledge of further CPD opportunities available</li> <li>- recognise the importance of CPD to both themselves and their service users</li> <li>- knowledge of additional resources and practical activities available to support learners to develop key entrepreneurial competences</li> </ul>	<ul style="list-style-type: none"> <li>- combine the in-service training programme with their ongoing CPD activities</li> <li>- apply all aspects of the in-service training programme in their engagement with service users</li> <li>- evaluate their own CPD and ability to utilise new methodologies and pedagogic approaches</li> <li>- utilise additional resources provided to encourage the development of key entrepreneurial competences</li> </ul>



Now that we have outlined the structure, content and learning outcomes of this training programme, let us move on to providing you with an overview of the Game-Changer project.



## Module 2: What is the Game-Changer Project?



*Game-Changer: Building Entrepreneurial Competences Through Challenge-Based Learning* is an innovative youth education project funded by the European Union (EU) [Erasmus+](#) programme. The objective of the Game-Changer project is to harness the power of digital and social media environments to build entrepreneurial capacity among young people.

In pursuit of this objective the project partners are aiming to:

1. support youth workers to develop new professional competences to harness the potential of online, challenge-based education that build entrepreneurial attributes in young people;
2. develop a suite of 30 WebQuest challenge-based resources that support the acquisition of entrepreneurial competences in a youth target audience;
3. develop a bespoke website where all the project resources can be accessed by youth workers and youth target group members in all partner languages;
4. provide a bespoke training programme and accompanying materials to support the professional development of youth workers.

The aim of Game-Changer is to provide high quality opportunities for skills and competence development through a bespoke entrepreneurship training programme. The project is focussed on incorporating alternative pedagogical approaches that are facilitated by developments in information and communication technology and the growth in the popularity of digital and social media. Young people and youth workers engaged in the Game-Changer entrepreneurship development programme will acquire a broad range of competences and develop a range of transversal skills.

The Game-Changer project has focussed on the key competences identified within the EU EntreComp Framework. The EntreComp Framework is the result of a robust research methodology, where a wide-ranging group of experts progressively reached a consensus around the key competences necessary for achieving the entrepreneurial potential of EU citizens. It comprises of three broad competence areas with five specific competences in each area. Each of these fifteen competence areas have been explored in the Game-Changer project to help promote entrepreneurship education among young people.

The Game-Changer consortium has addressed these competences using a WebQuest methodology. WebQuests provide front-line youth service providers with an innovative, engaging and youth appropriate methodology for promoting the use of ICT in learning for today's digital natives. They can be implemented as an additional approach included in the range of methodologies and strategies that youth workers utilise during their daily activities.

The project consortium includes a combination of youth service providers, non-governmental organisations (NGOs), small and medium sized enterprises (SMEs) and a vocational college.

Table 2.1: Game-Changer Project Consortium Partners

<p><b>Project Coordinator</b></p> 	<p><a href="#">Lancaster and Morecambe College</a> (LMC) UK. A vocational college in <a href="#">Lancaster</a>, the county city of Lancashire in the North West of England.</p>
<p><b>Project Partner</b></p> 	<p><a href="#">Osrodek Szkoleniowo-Badawczy INNEO</a> Poland. An NGO in <a href="#">Rzeszow</a>, the largest city in the South East of Poland.</p>
<p><b>Project Partner</b></p> 	<p><a href="#">Innovade LI LTD</a> Cyprus. An SME in <a href="#">Nicosia</a>, the largest city and capital of Cyprus.</p>
<p><b>Project Partner</b></p> 	<p><a href="#">The Rural Hub CLG</a> Ireland. An NGO in <a href="#">Virginia</a>, a town in County Cavan in the North East of Ireland.</p>
<p><b>Project Partner</b></p>  <p>Jugend- &amp; Kulturprojekt e.V.</p>	<p><a href="#">Jugend-&amp;Kulturprojekt EV</a> Germany. An NGO in <a href="#">Dresden</a>, the capital city of the state of Saxony in the East of Germany.</p>



*The project website can be accessed [here](#).*



Now let us take a detailed look at one of the underpinning theories behind the Game-Changer project, the EU EntreComp Framework.

## Module 3: The European Entrepreneurship Competence Framework (EntreComp)

The European Entrepreneurship Competence Framework (EntreComp) was developed by the Joint Research Centre (JRC) of the European Commission. EntreComp is a flexible reference framework that can be adapted to support the understanding and development of entrepreneurial competences in any educational setting. It was developed as a reference framework to explain what constitutes an entrepreneurial mindset. EntreComp offers a comprehensive description of the knowledge, skills and attitudes that are required to be entrepreneurial in order to create financial, cultural or social value for your community and wider society.



Let us begin by defining the key concepts of entrepreneurship and the entrepreneurial mindset.

### What is Entrepreneurship?



Entrepreneurship can be a difficult concept to define. The modern day definition of entrepreneurship is, *“the process of creating a new enterprise and bearing any of its risks, with the view of making a profit”* (Oxford Dictionary).

This definition outlines the practicalities of entrepreneurship but somehow misses the essence of what it really means. Longtime Harvard Business School Professor and expert on the topic of entrepreneurship, Howard Stevenson, simplified the definition to, *“the pursuit of opportunity beyond resources controlled”* (Harvard Business Review, 2013). In this definition the entrepreneur is anyone who identifies an opportunity and decides to pursue it regardless of the resources currently available to them. In other words, they identify what *‘could be’* and then find a way to *‘make it reality’*, even if they do not have access to all of the necessary resources at that time.

EntreComp builds on these definitions by stating that, *“Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social”* (FFE-YE, 2012). At the core of the concept, entrepreneurship is about value creation and attempting to transform the world by solving problems. This could include bringing about social change or creating an innovative product that challenges the current way in which we live our lives on a daily basis. It is therefore, a key competence for career development, lifelong learning and societal progress.

## The Entrepreneurial Mindset



If entrepreneurship is a key transversal competence for value creation, then what do we mean when we say that someone possesses an entrepreneurial mindset? An entrepreneurial mindset is a *'way of thinking'* that enables individuals to overcome challenges, be decisive, and accept responsibility for their actions and outcomes.

An entrepreneurial mindset can be said to be made up of five core characteristics:

- **1. A Positive Mental Attitude** – negative thoughts can undermine progress towards a goal. A positive mindset allows you to reframe difficulties as opportunities to learn and encourages a 'can do' approach. A positive mental attitude not only motivates you to progress towards your goals but it also helps you to overcome any difficulties you face along the way;
- **2. A Creative Mindset** – creativity is not just about developing an innovative product or a unique piece art, creativity is about making connections, both theoretically and practically. A creative mindset enables you to solve problems by developing creative solutions. Exploring and developing your own creativity is a vital process in the quest to become a more creative thinker;
- **3. Persuasive Communication Ability** – the power of persuasion can help you to negotiate a deal, secure vital investment, sell a product or service and build support for an entrepreneurial initiative. Persuasion is not about misleading, it is about convincing others that your ideas deserve to be supported. This is a key communication technique in any situation as it enables you to secure support from others to help you to achieve your goals;
- **4. Intrinsic Motivation and Drive** – self-motivation, aspiration and drive are key personal traits of any successful entrepreneur. Success does not just happen, you have to want it and work hard to achieve it. A motivation to succeed can be a strong driving force for positive actions and ensures that you keep working towards your goals;
- **5. Tenacity and an Ability to Learn from Failure** – learning from mistakes and failures is a key to any successful endeavour. Very few initiatives run smoothly from start to finish and there will always be difficulties along the way. The key is to not give up when things become difficult but to take positive lessons from your failures in order to improve your future actions.

An entrepreneurial mindset requires a constant need to develop new and existing skills, to learn from mistakes, and to take continuous practical actions that build on their ideas. The EntreComp Framework attempts to explain and understand the entrepreneurial mindset by exploring the many different facets and competences of an entrepreneur.

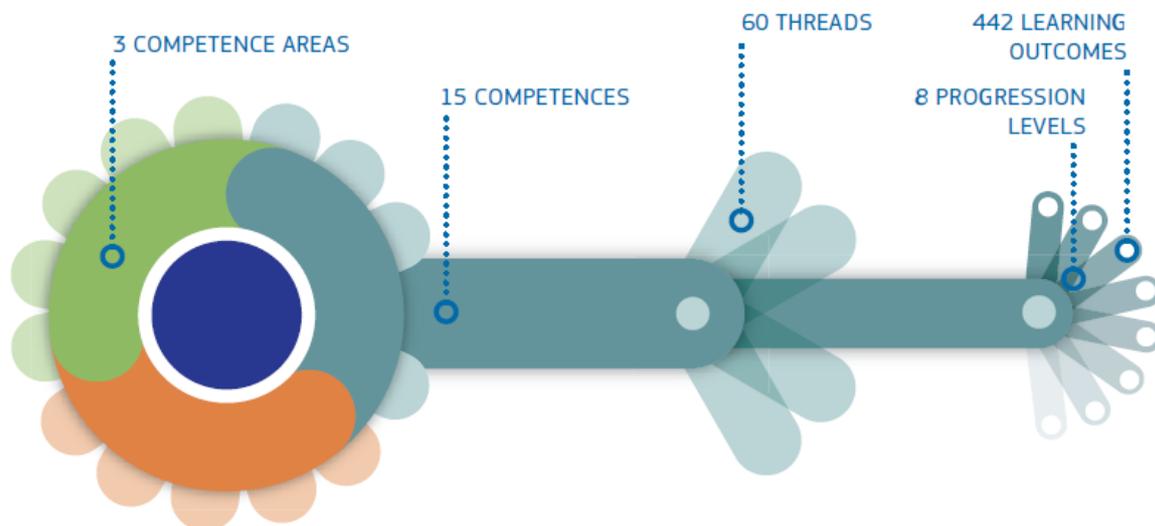
## EntreComp in Focus



Let us now take a detailed look at the EntreComp Framework and the key entrepreneurial competences it outlines. EntreComp consists of 3 competence areas with 15 specific competences that are broken down further into 60 threads that describe what each competence means in practical terms.

The threads are clearly defined through learning outcomes that can be learnt, understood and then put into practical action. The learning outcomes are mapped across 8 different levels of progression, from beginner through to expert. Please review *diagram 3.1* below for an outline of the full framework.

*Diagram 3.1: EntreComp Framework Outline*



## 3 Competence Areas & 15 Competences

*Diagram 3.2* below outlines the 3 competence areas and 15 competences identified within the framework. The 3 competence areas of ‘*Ideas and Opportunities*’, ‘*Resources*’ and ‘*Into Action*’ are designed to “directly mirror the definition of entrepreneurship as the ability to turn ideas into action that generate value for someone other than oneself” (EntreComp, 2016). These 3 competence areas of the conceptual model are tightly intertwined and intrinsically linked.

Across these 3 competence areas the framework then focusses on 15 key entrepreneurial competences that make up the ‘*building blocks*’ of entrepreneurship and the entrepreneurial mindset. These 15 competences are also “interrelated and interconnected and should be treated as parts of a whole” (EntreComp, 2016).

Diagram 3.2: EntreComp Competences



Let us now look in more detail at these competences. *Table 3.1* details the 5 competences that are included under the ‘*Ideas & Opportunities*’ competence area. These competences are ‘*Spotting Opportunities*’, ‘*Creativity*’, ‘*Vision*’, ‘*Valuing Ideas*’ and ‘*Ethical & Sustainable Thinking*’.

*Table 3.2* details the 5 competences that are included under the ‘*Resources*’ competence area. These competences are ‘*Self-awareness & Self-efficacy*’, ‘*Motivation & Perseverance*’, ‘*Mobilising Resources*’, ‘*Financial & Economic Literacy*’ and ‘*Mobilising Others*’.

*Table 3.3* details the 5 competences that are included under the ‘*Into Action*’ competence area. These competences are ‘*Taking the Initiative*’, ‘*Planning & Management*’, ‘*Coping with Ambiguity, Uncertainty & Risk*’, ‘*Working with Others*’ and ‘*Learning through Experience*’.

