BEST PRACTICE GUIDE

Enhancing Inclusive EducationthroughDigitalInnovation:Integrating Gamified Language Learning and Immersive STEAM Experiences

2025-1-NL01-KA210-SCH000360080 Edu Immerse

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1. Introduction

The EDU-IMMERSE project
“Enhancing inclusive education through digital innovation, Integrating gamified language learning and immersive STEAM experiences” brings together educators, students, and partner institutions from different European countries to explore innovative approaches to language learning.
The project focuses on how digital tools, gamification, and collaborative learning can support more engaging, inclusive, and effective educational practices.
Within the framework of the Erasmus+ programme, partner schools and educational organisations collaborate to exchange knowledge, test new teaching strategies, and develop practical resources that can be used by teachers across different educational contexts.
The EDU-IMMERSE project particularly emphasises the potential of gamified learning environments and digital technologies, including artificial intelligence–supported tools, to enhance student motivation and participation in language education.
A key activity of the project is the transnational workshop hosted by partner institutions, where teachers and students work together to explore innovative teaching methods.
During these workshops, participants share experiences from their own schools, experiment with new digital tools, and collaboratively design learning activities that integrate elements of gamification, storytelling, and interactive technology.

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This collaborative approach allows educators to learn from each other's practices while creating resources that can be implemented in their own classrooms.
The workshop also provides an opportunity to involve students directly in the learning process. By participating in interactive activities, language challenges, and digital learning tasks, students experience how technology and game-based elements can transform traditional language lessons into dynamic learning environments. Their feedback and reflections contribute to a better understanding of how innovative approaches influence engagement, confidence, and learning outcomes.
Innovation in language education has become increasingly important in today's rapidly evolving educational landscape. Traditional teaching methods are often no longer sufficient to meet the diverse needs and learning styles of modern students. Gamification, digital platforms, and AI-supported tools offer new opportunities to personalise learning, increase motivation, and create meaningful learning experiences. When used thoughtfully, these approaches can support inclusive education by allowing teachers to adapt learning activities to different ability levels and learning preferences.
The practices presented in this guide reflect the three main educational strands explored within EDU-IMMERSE: inclusive and remedial teaching, gamified language learning, and digital and immersive STEAM education. Although the activities were developed in different educational contexts, they share common principles of active participation, differentiation, collaboration and meaningful use of digital technology.

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This Best Practice Guide brings together the experiences, ideas, and activities developed during the EDU-IMMERSE collaboration.
It aims to provide practical examples of innovative language teaching strategies that teachers can adapt and apply in their own classrooms.
By sharing these practices, the project seeks to support educators in creating engaging, inclusive, and future-oriented language learning environments.



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2. Why gamification and active learning?

Gamification has become an increasingly popular approach in education, particularly in language learning. By integrating elements commonly found in games—such as challenges, points, storytelling, and collaboration—teachers can transform traditional lessons into more engaging and interactive learning experiences. These elements encourage active participation and help students stay motivated throughout the learning process.

Language learning requires consistent practice, repetition, and confidence in using new vocabulary and structures. However, many students experience anxiety or lack motivation when learning a new language. Gamification can help address these challenges by creating a supportive and playful learning environment. When students participate in language activities designed as games or challenges, they often feel less pressure and become more willing to experiment with language.



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One of the main advantages of gamification is its ability to increase student motivation. Game elements such as levels, rewards, or collaborative tasks give students clear goals and immediate feedback. This helps learners track their progress and experience a sense of achievement. In addition, gamified activities often encourage teamwork, communication, and problem-solving—skills that are closely connected to effective language use.

Digital tools and platforms further enhance the potential of gamified language learning. Online quizzes, interactive storytelling tools, and language learning applications allow teachers to create dynamic activities that combine visual, auditory, and interactive elements. Some digital platforms also use artificial intelligence to provide personalised feedback or adapt the level of difficulty to the learner's needs. These features make it possible to offer differentiated learning experiences within the same classroom.

