

The logo for AIEC 2015 features the word 'aieec' in a bold, blue, lowercase sans-serif font. Below it, the year '2015' is written in a smaller, dark blue font, followed by a small dark blue square and the website address 'www.aiec.idp.com' in a dark blue sans-serif font.

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australian international
education conference
6–9 October 2015
Adelaide Convention Centre

international education: global responsible sustainable

Game on: gamification and the quest for employability

Chair: Peter Muntz

Speakers: Nannette Ripmeester & Edilio Mazzoleni

Structure

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Importance of global employability

Using Gamification to support it

Steps to make it work

A European Good Practice example

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Nannette Ripmeester

**Expertise in Labour Mobility
the Netherlands**



Expertise in Labour Mobility

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**enhancing
international
labour mobility**

- **businesses**
- **governments**
- **higher
education**
- **individuals**

- **research**
- **writing**
- **presenting**

- **i-graduate**
- **Careers Made in
CareerProfessor.
works**

Employability - what is it?

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A set of skills & qualities that the employer is looking for in the potential employee



+



=



HARD SKILLS

- industry specific
- trained by experts

SOFT SKILLS

- universal
- acquired by experience

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Employability – what is it?

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The soft skills that employers are looking for:

- cultural sensitivity
- tolerance
- emotional stability
- communication skills
- social skills
- perseverance
- resilience

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 [#AIEC2015](https://twitter.com/AIEC2015)

21st century skills

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Essential competencies for a student in the Information Age

- **Ways of thinking:**
Creativity, critical thinking, problem-solving, decision-making and learning
- **Ways of working:**
Communication and collaboration
- **Tools for working:**
Information and communications technology (ICT) and information literacy
- **Skills for living in the world:**
Citizenship, life and career, and personal and social responsibility

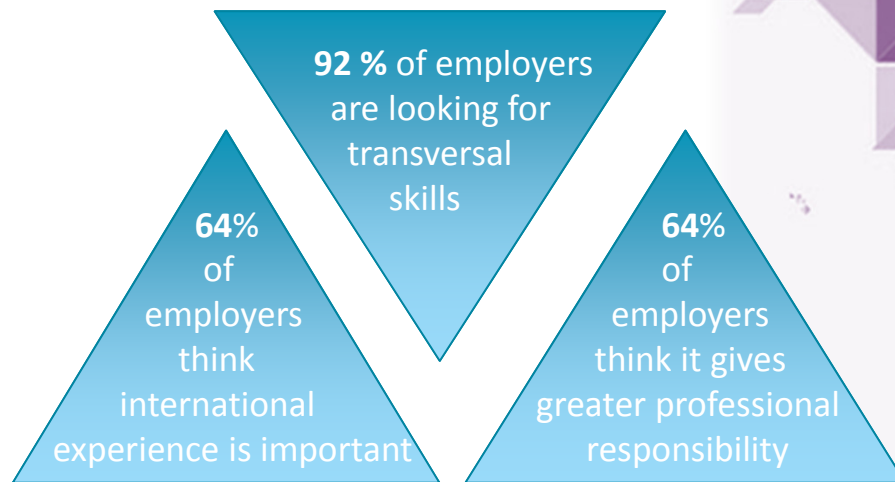
Source: University of Melbourne, 2014

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Employers' perspective

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International experience builds these soft skills



Source: ERASMUS IMPACT STUDY, European Commission, 2014

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Employers' perspective

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Employers acknowledge the value of international experience

“If you can compare apples to apples, you go for the one with the global experience.”

AON Hewitt

“It is a differentiator that makes you stand out from the crowd.” **IBM**

“It is an asset which proves you're able to work in an ever changing environment.” **Philips**



Employability matters

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Career prospects have reached **TOP 3** reasons for choosing a University abroad



Broadening my
experience
95%



Improving my
career prospects
95%



Improving my
language skills
93%

Source: StudentPulse, 2014, i-graduate

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Employability matters but graduates struggle...

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Almost ½ of graduates
feel **ill-prepared** for
the world of work



79% of graduates need
help in **finding
employment**



87% of graduates
would like more
careers advice from
their university

Source: [Students, Graduates & Employability](#), 2014

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‘BC’: Before the Crunch

- **Employers competing for graduates.**
- **Final-year is crunch year.**
- **Qualifications.**
- **All experience counts.**
- **Students targeting employers with CVs.**

‘AD’: After the Downturn

- **Graduates competing for employers.**
- **First year is crunch year.**
- **Experience.**
- **Strategic placements count.**
- **Employers targeting students via LinkedIn.**

A regular job ad

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Formula for Employability:

$$E = (Q + WE + S) \times C$$

New generation – New market

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Technology is a game changer in HigherEd

- Bigger numbers & more need for info:
 - online **applications**, more access to = more need for **information**.
- Constantly **on their phones**:
 - *“38% of college students can’t go 10 min without some sort of technology.”*
- Graduates applying to **jobs online**:
 - to positions that don’t exist yet, for companies not yet trading, with products that are not invented yet, to collaborate with people they may never meet in person.

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Picture source: newyorker.com

Source quote: <http://www.coursesmart.com/media#pr34>, SAN MATEO, Calif., June 1, 2011 /PRNewswire/ - CourseSmart™

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Gamification

It's the use of game elements in educational non-game environments



bottomlineperformance.com

- badge collection in addiction battles

Examples

- fire drills

- flight simulations

- baby games
(colours, shapes)

- relay races (team work, strategising)

Gamification

the game is on

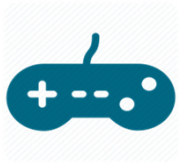
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Internet has redefined our world – commerce, social networking, healthcare, education and careers advice.



Gamification makes use of the human **desire to compete**, against others and against themselves.



Using gamification to boost employability helps you to **speak the language** of your students and provides the **24/7** careers support they deem 'common'.

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Gamification

the why?

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More than **1.2 billion** people are playing games.



Over **700 million** people game online around the world.



