# CVETNET

## Scape Room Training dynamics

## Guide for Trainers

CVETNET
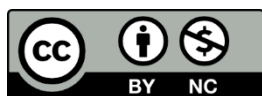Intergenerational digital learning

**PROJECT PARNERS**

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## CONTENT

## I. INTRODUCTION

CVETNET project carried out a research in which more than 100 companies have participated (through online questionnaires and personal interviews). It has been detected that 70% of those surveyed declare that they need to improve their digitalization and digital transformation employees skills, as a way of better management work teams and thus being able to face the challenges and new needs that digital transformation is requesting.

Consequently, the project proposes different training methodologies, in order to reskill employees and teams at the companies, with the aim of responding to the digital transformation needs.

There is a need to use new methodologies for continuous Vocational Training and reskilling, as adult learners at work, need more attractive and stimulating training techniques and different from classroom classical training techniques. One of the proposed innovative methodologies is the Scape room applied to training processes, as a way of gamifying the adults reskilling in teams.

Scape room is a kind of game that can be very interesting methodology to analyse, develop and improve soft skills, especially work team skills, leadership, initiative, communication, or collaboration.

Due to be a gamified methodology, learners that take part on it, have a positive attitude in their development, and this aspect is essential to work with different generations or different hierarchies inside the same the organization, that, in another type of training methodology, they would not feel comfortable.

Logically, using the scape room methodology in the training environment transcends the game, and needs a preparation of the situation and of the trainers / observers / mentors.

Scape room experience allows the participants working with other employees in the organization, (people that can have different ages, capacities, interests, positions) in a different context. For the observers, the experience allows the possibility to see how people behaves depending the situation, or the decisions they must take, with the objective to report how to improve personal and professional skills of every member of the same team, and about the team as a whole, and finally stablishing a training programme to reskill individuals and the team itself.

In 2017, thanks to Wings4Success[1] project, an analysis was carried out about the age's composition of the European SME's (focused on Austria, Greece, Germany, Portugal and Spain). This study allowed confirmed the concern in some of the companies about how to ensure that the knowledge of the elderly is not lost after their retirement, and so that, in turn, the knowledge and skills of the youngest are integrated by the elderly.

In this study participated 127 companies (Austria (44), Germany (33), Spain (23) and Portugal (27)), from different sectors and sizes and reached the following 10 recommendations to detect and develop intergenerational skills in the workforce:

"1. *Get an overview of the employee- and age structure of the staff: A detailed knowledge of the employee- and age structure of the staff is the necessary prerequisite for defining the company's need for action and for planning and initiating concrete measures.*

2. *Gain expert knowledge and exchange experiences regarding the many different aspects of demographic change on the company level: Get to know and learn methods and instruments; exchange best-practice examples among businesses (learn from other businesses).*

3. *Identify and deconstruct barriers that hinder in-house intergenerational knowledge exchange: e.g., lack of time, fear for one's own standing in the company, deliberate withholding of inside knowledge, exclusion of certain co-workers from ways of informal communication, etc.*

4. *Create the conditions for a ready passing-on of knowledge: Personal initiative and willingness to share one's knowledge are in need of a nurturing environment: job preservation, recognition, a personal bond, trust, reciprocal appreciation and a sense of responsibility.*

5. *Promote the proactive, conscious dialogue between generations so as to avoid generational conflicts: consciously examine the stereotypes and prejudices that are attributed to the different generations; introduce intergenerational discussions that aim to improve the reciprocal understanding and thus create awareness of the advantages of intergenerational collaboration and knowledge exchange in every single employee.*

6. *Create mixed-age teams on all levels and where-/whenever possible and appropriate.*

7. *Create informal meeting spaces and learning opportunities: Create space and time for informal conversations and meetings (e.g., a 'social corner', a*

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community café, leisure activities, sports, cultural events, etc.), but also for independent informal learning.

