

FULL PROGRAMME

A close-up photograph of a jigsaw puzzle with various colored pieces (pink, orange, blue, green, purple) scattered on a light surface. The puzzle pieces are the background for the entire slide.

GAMIFICATION for Adult Trainers

GENERAL INFORMATION

LEARNING MOBILITY FOR ADULTS IN BILBAO (SPAIN)

DURATION: 4-day itinerary (5 hours/day + optional

LOCATION: cultural visits)

FORMAT: Bilbao, Basque Country (Spain)

LANGUAGE OF INSTRUCTION: Physical, Group Learning Mobility English

HOST: Media Creativa

KEY TOPICS:

- The concept and purpose of gamification in education.
- Motivation theories and learner engagement.
- Player and learner profiles in adult education.
- Game elements: dynamics, mechanics, components, and activity cycles.
- Creative design and feedback in gamified learning.
- Tools and platforms for implementing gamified experiences.
- Real examples and good practices from adult education.

TARGET GROUP:

This course is designed for adult educators, trainers, facilitators, and learning coordinators who want to make their teaching more dynamic through game-based and experiential learning. It is ideal for professionals in adult or community education who wish to strengthen learner motivation, integrate creativity, and promote active participation.

No previous experience in gamification is required —only curiosity, openness, and a willingness to experiment.

“Play is the highest form of research.”

- Albert Einstein

LEARNING OBJECTIVES

- To understand the fundamentals and benefits of gamification in adult learning.
- To explore how motivation and play influence learning engagement.
- To identify the main elements of game design (dynamics, mechanics, and components).
- To design and test gamified activities adapted to adult learning contexts.
- To discover accessible digital tools and platforms to implement gamification.
- To apply playful methodologies to foster inclusion, participation, and creativity.



METHODOLOGY

The course follows a **learning-by-playing approach**, combining short theory sessions with practical activities, group challenges, and creative workshops.

Participants **will experience gamification first as learners**, through games, simulations, and playful dynamics, and then as educators, analysing and adapting each method to their own teaching practice.

Reflection moments at the end of each day help **participants translate their experience** into actionable ideas for their future classes or training programmes.

Techniques include:

- **Learning by doing:** direct participation in gamified activities.
- **Peer learning:** exchange of ideas, experiences, and tools between educators.
- **Gamification and simulation:** using play to understand and apply educational concepts.
- **Creative design:** developing prototypes and challenges collaboratively.
- **Critical reflection:** analysing motivation, inclusion, and impact in playful learning.
- **Digital exploration:** testing free tools and resources for gamified teaching.

The programme concludes with a structured evaluation process, **both individual and collective reflection**, receiving feedback, and **developing personal action plans for applying and disseminating** the results in their local communities and professional environments once the programme is over.

DAY 1 - The power of play in learning

Welcome and group integration. Presentation of the course, participants, and objectives. Icebreaker: “Gamify me!”, a playful group dynamic that introduces key principles of motivation and reward.

What is gamification? Interactive introduction to the concept, purpose, and benefits of gamification. Participants explore examples from different learning contexts and discuss why games are so effective in adult education.

Group challenge: “From class to quest”. In teams, participants take a traditional learning scenario and redesign it as a simple game, using roles, levels, or point systems. The activity sparks creativity and shows how easy it is to turn lessons into playful missions.

Reflection and discussion. Collective debrief on how play changes learner behaviour, engagement, and collaboration.

**Training sessions run approximately from 9:00 – 14:00, with optional cultural activities in the afternoons.*

DAY 2 – Motivation and learner profiles

Mini-lecture: Theories of motivation. A short and dynamic session introducing concepts such as intrinsic vs. extrinsic motivation and self-determination theory.

Activity: “Who are your players?”. Participants explore player and learner profiles using the Bartle model (Achievers, Explorers, Socializers, Competitors). They analyse how these profiles appear in their real classrooms and how to adapt teaching to each.

Workshop: Game elements in action. Hands-on exploration of the main components of gamification: goals, feedback, collaboration, storytelling, and progress.

Game lab: “Motivation in motion”. Teams modify an existing educational activity, adding gamified elements to increase motivation. Group reflection on what worked, what didn’t, and how learners might respond.

DAY 3 – Designing gamified experiences

The creative process. Guided framework for designing a gamified activity: from defining learning goals to choosing game mechanics, rewards, and feedback methods.

Hands-on lab: “Prototyping your game”. Using simple materials and templates, participants design their own gamified learning experience. Trainers provide feedback and guidance on alignment between game design and learning outcomes.

Outdoor challenge: “Gamify the city”. A short urban game through Bilbao’s streets, combining exploration, teamwork, and problem-solving. Participants complete small creative missions and experience informal learning in a real environment.

Debrief and reflection. Connecting outdoor learning with classroom practice —how can play, discovery, and movement improve adult learning?

DAY 4 – Tools, testing, and application

Smart and accessible tools for gamified learning. Participants will explore a selection of free and easy-to-use digital tools to create engaging, interactive, and gamified learning experiences. The session focuses on tools that can be applied immediately in adult education contexts, supporting creativity, participation, and inclusion.

Workshop: “Design your gamified session”. Working in small groups, participants select one of the tools and use it to design a gamified learning activity or micro-challenge. They apply the principles and mechanics explored throughout the week (defining objectives, motivation strategies, and feedback elements) while adapting the design to real adult learning situations.

Showcase and peer feedback. Participants present their projects, exchange feedback, and discuss how to adapt them for different audiences and learning levels.

Closing ceremony and certificates. Final reflection on lessons learned and next steps. Certificates are awarded in a relaxed atmosphere with a pintxo break to celebrate creativity, teamwork, and shared learning.

The power of play in learning	Motivation and learner profiles	Designing gamified experiences	Tools, testing, and application
Welcome + Icebreaker	Theories of motivation	The creative process	Smart and accessible tools for gamified learning
What is gamification?	“Who are your players?”	“Prototyping your game”	“Design your gamified session”
“From class to quest”	Game elements in action	“Gamify the city”	Showcase and peer feedback
Reflection & Discussion	“Motivation in motion”	Debrief & reflection	Closing ceremony and certificates

** Some changes in the programme are possible. The content of the course is always adapted to the participants' previous knowledge, expectations and requirements. The participants receive the informational kit a few weeks before the start of the course.*

COMPETENCES

to be acquired by the participant



Understanding of gamification principles and learner motivation.

Ability to design and facilitate gamified learning activities.

Creative and reflective teaching mindset.

Use of digital tools for participatory learning.

Confidence to apply playful and inclusive methodologies in adult education.

METHODS OF MONITORING AND MENTORING the participant before, during and after the mobility



Ongoing contact with the mobility participant.



Questionnaire before and after mobility.



Mentoring by the host and the sending organisation.



Verification of the participant's concerns and expectations.



Individual interviews.



Reflections and debates where the quality of the learning outcomes will be assessed.



Meetings with other participants in the mobility.



Participant report.

Expected use of the RESULTS & EVALUATION

Application of gamification strategies in adult and community learning programmes.

Evaluation through peer feedback, observation, and personal reflection.

Exchange of best practices among educators.

Design of new activities and tools to increase learner engagement.

CERTIFICATION & MATERIALS

Certificate of participation (Erasmus+ format)

Digital access to learning materials and vocabulary sets.

Participant reflection journal.

Post-course learning recommendations.



Ready to learn in a fun and enjoyable way?

Check dates and register your participation vía email.

Contact: info@mediacreativa.eu