Table 3.1: The 5 'Ideas & Opportunities' Competences



Competences per area

**IDEAS & OPPORTUNITIES**

COMPETENCE	HINT	DESCRIPTION
1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> <li>Identify and seize opportunities to create value by exploring the social, cultural and economic landscape</li> <li>Identify needs and challenges that need to be met</li> <li>Establish new connections and bring together scattered elements of the landscape to create opportunities to create value</li> </ul>
1.2 Creativity	Develop creative and purposeful ideas	<ul style="list-style-type: none"> <li>Develop several ideas and opportunities to create value, including better solutions to existing and new challenges</li> <li>Explore and experiment with innovative approaches</li> <li>Combine knowledge and resources to achieve valuable effects</li> </ul>
1.3 Vision	Work towards your vision of the future	<ul style="list-style-type: none"> <li>Imagine the future</li> <li>Develop a vision to turn ideas into action</li> <li>Visualise future scenarios to help guide effort and action</li> </ul>
1.4 Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> <li>Judge what value is in social, cultural and economic terms</li> <li>Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it</li> </ul>
1.5 Ethical & sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> <li>Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment</li> <li>Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen</li> <li>Act responsibly</li> </ul>

Table 3.2: The 5 'Resources' Competences



Competences per area

**RESOURCES**

COMPETENCE	HINT	DESCRIPTION
2.1 Self-awareness & self-efficacy	Believe in yourself and keep developing	<ul style="list-style-type: none"> <li>Reflect on your needs, aspirations and wants in the short, medium and long term</li> <li>Identify and assess your individual and group strengths and weaknesses</li> <li>Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures</li> </ul>
2.2 Motivation & perseverance	Stay focused and don't give up	<ul style="list-style-type: none"> <li>Be determined to turn ideas into action and satisfy your need to achieve</li> <li>Be prepared to be patient and keep trying to achieve your long-term individual or group aims</li> <li>Be resilient under pressure, adversity, and temporary failure</li> </ul>
2.3 Mobilising resources	Gather and manage the resources you need	<ul style="list-style-type: none"> <li>Get and manage the material, non-material and digital resources needed to turn ideas into action</li> <li>Make the most of limited resources</li> <li>Get and manage the competences needed at any stage, including technical, legal, tax and digital competences</li> </ul>
2.4 Financial & economic literacy	Develop financial and economic know-how	<ul style="list-style-type: none"> <li>Estimate the cost of turning an idea into a value-creating activity</li> <li>Plan, put in place and evaluate financial decisions over time</li> <li>Manage financing to make sure your value-creating activity can last over the long term</li> </ul>
2.5 Mobilising others	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> <li>Inspire and enthuse relevant stakeholders</li> <li>Get the support needed to achieve valuable outcomes</li> <li>Demonstrate effective communication, persuasion, negotiation and leadership</li> </ul>

Table 3.3: The 5 'Into Action' Competences



Competences per area  
**INTO ACTION**

COMPETENCE	HINT	DESCRIPTION
3.1 Taking the initiative	Go for it	<ul style="list-style-type: none"> <li>Initiate processes that create value</li> <li>Take up challenges</li> <li>Act and work independently to achieve goals, stick to intentions and carry out planned tasks</li> </ul>
3.2 Planning & management	Prioritise, organise and follow up	<ul style="list-style-type: none"> <li>Set long-, medium- and short-term goals</li> <li>Define priorities and action plans</li> <li>Adapt to unforeseen changes</li> </ul>
3.3 Coping with uncertainty, ambiguity & risk	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> <li>Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes</li> <li>Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing</li> <li>Handle fast-moving situations promptly and flexibly</li> </ul>
3.4 Working with others	Team up, collaborate and network	<ul style="list-style-type: none"> <li>Work together and co-operate with others to develop ideas and turn them into action</li> <li>Network</li> <li>Solve conflicts and face up to competition positively when necessary</li> </ul>
3.5 Learning through experience	Learn by doing	<ul style="list-style-type: none"> <li>Use any initiative for value creation as a learning opportunity</li> <li>Learn with others, including peers and mentors</li> <li>Reflect and learn from both success and failure (your own and other people's)</li> </ul>

## 60 Threads

Within each of the 15 competences there are a number of different threads that explain exactly what each competence involves in more practical terms. *Diagram 3.3* shows the threads of 3 of the competences.

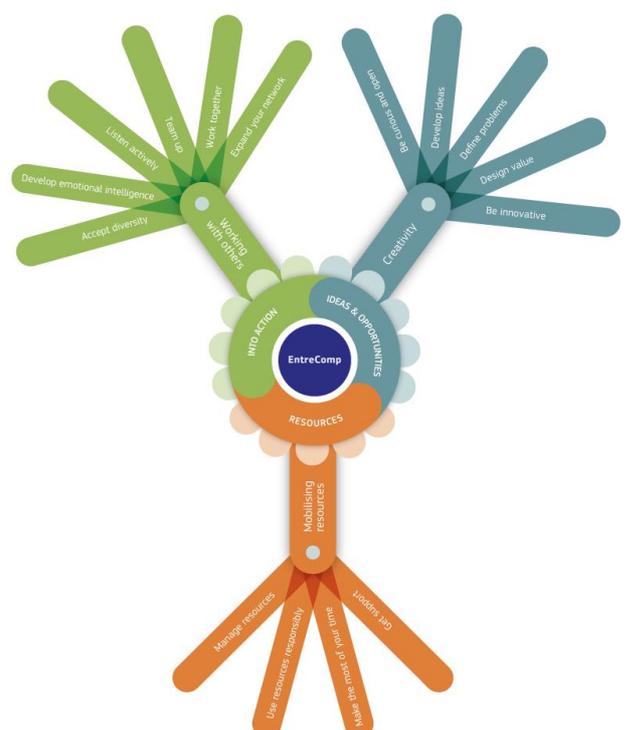
For example:

The threads of '*Creativity*' are be curious and open, develop ideas, define problems, design value and be innovative;

The threads of '*Mobilising Resources*' are get support, make the most of your time, use resources responsibly and manage resources;

The threads of '*Working with Others*' are accept diversity, develop emotional intelligence, listen actively, team up, work together and expand your network.

Diagram 3.3: Example of EntreComp Threads



## 8 Progression Levels and 442 Learning Outcomes

Each competence thread has a number of clear practical learning outcomes spread across 8 progression levels. The progression occurs as the individual's proficiency level increases and their ability to utilise the competence improves. The progression levels are:

- |             |              |               |              |
|-------------|--------------|---------------|--------------|
| 1. Discover | 2. Explore   | 3. Experiment | 4. Dare      |
| 5. Improve  | 6. Reinforce | 7. Expand     | 8. Transform |

The levels range in complexity from foundation (*discover & explore*) through intermediate (*experiment & dare*), advanced (*improve & reinforce*) and finally expert proficiency (*expand & transform*).

This progression model is important when monitoring a learner's development over time, recording the starting points of different learners or when creating a coherent entrepreneurship skills development plan. *Table 3.4* below shows the EntreComp progression model in more detail.

*Table 3.4: EntreComp Progression Model*

EntreComp progression model							
FOUNDATION RELYING ON SUPPORT FROM OTHERS		INTERMEDIATE BUILDING INDEPENDENCE		ADVANCED TAKING RESPONSIBILITY		EXPERT DRIVING TRANSFORMATION, INNOVATION AND GROWTH	
Under direct supervision. (Includes, for example, support by teachers, mentors, peers, advisors, or consultancy services)	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
<b>1. Discover</b> Level 1 focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.	<b>2. Explore</b> Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.	<b>3. Experiment</b> Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.	<b>4. Dare</b> Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this.	<b>5. Improve</b> Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.	<b>6. Reinforce</b> Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges.	<b>7. Expand</b> Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high.	<b>8. Transform</b> Level 8 focuses on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done.



The progression model provides a clear outline of the development of entrepreneurial competences. As a learner progresses and improves their abilities, they also become increasingly autonomous and a more proficient at the specific element in focus.

*Table 3.5* below shows the example of the progression model for a specific thread within the 'Creativity' competence.

Table 3.5: Progression Model of the 'Develop Ideas' Thread (Creativity)

Learning Outcomes							
Area: Ideas & Opportunities / Competence: Creativity / Thread: Develop Ideas							
Foundation		Intermediate		Advanced		Expert	
Relying on support from others		Building independence		Taking responsibility		Driving transformation innovation and growth	
Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
I can develop ideas that solve problems that are relevant to me and my surroundings	Alone and as part of a team, I can develop ideas that create value for others	I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way	I can test the value of my solutions with end users	I can describe different techniques to test innovative ideas with end users	I can set up processes to involve stakeholders in finding, developing and testing ideas	I can tailor a variety of ways of involving stakeholders to suit the needs of my value-creating activity	I can design new processes to involve stakeholders in generating, developing and testing ideas that create value



For more information regarding the EU EntreComp Framework please use the following links for further reading:

[EntreComp: The Entrepreneurship Competence Framework Policy Report](#)  
[European Commission EntreComp Website](#)  
[EntreComp into Action: A User Guide](#)



This video also provides a brief overview of the EntreComp Framework: [europa.eu/!BB93vN](https://europa.eu/!BB93vN) (2 minutes)

EntreComp is a comprehensive and flexible framework that is designed to build an understanding of what is meant by entrepreneurship as a competence and to support our ability to identify the abilities that make someone entrepreneurial. It intends to support and inspire actions to develop the entrepreneurial capacity of European citizens, to help increase the abilities of individuals to actively participate in society, to support career development and to encourage value-creating initiatives. It is important to understand that entrepreneurship plays a significant role in many aspects of the lives of individual citizens and in many areas of a prosperous society.



We will now move onto the other key underpinning theories behind the Game-Changer project, the gamification of learning and challenge-based learning.

## Module 4: The Gamification of Learning



This module provides you with a detailed overview of the concepts of the gamification of learning and challenge-based learning. Both of these educational approaches form the basis of the pedagogical methodology within the Game-Changer project.

### What is Gamification of Learning?



The gamification of learning is a well-established educational approach aimed at motivating learners to gain new skills and competences via the use of games or game elements in learning environments. The aim is to maximise the engagement and interaction of the learner by making the learning tasks enjoyable and game-like.

Gamification is the introduction and integration of gamified elements into non-game learning situations. According to Karl Kapp, who has written several books on the topic, it involves *“using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems”* (Karl Kapp, 2012). A successful gamification strategy will empower the learner to acquire new knowledge, skills and competences without them necessarily realising that they are improving those abilities.

### The Fundamental Concepts of Gamification

Diagram 4.1: Gamification Fundamental Concepts

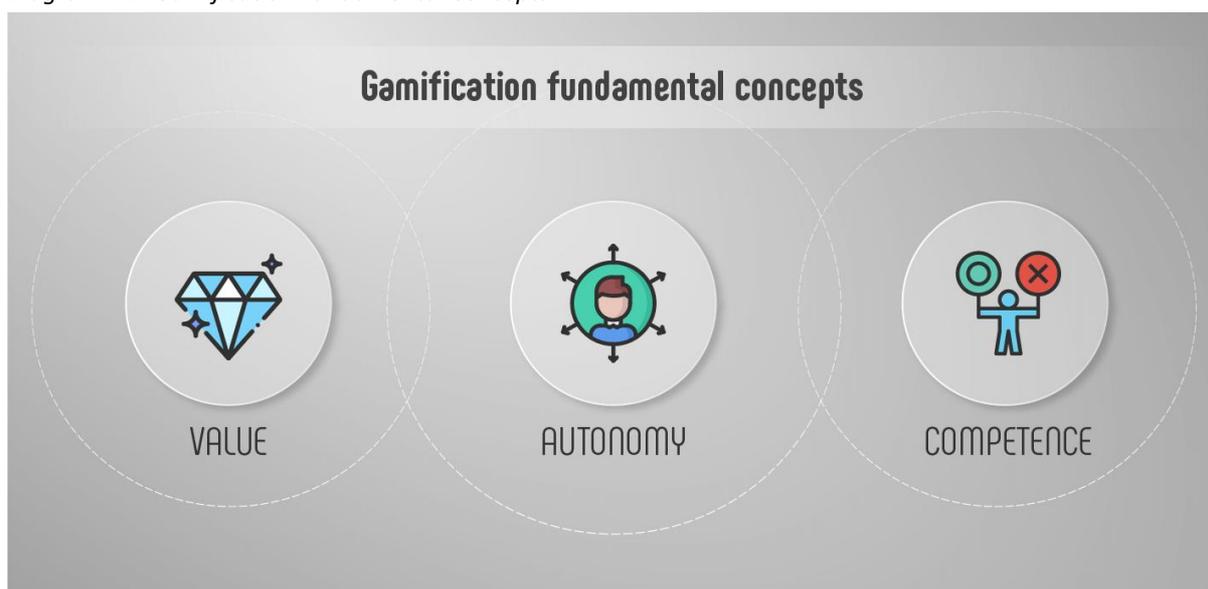


Diagram 4.1 shows the three main fundamental concepts behind the gamification of learning, they are: *Value*, *Autonomy* and *Competence*.

- **Value** – effective gamified elements add value to the learner. Learners are more engaged when they feel they are improving their abilities as a result of playing, especially when this ability can be applied to real-life situations.
- **Autonomy** – effective gamified elements should enable the learner to succeed or fail as a result of their own choices and decisions. Learners are more motivated when they feel involved and in charge of their own learning.
- **Competence** – effective gamified elements empower the learner to develop or improve their existing competences. As learners complete a task and progress to the next level, they get a sense of their own development and growth.

## The Key Principles of Gamification

Diagram 4.2: Gamification Principles



Diagram 4.2 shows the four main principles of gamification, they are: *Freedom to fail*, *Rapid feedback*, *Progression* and *Storytelling*.

- **Freedom to Fail** – there should be a low level risk associated with the gamified elements and learners should get multiple attempts to succeed. Learning from failure is an important life lesson and learners should be encouraged to experiment, take risks and not be discouraged by the fear of failure.
- **Rapid Feedback** – learners should receive immediate feedback or rewards as a result of their actions. Gamified elements should provide frequent targeted feedback as the learner progresses, either after the completion of an individual task or at the end of each level.

- **Progression** – learners should be able to continuously assess their progress and improvements as they work through the gamified elements. Learners will be more engaged and motivated if they feel they are making positive progress towards their goal.
- **Storytelling** – the most effective gamified elements involve an engaging story or strong narrative. Structuring learning objectives within a narrative and asking learners to actively participate in the story will increase their enjoyment and engagement with the learning process.

## Potential Gamification Dynamics

Diagram 4.3: Gamification Dynamics



Diagram 4.3 shows some of the potential gamification dynamics that can be used to ensure learners are engaged with, and motivated by, the gamified elements of their learning experience. Effective gamification dynamics give learners a reason to keep playing, they include: *Achievement*, *Competition*, *Challenge*, *Progress*, *Collaboration*, *Surprise* and *Collection*. Successful gamification will incorporate a combination of these dynamics.

- **Achievement** – learners should gain a sense of achievement as they play. If a learner feels they are achieving something then they are more likely to continue engaging.
- **Competition** – introducing competitive elements can encourage participation and increase effort.
- **Challenge** – ensuring the gamified elements provide a challenge to the learner will increase engagement and motivation to continue playing.

- **Progress** – if learners feel a sense of progress, then they will be more motivated to continue the learning process.
- **Collaboration** – providing a mechanism for learner collaboration will add a deeper level of learning and competence development.
- **Surprise** – incorporating the element of surprise into the gamified elements will encourage the learner to continue and make the challenges more enjoyable.
- **Collection** – adding an element of collection to the learning process can motivate learners to continue playing in order to complete their collection (this could include learner badges, certificates or trophies).