8. Offer various forms of in-house formal learning and teaching in order to establish an open learning culture within the company: Possible offers for such cooperative and communicative learning forms are, e.g., job rotation, know-how tandems, mentoring/partner models, communities of practice, blogs/intranet-share points, an in-house training market that aims to have employees teach and learn from each other. Here, the conscious activation of one's own experiential knowledge as well as the training of employees is central to successful intergenerational knowledge communication.

9. Take the needs of older employees into account: targeted personnel work with ageing staff and an ageing-appropriate employment design; special appreciation of older experienced employees, e.g., integration of older employees into the company's problem-solving and decision-making processes; reduce learning barriers and promote learning motivation.

10. Systematise 'competition-critical' knowledge safeguarding and knowledge communication, develop the respective tools and thus create a knowledge-oriented corporate culture: determine and evaluate 'competition-critical' knowledge of employees on a regular basis. Special emphasis should be laid on knowledge transfer concerning key players, carriers of critical competitive knowledge."[2]

Following the above mentioned recommendations, Scape room methodology it's a perfect answer to the recommendation number 7, where employees who have to develop new skills or need reskilling (and in this sense not only intergenerational skills, but also digital skills, which younger people may have developed more, or differently, than older colleagues). Scape room training technique is also allowing the company and the human resources professionals detecting these differences of skills in a team and to solve the skills gaps detected.

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[2] IO2 Case study SME – Results (Wings4success project)

## II. QUALITY CRITERIA / PROCESS

To organize a Scape Room for learning purposes, you must ensure some aspects.

Remember that the methodology may look a game, and this is we want the participants feel, but our objective is detecting and analyse the competences of our employees to improve this capacities and skills.

***Then, how can we start to prepare a Scape room training activity?***

**PREVIOUSLY TO THE EXPERIENCE:**

1. **Stablish the objective:** What kind of skills we want measure/evaluate?
   Attending the challenges companies stated in the CVETNET study (WP3), the skills we will work in our Scape room experience must answer the improvement of digital transformation and teamwork between groups of different ages.
   In this case, our Scape room must contain some challenges that requires the use of digital competences to solve them.
   Example: To exit from the first to the second room, it will be necessary searching some information on the Internet. This information, that could be a date, or other data, must be entered in a dispositive to open the second door. By this way you will see how people of different ages do a search, and their competence of this tool.
   Another example, could be, creating a document, as and excel file to apply some formula to achieve a certain calculation. In this case you will see the knowledge regarding office software the participants have.
   Other case could be that the participants must create a video conference (by Zoom, Teams, …) to connect with someone who give them some information necessary to pass the challenge.
   Other more advanced digital skills or soft skills

2. **Decide the participant profile:** Who will be the participants?
   Depending on our objective the participants could be:
   - Number of players / participants ranges between 2 and 14 people, although the most common is that between 6 and 8 people participating.
   - The participants normally are from the same company, but can be from several companies depending of the training purposes. This choice will depend on the objective of the training. It may be a company that needs

to organize this type of activity for its own staff with a training objective, or it may be a training centre who organizes the activity for people from different companies.

At any case, the objective must be previously set, since the observation made, and the conclusions drawn from the activity will depend on it. In the context of CVETNET project we will focus on a team from the same company that participates in the training Scape Room experience together.

- People from the same team/area or people from different areas (e.g., if we would like to develop transversal projects and know how these people will work together and what kind of tools they will need to work efficiently), we will choose participants from Marketing, product development, logistics, finance, etc.
- People with the same age, or different ages (in the case we would like to develop intergenerational skills),
- People with different positions, or the same position in the organization (in the same department or in different departments, if the company is facing restructuring processes and we need a group of Managers or Directors to encourage teamwork and communication skills.

3. **Select the observers/facilitators:** The observers/facilitators must plan the training in advance and knowing what they must encourage and observe, and what aspects must be observed.