Gamification can also support inclusive education. In a traditional classroom setting, students often work at the same pace and follow the same tasks. Gamified learning environments allow teachers to design activities with multiple levels of difficulty, alternative pathways, and collaborative challenges. This flexibility helps address the diverse learning needs, abilities, and interests of students.

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Within the EDU-IMMERSE project, gamification is explored as a tool to make language learning more engaging, inclusive, and meaningful. Through the exchange of experiences between partner schools, teachers experiment with different gamified approaches, digital tools, and interactive learning strategies. The examples presented in this guide demonstrate how game-based learning can be applied in real classroom contexts and adapted to different educational settings.

By combining creativity, technology, and collaboration, gamified language learning offers a powerful way to support students in developing both language skills and confidence in communication.



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3. Digital and AI-Supported Learning

Digital technologies are becoming an increasingly important part of modern education. When used purposefully, they can enrich learning experiences, increase student engagement and support teachers in creating more interactive and personalised learning environments. Within the EDU-IMMERSE project, digital tools were not used as a goal in themselves, but as a means to support communication, collaboration and active participation.

Artificial intelligence (AI) can help teachers and students generate ideas, provide language support and encourage creativity. Throughout the project, AI-supported activities enabled students to create texts, songs and other learning products while developing critical thinking and language skills. Students were encouraged to evaluate AI-generated content, adapt it to their own ideas and use technology responsibly.

Digital learning also includes technologies such as educational robotics, interactive online platforms and immersive learning environments. These tools create authentic learning situations in which students actively solve problems, communicate with others and work together towards shared goals. Rather than replacing traditional teaching methods, digital technologies complement them by providing new opportunities for participation, differentiation and collaboration.

An important principle throughout EDU-IMMERSE was that technology should always serve the learning objectives. Digital tools are most effective when they support meaningful learning, encourage interaction and help students become confident, responsible and independent learners.

The experiences gained during the project demonstrate that combining digital innovation with gamification, active learning and inclusive teaching can create engaging learning environments that prepare students for the challenges of the future.

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4.Selected Best Practices

Active Learning - The word: Cooperation

Why does it work?

This activity promotes active learning by involving participants directly in identifying real environmental problems and developing creative solutions. Cooperation is central to the whole process, as students and teachers work in teams, share responsibilities, exchange ideas and make joint decisions. Gamification elements such as team names, slogans and group challenges increase motivation and participation. The activity also connects classroom learning with real-life environmental issues.

Example from today's activities

At Balıkesir University Faculty of Education, participants first received an introduction to gamification from two academics in the English Language Teaching Department. They were then divided into mixed groups of students and teachers. Each group selected a team name and created a slogan. After discussing an environmental challenge, the groups explored the university garden, identified and photographed ecological problems, and discussed possible solutions. Finally, they produced short environmental-awareness videos and presented their ideas, working process and proposed solutions to the other groups.

Advice for teachers

Create small and balanced groups and give each participant a clear role. Use simple gamification elements such as team names, slogans, points or challenges, but keep the learning objective at the centre of the activity. Choose authentic problems from the school or local environment so that participants can observe them directly. Allow enough time for discussion, outdoor exploration and preparation. Encourage cooperation rather than competition, and conclude the activity with group presentations and reflection.

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Eco- gamification workshop in Turkije





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Active Learning - Friendship bingo

Why it works

This activity works because it combines meaningful communication, movement, and gamification. Students repeatedly ask and answer authentic questions, which builds speaking fluency and confidence. The Bingo format increases motivation and participation, while interacting with multiple classmates provides natural repetition and helps strengthen both language skills and social connections.

Example from the activity

Students repeatedly practise B1 question forms, such as “Have you ever travelled abroad?” and “Did you use to play an instrument?”, in authentic conversations.
The Bingo challenge motivates them to speak with many classmates, while the rule of asking only two questions before moving on ensures that they interact with different partners. Sharing interesting findings at the end reinforces speaking skills, listening comprehension, and classroom community.