We spend **3 billion hours a week** as a planet playing video games.



The average young person racks up **10,000 hours of gaming** by 21.

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Gamification the how?

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*I hear and I forget.
I see and I remember.
I do and I understand.*
Confucius

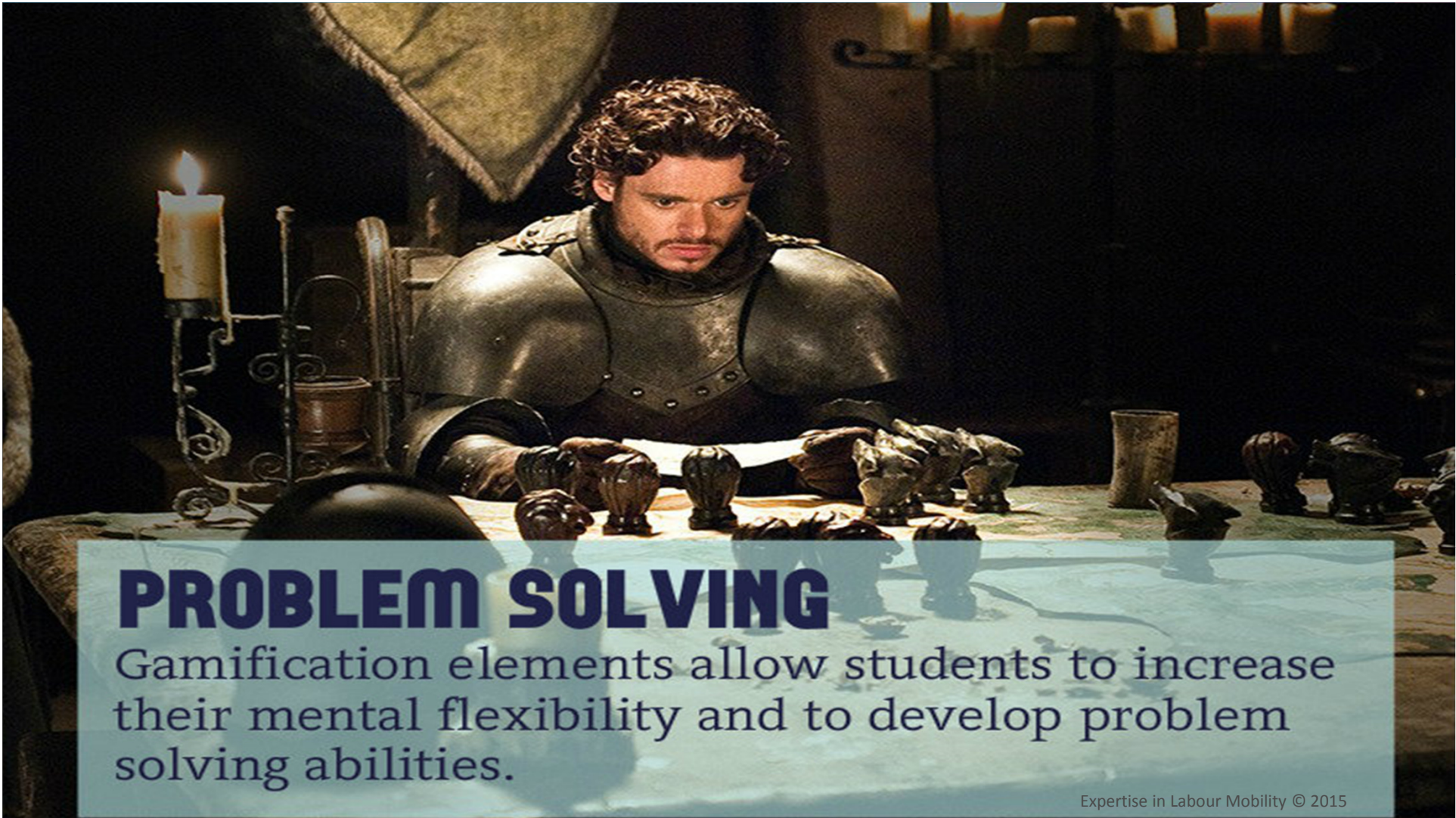
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ENGAGEMENT

At the most basic level, students are more interested in what they are learning.



PROBLEM SOLVING

Gamification elements allow students to increase their mental flexibility and to develop problem solving abilities.

A man in a dark suit and tie is adjusting his tie in a bar setting. The background shows a bar with various bottles and glasses, and a woman is visible in the background. The text "CHALLENGE ACCEPTED" is overlaid in the top right corner.

**CHALLENGE
ACCEPTED**

COMPETITION

Games and game-based learning elements play on the natural human desire for competition (without penalties and/or failure visibility).



COLLABORATION

In a hyper-connected world, students need to be capable collaborators face-to-face and online.

Gamification

the what?

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Optimistic & self motivated:

Gamers are characterized by extreme self-motivation.



Keen & productive:

Game play makes the gamer happier while working, optimizing their productivity and enjoying it.



Curious & Studious:

A game mindset invites students to be more curious & eager to learn.



... learning to deal with failure:

Gamers build resilience and learn how to deal with failure and 'happily' progress to the next step.

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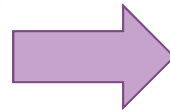
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Gamifying soft skills

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Knowledge, comprehension of cultural differences & skills to apply them develop one's **intercultural competences*** that are high in demand by employers.



The knowledge & understanding gained by engaging with **cultural scenarios in games** translate into soft skills that are transferrable to real-life situations.

