



## 'Virtually' the same learning outcomes. A case study of a virtual client briefed communication project across borders [

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text (article)

Analítica

As the world becomes increasingly more turbulent, complex and competitive, there has been an increased interest in creativity as the major force to prepare students for these demands. At the same time, digital native students today are used to working in an environment rich with instantly accessible information and knowledge, yet paradoxically students are less satisfied with their courses in the online environment. Educators are thus challenged to use innovative methods to nurture creativity online as they would do in the face-to-face classroom. In 2010, six European universities created an international project, named Cross Border Brand Communication (CBBC) that has taken place every year since, but in 2020 it took place online due to the Covid-19 pandemic. This article describes and analyzes the best practices resulting from this case and addresses the research questions as to whether the creative learning outcomes and teaching practices online are the same as face-to-face and to what extent are students satisfied with this learning environment. Focus group discussions with a small group of students and the lecturers involved facilitated an in-depth reflection on the project and the case indicates that although learning outcomes online are "virtually" the same, the student experience is inferior to such face-to-face projects

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