**FABLE – Training Faculties on Blended Learning**

Erasmus+ project

**Library of blended and online learning courses and teaching sessions:** Success stories, best practices and cautionary tales from the academia.

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| Name of the course | | | **Data Transmission** | | | | | |
| Amount of course credits in ECTS | | | | | | | **6 ETCS** | |
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| **Select one:** Is this observation | **Positive**: A Success story or best practice? | X | | **Neutral**: General observation? |  | **Negative**: A Cautionary tale? | |  |
| Major the course is related to | | | Protocols for networks communication | | | | | |
| Please give a short description of the course structure (number of lectures, weeks, online events…) | | | It was a mainly face-to-face course with 30 hours of class and 30 hours of lab, 4 hours per week. An online activity was done using the Moodle platform, where different course material was available, such as slides used in class or assignments. | | | | | |

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| Please give a short description of this case: |
| The students used the QUESTOURnament tool to participate in a contest online. Each contest includes a set of challenges or questions--proposed by the teacher or the students--that students must solve in a time-constrained way. The tool was integrated into Moodle. One of the main functions of QUESTOURnament is a participation system, where students can propose challenges to their fellows and be rewarded for that. All of these challenges are previously checked by the lecturer.  Every challenge answer is evaluated under the lecturer criteria, which must be previously set. During the creation and design of the contest features, the lecturer must define an evaluation form specifying all the criteria and percentages, which any challenge author will use to evaluate the answers sent by the students.   By responding to a challenge, the student can get the reward points from the question when they give the answer (the reward depends on the moment). This calls for an evaluation of the proposed solution by the question´s author. In the challenges presented by the students, they are responsible for evaluating the answers. In this case, part of the evaluation of the student-author depends on his good work as an evaluator of the challenges they have posed, intending to promote fairness and objectivity. The tutor´s task is essential for the general control of the process and the conflict resolution that may arise during the evaluation among peers. |
| Which teaching tools, services, applications and software solutions were used? |
| Moodle and QUESTournament (https://docs.moodle.org/400/en/QUESTOURnament\_module) |
| What are the most important lessons learned from this course? (Both in negative or positive viewpoint, if there are any) |
| Most students thought the activity was useful as it forced them to work regularly, and they were more motivated to keep their attention in class and continuously check their level of understanding. However, some students claimed they had to devote extra time to this particular course compared to other courses, especially when they posed questions and assessed answers. Besides, some students felt stressed due to the competitive nature of the activity. |
| If you have additional notes or comments, or want to provide a link to online materials, please put them here: |
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