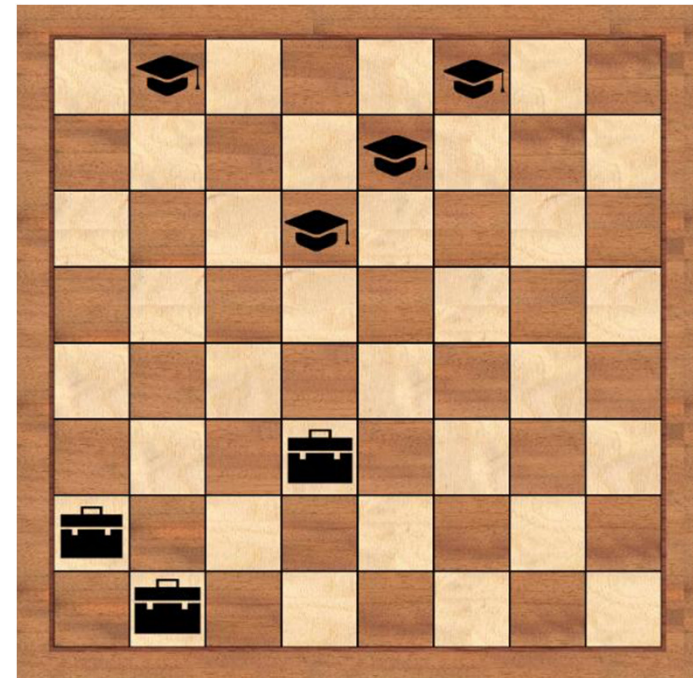
* Source: Dr. Darla K. Deardorff in *Journal of Studies in International Education*, Fall 2006, 10, p. 241-266 and in *The SAGE Handbook of Intercultural Competence*, 2009 (Thousand Oaks: Sage)

Gamification of careers advice

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Features

- ✓ Available 24/7
- ✓ More accessible
- ✓ Fun element
- ✓ Additional to careers support offices

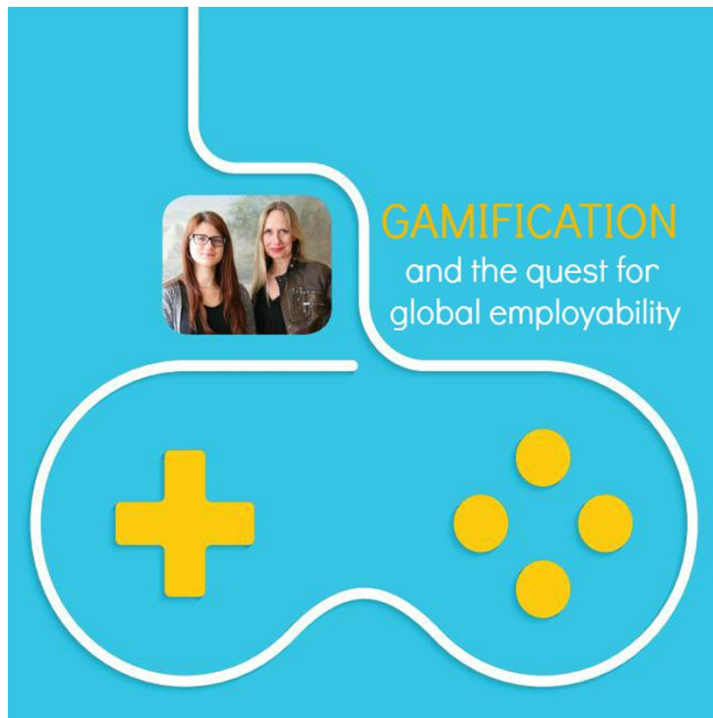


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Implementation

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10 tips on implementing gamification of careers advice to prepare students for a global workplace

- VISTA article, IEAA magazine, Nannette Ripmeester & Veronika Norvaisaite **“Gamification and (the Quest for) Global Employability”**

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Fast track guide

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Determination



- Determine whether gamification fits the style of your organisation and your target **audience** (are they online, would they play the game, do they need careers advice?).
- Work out your **objectives** – they will help you identify the activity you want to drive, whether it's informing, teaching, testing or practicing existing knowledge in a safe environment.

Fast track guide

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Determination

Creation



- You will need at least **three components**: content, IT skills and design. Cooperation between the three is not always smooth as each of these components approach game creation from very different angles.
- The result should be **easy on the eye, free of technical glitches** and **user-friendly**.

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Fast track guide

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Determination

Creation

Functionality



- You have to make sure it's enjoyable! Ask yourself if it's **challenging, understandable** and enables users **to progress**.
- There should be no definite end. Gamification normalises the painful notion of failure and turns it into a possibility to improve by giving a **chance to practice**.
- The game information should be based on user's personal input to **customise the careers advice** for individual needs - the level they reached, the decisions they made, etc.

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Examples of HE Gamification

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- Harvard Business School:
 - “Back Bay”: learning how to make investment decisions
- ClassDojo:
 - Classroom management system
- CareerProfessor.works:
 - Easing the transition between education and the world of work



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Quiz

Go to <http://ELM.participoll.com>

and vote!

*What do you think prospective international students find **most** important when deciding for a particular study location?*

- A. Broadening my experience
- B. Improving my career prospects
- C. Course of study not offered in my home country
- D. Improving my language skills



<http://ELM.participoll.com>

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*What do you think are the **most wanted** skills for a graduate from an employer perspective?*

- A. Tolerance and empathy towards others
- B. International and intercultural orientation
- C. Emotional stability
- D. Academic results



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*What is in your opinion the **crucial** factor to improve employability?*

- A. Build it into the curricula
- B. Provide stronger support from career services
- C. More contact with employers
- D. Ensure students gain international experience



<http://ELM.participoll.com>

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Who is, in the current market, responsible to improve student's employability?

- A. Parents
- B. Students
- C. Universities
- D. Companies



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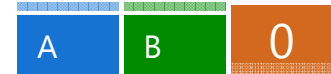
<http://ELM.participoll.com>

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Is employability on the strategic agenda of your institution?

A. Yes

B. No



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<http://ELM.participoll.com>

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Who is in charge of 'careers and employability' in your institution?