Checklist for observers/facilitators choice:
- Who will be the best person for doing this task? Who must be the observer?
- Does this person have the competences for doing this task? Does He/she need support?
- What kind of behaviours should the observer/facilitator focus on? Does the observer have an observation list? If not, you must create one before the experience (you can have one as a model and adapt depending on you would like to analyse).
- What kind of conclusions must the observer extract?
- How feedback to the participants must be given?
- And finally, how to transfer the observation into planning reskilling training actions to solve the deficiencies detected?

4. **Choose the space:** Where we will do the Scape room experience?
- How many people will participate? The number of participants will determinate the space room.

- What kind of scape room we need?

  Depending on the case, depending on the objective any scape room can help us, but not always.

  For example, if we need work team work skills, probably the topic of the scape room is not important, but if the objective of the scape room is detecting deficiencies in technological skills, we will need a special centre with technological equipment, or adapting some facilities and tasks.

- We must make sure that we can observe the participants and listen to them. This point is essential!

  The participants must know the observer is watching and listening to them, but the observer cannot stay in the same space, as He/She cannot interfere in the developing of the activity.

- Of course, the topic must be attractive, and the room must be in perfect condition; pay attention to the illumination, obstacles, etc.

- If you opt for a virtual escape room experience, please make sure that all the elements and technologies run correctly.


**5. Communication:**

- As we mentioned before, people who participates in the activity must be informed about what they will do, where, when and why.

  It is important that participants know the objective of the activity, and it is important communicate it well. The communication must be positive, attractive, it cannot be that participants live the experience as an examination, because the idea is, that they play, and through the game, they will show their attitude and personality, as well as competences and confidence, and it will help to break the ice between participants.

- It is also important that participants have a feedback about the analysis the observer does, and how this analysis will be transformed into actions to improve their competences / skills.

**Organizing a training Scape Room checklist:**

| OBJECTIVE. |  |
| --- | --- |
| **Do you have the objective? Write the definition:** |  |
|  |  |
| **PARTICIPANTS** |  |
| Number of participants |  |
| Minimum / Maximum number of participants |  |

| Departments | |
|---|---|
| Position | |
| Ages | |
| **OBSERVERS** | |
| Numbers of observers | |
| Are the observers prepared/trained to do the task? | Yes / No<br>If not, you must train the observers before the experience |
| Does the observers have an observation template? | Yes / No<br>If not, you must create the template |
| Does the observers know what to observe? | Yes / No<br>If not, it is necessary establish what they must observe |
| Does the observers have a conclusions template? | Yes / No<br>If not, you must create the conclusions template |
| **SPACE / WHERE** | |
| Type of the Scape room | Face-to-face |
| | Virtual |
| Where | In the company |
| | In other facilities |
| Accessibility: are there someone that can have visual problems, movement difficulties, …? | Yes / No<br>If someone can have problems, you must change the option selected |
| Observation point<br>Does the escape room have an observation room? | Yes / No<br>If no, you will have to think about how to do the observation without interfering with the dynamics |
| **COMMUNICATION** | |
| Have you established how you will invite participants to participate in the Scape room? | Yes /No<br>If no, you must prepare some template |
| Have you prepared how to give the feedback to the participants? | Yes /No<br>If no, you must prepare some template |

Now we are ready to start the experience!!

**DURING THE EXPERIENCE:**

The most important thing is to let the participants play, make them feel comfortable so that their attitudes, skills and abilities can emerge automatically and sincerely; we must remember that the objective is to see how they behave in order to reinforce and / or improve their skills through subsequent actions (training, mentoring, coaching, ...).

In order to observe and being able to draw conclusions, we must have a template (which we created in preparation).