## Potential Gamification Mechanics

Diagram 4.4: Gamification Mechanics

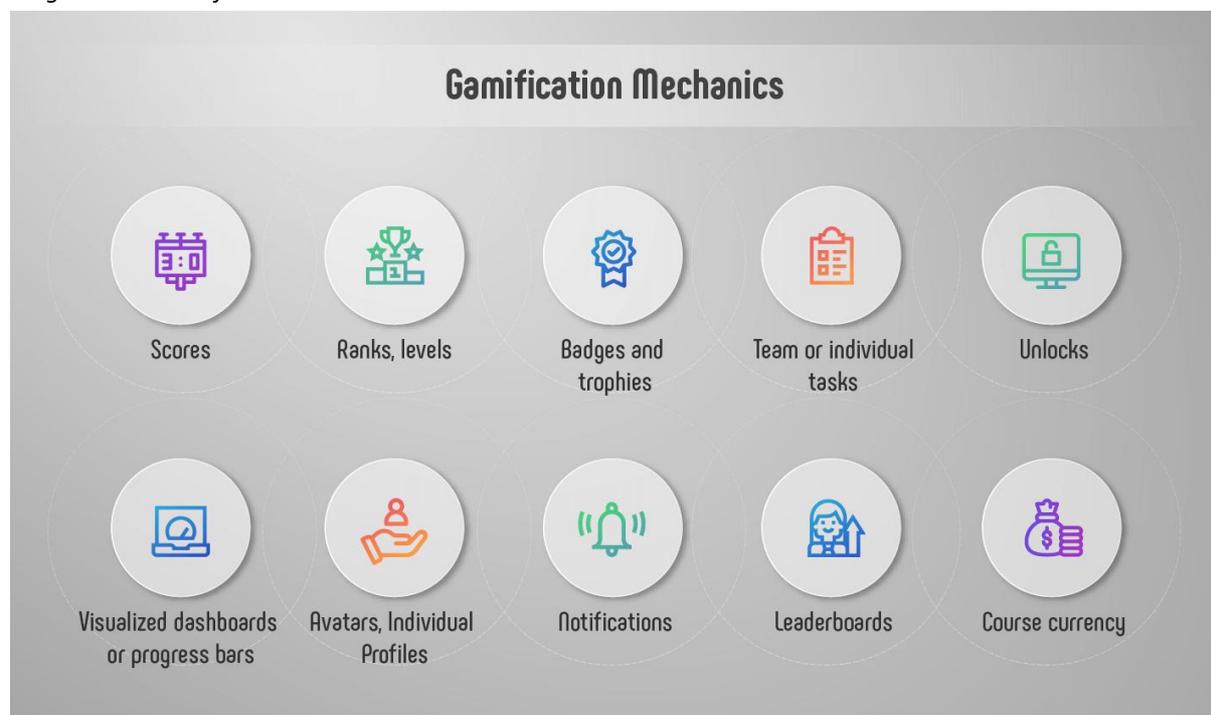


Diagram 4.4 shows some potential gamification mechanics that can be used to achieve the desired gamification dynamics covered in the previous section. Effective gamification mechanics are the specific gamified tools that keep the learner engaged, they include: *Scores, Ranks/Levels, Badges/Trophies, Team/Individual tasks, Unlocks, Visual dashboards/Progress bars, Avatars/Individual profiles, Notifications, Leaderboards* and *In-game currency*.



The following videos provide a more detailed overview of the gamification of learning concept:

[www.youtube.com/watch?v=BqyvUvxOx0M](https://www.youtube.com/watch?v=BqyvUvxOx0M) (9 minutes)

[www.youtube.com/watch?v=nYnbapB5Yl8](https://www.youtube.com/watch?v=nYnbapB5Yl8) (5 minutes)





Diagram 4.5 provides an overview of the challenge-based learning framework. Let us now look at this framework in more detail by reviewing the 3 phases of challenge-based learning.

### Phase 1: Engage

During the Engage Phase, learners should move from an abstract idea to a tangible and actionable challenge via the essential questioning process. The aim is for the learner to connect with educational content through the identification, development and ownership of a compelling challenge.

- **Big Ideas** – this is a broad theme or concept that could be explored in multiple ways and is important to you or the wider society. Big ideas could include climate change, community, health, sustainability and political engagement.
- **Essential Questions** – the big idea should allow for the generation of a wide range of essential questions that reflect the respective interests of individuals or society as a whole. Essential questioning allows the learner to contextualise and personalise the big idea. The end product is a single essential question that is relevant to the individual or group.
- **Challenges** – the challenge turns the essential question into a call to action to gain a deeper understanding of the subject at hand. The challenge should be immediate, actionable and build excitement in the learner.

The Engage Phase should conclude with the learner identifying a compelling and actionable challenge statement.

### Phase 2: Investigate

The Investigate Phase builds on the challenge developed in the previous phase. This phase tasks learners with contextualised learning experiences and concept-based research to create a foundation for actionable and realistic solutions. Learners should plan and participate in a journey that builds a foundation of knowledge that leads to solutions to real-world problems.

- **Guiding Questions** – learners should generate questions related to the challenges identified in the previous phase. These questions should include everything that is required to be understood to develop an informed solution. Categorising and prioritising the questions creates an organised learning experience while further guiding questions will continue to emerge throughout the experience.
- **Guiding Activities/Resources** – these include any resource or activity that assists the learner to answer the guiding questions and progress toward the solution. These activities and resources include any and all methods and tools available to the learner.

- **Synthesis** – once the guiding questions have been addressed as a result of investigating the guiding activities/resources, learners should analyse the process and identify the key findings. This should be an analysis of the lessons learned through the guiding activities and provide a foundation for the eventual identification of solutions.

The Investigate Phase should conclude with evidence that demonstrates that the learner has successfully addressed all of the guiding questions and developed clear conclusions that will form the basis of their solution to the real-world problem.

### Phase 3: Act

The Act Phase requires evidence-based solutions to be developed and implemented in an authentic scenario and real-world setting. The learners should demonstrate a desire to make a positive difference combined with an understanding of the core subject matter.

- **Solution Concepts** – as a result of completing the investigation phase, learners should have a solid foundation to begin developing potential solution concepts. They emerge from the findings made during the investigation phase and lead the learner to develop, test and refine their solution concepts. This process is also likely to raise new guiding questions that require further research and return the learner to the investigate phase.
- **Implementation** – implementation of the solution takes place within a real-world setting with an authentic audience. The ability level of the learners and the amount of time and resources available will guide the depth and breadth of the implementation.
- **Evaluation** – this provides the opportunity to assess the effectiveness of the solution, measure outcomes, reflect on successes/failures and deepen subject knowledge.

The Act Phase concludes once the implementation is complete and learners can continue to refine their solutions or develop a plan to enhance their ideas for future challenges.



As we can see, challenge-based learning provides a detailed strategy for encouraging learners to actively participate in the learning process. When used effectively as a methodology for the gamification of learning, it can provide endless possibilities for experiential educational opportunities.



The challenge-based learning approach has a variety of fundamental ideas and strengths that make it especially effective in modern day learning environments. These elements are outlined below.

- ***Educator/Learner Dynamic*** – redefining the traditional educator/learner dynamic can be a powerful process in which all parties develop a variety of new abilities.
- ***Unlimited Learning Environments*** – embedding the challenges in real-world settings encourages the learner to think outside of the box and relate their learning to pressing real-world issues.
- ***Learner Inspired, Directed and Owned*** – meaningful connections are made between learning content and the lives of learners. The more passionate learners are about the content, the deeper the learning, the more control they have over the process and the higher the level of ownership.
- ***Thought Provoking Challenges*** – the situations and activities create a sense of urgency and prompt action. Effective challenges will engage the learner in different ways of thinking and seeing the world around them.
- ***Content and 21<sup>st</sup> Century Skills*** – authentic learning experiences develop deeper content knowledge and allow learners to organically develop a wide range of 21<sup>st</sup> century skills.
- ***Boundaries of Adventure*** – boundaries are provided to provide structure and to guide the learner while allowing the freedom to explore the subject matter. At the beginning, the limits will be narrowed, but the goal is always to move towards more autonomy, freedom and responsibility for the learner.
- ***Space and Freedom to Fail*** – provide a safe space for learners to think creativity, experiment with ideas, fail, receive feedback, learn from the failure and try again. This process is built in to all phases of challenge-based learning.
- ***Opportunities for Critical and Creative Thinking*** – requires and encourages in-depth participation along with opportunities for deep, critical and creative thought processes.
- ***Authentic Use of Technology*** – technology is used to research, communicate, organise, create and present information. The use of technology allows learners to own and transform the learning experience to meet their own needs.
- ***Focus on Process and Product*** – the process of getting to the solution is valued as much as the solution itself. Throughout the challenge-based learning experience there are opportunities to evaluate and assess both process and products.
- ***Documentation and Storytelling*** – during each step of the challenge process, the learners reflect upon and document their learning journey. This evidence is useful for ongoing reflection, informative assessment, portfolios and telling the story of their experience of the challenge.
- ***Reflection*** – throughout the process, learners continuously reflect on the content and the process of the challenge. Much of the deepest learning takes place by considering the process, thinking about one's learning, and analysing ongoing relationships between the content, concepts and practical applications.



The following videos provide a detailed overview of the history and concept of challenge-based learning:

[www.youtube.com/watch?v=MHOxbc-xMNI](https://www.youtube.com/watch?v=MHOxbc-xMNI) (20 minutes)

[www.youtube.com/watch?v=RGoJIQYGpYk](https://www.youtube.com/watch?v=RGoJIQYGpYk) (5 minutes)



For further reading on the concept of challenge-based learning please use the links provided:

[images.apple.com/education/docs/CBL\\_Classroom\\_Guide\\_Jan\\_2011.pdf](https://images.apple.com/education/docs/CBL_Classroom_Guide_Jan_2011.pdf)

[www.challengebasedlearning.org/](http://www.challengebasedlearning.org/)

The Game-Changer project utilises elements of the gamification of learning and challenge-based learning concepts in our approach to building the entrepreneurial competences of young people.



The project has used the methodology of WebQuests in order to incorporate the gamified challenge-based elements necessary to engage our target audience effectively. Let us now take an in-depth look at the concept of WebQuests and how they can be used as an educational resource.

## Module 5: Introduction to WebQuests



A WebQuest is a challenge-based educational resource that is built on an internet research methodology that stimulates critical inquiry and creative thinking. It is an extremely simple and rich model for dimensioning educational uses of the Web. It is based on investigative learning processes for the construction of knowledge. Building the skills of front-line youth professionals to incorporate WebQuest learning methodologies will help to promote high quality, innovative youth service provision.

One of the significant advantages of using a WebQuest approach is that learning can be easily themed around different topic areas allowing for the customisation of learning to suit learner preferences rather than relying on a one-size fits all approach. The Game-Changer project has helped to open up access to educational materials and develop the competences of youth professionals so they can harness the potential of these innovative resources in the digital era.

*"A WebQuest", according to Bernie Dodge PhD, the originator of the WebQuest concept, "is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than on looking for it, and to support learners' thinking at the levels of analysis, synthesis, and evaluation" (B. Dodge, 1995)*



A comprehensive introduction to the WebQuest model is available via [webquest.org](http://webquest.org) or by watching the following informational videos.



1. [www.youtube.com/watch?v=o4rel5qOPvU](http://www.youtube.com/watch?v=o4rel5qOPvU) (2 minutes)
2. [www.youtube.com/watch?v=Cyht-ehIAWY](http://www.youtube.com/watch?v=Cyht-ehIAWY) (2 minutes)
3. [www.youtube.com/watch?v=VrljNfEnSk0](http://www.youtube.com/watch?v=VrljNfEnSk0) (3 minutes)
4. [www.youtube.com/watch?v=IHZOh-KoEF4](http://www.youtube.com/watch?v=IHZOh-KoEF4) (2 minutes)

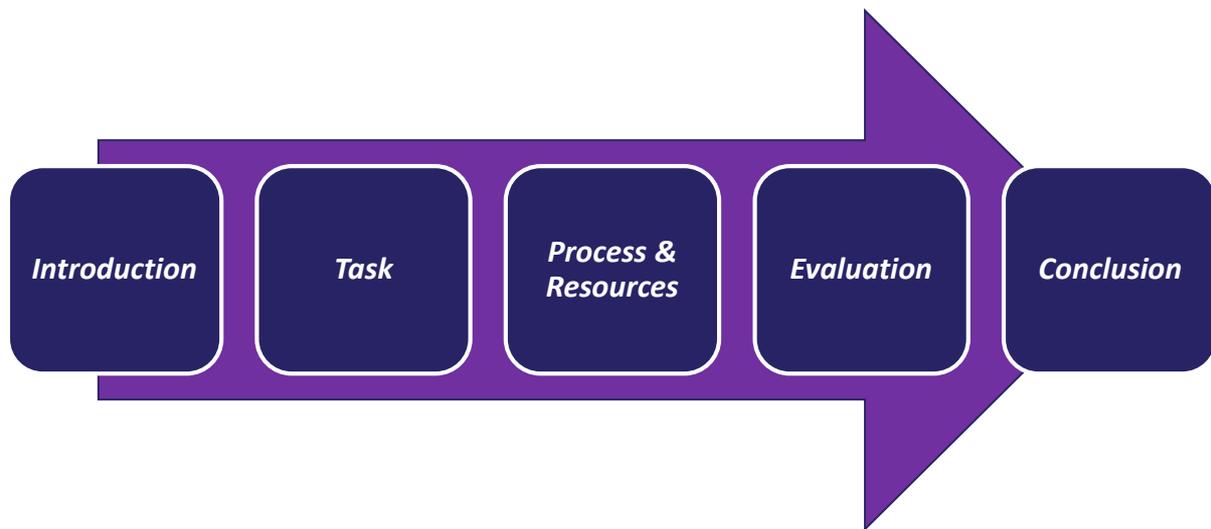
From the Game-Changer project point of view, WebQuests offer innovative learning resources that are memorable, exciting, creative, and enjoyable, as their focus is to have fun while learning. The WebQuest challenges developed within this project are themed around the development of entrepreneurial competences in young people, with a view to increasing career opportunities and building transversal skills. The Game-Changer challenges are based on the 15 EntreComp Framework competences and focus on increasing the user's proficiency level within each competence area.