- A. Career service
- B. We have no service dealing with careers & employability
- C. International office
- D. Students



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Edilio Mazzoleni



**Università Cattolica del Sacro Cuore
Italy**

Università Cattolica del Sacro Cuore

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Open your mind
Cattolica facts & figures

Founded in **1921**

40,000 students

2,900 international students

6,900 internships per year

12 schools

Over **200** Italian-taught programs

18 English-taught programs

4 campuses across Italy

- 📍 Milan
- 📍 Piacenza-Cremona
- 📍 Brescia
- 📍 Rome



Over **70** research centers

2,000 faculty members

TOP 200 QS World University
Rankings by Subject 2015

#3 for Employer
Reputation in Italy

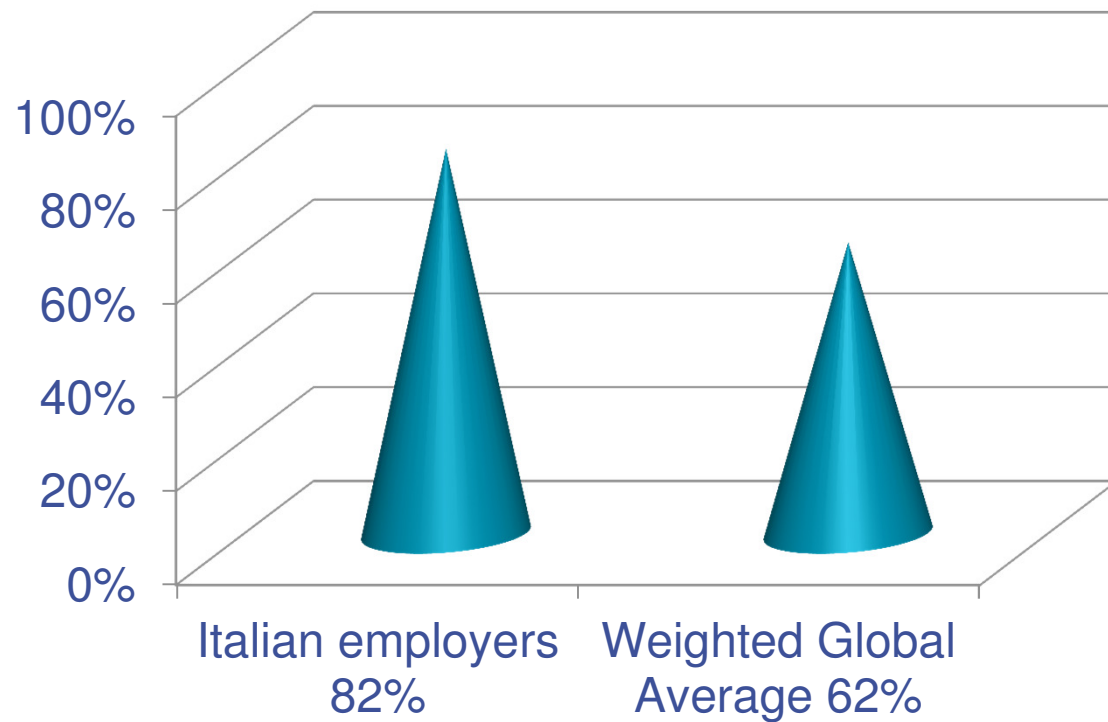
#143 for Employer
Reputation worldwide

Source: QS WUR 2015

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Italian job market

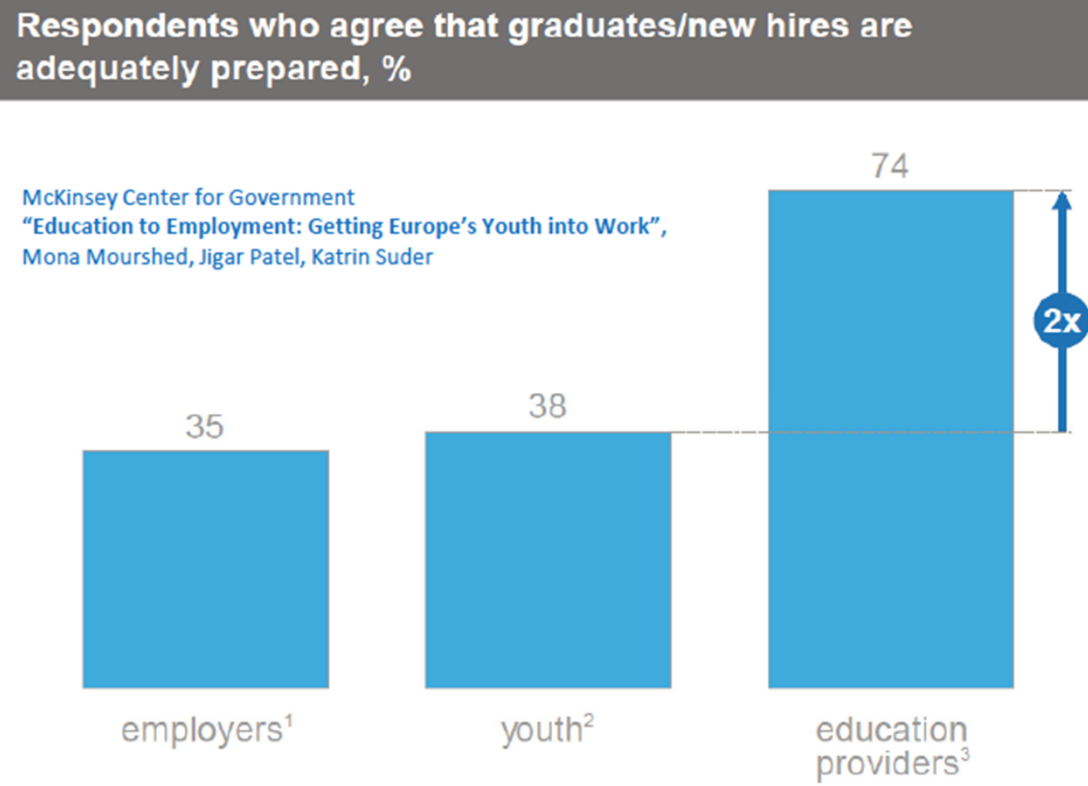
Italian employers highly value international study experience when recruiting -> **soft skills**



Source: QS Intelligence Unit – A division of QS Quacquarelli Symonds Ltd.

