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Índice

PRÓLOGO ................................................................................................................................. 23

INNOVACIÓN DOCENTE ........................................................................................................ 24

ACÚSTICA DEL AULA Y SU AFECTACIÓN EN LA ACTIVIDAD DOCENTE ................................... 25

LA INVESTIGACIÓN UNA ESTRATEGIA DIDÁCTICA PARA FORTALECER COMPETENCIAS TRANSVERSALES EN LOS ESTUDIANTES DE LA FACULTAD DE FARMACIA. UNIVERSIDAD CENTRAL DE VENEZUELA .......... 29

TRANSMEDIA STORYTELLING .................................................................................................. 33

INSTAGRAM COMO NUEVO ESPACIO DE ENSEÑANZA-APRENDIZAJE EN LA FORMACIÓN INICIAL DE DOCENTES EN EL Contexto de la PANDEMIA COVID-19 ...................................................................................... 37

HACIA UNA METODOLOGÍA PARTICIPATIVA EN LA ENSEÑANZA DE LAS CIENCIAS SOCIALES: UNA EXPERIENCIA DE AULA CON HERRAMIENTAS DIGITALES .................................................................................. 40

UNA PROPUESTA FORMATIVA PARA INNOVAR EN LA DOCENCIA EN EDUCACIÓN SUPERIOR .. 43

METODOLOGÍAS ACTIVAS EN EL GRADO DE EDUCACIÓN INFANTIL: EL CINE COMO RECURSO DIDÁCTICO A TRAVÉS DE LAS NUEVAS TECNOLOGÍAS ........................................................................... 47

EXPERIENCIA DE INNOVACIÓN TERAPÉUTICA CON TECNOLOGÍAS EMERGENTES EN EL GRADO EN LOGOPEDIA DE LA UNIVERSIDAD DE MÁLAGA ................................................................................ 51

DE LA PRESENCIALIDAD A LA VIRTUALIDAD EN LAS PRÁCTICAS EXTERNAS DE FORMACIÓN DEL PROFESORADO. ESTUDIO DE CASO SOBRE EL IMPACTO EN LA EVALUACIÓN ...................................................................... 58

OBSERVATORIO DE MEDIOS. UNA EXPERIENCIA DE INTEGRACIÓN TECNOLÓGICA Y EDUCACIÓN MEDIÁTICA ...................................................................................................................... 62

INNOVACIÓN A TRAVÉS DEL CINE PARA LA FORMACIÓN INICIAL DOCENTE EN LA DIVERSIDAD FUNCIONAL .......................................................................................................................... 66

FIVE TOOLS FOR FIVE CHALLENGES: DESIGNING A VIRTUAL BREAKOUT ................................ 70

EL BLOG COMO RECURSO DE INICIACIÓN A LOS ENTORNOS VIRTUALES DE APRENDIZAJE ............ 76

ENSEÑANZA MEDIADA POR LAS T.I.C.: SENTIDOS Y ALCANCES EN LA FORMACIÓN DEL PROFESIONAL ENFERMERO ...................................................................................................................... 80

¿CON QUÉ Fuentes DIGITALES TRABAJAN LOS FUTUROS TRADUCTORES DE ITALIANO? ANÁLISIS DENTRO DEL GRADO DE TRADUCCIÓN E INTERPRETACIÓN EN ANDALUCÍA ........................................... 84

DISEÑO INSTRUCCIONAL DE UN M.O.O.C. SOBRE EL USO DE HARDWARE Y SOFTWARE EN ENFERMERÍA PARA ESTUDIANTES DE NIVEL SUPERIOR ........................................................................ 88

RETOS DEL APRENDIZAJE DE INGLÉS ONLINE PARA PROFESORES, FAMILIAS Y ALUMNADO EN TIEMPOS DE CORONAVIRUS .................................................................................................................. 92

AUTOPERCEPCIÓN DEL PROFESORADO FRENTE A LA DOCENCIA ONLINE ........................................ 96

EXPERIENCIAS DOCENTES CON INSTAGRAM EN EDUCACIÓN SUPERIOR: ESTUDIOS DE CASO EN GRADOS DE COMUNICACIÓN ........................................................................................................ 100