## The Content and Structure of a WebQuest



Now let us review the characteristics and structure of a typical WebQuest challenge. Each WebQuest has a general structure consisting of several steps or building blocks as outlined in *diagram 5.1*. According to Dodge, there are six essential elements to a typical WebQuest, each element is outlined below.

*Diagram 5.1: Structure of a WebQuest*



### 1. Introduction

The introduction should provide the context and ‘set the scene’ for the challenge ahead. It is the beginning of the learning journey that the user is about to embark upon. A WebQuest introduction should provide the necessary background information on the topic to be covered and outline the motivational scenarios (e.g. roles to be played or problems to be solved) that will form the imaginative aspects of the challenge.

An effective introduction should introduce key vocabulary and concepts which learners will need to understand in order to complete the tasks involved. It should present an imaginary scenario and context for playing out the tasks in the WebQuest. This aspect is key to engaging the user’s imagination and getting a ‘buy in’ to the challenge.



The goal of the introduction is to make the activity desirable and fun for learners. When challenges are related to learners' interests, past experiences, or future goals, they are inherently more interesting. The overall goal is to engage and excite learners at the beginning of each WebQuest to encourage them to complete the challenge.

## 2. Task

The task is a formal description of what the learner will have accomplished by the end of the WebQuest. It describes the desired 'end goal' of the activity by presenting an overview of the challenge to be completed. The task should be appealing to the target audience. This can be achieved by making the task inherently important or relevant (e.g. linked to current local, national or global issues) and by making it imaginative and fun.

An effective task explains clearly and precisely what learners have to do. It should be motivating, interesting and include activities that contribute to the development of skills that will be used in daily life. Guidance should be given on how to complete the challenge and how to present the outcomes (e.g. graphs, diagrams, displays, presentations etc.).



The goal of the task is to provide the learner with a clear challenge and outline of the goal that is to be achieved. The more relevant and interesting the task, the more engaging it will be to the learner.

## 3. Process & 4. Resources

The process is a detailed description of the steps learners should go through to accomplish the task. It includes a set of steps and research tasks using predefined sources that are predominantly web-based and usually in a 'clickable' form. The process usually has one or more 'products' that learners are expected to create along the way and present at the end (e.g. a poster, video or presentation etc.). These products may then form the basis of the evaluation stage.

An effective process should be clearly structured and progressive in nature. It should follow a clearly defined 'pathway' as the learner progresses further into the WebQuest. For each progressive step of the process, there should be a series of web links included. These links are resources the learner will need to use or 'investigate' to complete each step of the process.

Effective resources should be links to videos, songs, reports, articles or webpages etc. that the learner will need to visit in order to complete the challenge. The resources should contain the necessary information or 'clues' to solve the relevant step of the process. The links should be embedded directly in the WebQuest to ensure ease of use, interactivity and 'playability'.



The goal of the process is to guide the user through the learning journey by taking them step by step along the stages of the challenge. The goal of the resources is to provide the learners with all the necessary information and 'clues' they will need to be able to progress through each step of the process in order to complete the overall task.

## 5. Evaluation

The evaluation is an opportunity for the learners to review what they have done and reflect on what they have achieved. This can be done through self-evaluation, comparing and contrasting learning experiences, providing feedback on how they found the challenges and explaining what they think they have learned. If the WebQuest process involved the creation of tangible 'products' (e.g. posters, videos or presentations etc.), then this is the opportunity for the learners to present them to the trainer or other participants.

An effective evaluation should be detailed, analytical and self-reflective in order for the learner to optimise the learning opportunity of the challenge. They may be required to complete an evaluation rubric or a short assessment quiz to measure the skills they have developed or to test their newly acquired knowledge. The evaluation should look to focus on the positive achievements but also be honest about the areas for required improvement.



The goal of the evaluation is to reflect on the whole WebQuest challenge and the achievements of the learner. It should be seen as an opportunity to analyse and assess performance as well as to reflect on what has been learned or accomplished.

## 6. Conclusion

The conclusion is an opportunity to summarise the whole experience, encourage further reflection on the process and to extend the learning beyond the WebQuest itself. It can be done as a group debriefing discussion if the WebQuests are being used with a group of learners. This is the chance for learners to think about how they would do things differently in future and to investigate ways in which they can implement the things they have learned.

An effective conclusion should provide an opportunity for learners to reflect on the whole WebQuest process. Learners should be prompted to consider ways in which their newly acquired knowledge can be utilised in real-world scenarios. The conclusion should take the learning experience beyond the challenge and relate it to the daily lives of the learners.



The goal of the conclusion is to summarise the whole process and ensure that the important learning experiences are identified and acknowledged. The aim is to ensure that the learner understands what the challenge has taught them and how they can utilise this experience in a constructive and positive way.

## Theoretical Fundamentals of WebQuests



The WebQuest model is based upon the Constructivist Learning Theory. According to Constructivism, learners should actively participate in the learning process, meaning that they should not just be a passive receiver of information provided by the educator.

Learners should be the ones constructing knowledge through their experiences with the world around them and as a result, they build their own representations and incorporate new information into their pre-existing knowledge (University of Buffalo, 2020).

The main principles of the Constructivist Learning Theory are:

- **Learners are constructing new knowledge by applying what they already know** from their previous experiences and that prior knowledge influences what new or modified knowledge they will build from new learning experiences (Hoover, 1996);
- **All knowledge is personal** learning and is based upon one's own understanding and personal interpretation of the world and the same activity or information may result in a different understanding and new knowledge for each learner based on their previous knowledge and values (McLeod, 2019);
- **Learning is active rather than passive** as the knowledge is built through active engagement of the learner with the world e.g. real-world problem solving, experiments, experiences, etc. not just information provided.

WebQuests are also associated with the theories of Scaffolding and Inquiry-based Learning. Scaffolding, also known as Vygotsky Scaffolding is a teaching method that helps learners gain a deeper understanding and learn more by working with an educator or a more advanced student to achieve their learning goals (Sarikas, 2020). The main idea behind this method is that people learn more efficiently when collaborating with others who have a wider or a different range of knowledge and skills than the learner themselves.



The peer collaboration helps the learner to see different perspectives and thus they are able to widen their learning boundaries and learn more than they would be able to individually. WebQuests are usually executed within groups and involve teamwork which enables a peer learning process and collaboration between learners and therefore effective scaffolding process.

The inquiry-based learning represents a learner-centred educational approach in which the learner is the one performing the active role by asking questions and exploring the material provided. The educator provides a guiding role, rather than providing materials or defining 'correct' and 'incorrect' answers. Learners are encouraged to have group discussions, conduct research, think critically and form their own answers and opinions regarding the issues being explored.



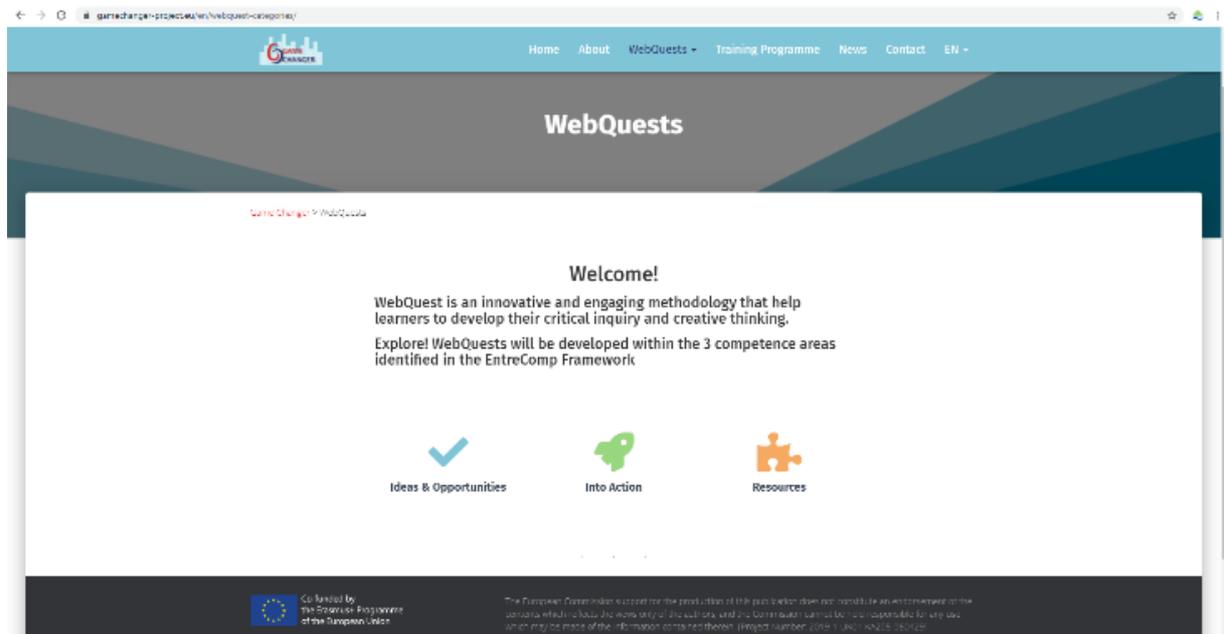
WebQuests represent a web-based inquiry strategy, which through their different sections, effectively guide learners through a process of scientific inquiry, where they must follow certain steps to reach valid conclusions.



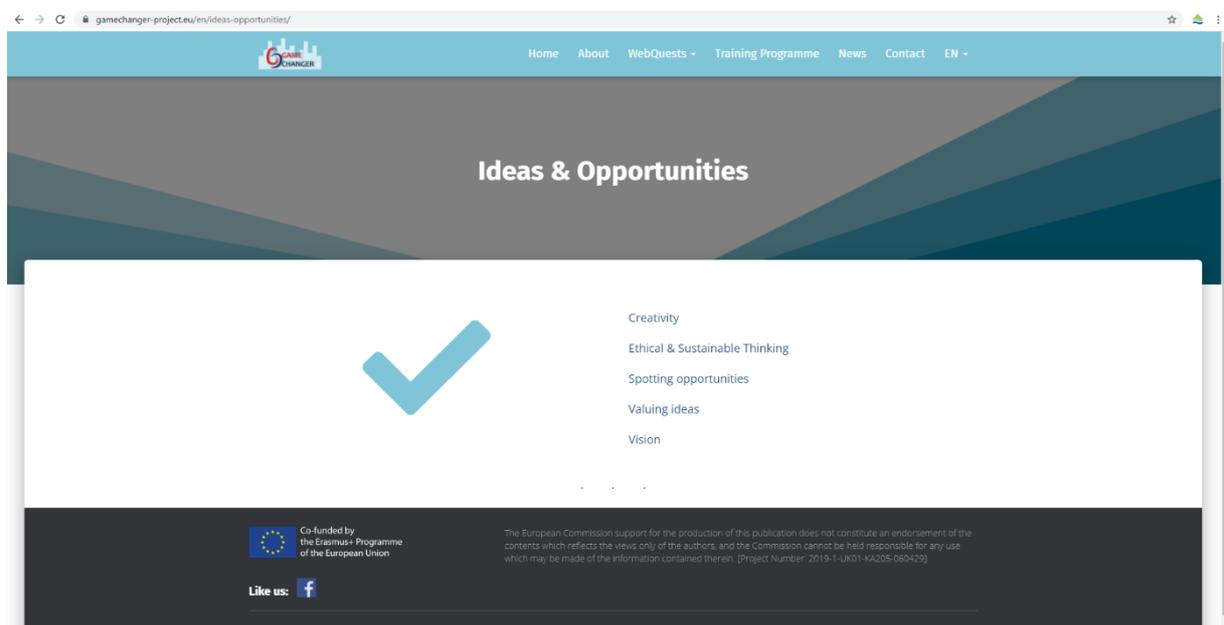
Now let us take a detailed look at the Game-Changer WebQuest compendium and how it can be utilised as an educational resource for the development of key entrepreneurial competences.

