



## R4.3 Inter-campus actions to strengthen student identity

Report of the 3rd Inter-campus activity: Online Escape Game

WP4 - Piloting the actions of the EU-CONEXUS student campus model

**Project:** Building Student Identity for European Universities Alliance – IamSTUDENT. KA220-HED - Cooperation partnerships in higher education

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**Dissemination level:** Public

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## 1. Introduction

Four inter-campus actions and 4 communication campaigns prepared to promote inter-campus EU-CONEXUS pilot actions to strengthen student identity are to be implemented during the three-year period of the Iamstudent Project. These actions will be organized and implemented at all 8 partner universities at the same time.

## 2. Methodology

From 13 - 15 May 2025, the 4th edition of the EU-CONEXUS Festival took place in Limassol, Cyprus, hosted by Frederick University. During this event, students participated in a series of structured group workshops designed to enhance collaboration across eight partner universities.

As part of these workshops, students were asked to choose from a set of proposed intercampus activities aimed at strengthening the shared identity of the EU-CONEXUS Alliance. Their selections were recorded and analysed to identify the activities that generated the highest level of interest and engagement.

The feedback showed that the online escape game ranked among the top two most preferred options, indicating strong student interest, high perceived relevance, and suitability for cross-campus involvement. Based on these results, the consortium of the IamStudent Project selected the online escape game as the third intercampus activity, ensuring that the final programme aligned with student preferences and supported meaningful interaction within the Alliance.

After the online escape game was selected as the third intercampus activity, the WP Leaders and the project coordinator began searching for companies that provide online escape game services. Following communication with several potential providers, both parties concluded that the French company **Ubiscape** offered the most suitable option. A series of meetings was then held between the coordinator, the WP Leaders, and the company's representative to discuss all organisational, financial, and implementation-related aspects of the activity. These meetings also allowed the project team to address all questions and gather the necessary information in order to properly inform the consortium about Ubiscape's proposal.

Following the meetings between Ubiscape and the project team, and after gathering all necessary information, the project coordinator presented the company's offer and relevant details to the project consortium. Once the consortium confirmed its agreement that this was the most suitable option, the procedures for organising the activity were initiated.



A poll was created by the project team to gather students' opinions on the most suitable date and time for the activity, based on their schedules. Among the several options provided, the date and time identified as most suitable for the students was 18 November 2025 at 18:00 ECT.

Following the students' selection of the preferred date and time for the activity, the Ubiscape company was informed and asked to confirm their availability. The company confirmed that they were available on the selected date and informed the project team that the game session would last for approximately 45 minutes. Thus, the promotion of the online escape game began with the aim of attracting as many student registrations as possible. The targeted number of students for this activity was nine participants from each university, for a total of 72 participants.

The promotion process included the creation of visual materials for the online escape game (**Figure 1**), followed by posts on [Facebook](#), [LinkedIn](#), and [Instagram](#), as well as the development of a dedicated webpage for the activity (<https://www.eu-conexus.eu/en/online-escape-game/>). A registration form was created and included as a link in all promotional materials, together with a document outlining the rules and regulations of the online escape game (**Annex 1**). A total of 84 students registered for the activity, exceeding the 72 available spots initially foreseen.

The project coordinator sent the Zoom link - generated by Ubiscape - a few days before the activity to all students who had registered and been selected to participate, ensuring they could connect on the day of the event. The participation list, including each student's name, university, and email address, was also provided to the company several days in advance. The project coordinator divided the participants into groups of four to facilitate the organisation of the game.

Additionally, to assess students' experiences and collect feedback on the online escape game activity, as well as to inform future activities, a post-activity evaluation questionnaire was developed and administered using the EU Survey platform (<https://ec.europa.eu/eusurvey/home/welcome>). The survey consisted of a single structured section that included a series of closed and open-ended questions designed to gather both quantitative and qualitative insights.

The questionnaire comprised 14 questions in total, covering several key areas:

- Overall satisfaction with the activity
- Perceived relevance of the escape game to the objectives of the project
- Assessment of content, organisation, and implementation
- Engagement and enjoyment during the activity
- Suggestions for improvement and open comments
- Likelihood of participation in similar future activities

Most questions were closed, ordinal, or nominal, and some were Likert-type, to allow for measurable, comparable results across participants. In addition, three open-ended questions were included to give students the opportunity to elaborate on their experience and propose improvements.