Example of **INDIVIDUAL AND GROUP OBSERVATION SHEET:**

| PARTICIPANT (name) GENERATION | DIGITAL SKILLS | LEADERSHIP | INITIATIVE / DECISION MAKING | PROBLEM RESOLUTION | STRESS MANAGEMENT | ROLE DETECTED |
|---|---|---|---|---|---|---|
| 1. | | | | | | |
| 2 | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| (…) | | | | | | |

| SITUATION / TIMING | Collaboration / Group cohesion |
|---|---|
| | Effective communication |
| | Achievement orientation |
| | Results vs. process |
| | Intergenerational ad digital aspects |

**AFTER THE EXPERIENCE:**

Thanks to the aspects observed during the experience, the observer has reached a series of conclusions.

These conclusions must be transformed into skills gaps and areas of improvement, which will have to be communicated to the management team, as well as to the participants, and that will need to have a plan that allows the employee to develop or improve those skills gaps or minimize the negative aspects we have no interest.

This plan can include:

- Training actions (face-to-face, virtual, online, …)
- Mentoring
- Coaching, individual or group
- And changes of position, department, …

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## III. CASE STUDY

Some researchers have allowed us to analyse the differences between generations to promote the competitivity in the management from the transfer of knowledge and innovation between the younger and the older generations, and the implementation of learning techniques.

One of these techniques was the Scape room as a dynamic of intergenerational exchange as a barriers removal.

We detected 5 generations, all of them in working age, and that showed the following characteristics:[3]

|  | STRENGHTS | COMMUNICATION AND LEADERSHIP | LEARNING CHARACTERISTICS |
|---|---|---|---|
| TRADICIONALISTS (1925 – 1945)* | Experience, social skills, high level of work ethics. | Personal communication; hierarchy-based leadership; participatory leadership, making the meaning of the activity clear. | Traditional; skills-based training; low orientation to learning objectives. |
| BABY BOOMERS (1946 – 1964)* | Assertiveness, social skills, good at teamwork. | Consensus-oriented leadership, demonstration of development opportunities to prevent demotivation. | Low orientation to learning objectives; skills enhancement through off-the-job training; traditional educational interventions. |

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[3] O4-A1 Online Module for Intergenerational Learning (Wings4success project)
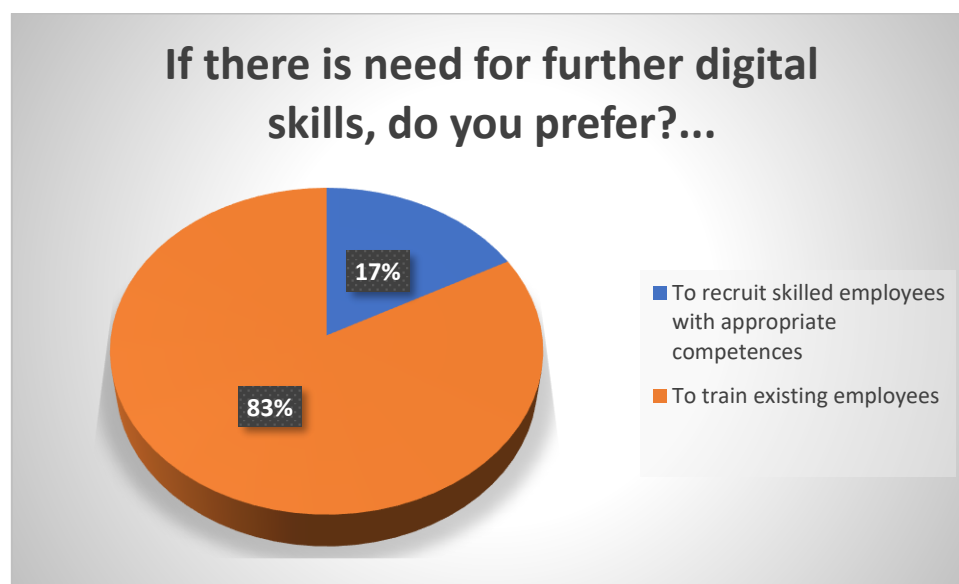
| | | | |
|---|---|---|---|
| **GENERATION X (1965 – 1980)\*** | Achievement-oriented, flexibility, resistance to stress. | Clarity in objectives and leadership; communication through new media. | High orientation to learning objectives in context; lifelong training (ongoing). |
| **GENERATION Y OR MILLENIAL (1981 – 2000)\*** | Innovation capacity, flexibility, multitasking. | Communication through new media; strong and visionary leadership due to not so long work experience. | Collaborative; visual; not traditional; experiential; collective reflection; self-development. |
| **GENERATION Z OR 2020 GENERATION (2001 – CURRENT DAYS)** | Connected to social networks, enthusiasts, multitask. | Virtual communication; clarity of objectives and reasonable requests; communication through social networks. | Technological learning; visually enhanced teaching methods; learning outside the classroom; curiosity about global learning. |