## Module 6: How to Utilise the Game-Changer WebQuest Compendium

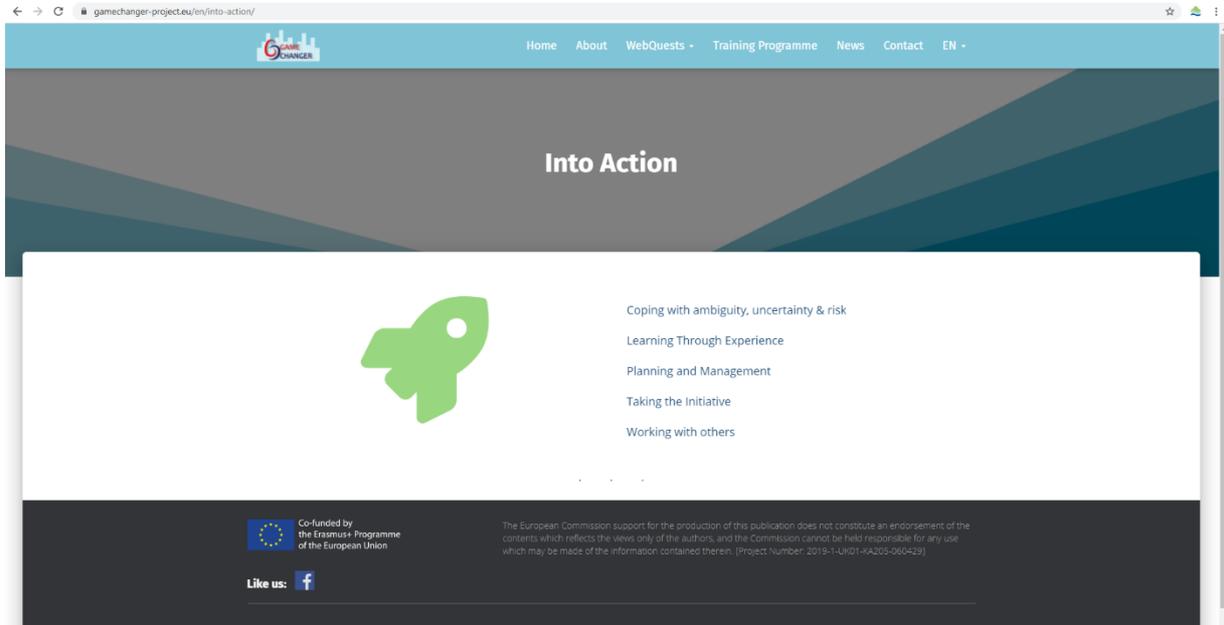
The entire Game-Changer WebQuest compendium is freely available via the project [website](#), as seen in the image below. There are a total of thirty WebQuest challenges across the three competence areas outlined in the EntreComp Framework. Each specific competence area has ten different WebQuest challenges that are aimed at assisting the user to develop and improve their abilities relating to the specific entrepreneurial competences within.



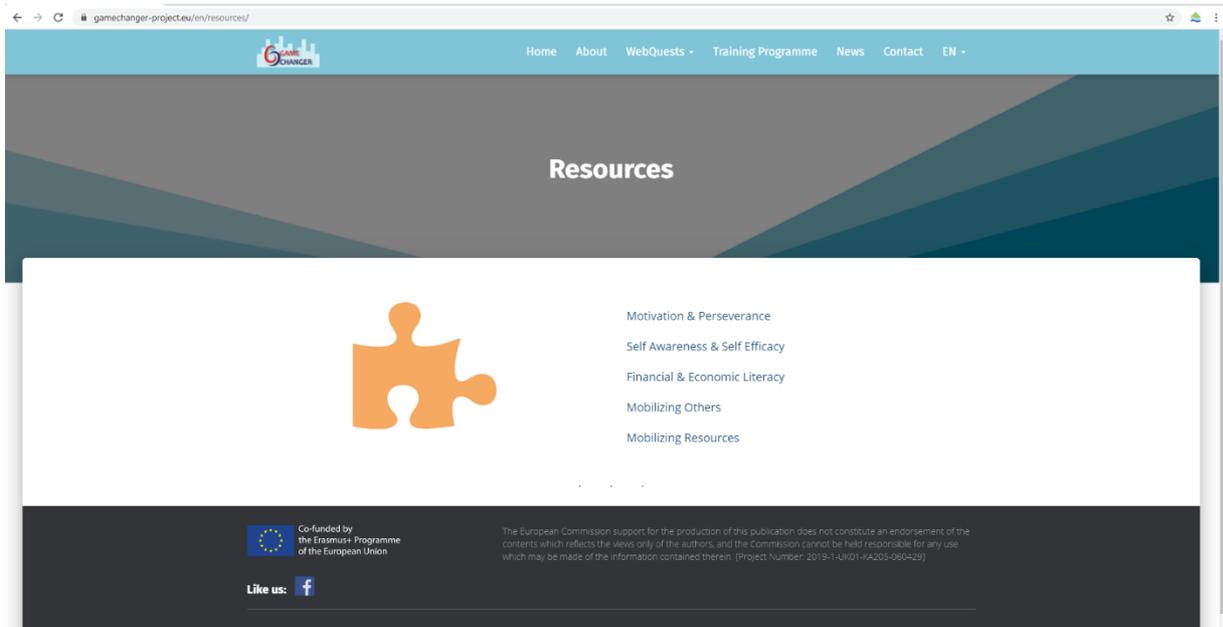
Within each of the three competence areas, [Ideas & Opportunities](#), [Into Action](#) and [Resources](#), there are two WebQuest challenges focussing on each of their five specific competences.



***Ideas & Opportunities*** contains WebQuests based on [Creativity](#), [Ethical & Sustainable Thinking](#), [Spotting Opportunities](#), [Valuing Ideas](#) and [Vision](#).



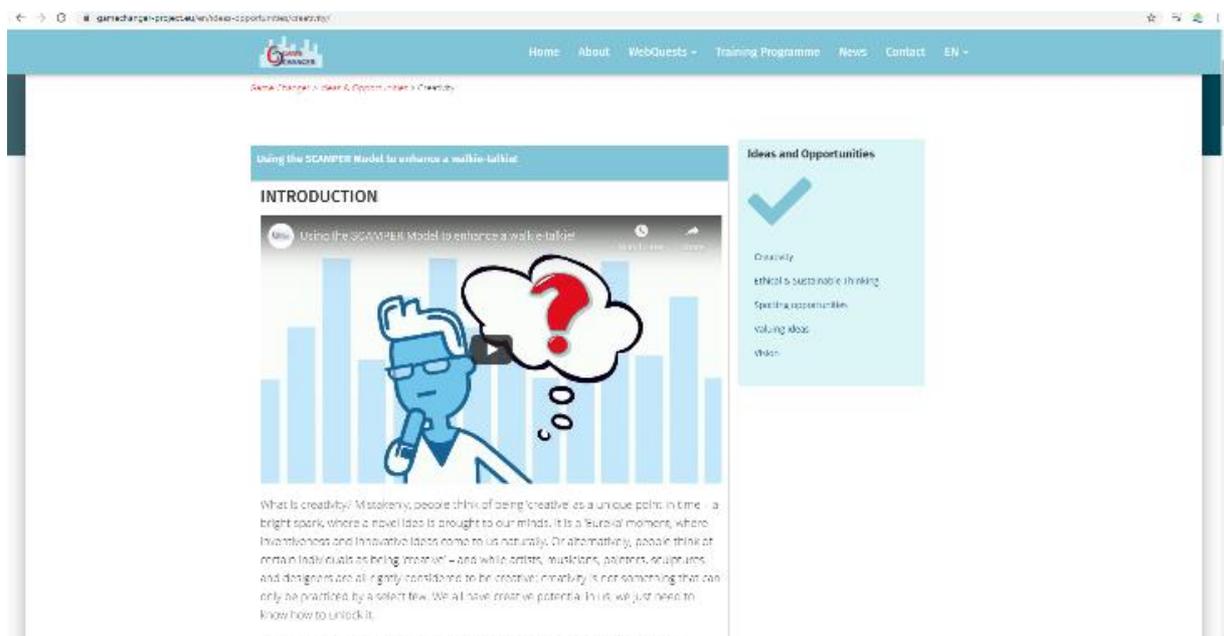
***Into Action*** contains WebQuests based on [Coping with Ambiguity, Uncertainty & Risk](#), [Learning Through Experience](#), [Planning and Management](#), [Taking the Initiative](#) and [Working with Others](#).



***Resources*** contains WebQuests based on [Motivation & Perseverance](#), [Self-Awareness & Self-Efficacy](#), [Financial & Economic Literacy](#), [Mobilizing Others](#) and [Mobilizing Resources](#).

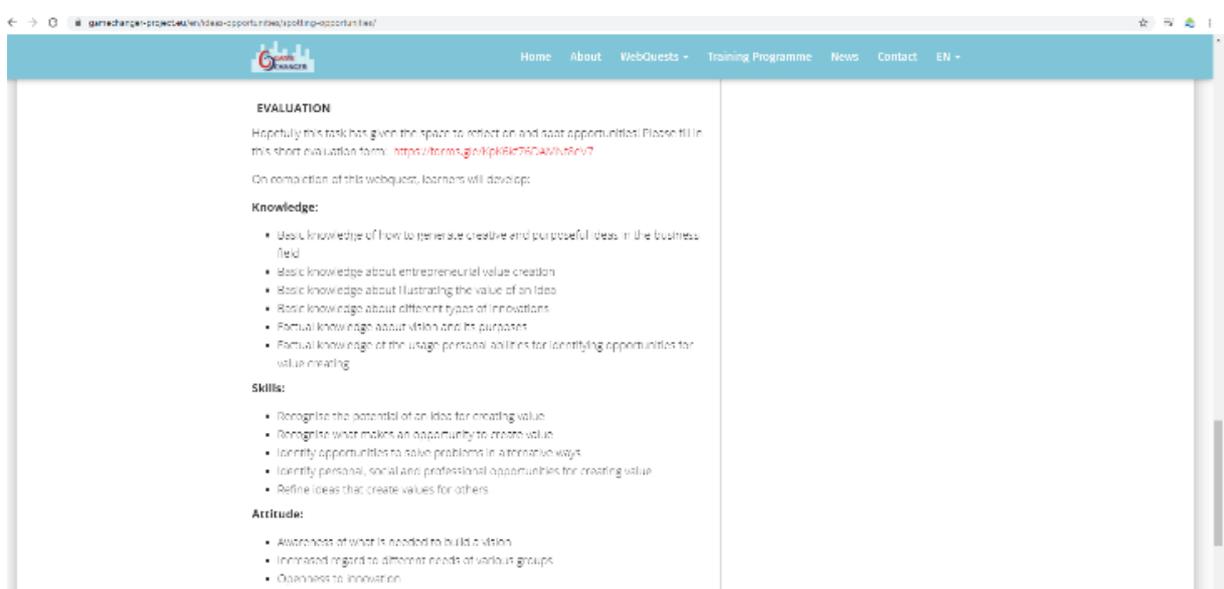
Each of these thirty individual Game-Changer WebQuests follows a similar structure as outlined in the previous module. They are designed to be completed either individually or in small groups and can be viewed on any computer, laptop, tablet or smartphone.

The WebQuests contain a short introductory animation or video that establishes context or 'sets the scene' for the forthcoming challenge. The aim is to enhance the user experience by communicating directly to the young person who is undertaking the challenge. The WebQuests then continue through the various stages and provide the user with all the necessary Web-based resources required to complete the challenge.



The screenshot shows a web browser displaying a page from the Game-Changer website. The page title is "Using the SCAMPER Model to enhance a walkie-talkie". The main content area is titled "INTRODUCTION" and features a video player with a blue character thinking. To the right, there is a sidebar titled "Ideas and Opportunities" with a green checkmark icon and a list of skills: Creativity, ethical & sustainable thinking, spotting opportunities, valuing ideas, and Vision.

Upon the successful completion of each WebQuest, the user undertakes a brief evaluation section that serves to encourage self-reflection and assist the analysis of the knowledge, skills and attitudes developed through undertaking the challenge.



The screenshot shows the "EVALUATION" section of the webquest. It includes a link to a short evaluation form: <https://forms.gle/kpK9R276CAUv9Ev7>. Below this, it lists the learning outcomes for the webquest, categorized into Knowledge, Skills, and Attitude.

**Knowledge:**

- Basic knowledge of how to generate creative and purposeful ideas in the business field
- Basic knowledge about entrepreneurial value creation
- Basic knowledge about illustrating the value of an idea
- Basic knowledge about different types of innovations
- Partial knowledge about vision and its purposes
- Partial knowledge of the usage personal abilities for identifying opportunities for value creating

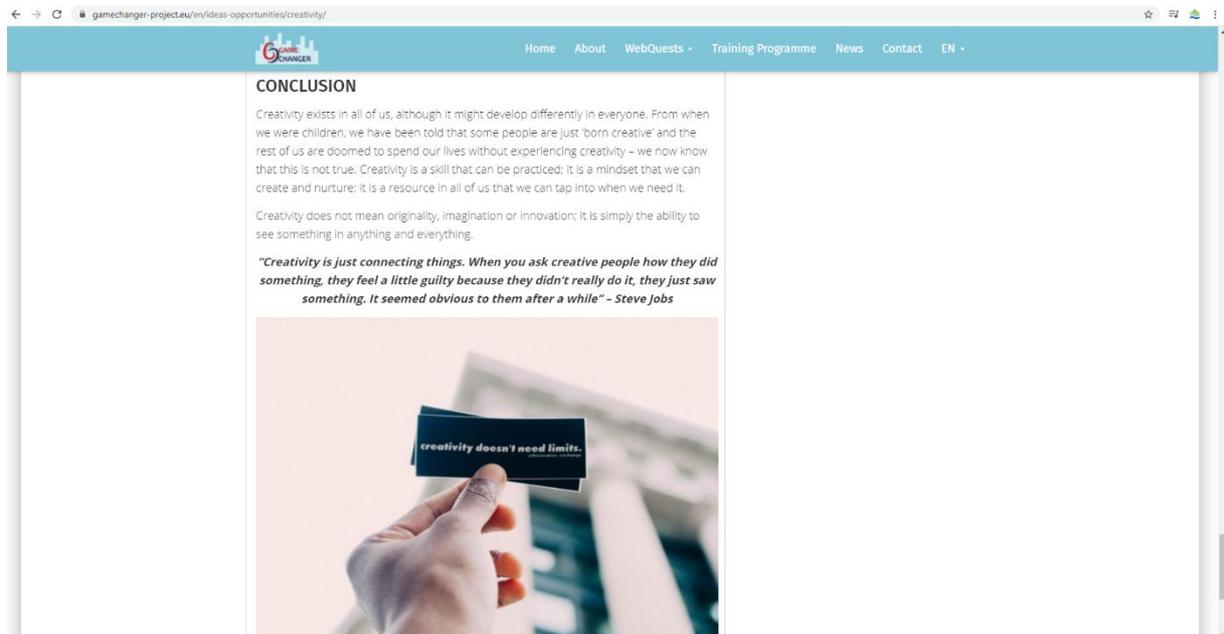
**Skills:**

- Recognise the potential of an idea for creating value
- Recognise what makes an opportunity to create value
- Identify opportunities to solve problems in alternative ways
- Identify personal, social and professional opportunities for creating value
- Refine ideas that create values for others

**Attitude:**

- Awareness of what is needed to build a vision
- Increased regard to different needs of various groups
- Openness to innovation

Each WebQuest ends with a short conclusion that reviews the user's achievements and encourages continued self-development and further exploration of potential entrepreneurial opportunities.