GOOGLE EARTH, UNA HERRAMIENTA PARA LA DIDÁCTICA DE LAS CIENCIAS SOCIALES DURANTE EL CONFINAMIENTO: EL CONOCIMIENTO DEL MEDIO LOCAL EN EL GRADO DE EDUCACIÓN PRIMARIA ................................................................ 104

EL RETO DE VIRTUALIZAR CONTENIDOS EN CURSOS CLÍNICOS EN LA ENSEÑANZA DE LA ODONTOLOGÍA: DESAFÍOS EN TIEMPO DE PANDEMIA ........................................................................................................ 107

ESCAPE ROOM COMO INNOVACIÓN EN LA FORMACIÓN PROFESIONAL ............................................. 112

REALIDAD AUMENTADA PARA LA VALORACIÓN DE LOS GEOGLIFOS DEL NORTE DE CHILE: UNA PROPUESTA DE MULTIDISCIPLINARIEDAD DIDÁCTICA ...................................................................................... 117

NUEVOS ESCENARIOS DOCENTES EN LA EDUCACIÓN MUSICAL EN BOGOTÁ ........................................... 121
FIVE TOOLS FOR FIVE CHALLENGES: DESIGNING A VIRTUAL BREAKOUT

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Abstract

The educative breakout is a type of microgamification implemented in the classroom and is aimed at generating significant learning in students. This significant learning is achieved by means of activities and tasks designed in the form of challenges students have to solve. However, today we have witnessed to a real change of context, as virtuality has been given priority over the face-to-face context so as to adapt to new settings and scenarios in education without impoverishing students’ learning. In this line is where we present the work and the Project GAME-EDU. We have collected a series of tools to design virtual challenges in the framework of two groups, B and C, of a subject taught in English and Spanish, respectively. Thus, in this work we will describe the tools used to elaborate the challenges for the virtual breakout and will expose the ranking of favourite tools of participants from both groups.

Keywords

breakout, university, active methodology, gamification, virtual challenges.

Introduction

New forms of teaching in the classroom have been born to foster cooperative work and motivate students for the content acquisition of a certain subject. The well-known escape room, which in the society has even gained more supporters as an innovative leisure activity, has found its space in education as an innovative method for the teacher so as to gamify the classroom. The innovation with an escape room consists of establishing a puzzle (problem) to escape from a locked room (solution). Moreover, the global enigma is associated to the resolution of other halfway clues (or activities in the form of challenges) which are cooperatively solved.
Another resource similar to the escape rooms is the *educative breakout* which aims at solving a series of challenges in order to open a locked box with different padlocks. The box would contain a general clue to solve in teams or simply the mere prize of opening it, as in the case of the locked-room door in the escape rooms.

The teacher decides the prize when opening the box, although it is normally some reward to the winning team according to the necessities of the class where the game is implemented. Examples of reward could be: helping the teacher during a week, selecting the books for reading in class (in primary school) or some final points for global evaluation (in higher education context).

Nevertheless, apart from the reward, which undoubtedly is a motivating aspect of the game, some other important benefits of the implementation of the educative breakout that, on the other hand, are in accordance with the demands of European Higher Education Area (EHEA). Among the positive aspects, Negre (2017) highlights the following:

- Cooperative work.
- Use of digital tools and innovative technologies.
- Promotion of students’ participation.
- Development of cognitive strategies for solving problems.
- Motivation.
- Development of critical and deductive thinking.
- Improvement of linguistic competente.
- Student-centred approach.

Taking into account these benefits, listed as well by other authors such as Álvarez González and Rodríguez-Pérez (2012), Gómez-Urquiza et al. (2019), and Moreno Fuentes (2019), in the Project GAME-EDU (PIE19-186) we aimed at implementing this active methodology to improve the learning quality of students.
In this paper, we will focus on describing some tools for the design of a virtual breakout. Finally, students participating in the virtual breakout will vote their favourite tools.