*\*These dates are not a closed box, they depend on cultural, political, economic factors and should be taken as a guide.*

In CVETNET project, as we could analyse in the research conducted by means of an online survey and in depth interviews where 183 companies participated from Austria, Bulgaria, Czech Republic and Spain, these differences were confirmed by the companies, in different ways as we can see in the graph below.

## Do you agree with the following statements concerning your company?
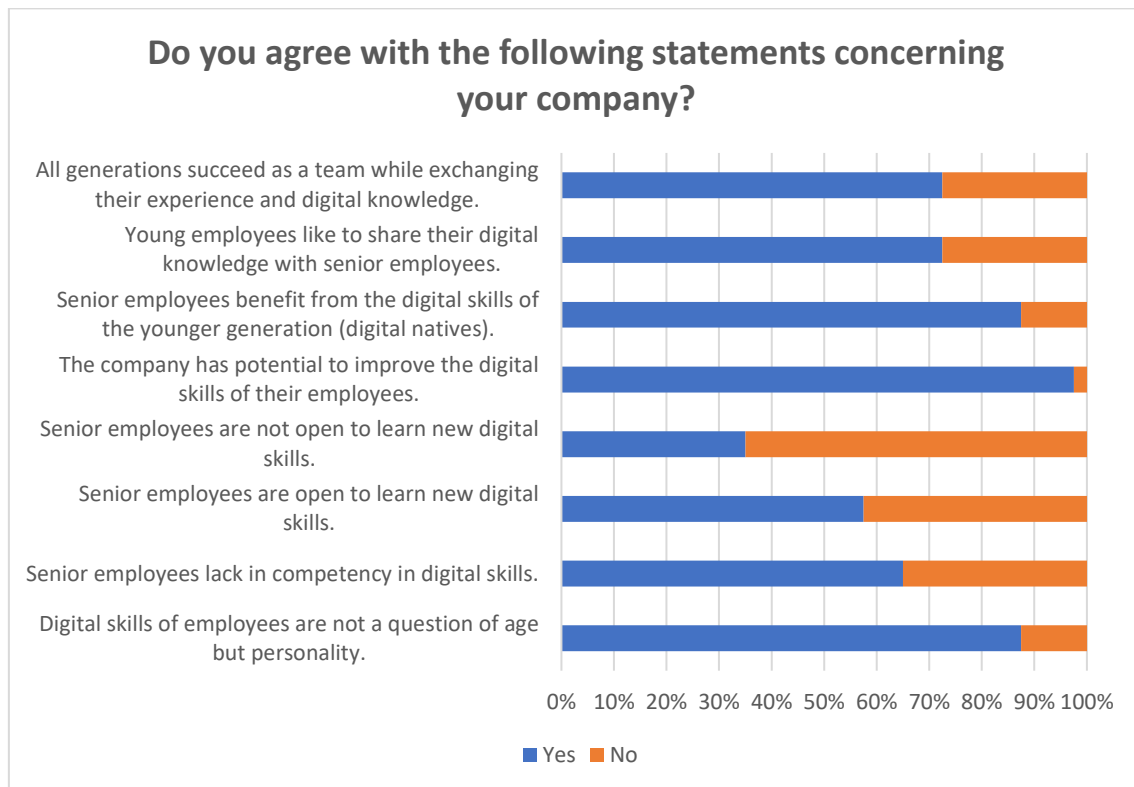


And most importantly, 83% of the companies participating in the study prefer to train their current employees than to hire new employees with better digital skills!