Advice for teachers

- Model two or three example conversations before starting so students know how to ask and answer the questions.
- Encourage students to ask at least one follow-up question after a “yes” answer to extend the conversation.
- Remind students to speak only in English during the activity.
- Set a time limit and monitor the classroom to ensure everyone participates and changes partners regularly.
- Pair quieter or less confident students with supportive classmates and provide a question bank if needed.
- Finish with a short class discussion where students share interesting facts they learned to reinforce language use and build classroom rapport.

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Collaboration - The Egg Drop Challenge in the Netherlands

Why does it work?

This activity develops collaboration by requiring participants to work together towards a shared goal. Team members exchange ideas, make joint decisions, divide responsibilities and test possible solutions. Since the task has limited materials and a clear challenge, participants need to communicate effectively and use each member's strengths. The observer's feedback also helps groups reflect on how successfully they worked as a team.

Example from today's activities

During the activity in the Netherlands, students were divided into small groups and given an egg together with simple materials such as straws, a plastic cup and paper. Each team had to design a protective structure that would prevent the egg from breaking when dropped from a certain height. Students discussed different ideas, selected the most suitable design and built it together. At the end, each group's egg was dropped and checked for damage. An observer in each group evaluated the teamwork process and shared feedback with the other participants.

Advice for teachers

Provide each group with the same materials and explain the rules clearly before the activity begins. Encourage students to divide roles, listen to one another and make decisions together. Assign an observer to each group and provide simple criteria for evaluating teamwork, such as participation, communication, task sharing and problem-solving. After testing the designs, allow time for reflection so that groups can discuss both their final product and the way they collaborated.

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Collaboration - The Egg Drop Challenge in the Netherlands





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Collaboration - Problem Solving – Study Abroad

Why it works

This activity works because it turns a reading task into an engaging mystery-solving challenge. Instead of simply reading a text, students actively search for clues, identify suspects, and justify their conclusions using evidence from the story.
The detective theme, points system, and group discussion increase motivation, encourage close reading, and help students practise vocabulary related to travel and studying abroad in a meaningful context. Collaboration also develops critical thinking and communication skills while making the learning process more enjoyable.

Example from the activity

During the “Study Abroad” activity, students must find clues such as the muddy footprint and the forgotten note, which encourages careful reading instead of skimming the text.

Advice for teachers

- Encourage students to justify their answers with evidence by asking questions such as: “Which clue supports your conclusion?” This develops reading comprehension and critical thinking.
- Assign roles within each group, such as detective, note-taker and spokesperson, to ensure that all students participate actively.
- Differentiate support by providing highlighted clues or a vocabulary bank for struggling learners, while asking advanced students to create an additional suspect or write a police report.

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Communication - The Word: Support

Why does it work?

This activity strengthens communication by making clear and supportive interaction essential for completing the challenge. The robot controller depends on teammates' English instructions and cannot succeed alone. Language supporters must give accurate commands, listen carefully, correct misunderstandings and encourage the controller throughout the task. The activity therefore demonstrates how support, trust and effective communication contribute to successful teamwork.

Example from today's activities

During the robotics activity in Türkiye, students were divided into groups and assigned different roles, including robot controller, language supporters and observer. Using VEX robots, each group had to complete tasks on a three-part course, such as collecting a ball, moving it to a target area and overcoming obstacles.

The controller was only allowed to move the robot according to the English instructions given by the language supporters. In some stages, the controller's eyes were covered, making the team's verbal support even more important. When the robot hit an obstacle, the group had to select a challenge card and complete the task written on it. At the end, observers evaluated each group's communication and performance, awarded points and shared their feedback. The gamified structure made the activity enjoyable while encouraging meaningful English use and mutual support.

