

# 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.

Name of the course		A Gamified Experience in an Online and Face-to-Face University Classroom: Is this Learning Resource Feasible in Both Environments?				
Amount of course credits in ECTS				<b>6 ECTS</b>		
<b>Select one:</b> Is this observation	<b>Positive:</b> A Success story or best practice?		<b>Neutral:</b> General observation?		<b>Negative:</b> A Cautionary tale?	
Major the course is related to		Translation and Interpreting				
Please give a short description of the course structure (number of lectures, weeks, online events...)		The experience took place in two different universities in Spain ( <i>Universidad de Alcalá</i> and <i>Universidad Internacional de Valencia</i> ), two different (but related) subjects, and with the same content (Introduction to Automatic Translation). One follows a face-to-face methodology (UAH), and the other an online one (VIU). An escape room (break out) activity was designed to review the contents of the subject differently and entertainingly.				

Please give a short description of this case:
The authors of this experience designed an escape room (also called break out) to review the contents related to automatic translation, which is part of the Degree in Translation and Interpreting. One of the teachers put into practice the escape room in a face-to-face scenario and the other in an online environment. The idea was to analyse if the results obtained with the use of escape rooms were the same in both scenarios or if there were differences between them.
Which teaching tools, services, applications and software solutions were used?
We used a wide variety of tools, which changed from one scenario to the other. In the face-to-face experience, we made use of more physical materials. At the same time, in the online scenario, we had to recur to GoogleForms, GoogleDrive, QR Codes, PDF files, and Learning Management Systems, among others. In both scenarios we used Genially and a timer to make the activity much more visual and fun.
What is the most important lesson learned from this course? (Both in negative or positive viewpoint, if there are any)
The most valuable lesson learnt from this experience was that students always receive activities like this one very well. Both in the face-to-face and online scenarios, students enjoyed the activity. However, we have to admit that students in the face-to-face class enjoyed the group activity the most, which is challenging to take to the online environment. Also, we believe that when doing these activities online, the teacher needs to present the

instructions in a much more straightforward way, as it is very easy for students individually to get confused. All in all, the experience was very enriching for students and teachers and helped students review the content differently, which was highly valued by them.

If you have additional notes or comments or want to provide a link to online materials, please put them here:

We recommend reading the article published after this experience here:  
<https://doi.org/10.1590/1984-6398202016390>