



"Escape room" como herramienta educativa para estudiantes de la titulación de formación profesional de grado medio de técnico en cuidados auxiliares de enfermería [

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text (article)

Analítica

Due to the paradigm shift in education, which aims to give more autonomy to the student in their own learning process, it has begun to use some active methodologies that encourage motivation for learning. One of these methodologies is the gamification of the classroom, but in particular, this study focuses on knowing what consequences it has on the students in the mid-level training cycle of the Nursing Support Technician and their motivation for learning, the use of a specific gamification tool: the educational Escape-Room. Thus, it was urged that a class of 26 students participate in an Escape-Room in which enigmas were used related to some concepts they had studied during the course to be able to leave the rooms. After that, the opinions of the different students who participated in this activity were collected, giving as more significant results that the majority of the students (92.85%) completely agreed that the Escape-Room had been useful for them to make the learning of content more motivating and in that they would like more activities of this kind to be done in class. This demonstrates that the use of this tool provides benefits in the learning process of students and leaves open lines to determine its application in other studies and other educational disciplines

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