### If there is need for further digital skills, do you prefer?...



- 17% To recruit skilled employees with appropriate competences
- 83% To train existing employees

This is where methodologies such as the Scape Room applied to the learning of digital skills between generations come into play.

**AN INTERGENERATIONAL LEARNING EXPERIENCE CASE STUDY THROUGH THE SCAPE ROOM METHODOLOGY**

According to these differences between ages, the Chamber of Commerce of Terrassa presents a case study according to real experiences we show below.

In this case study we used the methodology of Scape room as a learning methodology.

We designed the experience based on 3 basic points of the intergenerational learning:

- Facilitating dynamics that favour intergenerational exchange, knowledge transfer and new practices.
- Eliminating barriers.
- Encouraging the creation of an informal training space.

We organized two different groups; both of them were heterogeneous in the personal profiles of the people, as in their positions and, especially, in the ages (generations). In this case the participants belonged to different companies.

Both groups developed the same activity simultaneously, in two adjacent rooms and observed by two observers.



Previously to start the game, the observers explained the objective of the activity and all the participants had to answer a short questionnaire about their perceptions, impressions and prejudices concerning the activity.

This was the Pre-Scape Room Questionnaire:

| Name and Surname: |
| :--- |
| Position: |
| Company: |
| Date of birth: |
| 1. **What do you expect from this activity?** <br><br> 2. **Define in a few words what you mean by "intergenerational exchange".** <br><br> 3. **Indicate 3 qualities that define you as a professional** |

During the activity, the observers, from the control room, observed the dynamics and roles, taking especial attention to intergenerational aspects, attitudes and behaviours, and taken notes to give feedback to the participants at the end of the game.

At the end of the activity, the participants answered a new questionnaire.

The Post-Scape room Questionnaire was the following:

| Name and Surname: |
| :--- |
| Position: |
| Company: |
| Date of birth: |

1. **What positive aspects would you highlight of the operation of your team?**

2. **What aspects of improvement have you detected in your team?**

3. **How do you think the intergenerational component has influenced your team?**

4. **According to your experience, rate (0 totally negative / 5 totally positive):**

5. **The presence of different generations in your work team:**

| 0 | 1 | 2 | 3 | 4 | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |

6. **Knowledge about intergenerational issues to manage work teams**

| 0 | 1 | 2 | 3 | 4 | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |

7. **Open question: what skills and learnings you have acquired through this activity?**

Finished the game, both groups met in a room with the observers to deepen in the session developed, the dynamics stablished, roles, skills and extract the first conclusions.

Later, the observers prepared a report with general conclusions about the activity, giving special attention to intergenerational skills and another kind of issues.

## IV. LEXICON

# A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

### Action training[4]

Action learning is a systematic process through which individuals learn by doing. It is based on the premise that learning requires action and action requires learning. It engages individuals in just-in-time learning by "providing opportunities for them to develop knowledge and understanding at the appropriate time based on immediate felt needs" (Lewis and Williams, 1994).

### Capacities[5]

Capacity is called the set of resources and skills that an individual must perform a certain task. In this sense, this notion is linked to that of education, the latter being a process of incorporating new tools to function in the world. The term capacity can also refer to positive possibilities of any element.

In general, everyone has varied capacities of which he is not fully aware.