The aim of the Game-Changer WebQuest compendium is to provide an easily accessible open educational resource to:

- youth workers seeking to incorporate entrepreneurial education into their service provision and to encourage entrepreneurial activities in their service users;
- young people who are looking to develop or improve their entrepreneurial abilities and explore potential entrepreneurial endeavours.



At this point in the training programme it would be helpful to spend some time attempting some of the Game-Changer WebQuest challenges outlined in this module.



**Step 1:** Begin by visiting the project website at [gamechanger-project.eu](http://gamechanger-project.eu).

**Step 2:** Click on the 'Take me to WebQuests' icon in the lower centre of the screen, as seen in the image below.



**Take me to WebQuests**

**Step 3:** You are now in the Game-Changer WebQuest compendium and have access all 30 WebQuests across the 3 competence areas.

**Step 4:** Click on the 'Ideas & Opportunities' icon to enter this section of the compendium and then choose the specific competence that you feel you would like to develop yourself (e.g. Spotting Opportunities).



### Ideas & Opportunities

**Step 5:** Now spend some time working your way through the two WebQuests that are based on the competence you have chosen (e.g. #CampaignForChange & PandaQuest: Driving for Opportunities if you have chosen the Spotting Opportunities competence).

**Step 6:** Now repeat this process for the other two competence areas of 'Into Action' and 'Resources', again choosing one specific competence within each competence area, and then attempting the two WebQuest challenges based on each competence.



**Into Action**



**Resources**



After completing this process you will have attempted six of the thirty Game-Changer WebQuests, this should have provided you with a good understanding of the types of challenges within the compendium. Feel free to explore the compendium further and attempt more of the WebQuests.

You should now feel comfortable with how to access and use the Game-Changer WebQuest compendium. This open educational resource can be utilised to support your learners to develop their entrepreneurial competences in whatever setting you require. They can be accessed on any computer, laptop, tablet or smartphone and have been designed to work equally well on all formats.

### Tips for the Implementation of the Game-Changer WebQuests



The Game-Changer WebQuest compendium can be imbedded in both formal and non-formal educational settings. They can be used as stand-alone challenges or as part of a wider workshop built around the key themes with each challenge.



When implementing the Game-Changer WebQuest compendium as part of your youth service provision, please take into account the following tips and things to consider.



### **1. Consider the age and ability level of the learners**

The WebQuest compendium was designed to meet the needs of young informal learners aged 16 and over. They have been developed across four difficulty levels from introductory, intermediate, advanced and expert.

Remember, the key learning objectives of all of the Game-Changer WebQuests are linked to the development of entrepreneurial competences. Many of the competences can be considered as key transferable or transversal skills, but ensure you consider the ability level of the learner and their development needs before setting them any of the challenges.



### **2. Are you using the WebQuests with individuals or groups?**

Each WebQuest has been designed to be completed individually or as a small group of learners. Either strategy can be used but it is recommended that they be used as a group activity to encourage communication, cooperation and division of tasks. Elements of competition can also be introduced when working with multiple groups of learners.



### **3. How are you going to involve yourself in the process?**

As the learners attempt the WebQuests, your role should shift from educator to facilitator. You are responsible for monitoring, questioning and providing feedback to the learners as they progress along their learning journey. You are there to support the learning process by stepping back and allowing the learners to work with freedom and autonomy.



### **4. How will you expand the learning process beyond the WebQuest?**

Each WebQuest is a self-contained learning activity that follows a clear structure and contains specific themes and learning objectives. However, an effective educator will be able to utilise the WebQuests as a basis for a broader learning journey. You can build thematic workshops around each WebQuest and explore the topics covered in more depth.



Now we have looked at the Game-Changer WebQuest compendium, we will move onto showing you how to develop your own WebQuest challenges to use as educational resources with your learners.

## Module 7: How to Develop a WebQuest



As we have covered in the previous modules, WebQuests are an engaging, flexible and fun way to introduce gamification and challenge-based learning elements into your educational methodology. We will now guide you through the process of developing your own WebQuest challenge.

The process of developing a WebQuest has several stages and requires you to carefully consider a range of important factors as outlined below. You should start by brainstorming some ideas and then once you feel confident that you have an actionable plan, move on to building a WebQuest in the template provided at the end of the module.

### ***Step 1: Define the key topic or theme***



As covered in previous modules, the WebQuest challenges developed within this project have been focussed on developing entrepreneurial competences in young people and are based on the key themes outlined in the EU EntreComp Framework.

This was achieved using a variety of different topics as the WebQuest approach can be utilised to create interactive, engaging and enjoyable educational resources on any thematic subject necessary. Your first task is to identify the topic or theme you feel will be the most interesting and engaging to your target audience.



Start by asking yourself the following questions:

1. Based on your current provision, are there any key themes that are not covered or that you feel need to be addressed within your learner cohort?
2. Have any of your learners raised any issues that they would like to address or told you of any topics they would like to investigate further?
3. Are there any pressing issues that are affecting people's lives either locally, regionally or nationally?

From these questions you should be able to identify the starting point for an interesting WebQuest. This topic or theme will form the basis of the real-world problem that the task will outline and challenge the learner to address.



Some potential themes could include climate change, sustainable living, food security, equality or social justice. The key is to use a topic that is important and engaging to your learners in order to ensure they are invested in the challenge and the outcome.

### **Step 2: Outline the desired learning outcomes**



The next task is to clearly outline the skills, attitudes, knowledge and competences that you want your learners to develop as a result of completing the WebQuest challenge. The idea is to build the mechanisms for achieving these outcomes into the context of the topic or key theme chosen.

The desired learning outcomes are the core of the learning experience and should be used as a framework to build the rest of the WebQuest around. They should be clearly defined, relevant to the learner needs and achievable via the mechanism of a WebQuest challenge.



Again, at this point it is useful to ask yourself some questions based on your experience and knowledge of your learner cohort:

1. Are there any skills gaps that require addressing in your learners?
2. Have you previously identified any key competences that your learners would benefit from improving?
3. Do you have any specific learning material that you would like to deliver in a more interactive manner?

As a result of this process you should be able to identify some key learning outcomes that you would like to build throughout your WebQuest challenge. The desired learning outcomes should be summarised in a table so that you can reference them when designing the task and process stages of the WebQuest.



Some potential learning outcomes could include building employability skills, developing a deeper understanding of social issues, improving critical thinking abilities or increasing resilience and perseverance. The key is to identify the desired learning outcomes that will best support the learners to improve themselves both personally and professionally.

### **Step 3: Build a resource inventory**



Now that you have identified your key theme and outlined your desired learning outcomes, you should begin to research the potential web-based resources that you will include in your WebQuest. These resources will be required to support the learner to achieve the desired learning outcomes.

This process may take some time as you research online sources of information based around the key theme you have chosen. The web resources should provide opportunity for reflection, critical analysis and active questioning to ensure learners will be led to higher order thinking. It is recommended that you try to use media-rich resources with regards to ensuring a higher level of engagement on the part of the learner.



When building your resource inventory try to ensure:

1. You use valid, authentic and reliable sources of information;
2. The web-based resources are engaging and thought provoking where possible;
3. The content will align with the desired learning objectives and support the learner journey.

#### **Step 4: Build the introduction, task and process**



This is the point in which you need to get creative. Your goal is now to incorporate your key theme, learning objectives and resource inventory into a WebQuest structure. The focus now will be on developing an effective and engaging introduction, task and process.

**Your Introduction** – this is always the first thing that a learner will see so it needs to be engaging and catch their attention. It can take the form of a video, animation, audio recording or simply an imaging with some text to provide further context.



Think about how you want to frame the key theme you are using, you may use the introduction to provide some important information (“Did you know that.....?”), to pose them a question (“What if you.....?”) or to challenge them to continue (“Do you think you could.....?”).

It is important to consider your learner cohort when developing the introduction, how will you ensure that you grab and hold their attention? The more interesting and fun the introduction is, the higher the level of engagement will be.

**Your Task** – the task you develop should be clear, realistic and exciting for the learner. The task will outline the end goal of the WebQuest and should be framed in the form of a direct challenge to the learner. Your task should encapsulate the entire WebQuest into a concise, interesting and motivating call to action.



Where possible try to make the task engage the learner on an emotional level, this could be done using comedic elements, appealing to their sense of empathy or humanity or by grounding the task in their day to day lived experience.

**Your Process** – now you need to develop the ‘quest’ that the learner will follow to complete the task you have outlined. This is the core of your WebQuest challenge and a step-by-step process that includes the necessary web-based resources that the learner will be required to investigate in order to progress onto each successive step. The process should be progressive in nature and make the learner feel as though they are always moving towards the end goal.



It is vital to constantly refer back to your desired learning outcomes as you develop the process. The process includes all of the main learning elements of the WebQuest and is your opportunity to incorporate as many different educational mechanisms as you deem necessary.

### ***Step 5: Build the mechanism for evaluation and conclusion***



After you have developed the introduction, task and process sections of your WebQuest you need to consider how you are going to incorporate an evaluation mechanism and then conclude the whole challenge. These final sections are vital elements for the learner to analyse the challenge itself, review their performance and reflect on their learning journey.

***Your evaluation mechanism*** – when developing an evaluation method for your WebQuest it is vital you refer back to the desired learning outcomes. The aim is for the evaluation to serve as an opportunity for the learner to analyse, assess and reflect on what they have done or achieved. This can be accomplished via a brief quiz, evaluation rubric or a debriefing discussion if the challenge has been conducted as a group.



The Game-Changer WebQuests provide the learner with the desired learning outcomes of each challenge along with a self-assessment exercise as part of the evaluation section. These exercises are in the form of online surveys or reflective activities. The aim is to prompt the learner to reflect on the skills, attitudes and knowledge they have developed as a result of the WebQuest.

***Your conclusion*** – the final section of your WebQuest will be a brief conclusion that serves to summarise the entire challenge and encourage further reflection for the learner. Your conclusion needs to provide a concise overview of the whole process and reinforce the important learning experiences contained within the WebQuest. Your conclusion can be a simple section of text that provides the learner with the necessary take-away message and encouragement to continue their learning journey beyond the WebQuest itself.



The Game-Changer WebQuests conclude with a paragraph of text that congratulates the learner and highlights the positive things that they can take away from the challenge. This is accompanied by an inspirational quote and image to motivate the learner to continue their quest for self-improvement.



Hopefully this module has helped you to develop some ideas for potential WebQuests challenges. Let us now take those ideas and put them into a WebQuest structure template.

*\*Print and complete the following WebQuest template\**

<b>Theme or Central Topic:</b>	
<b>Title of the WebQuest:</b>	
<b>Desired Learning Outcomes</b> – lay out several clear, realistic and achievable learning outcomes. Include the skills, attitudes, knowledge and competences that the WebQuest aims to develop.	
<b>1. Introduction</b> – present a scenario and context for playing out the tasks in the WebQuest, make it fun, engaging and creative so as to motivate the learner to continue. Provide background information on the topic, introduce key vocabulary and concepts which learners will need to understand in order to complete the tasks involved.	
<b>2. Task</b> – explain clearly and precisely what learners have to do, make it motivating and interesting and where possible, include activities that contribute to the development of skills that they will use in their daily lives.	

**3. Process & 4. Resources** – outline the progressive steps and research tasks that learners will have to complete to finish challenge. You may include some ‘products’ that learners are expected to develop and present e.g. a poster, a report or a presentation. These ‘products’ may form the basis of the Evaluation stage if you feel this would add to the learning experience. For each step in the process, there should be a series of links included (3-4 per step). These links should include videos, articles, blogs, webpages, etc. that the learners will be required to visit to solve each step of the process.

**5. Evaluation** – identify and develop your evaluation mechanisms. They should encourage self-evaluation of what has been learnt and achieved. You may include an evaluation rubric, a short quiz, a reflective activity or a group discussion.

**6. Conclusion** – summarise the whole experience, encourage further reflection about the process and extend the learning beyond the challenge. Make it positive, motivational and encourage the learner to actively take their learning journey further.



All of the Game-Changer WebQuests have been built directly into, and are accessed via the project website. When developing your WebQuest you can use a variety of different formats for delivery, ranging from a simple pdf document containing live links, interactive Google Forms or Sites through to more advanced game builds using coding or programming software.

Remember, if you are struggling with any stage of the development of your WebQuest then refer back to the information provided in Module 5 of this manual and the Game-Changer WebQuest compendium for direction and ideas.



The following videos provide further guidance on the development process of a WebQuest and suggest different formats to use to build your challenges:

[www.youtube.com/watch?v=ZWX1kgKAfKI](https://www.youtube.com/watch?v=ZWX1kgKAfKI) (13 minutes)

[www.youtube.com/watch?v=f8CaPbCE5MI](https://www.youtube.com/watch?v=f8CaPbCE5MI) (5 minutes)

[www.youtube.com/watch?v=Tpf03t4Wiw8](https://www.youtube.com/watch?v=Tpf03t4Wiw8) (11 minutes)



This concludes our WebQuest development module, hopefully you feel more confident in your ability to develop and utilise your own WebQuest challenges with your learners. The more you experiment with WebQuests and challenge-based learning mechanisms the more effective they will become. These mechanisms can prove invaluable as you strive to facilitate innovative and engaging educational experiences in non-formal learning environments.