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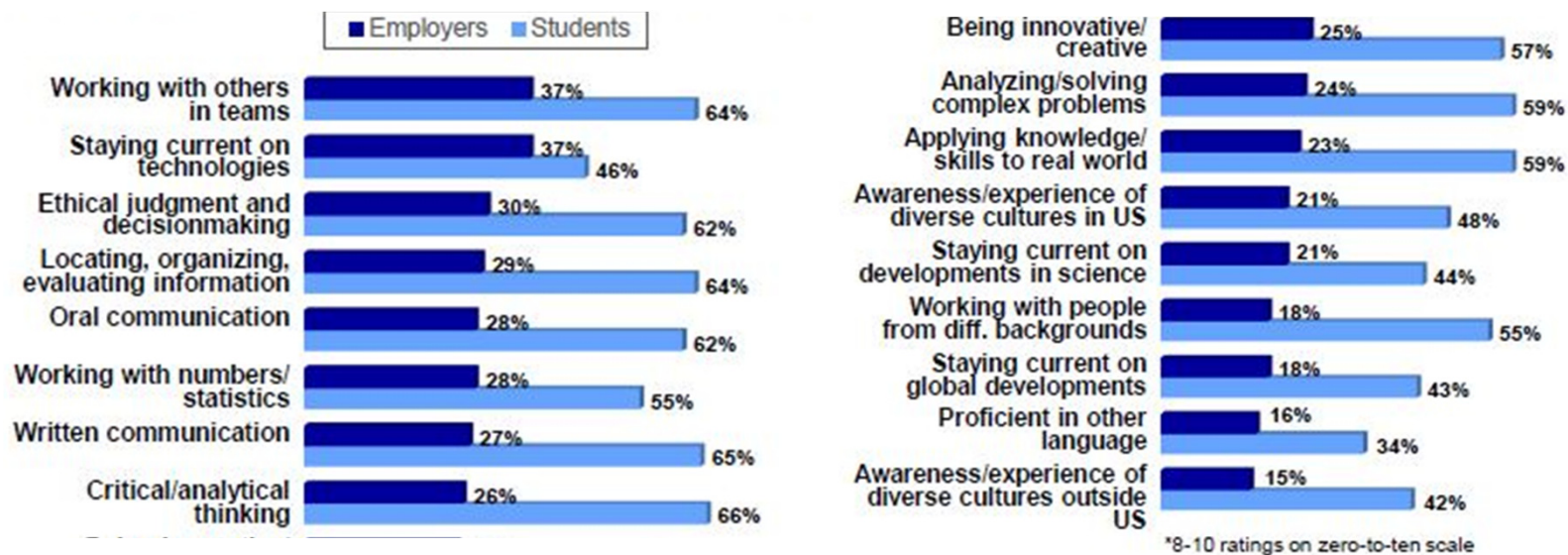
Educators vs employers



Source: "Learning mobility and graduate employment: research findings unveiled", EAIE 2014, Prague

Students vs employers

Proportions saying they/recent US college graduates are well prepared in each area




Source: "Well-Prepared in Their Own Eyes", AACU, <https://www.insidehighered.com/news/2015/01/20/study-finds-big-gaps-between-student-and-employer-perceptions>

CareerProfessor.works at UCSC

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UNIVERSITÀ
CATTOLICA
del Sacro Cuore

Our students and alumni feel fortunate to be part of a university with a recognized academic profile, one that is reflected by its academics, reputation, and global network. Cattolica puts you first. The professional academic staff believes in you and helps to connect your learning and desired career path.

Cattolica works continuously towards developing new and emerging programs. By offering you CareerProfessor.works, we hope to enhance your employability.

University admin

Student/Alumni

 #AIEC2015

The system

CareerProfessor.works is a tool consisting of a website & an app:

- For students – interactive career info
- For HEI – management info



Career information,
platform to connect with
peers & alma mater

Continuous contact &
information



How it works - Universities



500 invitations
Students & alumni
Response rate 17%



CareerProfessor.works

Universita Cattolica del Sacro Cuore - Admin Users ▾ Questions Reports logout

Dashboard

New invites	
Total	415
New invites prepared as draft	0
New invites sent	415

Registered users	
Total	85
Students	30
Alumni	55

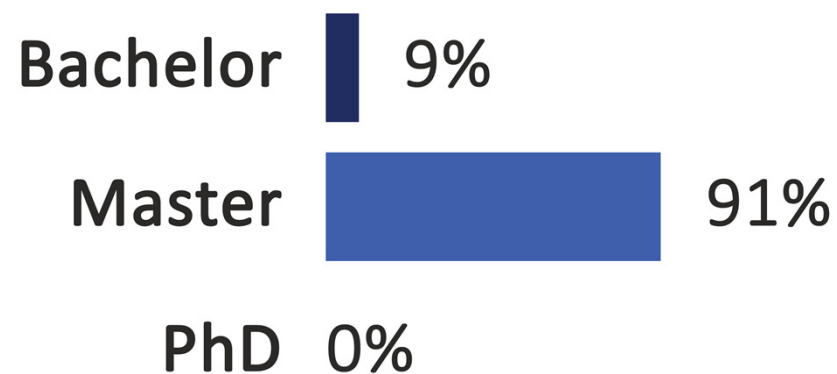
Staff members	
Total	4
Reports	
Last report generated	15-09-2015
Next report due	15-10-2015