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Advice for teachers

Assign clear roles so that every student contributes actively to the task. Prepare and practise useful English commands before starting, especially language for direction, movement, warning and encouragement. Remind students that instructions should be short, clear and supportive. Include different levels of difficulty, such as blindfolded stages or challenge cards, but ensure that safety is maintained. Use observers and simple scoring criteria to evaluate clarity of communication, English use, listening and peer support. Conclude the activity with reflection on how supportive communication influenced the group's success.





Communication - Drama – Reported Speech

Why it works

This activity works because it combines meaningful communication, gamification, and real-life contexts, making grammar practice engaging instead of mechanical. Students repeatedly use reported speech while sharing social media-style messages, which helps them remember the structure through authentic communication rather than memorization.

Example from the activity

For example, a student hears “I'm thinking about deleting TikTok” and must report it as “She said that she was thinking about deleting TikTok.” This gives students repeated practice with reported speech in a realistic situation.

Advice for teachers

- Model reported speech first by demonstrating how to transform direct speech into reported speech before the game begins.
- Choose age-appropriate and relatable social media scenarios to increase engagement while keeping the content respectful and inclusive.
- Provide sentence starters or reporting verb lists (e.g. said that, told, asked, suggested) to support students who need extra guidance.
- Monitor teamwork to ensure every student has an active role and opportunities to speak.
- Emphasise accuracy over speed, giving feedback on both grammar and the correct transmission of information.
- Use the Fake News Detector task as a discussion opportunity to promote critical thinking about misinformation, responsible online communication, and digital citizenship.
- End with a reflection activity so students can evaluate how well they used reported speech and consider why accurate communication is important.

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Inclusion - Bullying & Cyberbullying – Role Play

Why does it work?

This activity promotes inclusion by encouraging students to consider bullying and cyberbullying from different perspectives. Through role-play, participants experience the viewpoints of victims, classmates, teachers, parents, counsellors and even bullies. This helps them develop empathy, challenge assumptions and approach sensitive situations with greater open-mindedness. The activity also shows that inclusive solutions require listening, understanding and shared responsibility.

Example from today's activities

During the activity in Romania, students were divided into groups and assigned different roles, such as teacher, counselor, victim, bully, parent, classmate or supportive friend. Each group received a scenario involving bullying or cyberbullying.

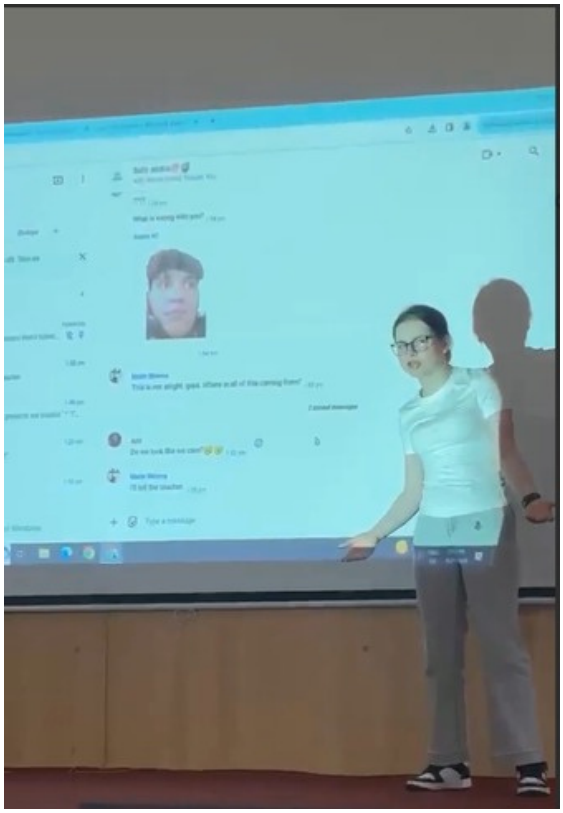
The groups first discussed the problem from the perspectives of their assigned roles. They then prepared and performed a short role-play showing how the situation could be addressed and resolved. After the performances, the participants reflected on the solutions presented and evaluated how inclusive, realistic and supportive they were.