## Module 8: Self-directed Learning



This final module contains a variety of different sections to further support your professional development. We will take a detailed look at continuous professional development (CPD) and provide you with some additional practical resources to assist the development of key entrepreneurial competences in your learners.

### Continuous Professional Development



CPD is the ongoing process of developing, improving and increasing your capabilities through access to education and training opportunities. It can take the form of both formal and informal activities that empower you to further develop your professional skills and capabilities. This can take place in the workplace, through outside training organisations, through self-guided training or through watching others perform specific tasks.

The aim of CPD is to keep up-to-date with current trends as well as support the development of new skills for the purpose of advancement in your chosen field or industry. It should be seen as vital to your career progression as it provides you with an opportunity to work towards the next stage of your career path or action plan.



It is important to recognise that you never stop learning and that your CPD should not be seen as a one off event to improve one specific skill. You should see your CPD as a continual process or cycle that never stops.

A pro-active and positive approach to CPD is vital to both you and your learners. CPD can take place in the workplace, a learning environment or even at home or another informal setting. It should be used as an opportunity for lifelong learning with a focus on both professional and personal improvement.

CPD should form an important part of everyone's careers and you should take ownership of your own development in order to give yourself the best chances of fulfilling your potential. Seeking out CPD opportunities should be encouraged at every stage of our lives as we should never stop seeking to learn and improve ourselves.



It is important for all individuals to identify which competencies they are lacking or wish to improve. The list of potential professional development areas is not exhaustive and is completely subjective to the individual. The key factor is that once you have identified the areas for improvement, you must develop and implement a structured professional development action plan to address the gaps in your knowledge.

CPD helps build and maintain your professional skills as well as your confidence and self-belief. By undertaking a broad range of professional development activities you can develop your skills, knowledge, expertise as well as a range of personal attributes that will help you to improve your professional performance and future opportunities.

The key benefits of undertaking professional development activities include:

1. Increasing your existing knowledge and skills;
2. Developing new skills and capabilities;
3. Keeping up to date with the latest trends, advances or changes in your industry;
4. Overcoming barriers and addressing any weaknesses you have;
5. Re-energise your motivation and desire to learn or to improve your performance;
6. Enhancing your professional profile or reputation;
7. Enabling you to meet new contacts and access different networks;
8. Increasing your career opportunities.



There are many different mechanisms for undertaking CPD including certified courses, seminars, workshops and job shadowing. It is important that you understand your own preferred learning style before identifying the CPD opportunities you intend to pursue. You should focus on formats of CPD that you feel will be most beneficial to you and your identified development goals.

If you utilise your CPD effectively then you will increase your professional competence, career opportunities and hopefully the satisfaction you gain from your working life.

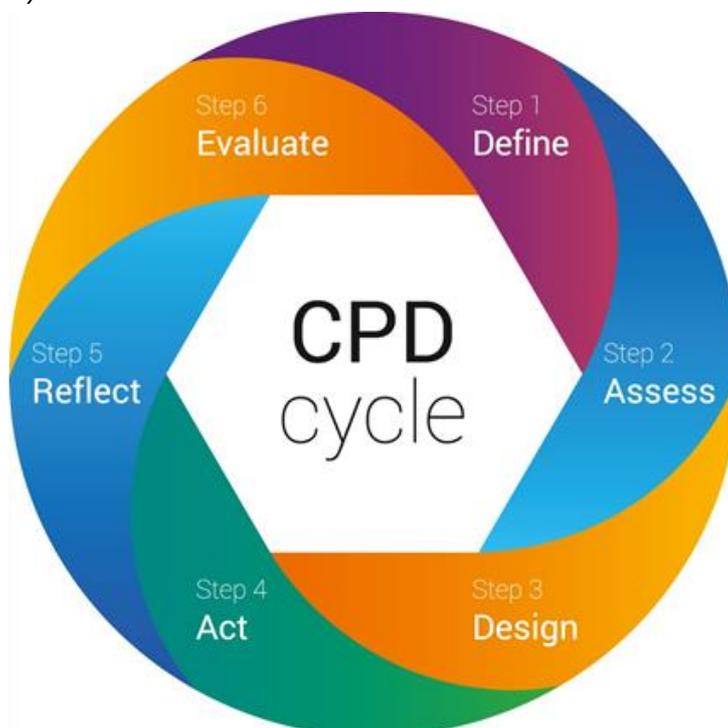
## Continuous Professional Development Cycle



It is vital that you take responsibility for your own professional development by creating a personalised plan to focus on the competences you would like to develop or improve. This involves establishing your aims and objectives, assessing your current realities, identifying your requirements for skills or knowledge acquisition and selecting appropriate development activities to meet those needs.

It is best understood as a cyclical process, where improvement comes from moving around a loop, *diagram 8.1* shows a typical outline of the CPD process.

*Diagram 8.1: The CPD Cycle*



**Step 1: Define your problem** – what competences or skills do you need to address?

**Step 2: Assess your options** – what professional development opportunities are required and available to you?

**Step 3: Design your action plan** – what action do you intend to take and in what timeframe?

**Step 4: Act to implement your plan** – commit to your action plan and accomplish your goals within your target timeframe.

**Step 5: Reflect on your learning** – do you feel that you have improved as a result of the activities you have undertaken?

**Step 6: Evaluate your action plan** – update your action plan and make improvements for your future CPD goals.

## Continuous Professional Development Opportunities



There are a wide variety of different forms that your CPD can take. All forms have benefits and limitations and it is for the individual to decide which form best suits their development needs and preferred learning style. Here are some of the traditional CPD opportunities that may be available to you.

**Certified Courses** – Certified courses are the most common form of CPD. They can include part-time or evening classes based in a classroom or training environment, online courses or distance learning completed from home or even short-term practical training courses taking place in real working environments. These courses can be provided by colleges, universities or private training providers and upon completion the learner receives a specific qualification or an industry recognised certificate.

**Self-study** – Self-study courses can comprise everything from independent reading to more advanced online activities. The idea is that participants can access the material independently at a time that suits them and study in their own time at their own pace. It can be structured and provided by an educational institution or training provider or it could be self-guided study where an individual researches a subject in order to improve their knowledge and competence.

**Seminars/Webinars** – Seminars or webinars can provide an excellent opportunity for you to interact with those at the frontline of any given topic. The aim is for participants to actively participate in discussion around a topic. They often require preparatory work by participants (such as undertaking some background reading) in order to facilitate discussion. They are often run alongside industry conferences or events and can be seen as an opportunity to ‘ask an expert’.

**Workshops** – The aim of a workshop is to bring together participants with special expertise to discuss and solve problems or to learn something new together. Workshops often lead to concrete results: a solution to a problem or new knowledge as a result of practical training during the session. A workshop requires active participation by those attending and can be study groups among peers focused on a shared need or topic. Workshops enable participants to discuss all aspects of a subject in order to gain a deeper understanding and identify potential solutions.

**Professional Networks** – Becoming a member of one or more professional networks can be vital to your opportunities to progress in your desired career. Professional networks can take a variety of forms including paid membership, local business groups or online via social media platforms such as LinkedIn.

Engaging with professional networks is valuable as it involves interacting with other people working in similar roles and enables you to gain new ideas and share solutions to challenges in your industry. Sharing with, and learning from others can contribute a great deal to your CPD and offer new insights into how you can improve your competences.

**Conferences** – Attending organised conferences is a great way to keep up-to-date with the latest innovations and trends within a particular industry. They are often free to attend but some may require an invitation or entry fee. Many higher education institutions and other organisations arrange conferences that are open to those working in the relevant industry and are another great way to meet useful contacts and increase your professional network.

**Job Shadowing** – Shadowing a colleague can be a good learning experience and can offer new insights into a typical working day for another person in a similar (or completely different) role. Job shadowing is similar to a study visit and can last for one day or longer. It can enable you to observe new working practices and understand the practical implications of increasing certain competences. Job Shadowing can also be used as a form of coaching or mentoring whereby you are supported to increase your competences by a more experienced individual.



Let us now spend some time focussing on your CPD. The following activities are aimed at supporting you to reflect on your personal and professional abilities and put in place an action plan to address any of your CPD needs. These activities can also be completed with your learners in order to encourage them to actively seek personal or professional development opportunities.

## Activities to Support Your CPD Journey



### **Activity 1: What Do I Value?**

The following activity is aimed at helping you to identify your values and aspirations. It is an activity to be completed individually and requires you to be completely open and honest with yourself in order to help you identify your values, motivations and aspirations.

Take some time to think in depth about yourself and complete *table 8.1* below. After completing the table review your answers and use this as a guide to help you identify what you truly value and what you aspire to achieve in your professional life.

Table 8.1: Personal Aspirations (please print and complete)

<p><b>The most important things in my life are:</b> (These can be from your personal or professional life)</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>I would like to achieve the following things in my career and personal life:</b> (Put in ranked order, 1 being the most important)</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>I am influenced by:</b> (E.g. who are your role models in life, who do you respect, who would you like to emulate, and whose opinion do you value?)</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>My personal values are:</b> (Please give examples for each):</p> <p>1. e.g.</p> <p>2. e.g.</p> <p>3. e.g.</p>	<p>4.</p> <p>5.</p>	<p><b>To achieve my goals I must:</b> (What barriers do you need to overcome in order to succeed or what things do you need to do?)</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>My most proud achievements so far are:</b> (E.g. qualifications, overcoming difficulties, extra-curricular activities, involvement in a project etc.)</p> <p>1.</p> <p>2.</p> <p>3.</p>		<p>4.</p> <p>5.</p>



### **Activity 2: Personal SWOT Analysis**

This activity is aimed at helping you to identify your professional capabilities and limitations through the process of self-evaluation. This process requires you to complete an in-depth personal/professional SWOT analysis or competency audit.

A SWOT analysis is a technique used to determine and define your Strengths, Weaknesses, Opportunities, and Threats. It is a valuable self-reflective process that, if done completely objectively, can help you understand your own professional competences and the areas in which you need to improve.

Take some time to evaluate your professional capabilities and complete *table 8.2* below. After completing the table review your answers and use this to guide your CPD strategy going forward. Ensure that you value the strengths you identified and build on them. Use the weaknesses you have identified as motivation to improve and to challenge yourself to address them. Use the opportunities you have identified to assist in the process of self-development and develop a plan to overcome any threats that you identified that may stop you from achieving your professional goals.

Table 8.2: Personal SWOT Analysis (please print and complete)

<b>My Strengths</b>	<b>My Weaknesses</b>	<b>My Opportunities</b>	<b>My Threats</b>
<p>What am I good at?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>What am I not good at?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>What resources can I use to achieve my goals?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>What can prevent you from achieving your goals?</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>What are my key skills?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>What skills do I lack?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Who do I know that can help me to achieve my goals?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>What barriers are you facing?</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>What do I really enjoy doing?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>What tasks do I try to avoid undertaking?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>What development opportunities are available to me?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>What challenges do you need to overcome?</p> <p>1.</p> <p>2.</p> <p>3.</p>



### Activity 3: What is Your Preferred Learning Style?

This activity is aimed at helping you to identify and understand your own preferred learning style. This process is vital in helping you empower yourself to learn and to develop your CPD plan. If you can identify your preferred learning style then you can find the professional development opportunities that will suit your learning style the most.

The main benefits of identifying your learning style include:

1. Allowing you to learn 'your way' through your own best strategies;
2. Reducing the stress and frustration of learning experiences;
3. Increasing your self-confidence in learning and your performance;
4. Giving you an insight into your strengths, weaknesses and habits;
5. Enabling you to enjoy any learning process;
6. Inspiring greater curiosity and motivation for lifelong learning;
7. Showing you how to take advantage of your natural skills and inclinations.

Diagram 8.2 shows some of the recognised learning styles. Most people prefer to learn using one or more of these styles. Review the diagram and reflect on which style(s) you *think* you prefer to use to learn. Once you have identified one or more of the learning styles then write them in the area provided below.

Diagram 8.2: Learning Styles



I *think* my preferred learning style(s) are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

This process is important as it enables you to reflect on how you think you learn best which will then influence the types of professional development opportunities you should seek out. There are many online learning style assessments you can undertake that may help you to identify your preferred learning style if you are struggling to identify it yourself.



The below links are to three assessments that you may find useful:

[www.how-to-study.com/learning-style-assessment](http://www.how-to-study.com/learning-style-assessment)

[personalitymax.com/learning-styles-test/](http://personalitymax.com/learning-styles-test/)

[vark-learn.com/the-vark-questionnaire/?p=results](http://vark-learn.com/the-vark-questionnaire/?p=results)



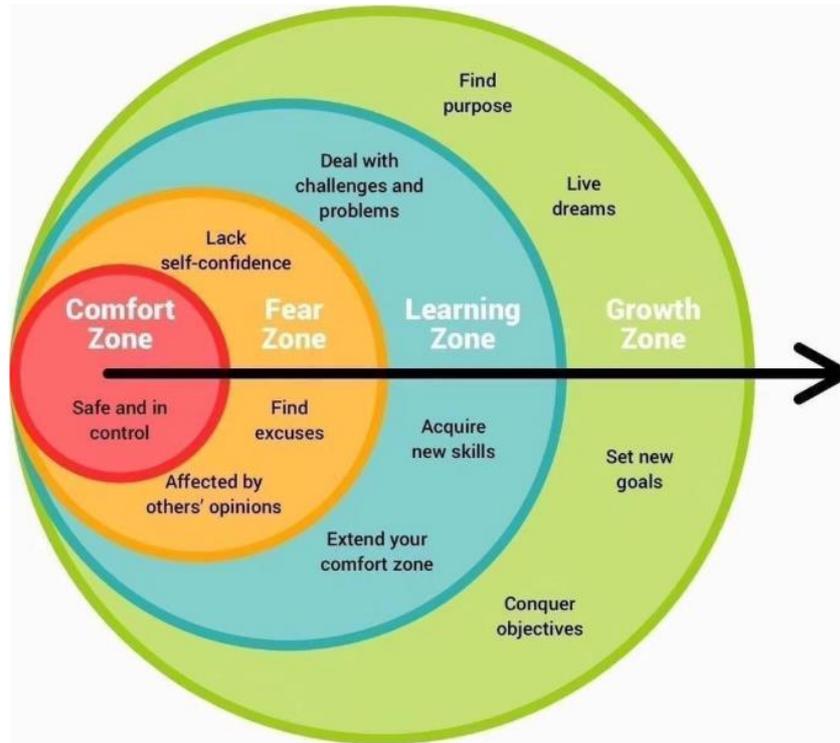
#### **Activity 4: Expanding Your 'Comfort Zone'**

This activity aims to increase your adaptability by challenging you to step out of your 'comfort zone'. Adaptability is about more than just being flexible, it is about being open to new challenges, even if they are outside your usual perceived capabilities.