The expected results from this questionnaire include:

- Identification of students' overall satisfaction levels
- Insights into the strengths and areas for improvement of the activity
- Better understanding of student engagement and perceived value
- Evidence to support future planning and optimisation of intercampus activities

The structure of the survey ensured the systematic collection of participants' views, enabling the project team to analyse feedback efficiently and use the findings to enhance the design and delivery of forthcoming initiatives within the lamSTUDENT project ([EUSurvey - Survey](#)). The survey was also generated as a QR code (**Figure 2**), which, after receiving confirmation from Ubiscape, was shown to the participants at the end of the game, allowing them to complete the questionnaire and provide their feedback immediately after the activity.



Figure 1: Visual Material developed for the Online Escape Game



Thank you for your participation!



Figure 2: QR code directing participants to the post-activity evaluation questionnaire administered immediately after the online escape game



### 3. Implementation

On 18 November 2025, the online escape game took place as planned. The session was launched by Ubiscape, who opened the Zoom meeting and coordinated the activity with a team of eight moderators to support the organisation and smooth running of the game. The session started at 18:00 CET and lasted for approximately 45 minutes. The WP4 Leader connected as the lamSTUDENT project representative, welcomed the students, and provided a brief introduction to EU-CONEXUS and the lamSTUDENT project, highlighting the relevance of the activity within the broader objectives of the Alliance.

Following several advance cancellations, participation was expected at around 75 students, instead of 84 who had originally registered. In the end, 45 students joined the session. According to Ubiscape, this attendance rate corresponds to what is typically observed in France for similar online interactive events, where no-show rates can reach up to 50%.

Despite the moderate turnout, student engagement throughout the activity was excellent. The majority of participants kept their cameras and microphones enabled, enabling smooth communication, effective teamwork, and active involvement. Collaboration within the teams was strong, and the enthusiasm shared during the final debriefing reflected a genuine interest in both the format of the game and its content.

The session started with a slight delay because several students joined using email addresses different from those submitted during registration, which made the pre-assigned breakout rooms unusable. Nevertheless, once adjustments were made, the activity proceeded smoothly.

Two teams began the game a few minutes late due to technical or organisational issues:

- One team had to be reassigned to a new breakout room after two unexpected disconnections.
- Another team experienced difficulties after initially joining via mobile phone and later reconnecting from a computer.



Because of these delays, both groups were unable to finish within the allocated time. To ensure that all participants could fully complete the experience, Ubiscape extended access to the game platform, allowing the affected teams to conclude the activity under good conditions.

#### 4. Results

After the successful completion of the online escape game, the participants were invited to respond to the post-activity evaluation questionnaire, created by the project team during the preparation phase of the activity. Their feedback provides valuable insights into their overall experience, levels of engagement, and satisfaction with the organisation and content of the activity. This section presents the main findings of the evaluation, summarising both quantitative results and qualitative observations (the detailed analysis of all survey results is provided in **Annex 2**). The data collected allow us to identify the strengths of the activity as well as areas that could be further improved for future initiatives.

The online escape game, held on 18 November 2025, brought together 45 participants, of whom 27 completed the post-activity evaluation questionnaire, representing a response rate of 60%. The results offer meaningful insights into the students' experiences and perceptions of the activity.

##### *Participants' Profiles*

Responses were received from students representing eight EU-CONEXUS partner universities, with the largest shares coming from the Technical University of Civil Engineering Bucharest (29.6%), the Agricultural University of Athens (22.2%), and the Catholic University of Valencia (18.5%). The majority of respondents were Bachelor's students (55.6%), followed by Master's students (29.6%), with smaller numbers at PhD level and in other integrated programmes.

##### *Evaluation of the Activity*

###### *Overall experience (Q3):*

Most students rated their experience very positively, with 48.1% describing it as excellent and 37% as good, while only 14.8% rated it as fair.

###### *Enjoyment (Q4):*

A combined 88.9% of participants found the activity very enjoyable or enjoyable, confirming a high level of engagement and satisfaction.