Data reports - website

1. Division by graduation date:

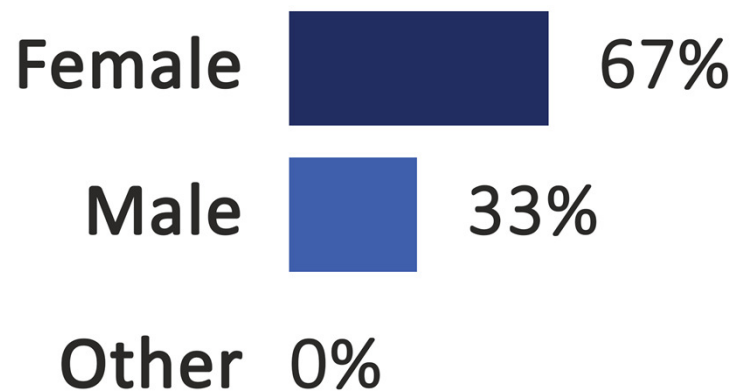


2. Division by degree:

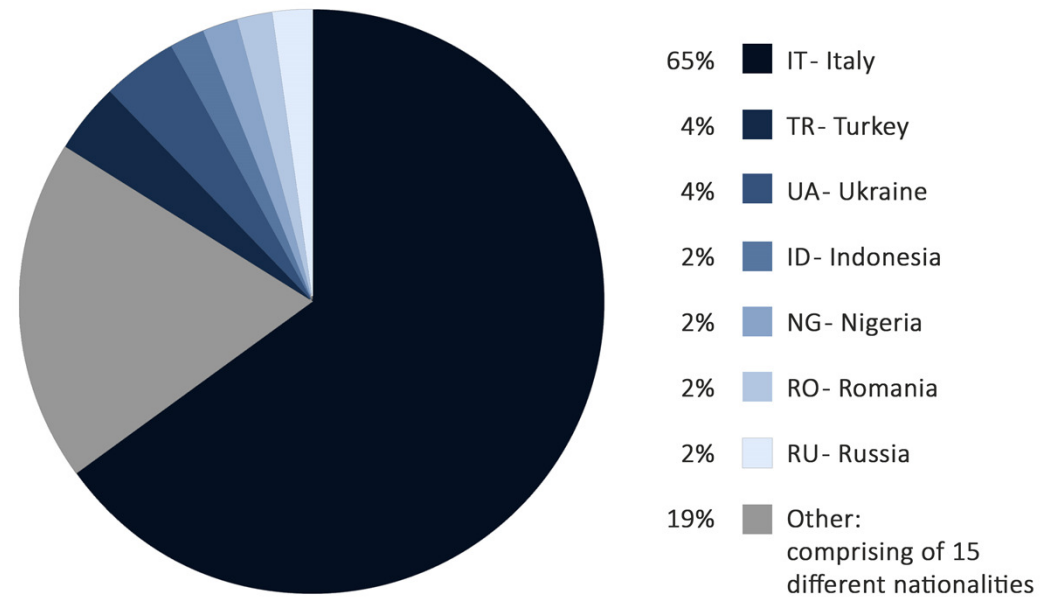


Data reports - website

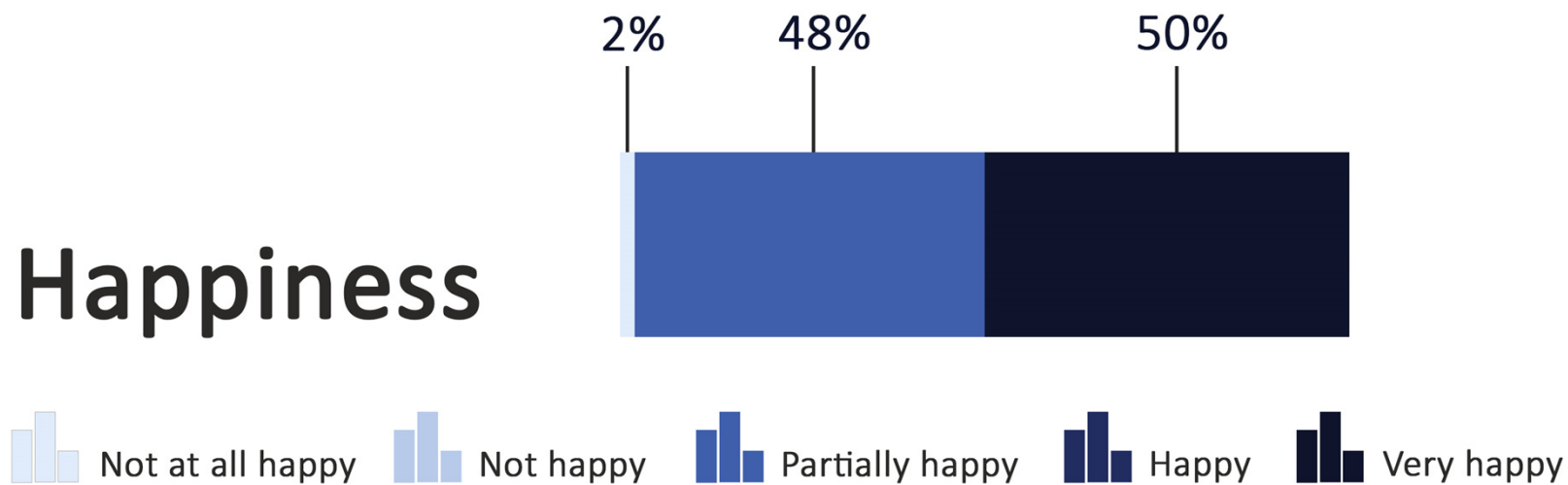
3. Division by gender:



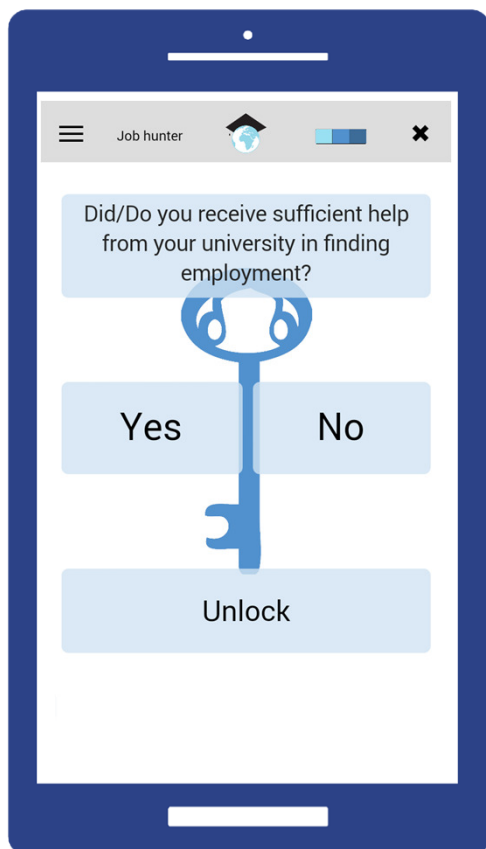
4. Division by nationalities:



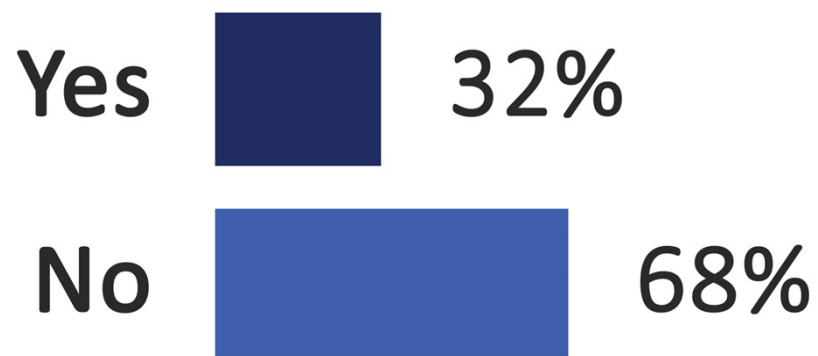
5. How happy are you in hindsight with your study choice?



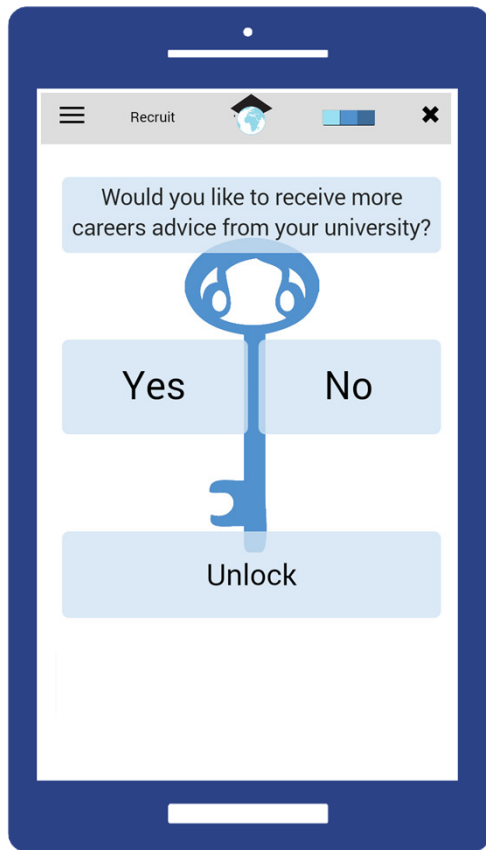
Data reports - app



Did/Do you receive sufficient help from your university in finding employment?



Data reports - app



Would you like to receive more careers advice from your university?

Yes



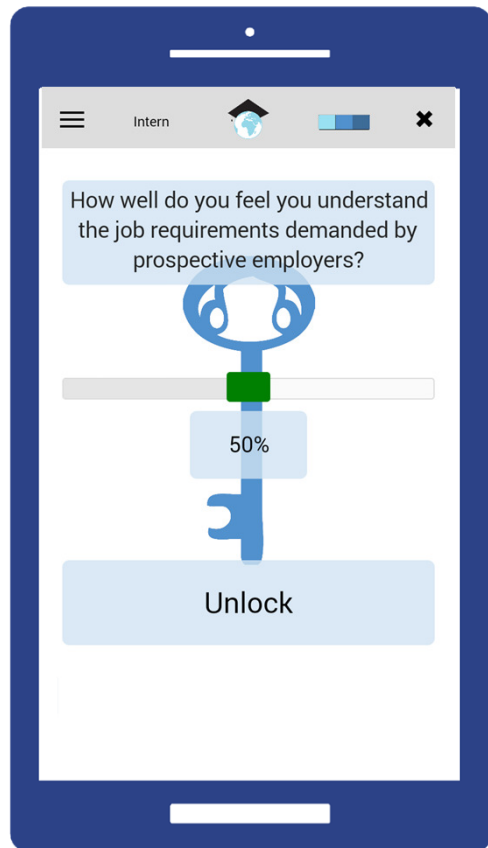
96%

No



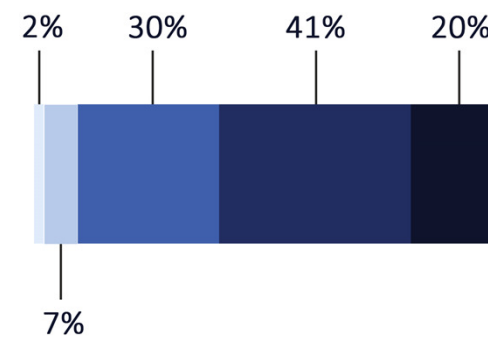
4%

Data reports - app

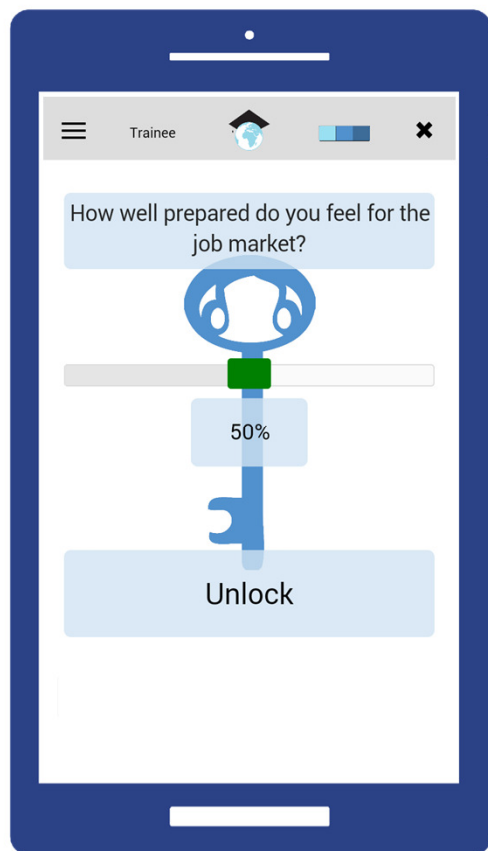


How well do you feel you understand the job requirements demanded by prospective employers?