**Description of the experience**

The virtual breakout has been implemented in the subject “Fundamentos Teórico-Prácticos de la Enseñanza de la Lengua Extranjera”, during the second semester of the academic year 2019-2020, taking into account the circumstances in which the face-to-face teaching have suffered after declaring a state of alarm and subsequent lockdown due to Covid-19. The two virtual breakout experiences have been elaborated for two groups (B and C) of that subject in the degree of Primary Education at the University of Málaga.

**Description of the context and participants**

The virtual breakout has been designed in a entirely online context. A total of 13 teams in Group B and 22 teams in Group C participated in the virtual breakout. However, the final part of the breakout was voted by 51 participants from B and 52 from C.

**Instruments**

The five tools used to create the five challenges were:

Educaplay1 is the perfect gamification tool to design a great variety of activities: crosswords, fill-in the blanks, wordsearch, matching game, memory game, quizzes, dictation games, etc.

Edpuzzle2 allows the user to create interactive video lessons for students. The best aspect of this tool is that you, as a teacher, can elaborate questions (multiple choice or open-ended questions, for example) so as to check if your students have understood the content of the video.

Jigsawplanet3 is a tool for creating and sharing jigsaw puzzles. You upload your image and students have to rebuild it with the pieces.

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1 https://www.educaplay.com/
2 https://edpuzzle.com/
3 https://www.jigsawplanet.com/
Kahoot! is considered a free game-based platform through which users generate interesting quizzes that students have to solve by using their computers or smartphones. The variety of questions that can be elaborated are multiple choice, open-ended questions, true or false, word clouds, puzzles, etc.

Traductormorse.com is a very simple and free online translator from Morse to plain text (ASCII) and from ASCII to Morse.

**Procedure**

A power point indicating the five challenges with the five tools were exposed. We used the same five tools for the two groups, though in B all the challenges were explained in English, and in C in Spanish. Once they had finished with the five challenges, they were asked to enter a code into www.menti.com (from the tool Mentimeter⁴) so as to vote, individually, for their favourite tools in the virtual breakout.

**Results**

This section will expose briefly the results obtained with the poll thrown by Mentimeter.

According to the ranking indicated in Mentimeter, participants in Group B voted Jigsawplanet as their favourite tool, followed closely by Educaplay (see Figure 1). The third position is held by Traductormorse.com, and finally the fourth and fifth positions are for Edpuzzle and Kahoot. The following screenshot illustrates the votation and ranking of the participants in group B.

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⁴ https://www.menti.com/
Which challenges and tools did you like most? Order according to your preferences.

1st
Challenge 5. Jigsaw (jigsawplanet)

2nd
Challenge 1. Crossword (educaplay)

3rd
Challenge 5. Morse Code (Traductormorse.com)

4th
Challenge 2. Video (edpuzzle)

5th
Challenge 4. Varied questions (Kahoot!)

Figure 1. Ranking of the tools preferred by participants from Group B in the virtual breakout

The other group, C, throws similar results as the first three positions are held by the three tools mentioned above, that is, Jigsawplanet (1st position), Educaplay (2nd position), and Traductormorse.com (3rd position). However, the last two positions differ from the votes found in the other group: Kahoot! (4th position) and Edpuzzle (5th position).

¿Qué herramientas y retos te han gustado más? Ordena de acuerdo con tus preferencias.

1st
Reto 3. Puzzle (jigsawplanet)

2nd
Reto 1. Crucigrama (jigsawplanet)

3rd
Reto 5. Código Morse (Traductormorse.com)

4th
Reto 4. Preguntas variadas (Kahoot!)

5th
Reto 2. Video (edpuzzle)

Figure 2. Ranking of the tools preferred by participants from Group C in the virtual breakout

Discussion and conclusions

Circumstances that occurred in the second semester from academic year 2019-2020 led us to redesign and adapt part of the Project GAME-EDU into an entirely virtual proposal of breakout. Even though more results would be obtained and discussed elsewhere, in this
paper we have focused on describing the tools used for our virtual breakout and showing the students' preferences after participating in it. According to the positive aspects mentioned before (Negre, 2017; Moreno, 2019, among other authors), in this work we can state that we promoted the use of technologies and the students' participation.

References


