



## ERASMUS+ SHOEGAME

*Developing Key Competences in VET for the Footwear Industry through Serious Games*  
(Ref: 2021-1-RO01-KA220-VET-000028078)

# An attractive and engaging footwear education through Serious Games

Unlike their predecessors, the latest generations of students have grown up in a **digitalised society** in which they can find all what they need at their fingers. Digital devices can address everything (i.e., their social relations, information and knowledge) in **less than five minutes**, and where their next content and messages are already waiting. It is a never-ending story; however, the flow of such abundant and constant data and message exchange has caused an **increase of anxiety** in these generations, and consequently produced a decrease of their level of attention and concentration that has impacted their learning process.



Since 2020, the **COVID-19 pandemic** and the need to maintain physical distancing, and even confinement, **accelerated the development** of digital teaching tools and methods, and education centres had to **reinvent** themselves and **adapt**. Not all students welcomed the replacement of physical classes by virtual because usually the latter ones require a higher level of attention and facilitate distractions. In this context, the use and development of a virtual and innovative **learning tool such as the serious games** grew in attention: it was more successful engaging and entertaining students while maintaining the attention of students during online classes.

But what is a serious game? Can such a tool support the **renovation of the footwear sector**?



## INSIDE THIS NEWSLETTER:

- What is a serious game? - 2
- ShoeGame: a serious game for the footwear industry - 2
- The project activities so far - 3



## What is a serious game?

When we think of generic video games, we automatically associate them with fun and distraction to engage in during our free time. So, what makes **serious games** different than regular games and how can they be useful in education?

The first definitions of serious game dates **back in the 70s** (Djaouti, Alvarez & Jessel, 2011), long before the mass distribution of video and computer games. Nowadays, there is not a single definition of serious game, and we can have a rapid overview of the main one on *Science Direct*. Anyway, the clearest difference between a serious game and a regular one is that serious games are designed for a **primary purpose other than pure entertainment** (Chen& Michael, 2005).



The power of serious games is that they are **entertaining, engaging and immersive**. They combine game elements with learning strategies and structures to teach specific skills, knowledge and attitudes. Serious games in education **favour skills** such as observation, motivation, overcoming criticism, strategic thinking and, of course, soft skills. The application of games to learning encourages students to continuously and steadily develop their skills over time, thanks to the gaming environment.

## ShoeGame: a serious game for the footwear industry

The European footwear industry stands for its long **tradition, expertise and added value** products. Companies have learned to anticipate and adapt to the rapid changing world with its multiple challenges, but also to grasp the opportunities of the technological transformation. However, the sector is struggling to guarantee the necessary generational change to its current workforce. On the one hand, the sector is influenced by a **stereotyped, negative image** that limits the attractiveness among the new generations; and on the other, the fast-evolving skills' needs linked to the green and digital transitions make difficult to keep the educational offer up-to-date. Therefore, it is urgent to **work on the engagement** of current and future pupils in order to ensure specialised workers to the sector for the coming years.

The characteristics of serious games described before seem to align with both the needs of the footwear industry and the skills that educational providers (especially VET) are required to provide. In this framework, the **Erasmus+ ShoeGame project**, launched in March 2022, gathers **7 partners from 5 EU countries** and intends to deliver as main result a **serious game platform for students and education/training organisations**. The overall objective is to **attract newcomers** to VET courses and **motivate the students** who are already enrolled to continue their studies.



Not only will the game **teach students about the footwear manufacturing** from design till finishing, but it will also prepare them to the challenges of the upcoming industrial transitions such as sustainable practices in eco-design, recycling and green economy. The focus on these topics will not only **bring the VET system closer** to the contemporary demands of the industry, but it will also contribute to **make the sector more attractive** to younger generations. In addition, ShoeGame will focus on developing transversal competences and the platform will include communication features in order to foster a sense of community between all participants.



Moreover, as the success of a serious game in education also lies on its proper and best use by teachers and trainers, the consortium will also produce a **package of training paths, methodologies, and pedagogical guidelines** to facilitate the integration of serious games and gamification in VET curricula.

## The project activities so far

ShoeGame partners have been working in what could be the **best interaction approach and contents** of the future serious game. In addition, teachers from different VET centres have been approached to better understand how much use is done of this innovative tool. In parallel, VET students' industry-related knowledge and training needs with a particular focus on i4.0, sustainability and circularity have been collected. Based on this information, the serious game will be shaped.

Considering that the main goals of the ShoeGame project are to attract young generations to the sector and to prevent school drop-out, as well as to maintain students' interest and motivation, the main beneficiaries will be **students at the age of enrolling in VET studies and those who are already attending** a cycle of VET studies. VET teachers/trainers/coaches will also benefit from this new learning tool that it is a serious game, which expects to attract more the attention of the students.

The project consortium estimates to involve about **500 students, 100 trainers and 25 VET centres** and schools across Europe in different stages of the project.



Do not miss any news, have a look at our website [www.shoegame.eu!](http://www.shoegame.eu)



Follow us also on [Facebook!](#)



Co-funded by the European Union

## Project partners



## Project coordination



### Lead Partner:

Gheorghe Asachi Technical University  
of Iasi—TUIASI  
[www.tuiasi.ro](http://www.tuiasi.ro)  
Bulevardul Profesor Dimitrie Mangeron  
65, 700259, Iași (Romania)



### Communication:

CEC-European Footwear Confederation  
[www.cec-footwearindustry.eu](http://www.cec-footwearindustry.eu)  
Square de Meeûs 37  
1000 Brussels (Belgium)

**Erasmus +**  
**KA2 - Cooperation for innovation and the**  
**exchange of good practices**  
**Project reference: 2021-1-RO01-KA220-**  
**VET-000028078**

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



**ERASMUS+ SHOEGAME**  
*Developing Key Competences in VET for the  
Footwear Industry through Serious Games*



**Co-funded by  
the European Union**