Understanding

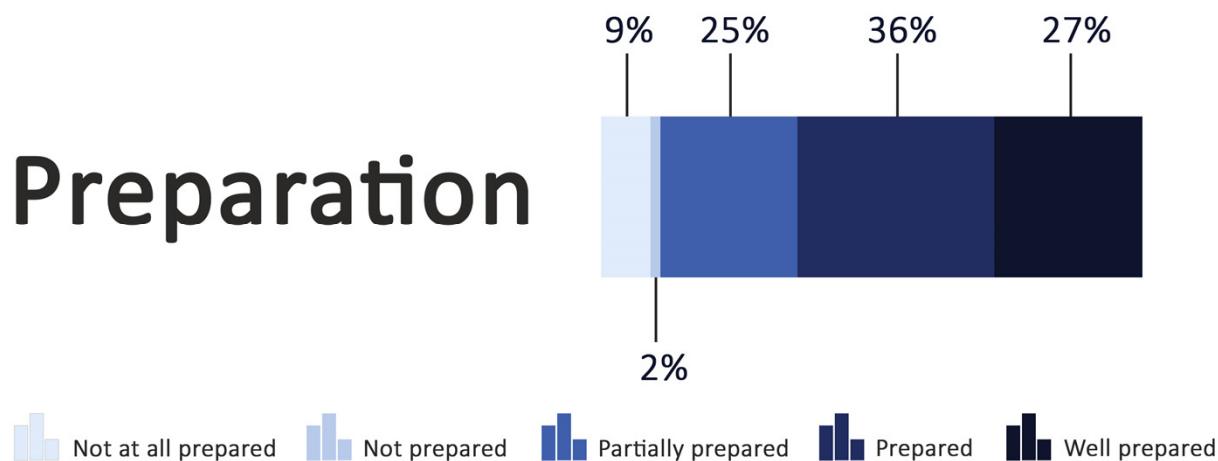


Data reports - app



How well prepared do you feel for the job market?

Preparation



Student feedback

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“Last week I had the chance to use the website for preparing some job interviews.”

F. Settanni, Italy

“I find extremely useful the detailed information about the specific country, especially the cv template.”

T. Hartanto, Indonesia

“My attention was caught by the section “games”: this is an interactive and attractive way to learn something new and useful for our future!”

E. Maiocchi, Italy

Conclusion

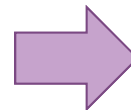
Employability is here to stay on UCSC agenda:

- keep monitoring the situation to know where and how to provide the support efficiently
- provide students and graduates with careers advice in the most engaging and innovative ways

Would you like to receive more careers advice from your university? **2015:**

Yes  96%

No  4%



%?
2016, 2017, 2018...

The app

Multiple choice cultural scenarios

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Doing business

☰ Trainee   ✕

🕒 41

When entering negotiations with a Brazilian company it is advised that you:

- a) Keep the members of your team changing, so there are new people for the Brazilian people to meet.
- b) Never introduce one or two members of your team to the Brazilians to keep them guessing.
- c) Stick with the same team members so that a rapport and relationship can be established.

Social interactions

☰ Consultant   ✕

🕒 32

When eating out with your Japanese colleague. What to do?

- a) Dish the food to others with your own chopsticks.
- b) When you are done, leave your chopsticks standing up out of your food.
- c) When sharing a dish, put what you take on your own plate before eating it.

Job hunting

☰ Expert   ✕

🕒 42

Internships are not common in UAE. That means:

- a) If you apply for one, you should take note of its length and structure.
- b) You should not try and apply for one.
- c) If you get an internship, it is not going to have any official records in the company.

Play time!

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An informative quiz based on
CareerProfessor.works

1. **Doing Business** – 2 questions
2. **Social Interactions** – 2 questions
3. **Job Hunting** – 2 questions



CareerProfessor.works™  #AIEC2015



Question 1

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When negotiating in South Africa, interrupting your counterpart is:

A.

Part of the discussion and shows strength of will.

B. ✓

Considered rude and should be avoided.

C.

Encouraged, and is admired.



Question 2

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How well received is negative feedback in Portuguese business?

A.

Very well, as it gives a chance to improve in the future.

B.

Somewhat uneasy, but secretly appreciated.

C. ✓

Not well at all and should be avoided.



Question 3

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How do you greet somebody from Singapore?

A. ✓

It depends on their ethnicity and age.

B.

It depends on their religion.

C.

It depends on which part of Singapore they come from.



Question 4

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It is a bad sign in Russian meetings to:

A.

Sneeze while introducing yourself – a sign of weak personality.

B.

Wear red – the colour of cheating.

C.



Shake hands across the door threshold – a sign that the friendship won't last.



Question 5


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What is preferred in an on-line application in the US?

A.

You send both your resume and application letter as attachment.

B.

 You send your resume as attachment and your application letter in the body of the email.

C.

You send both your resume and application letter in the body of the email.



Question 6

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Below are common questions interviewers in Japan might ask, except:

A.

What kind of job would you want if you joined us?

B.



What is the range of salary you are expecting to get?

C.

What other companies are you visiting besides us?

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**Thank you for your
attention!**

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