To be truly adaptable you should not make pre-conceived judgements about your own ability by thinking, *'I could never do that'* or *'that will be too hard for me'*. Your adaptability is linked to your level of resilience and emotional intelligence.

To improve your adaptability you need to continually develop and increase the things you are capable of doing. Your 'comfort zone' limits your ability to achieve this. Your 'comfort zone' is where you find everything easy, where nothing risky ever happens and where you feel comfortable. Outside of your 'comfort zone' is where learning, development and growth happens. *Diagram 8.3* below explains this concept in more detail.

Diagram 8.3 Zones of Personal Development



So how can you either move out of your 'comfort zone' or expand it in order to develop and achieve things you previously did not think possible? The following steps will assist you to start this process.

**Step 1: Identify your professional 'comfort zone' and what is included within it**

Complete the following sentence.

*I feel comfortable when* \_\_\_\_\_



Now take a piece of paper and draw a large circle with the words 'My Comfort Zone' in the centre. Within this circle write down the tasks that you do every day that you feel comfortable performing. These can be mainly professional work based tasks but you can also include other tasks you undertake every day.

## Step 2: Identify your professional 'fear zone' and what is included within it

Complete the following sentence.

*I feel uncomfortable when* \_\_\_\_\_



Now take another piece of paper and draw a large circle with the words 'My Fear Zone' in the centre. Within this circle write down the tasks that you either try to avoid, feel uncomfortable undertaking or are afraid to try. Again, these can be mainly professional work based tasks but you can include other tasks you may encounter every day.

## Step 3: Expand your 'comfort zone'

Your challenge now is to expand your 'comfort zone' and shrink your 'fear zone'. Take the two circles you created in step 1 and 2 and place them in a visible place in your working environment. These circles will work as a daily reminder of what tasks you try to avoid or feel afraid of undertaking and those tasks which you undertake with ease.



Your goal is to move as many of the tasks within the 'fear zone' circle into the 'comfort zone' circle. You do this by adapting your behaviour and by pro-actively challenging yourself to undertake one or more of the activities within your 'fear zone' each day. This process will take time and effort on your part but the aim is for you to gradually cross-off the tasks within your 'fear zone' and add them into your 'comfort zone'.

As you do this with the circles you have created, you will start to see your 'fear zone' shrinking as you cross-off tasks and your 'comfort zone' expanding as those tasks move from one circle to the other. This process will not only increase your capabilities and self-confidence but also your ability to adapt to change in your professional and even personal life.



This concludes our section on CPD. Using this section along with the rest of this training manual will hopefully support you to challenge yourself to improve your professional competences and adopt new approaches within your youth service provision.



This final section of the in-service training programme will provide you with some additional practical activities that you can use alongside the Game-Changer WebQuest compendium. These activities are designed to support the development of key entrepreneurial skills in young people.

## Activities to Support Key Entrepreneurial Competences in Young People



### Activity 1: The 4 P's – Plan, Produce, Promote and Pitch

This is a challenging activity to support the development of a variety of different competences related to entrepreneurship. It requires excellent planning, communication and team working skills.

It should be completed as a group activity with between 3-6 participants in each group. The groups will be given a selection of resources and using only these resources they must create a product concept. The groups will then produce the product using the resources provided, develop a promotional strategy and the pitch the product to a panel of judges.

The panel of judges will judge each groups performance based on four criteria – usefulness of the product concept, quality of product produced, strength of promotional strategy and ability to pitch or sell the product to an audience of potential consumers.

Table 8.3: The 4 P's Activity Plan

<b>Activity Step</b>	<b>Resources Required</b>	<b>Time Assigned</b>	<b>Expected Outcome</b>
1. Assign participants into groups of between 3-6 people	None necessary	5 minutes	Several equally sized groups
2. Each group then gets a resource 'lucky bag', this bag has the same resources in for every group but each bag is a different colour  Each group selects one bag of their choice  The groups are then provided with a selection of tools and equipment	Several small bags of differing colours  Contents of each bag: <ul style="list-style-type: none"> <li>• 25cm x 25cm coloured fabric</li> <li>• 6 brass rings</li> <li>• 6 wooden skewers</li> <li>• 1 metre coloured string</li> <li>• 4 x sheets of coloured A4 card</li> <li>• 4 x sheets of plain A4 paper</li> </ul>	5 minutes	Every group has a bag of resources with the exact same contents  Every group has the exact same selection of equipment

	<ul style="list-style-type: none"> <li>• 2 marbles</li> <li>• Assorted plywood</li> <li>• Small sheet Polythene</li> </ul> <p>Equipment provided:</p> <ul style="list-style-type: none"> <li>• Hole punch</li> <li>• Scissors</li> <li>• Cutting board</li> <li>• PVA glue</li> <li>• Blue tack</li> <li>• Sellotape</li> <li>• Pencil</li> <li>• 1 x 30cm ruler</li> </ul>		
<p>3. <b>Planning</b> - Each group then has to use at least 3 of the resources (but not necessarily all of them) to create a product concept.</p> <p>The groups must discuss and plan what the product will be and what resources they will use to make it</p>	Provide each group with pens and paper for planning and creating a product design and action plan	1.5 hours	All groups will have produced a concept for a product and an action plan to take on to the next stage
<p>4. <b>Producing</b> - Each group will then work together to create the product using only the resources provided</p>	Resources already provided in stage 2	1.5 hours	All groups will have produced a physical product
<p>5. <b>Promoting</b> - Once the product has been produced, the group will then need to develop a marketing/promotion strategy.</p> <p>They should develop a step by step guide of how they will promote their product (include the media they will use and who they will target)</p>	Provide additional pens and paper for this activity if necessary	1.5 hours	All groups will have created a promotion strategy to show how they will promote their product
<p>6. <b>Pitching</b> - Each group will then pitch the product to a panel (not in front of all the groups as this would give the ones who go later an advantage)</p>	<p>Each group must answer the following questions:</p> <ul style="list-style-type: none"> <li>• Who is the product aimed at?</li> <li>• Is there a justification or need for the product?</li> <li>• What will be the price of the product?</li> </ul>	Depends on the number of groups	All groups will have delivered a presentation to the panel about their product and answered the questions put to them

	<ul style="list-style-type: none"> <li>• What is the unique selling point of the product?</li> <li>• What similar products are available on the market?</li> <li>• Where will you sell the project?</li> <li>• How will you market/advertise this product?</li> <li>• Can this product be produced locally?</li> <li>• Can the project be mass produced or does it need to be handmade?</li> <li>• Is the product ethically sourced and manufactured?</li> </ul>		
<p>7. The panel of judges will then discuss the different groups overall performance and decide on the winning group.</p> <p>They will provide feedback to all the groups to ensure they are given some positives to take away.</p>	None necessary	10 – 15 minutes	All groups will be provided with feedback on their performance in the task as a whole



### Activity 2: Superheroes

This is a simple activity to encourage participants to reflect on their individual motivations and to think about what they really want to achieve. It is a paper based activity to be completed by participants independently or in small groups.

Each participant or group will be asked to create their own Superhero. Each participant or group will have to create a name and a superpower for their hero. They will then need to reflect upon their choices and present their creation during a group discussion.

Table 8.4: Superheroes Activity Plan

<b>Activity Step</b>	<b>Resources Required</b>	<b>Time Assigned</b>	<b>Expected Outcome</b>
1. Either separate participants into small groups or ask them to complete the activity individually	Space for groups or individuals to complete the task	2 minutes	Each group will have their own individual space to sit and complete the activity
2. All participants should receive a selection of coloured pens/pencils and some paper (ideally A3 or flip chart size)	Enough pens/pencils and sheets of paper for each group or individual participant	2 minutes	All participants should now have some pens/pencils and some paper
3. Each group/participant will be asked to create their own Superhero, they will need to create a name for the Superhero and the superpower that they would possess	None necessary	30 minutes	All groups/participants should have created a Superhero. They should have a name and a superpower for their hero
4. Once they have created a Superhero name and have decided what superpower they would possess, each group/participant will have to reflect upon their choices	The groups/participants should be posed with these questions: <ul style="list-style-type: none"> <li>• Why have you chosen that superpower?</li> <li>• What would the Superhero use the superpower for?</li> <li>• What things would they try to improve or change about the world around them?</li> <li>• Who or what would be your arch enemy in the world today?</li> </ul>	30 minutes	All groups/participants should have reflected upon their decisions and understood the motivations behind their choices. You may have asked them to write down the answers to the questions so they can read them out during the discussion to come
5. Finally, each group/participant should present their Superhero to the entire group and explain their choices. A group discussion should take place. This will give each participant the opportunity to discuss their decisions with the group, the aim of this is to help each group/participant to understand themselves, their individual motivation, desires and aspirations	Enough space to bring all participants together for a group presentation, discussion and debate	30 minutes to 1 hour	Participants will have shared their ideas, motivations and choices. This should have helped the participants to better understand their own motivations and aspirations. Completing the group discussion should also assist participants to be able to develop their communicate skills



### Activity 3: Change the World around You

This is an activity to encourage participants to look at the issues and problems they face in their everyday lives and to come up with potential solutions. It is an activity for small groups of 3-5 participants in each group.

Each group will then be asked to take the time to sit and discuss the problems and issues they see in the world around them. They will be asked to focus on one specific problem and to work together to come up with an idea that will solve or overcome their chosen problem. Each group will then have to present their problem and their solution to the entire group. After every group has completed their presentation then a group discussion can take place so all participants can share their thoughts and reflect on the activity.

Table 8.5: Change the World around You Activity Plan

<b>Activity Step</b>	<b>Resources Required</b>	<b>Time Assigned</b>	<b>Expected Outcome</b>
1. Split your group into small groups of 3-5 participants	None necessary	2 minutes	A number of small groups of participants
2. Each group must then work together to think about their day to day lives and the world around them. They must identify one problem that they encounter on a daily basis	None necessary *Stages 2 through 4 could be completed over the course of 1-2 hours or this could be completed over a longer period of time to enable groups to really develop their ideas*	Varies	Each group will have a specific problem that they encounter in the world around them on a daily basis
3. Once the groups have identified their problem they must then sit and discuss the potential solutions or strategies to solve this problem	Pens and paper for each group	Varies	Each group will have a solution to their chosen problem
4. Each group will then have to present their problem and solution to the entire group including the logic behind their choice and how they could turn their solution into an enterprise opportunity	None necessary	Varies	Each group will present their chosen problem and solution to the entire group
5. After every group has completed their presentation then a group discussion can take place so all participants can share their thoughts and reflect on problem and solution presented	None necessary	30 minutes	The discussion will enable participants to understand and reflect on the problems and solutions outlined. It will start to encourage the entrepreneurial skill of identifying opportunities in the world around you



#### Activity 4: The 5 W's – Who, What, Where, When & Why?

This is an activity to raise awareness of how to identify product usefulness and value. It encourages participants to consider how to target a product or service to the correct customer base.

Participants work in pairs and are shown a selection of random products that the trainer has prepared before the session (these can be pictures or actual objects). Once the participants are aware of the products, they will have to answer 5 questions in relation to each product.

Table 8.6: The 5 W's Activity Plan

<i>Activity Step</i>	<i>Resources Required</i>	<i>Time Assigned</i>	<i>Expected Outcome</i>
1. Separate the group into pairs	None	2 minutes	Several sets of pairs
2. The session leader should show all of the groups a random product (i.e. tape measure, bottle opener, iPad, eraser, lunch box etc.) This can either be an actual physical item or a picture	Either pictures of/or a selection of actual random products that can be easily sourced in everyday life. The time dedicated to steps 2 & 3 depends on the number of pictures or products presented	Varies	The session lead will have a selection of pictures or actual products to show to the pairs, the number depends on the session leader and the amount of time they have available to complete the activity
3. After the session leader has shown each individual picture/product, all of the pairs must write down answers to the following questions in relation to the product	A pen and some paper for each pair  Questions to be posed: A. <b>Who</b> is the product aimed at? B. <b>What</b> is the product used for? C. <b>Where</b> would the product be best utilised? D. <b>When</b> would the product be most useful? E. <b>Why</b> is this product superior or more useful than other similar products?	Varies	Each pair will have to answers the 5 questions for each picture/product that the session leader has shown to them  Each pair will have 5 answers to the 5 questions for each of the products they have been shown
4. Now as an entire group, each pair presents their answers to the questions for each product and explains their thought process behind each answer. Encourage the wider group to ask further questions of the presenting group	None	Varies	All pairs will have presented their answers to the wider group and further discussions regarding the products will be facilitated

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