Advice for teachers

Choose realistic but age-appropriate scenarios and explain the roles clearly. Create a safe classroom atmosphere before discussing sensitive issues such as bullying, exclusion and online harassment. Encourage students to listen without judging and to consider each situation from more than one perspective. Make sure that role-play does not reinforce stereotypes or
embarrass individual students. After each performance, guide a reflection on empathy, fairness, open-mindedness and the importance of including and supporting others.

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Inclusion - Bullying & Cyberbullying – Role Play





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Inclusion - Creating Songs via AI

Why it works
It gives all students multiple ways to participate, contribute, and succeed, regardless of their language level or learning needs.

Example from the activity
A shy student who is uncomfortable writing from scratch uses the AI-generated lyrics as a starting point. Instead of creating a song alone, they suggest changes to the vocabulary and meaning, making participation less stressful and more achievable.

Advice for teachers
- Assign clear roles within each group. Give students roles such as prompt writer, vocabulary checker, lyric editor, and presenter so that every learner has an opportunity to contribute according to their strengths.
- Model AI use before the task. Demonstrate how to write an effective prompt and how to improve AI-generated lyrics. Emphasise that AI is a support tool, not a replacement for students' own ideas.
- Provide vocabulary scaffolds. Offer vocabulary lists, sentence starters, and visual aids for learners who need extra language support, while encouraging advanced students to use more varied and descriptive language.
- Monitor equal participation. Circulate during group work and ask quieter students for their opinions to ensure that all learners are actively involved in creating and editing the song.
- Encourage critical thinking. Ask students to evaluate the AI-generated lyrics by discussing questions such as “Does this line clearly express belonging?” or “Which words could make the message more meaningful?”

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5. Lessons learned from international practice

Throughout the EDU-IMMERSE project, international collaboration provided valuable insights into how students learn, communicate and participate in an international learning environment. The experiences shared by the Romanian partner highlight four recurring themes: motivation through active participation, collaboration and friendship, authentic communication in English, and the importance of diversity and equal participation.
These lessons learned complement the selected Best Practices and reflect the experiences observed during the international activities.

Motivation through Active Participation

Active participation increased students' motivation and engagement in the learning process. By taking part in meaningful tasks, students were able to develop their skills, stay focused and feel included as valuable members of the group.
During the activities, every student was assigned a specific role. This encouraged students to contribute both individually and as part of the group, while taking responsibility for their own work.

Key lesson for teachers:
Assign meaningful roles and clear responsibilities so that every student has the opportunity to participate. This can increase motivation, encourage collaboration and give students the opportunity to discover their own skills and talents.

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International Collaboration and Friendship

Working in international groups gave students the opportunity to collaborate with peers from different countries and cultural backgrounds. By working together, exchanging ideas and completing shared tasks, students developed both their collaboration skills and new friendships.
The experience showed that international teamwork can help students connect with others, learn from different perspectives and feel part of a wider European learning community.

Key lesson for teachers:
Create opportunities for students from different backgrounds to work together towards a shared goal. Mixed groups encourage interaction, exchange of ideas and the development of social connections.



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Authentic Communication in English

During the international activities, students used English to communicate with peers from different countries. English became a practical tool for asking questions, sharing ideas and working together rather than only a subject studied in the classroom.
Using English in real interactions encouraged students to practise their speaking skills and helped them experience the importance of communication when completing activities together.

Key lesson for teachers:
Create situations in which students need to use English for a meaningful purpose. International and collaborative activities can provide an authentic context for practising communication and encourage students to use the language actively.



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Diversity and Equal Participation
Working with students from different countries, cultures and backgrounds highlighted the value of diversity within the learning environment. Students had opportunities to share different perspectives, learn from one another and participate as equal members of the group.
The experience showed that diversity can enrich international learning when students are given equal opportunities to contribute and feel included in the activities.