### ***Collaboration (Q5):***

The escape game fostered strong teamwork dynamics: 59.3% felt that collaboration was encouraged very much, and 33.3% somewhat. Only two students felt it encouraged collaboration “a little” or “not at all”.

### ***Skill Development (Q6)***

Students indicated that the escape game supported the development of several soft skills. The most frequently selected were:

- Teamwork (81.4%)
- Communicating with people from different cultures (70.3%)
- Supporting teammates (55.5%)
- Time management and creativity (both 48.1%)

These results clearly show that the activity contributed to strengthening intercultural communication, cooperation, and problem-solving abilities - core competencies relevant to the EU-CONEXUS mission.

### ***Sense of Connection (Q7–Q8)***

A strong majority (63%) reported that the activity helped them feel more connected to students from other EU-CONEXUS universities. Open comments further illustrate this sense of community. Examples include:

- “It was fun to connect with people from different countries and different academic backgrounds and try to solve the game together.”
- “The small talk in the beginning with the other students.”
- “This activity encourages cooperation among all students from different universities.”

### ***Organisation and Moderation (Q9–Q10)***

Students evaluated the organisation of the activity positively, with 51.9% rating it as excellent and 33.3% as good. Satisfaction with the moderators was even higher: 66.7% were very satisfied, and 18.5% satisfied, demonstrating strong approval of the support provided during the game.

### ***Best Aspects and Improvements (Q11–Q12)***

In the open-ended questions, students most frequently highlighted:

- teamwork (“Teamwork”, “The game itself”),
- intercultural interaction (“Meet people from other universities”, “People from other countries”),





- and problem-solving (“Finding clues and brainstorming together”).

Suggested improvements focused mainly on:

- team organisation (“Better organisation of the teams... we started with only two students”),
- technical aspects (“It would be nice if we didn’t have to re-enter the same code”),
- and more time for the game (“More time for the game”, “Longer activities”).

### ***Future Engagement (Q13–Q14)***

A large majority (85.2%) would recommend similar multicultural activities to other students in the future, indicating strong support for repeating or expanding this type of intercampus initiative. Additionally, 59.2% expressed interest or potential interest in becoming moderators in a future escape room activity.

## **5. Future Prospects of the Activity**

As becomes clear from the evaluation results, there is strong potential for repeating or further developing this type of activity in the future. A significant proportion of participants expressed interest or potential interest in becoming moderators in future escape room sessions, demonstrating not only high engagement but also a readiness to take on an active role in similar events. This level of enthusiasm suggests that the online escape game format resonates deeply with students and can continue to serve as an effective tool for fostering intercultural exchange and collaborative learning across the Alliance. In anticipation of possible future editions, the project team has already received an updated offer from Ubiscape, ensuring that the necessary resources and support are available should the activity be reconducted.

## **6. Conclusion**

Overall, the evaluation results demonstrate that the online escape game was a successful and engaging activity that effectively supported intercultural interaction, teamwork, and skill development among EU-CONEXUS students. Participants expressed high levels of satisfaction with both the organisation of the event and the moderators, while also highlighting the activity’s value in fostering a sense of connection across universities. Although some technical



and organisational improvements were suggested, the overwhelmingly positive feedback - together with students' willingness to recommend similar activities and even moderate future sessions - confirms the strong potential of this format for future EU-CONEXUS initiatives.



## Annex 1



### Escape Room Activity – Rules & Guidelines for Participants

#### **Erasmus+ Project IamStudent: Building Student Identity for European University Alliances (2023-1-FR01-KA220-HED-000166381)**

To ensure everyone enjoys the game and the experience runs smoothly, please read and follow the rules below carefully.

#### **Before the Game**

**1. Be on time!**

Please log in to the game platform (Zoom or other) **10 minutes before the start time** to test your connection and sound.

**2. Check your technology.**

Make sure your **internet connection, camera, and microphone** work properly.

**3. Stay for the entire session.**

If you leave early or don't join, your team may lose important members and the flow of the game.

**4. Late cancellation**

In case of cancellation, please make sure to inform the organisers at least 48 hours in advance so that your place can be offered to another participant.