### Competences[6]

the ability to respond to complex demands and carry out diverse tasks appropriately". Competition "involves a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social and behavioural components that are mobilized together to achieve effective action." Therefore, they are considered as knowledge in practice, that is, knowledge acquired through active participation in social practices and, as such, can be developed both in the formal educational context, through the curriculum, and in non-educational contexts. formal and informal.

Competencies, therefore, are conceptualized as a "know-how" that is applied to a diversity of academic, social and professional contexts. For the transfer to different

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[4] https://www.kbmanage.com/concept/action-learning
[5] https://www.definicionabc.com/general/capacidad.php
[6] https://www.educacionyfp.gob.es/educacion/mc/lomce/curriculo/competencias-clave/competencias-clave.html

contexts to be possible, it is essential to understand the knowledge present in the competencies and to link this with the practical abilities or skills that comprise them.

## eLearning[7]

eLearning is a way of learning that is supported or enabled by information and communication technologies. The use of eLearning ranges from language learning programs on CD-ROM and DVD to elaborately designed web-based eLearning courses. In these courses, learners can work on complex subjects alone or in groups.

## Face-to-face learning[8]

Face-to-face learning is an instructional method where course content and learning material are taught in person to a group of students. This allows for a live interaction between a learner and an instructor. It is the most traditional type of learning instruction. Learners benefit from a greater level of interaction with their fellow students as well. In face-to-face learning, students are held accountable for their progress at the class's specific meeting date and time. Face-to-face learning ensures a better understanding and recollection of lesson content and gives class members a chance to bond with one another.

## Feedback[9]

Feedback refers to the response or reaction of receiver to the sender's message. Feedback is the essence of communication and is the final step of communication process. Without feedback from the receiver, communication process remains incomplete. This feedback may be an oral or written message, or action or simply silence.

## Gamification[10]

Gamification refers to the use of playful elements in an originally game-free environment, e.g., in a training session. By integrating typical game components, the

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[7] https://www.fct-akademie.com/fachbegriff-lexicon/
[8] https://tophat.com/glossary/f/face-to-face-learning/
[9] https://thebusinesscommunication.com/what-is-communication-feedback-causes-of-poor-feedback/
[10] https://www.medienkompetnzportal-nrw.de/handlungsfelder/schule/medienpaedagogisches-lernen/gamification-im-unterricht.html

motivation and attention of the participants shall be increased, and variety shall be brought into the training.

## Generation[11]

A group of people who, having been born soon and received similar education and cultural and social influences, adopt a somewhat common attitude in the sphere of thought or creation.

## Group cohesion[12]

Group cohesion is a social process that characterizes groups whose members interact with each other and refers to the forces that push group members closer together. A lot of work these days is accomplished in groups. Most people have had both good and bad experiences from participating in such group work. One important element that influences one's group work experience is cohesion. Cohesion has two dimensions: emotional (or personal) and task related.

## Initiative[13]

Initiative is the quality that some people possess of being able to initiate an issue, either starting a project or looking for solutions to a problem. One of its main characteristics is that it is born from each person, that is, there is no external factor that drives it to achieve its goal. And so, it is that on many occasions individuals have to make their own decisions, without being persuaded by someone else. In addition, it is one of the faculties that makes the human being autonomous and with decision-making power.

## Intergenerational

That occurs or takes place between two or more generations.[14]

This concept is usually accompanied by equality, that's how it is understood Intergenerational equity in economic, psychological, and sociological contexts, is the concept or idea of fairness or justice between generations. The concept can be applied

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[11] https://dle.rae.es/generaci%C3%B3n
[12] http://psychology.iresearchnet.com/social-psychology/group/group-cohesion/
[13] https://conceptodefinicion.de/iniciativa/
[14] https://dle.rae.es/intergeneracional

to fairness in dynamics between children, youth, adults and seniors, in terms of treatment and interactions. It can also be applied to fairness between generations currently living and future generations.[15]

## Leadership[16]

Leadership is a process by which an executive can direct, guide and influence the behaviour and work of others towards accomplishment of specific goals in a given situation. Leadership is the ability of a manager to induce the subordinates to work with confidence and zeal.