Key lesson for teachers:
Create an inclusive learning environment in which every student has the opportunity to participate and contribute. Encourage students to value different perspectives, cultures and experiences and use these differences as a resource for learning.



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6.Recommendations for teacheres

Create authentic learning experiences

Students become more engaged when learning is connected to real-life situations. Activities that reflect authentic contexts encourage meaningful communication, problem-solving and critical thinking. Whenever possible, use real-world topics, practical challenges and collaborative tasks that allow students to apply language in a purposeful way rather than through isolated exercises.

Encourage active participation

Learning becomes more effective when every student has an active role in the learning process. Assign meaningful tasks, encourage collaboration and create opportunities for students to make decisions, solve problems and contribute to group activities. Active participation increases motivation, builds confidence and helps students take ownership of their learning.

Foster collaboration and shared responsibility

Effective learning takes place when students work together towards a common goal. Encourage learners to share ideas, divide responsibilities and support one another throughout the learning process. Assigning clear roles helps every student contribute according to their strengths while developing communication, teamwork and problem-solving skills.

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Support inclusive learning for all students

Every student should have the opportunity to participate, contribute and succeed. Design learning activities that are flexible and accessible by providing different roles, levels of support and varied ways for students to demonstrate their learning. An inclusive learning environment values diversity, encourages mutual respect and enables every learner to feel involved and confident.

Use digital tools with purpose

Digital and AI-supported tools can enrich learning when they are used to enhance, rather than replace, meaningful teaching and learning. Select technology that encourages creativity, communication, collaboration and critical thinking. Always ensure that digital tools support the learning objectives and help students become active and responsible learners.

Reflect, share and continue improving

Reflection is an essential part of effective teaching and learning. Encourage students and teachers to discuss what worked well, what could be improved and how new ideas can be applied in future activities. Sharing experiences with colleagues and international partners supports professional growth and helps create innovative and sustainable educational practices.

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7. Conclusion and future perspectives

The EDU-IMMERSE project has demonstrated how international collaboration, digital innovation and learner-centred teaching can contribute to more engaging and inclusive language education.
By bringing together teachers, students and educational organisations from different European countries, the project created opportunities to exchange ideas, explore new teaching approaches and develop practical learning activities that can be adapted to a wide range of educational contexts.
Throughout the project, participants experienced the value of gamification, active learning, collaboration, artificial intelligence and inclusive teaching strategies.
The selected “Best Practices” and “Lessons Learned” presented in this guide, illustrate how these approaches can increase student motivation, strengthen communication skills and encourage meaningful participation in the learning process.
One of the greatest strengths of EDU-IMMERSE has been the willingness of partners to learn from one another. By sharing experiences, reflecting on classroom practice and working together across cultures, the project has created resources that extend beyond the lifetime of the partnership.
The materials developed during the project are intended to inspire teachers to experiment with innovative methodologies and to adapt them to the needs of their own learners.
Looking ahead, the experiences gained through EDU-IMMERSE provide a strong foundation for future international cooperation and educational innovation.
The partnership has shown that combining digital technologies with active and inclusive learning approaches can help prepare students for a rapidly changing world while supporting the development of communication, collaboration and lifelong learning skills.

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The EDU-IMMERSE partnership hopes that this Best Practice Guide will encourage educators to continue exploring new ideas, sharing experiences and working together to create engaging, inclusive and future-oriented learning environments for all students.

Experience EDU-IMMERSE in Action
Scan the QR code to watch highlights from the EDU-IMMERSE project and experience how students and teachers collaborated, learned and created together throughout the international mobilities.

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RT Soest / Kind en School (The Netherlands)
Milas Cumhuriyet Anadolu Lisesi (Türkiye)
Balıkesir Açı Science High School (Türkiye)
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