Leadership is the potential to influence behaviour of others. It is also defined as the capacity to influence a group towards the realization of a goal. Leaders are required to develop future visions, and to motivate the organizational members to want to achieve the visions.

## Mentoring[17]

Mentoring is a process of using specially selected and trained individuals to provide guidance, pragmatic advice, and continuing support that will help the people in their learning and development process.

Mentoring is a method of helping people acquire skills and knowledge from experienced managers who are wise in the way of the organization.

## Methodology[18]

As a methodology, it is called the series of methods and techniques of scientific rigor that are applied systematically during a research process to achieve a theoretically valid result. In this sense, the methodology works as the conceptual support that governs the way in which we apply the procedures in an investigation.

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[15] https://en.wikipedia.org/wiki/Intergenerational_equity
[16] https://www.managementstudyguide.com/leadership_basics.htm
[17] https://www.yourarticlelibrary.com/employee-management/mentoring-meaning-definition-characteristics-and-importance/32402
[18] https://www.significados.com/metodologia/

## Observer[19]

The observer is the person who records the data that allow hypothesis about the development of the interaction process of a group, in relation to its objectives, with the methods of approaching the task, with the obstacles that are presented in it, with the resolution or not of these difficulties, etc.

The observation function involves both the collection of information and the analysis and interpretation of these data; This reading, from a conceptual, referential and operational framework, facilitates the monitoring of the process and helps to select and rank some data to the detriment of others. This function is not exclusive to the observer, but is also performed by the group coordinator, allowing the team to formulate hypotheses and make decisions for the better development of the group.

## Online training[20]

*An online training course is conducted in whole or in essential parts via the internet or the organization's own intranet. This includes, for example:*

- *Distribution of learning materials*
- *Working in spatially distributed learning groups*
- *Communication in learning rooms*
- *Learning through Live Web Training*

*Online training is now often combined with fact-to-face events.*

## Scape room[21]

An escape room, escape room or escape room is a physical and mental adventure game that consists of locking a group of players in a room, where they must solve riddles and puzzles of all kinds to unravel a story and escape before than the available time expires (normally 60 minutes). Each game can be set in a completely different setting. Usually the themes of the riddles follow the theme of the room.

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[19] https://dinamicasgrupales.blogspot.com/2008/06/el-rol-del-observador-de-grupos.html
[20] https://www.fct-akademie.com/fachbegriff-lexikon/
[21] https://es.wikipedia.org/wiki/Escape_room

## Soft skills[22]

A set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs. As they are broadly applicable, they are also seen as transferable skills, even if the idea of transferability is often questioned because individuals learn to perform tasks in particular contexts and may not be able to apply them to others. Examples of soft skills include: empathy, leadership, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, sociability, time management and making decisions. The term is also used in contrast to 'hard' skills that are considered as more technical, highly specific in nature and particular to an occupation, and that can be (generally) taught more easily than soft skills.

## Virtual classroom[23]

*Virtual classrooms are web-based tools to support collaborative learning and working. Most often you will find audio and video conferencing features, live presentation tools, and the ability to work together on documents. The functions support spatially distributed persons in their collaboration. Virtual Classrooms can be used to enable joint work on projects or tasks.*

*Learning content can be presented in Virtual Real-Time Classrooms or expert lectures can be integrated. Virtual real-time classrooms are used to implement live web training.*

*Virtual Classrooms also provide tools for interaction and collaboratives exchange. These include: Whiteboard annotation tools, polls, webcam, virtual group rooms and the ability to change roles during a session.*

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http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf
23 https://www.fct-akademie.com/fachbegriff-lexikon/

# V. LIST OF RESOURCES

http://psychology.iresearchnet.com

http://www.ibe.unesco.org

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# VI. LIST OF ILLUSTRATIONS

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