#### **During the Game**

**4. Teamwork is key!**

Work together, listen to each other's ideas, and collaborate to solve the puzzles.

**5. Respect your teammates.**

Let everyone speak and share their thoughts — there are no bad ideas!



6. **Stay positive and patient.**

Some puzzles may be tricky. Keep calm and encourage each other — it's part of the fun!

7. **No spoilers.**

If you've played the same escape game before, don't give away the answers!

8. **No fighting or negative comments.**

Treat all players with **respect and kindness**. Disrespectful behavior will not be tolerated.

9. **Follow the moderator's instructions.**

Each team will have a live moderator and game guide — please follow their guidance throughout the game.

### Technical Etiquette

10. **Keep your camera on** (if possible) to help communication and team spirit.

11. **Mute your microphone** when not speaking to avoid background noise.

12. **Avoid distractions.**

Please don't multitask, use your phone, or open other tabs during the game.

### After the Game

13. **Share your thoughts.**

You'll receive a short feedback questionnaire after the game — please take 2 minutes to complete it!

14. **Be a good sport.**

Winning is fun, but the goal is teamwork, creativity, and connection. Celebrate everyone's effort!

15. **Interested in helping next time?**

If you enjoyed the experience, let us know if you'd like to become a moderator or ambassador in a future escape game.



## Annex 2

### Evaluation Results of the Online Escape Room

**Date:** 18 November 2025

**Number of participants:** 45

**Number of respondents:** 27

<b>1. Home University:</b>		
	Frequency	Percent
La Rochelle Université	1	3.7
Agricultural University of Athens	6	22.2
Catholic University of Valencia	5	18.5
Frederick University	2	7.4
Klaipeda University	2	7.4
South East Technological University	1	3.7
Technical University of Civil Engineering Bucharest	8	29.6
University of Rostock	0	0
University of Zadar	2	7.4
Total	27	100.0

<b>2. Study level:</b>		
	Frequency	Percent
Bachelor's	15	55.6
Master's	8	29.6
PhD	2	7.4



Other	2	7.4
Total	27	100.0
<b>Other</b>		
Integrated master's		1
Undergrad but integrated master's programme		1

**3. How would you rate your overall experience with the Escape Room activity?**

	Frequency	Percent
Excellent	13	48.1
Good	10	37.0
Fair	4	14.8
Total	27	100.0

**4. How enjoyable did you find the activity?**

	Frequency	Percent
Very enjoyable	12	44,45
Enjoyable	12	44.45
Not very enjoyable	3	11.1
Total	27	100.0

**5. To what extent did the Escape Room encourage collaboration among the EU-CONEXUS students in your team?**

	Frequency	Percent
Very much	16	59.3
Somewhat	9	33.3
A little	1	3.7
Not at all	1	3.7



Total	27	100.0
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**6. Please select the skills you developed during the Escape Game.**

	Frequency	Percent
Communicating with people from different cultures	19	70.3
Teamwork	22	81.4
Feeling part of the team	12	44.4
Empathy for your teammates	9	33.3
Supporting your teammates	15	55.5
Time management	13	48.1
Being creative while working with your team	13	48.1

**7. Did the activity help you feel more connected to students from other EU-CONEXUS universities?**

	Frequency	Percent
Yes, definitely	17	63.0
Somewhat	6	22.2
Not really	3	11.1
Not at all	1	3.7
Total	27	100.0





**8. How did this activity help you feel part of the EU-CONEXUS student community?**

**No answer: 17 participants**

By participating.

I managed to enter discussions with other students from EU-CONEXUS.

It was fun to connect with people from different countries and different academic backgrounds and try to solve the game together

It was splendid

It was the first time i actually had a conversation with erasmus students since during class we just focus on the lesson.

The small talk in the beginning with the other students

The time we spent at the start getting to know each other

This activity encourages cooperation among all students from different universities.

Very cool, I feel connected to other students

We had to quickly figure things out and collaborate.

**9. How would you rate the overall organization of the activity?**

	Frequency	Percent
Excellent	14	51.9
Good	9	33.3
Fair	4	14.8
Total	27	100.0

**10. How satisfied were you with the moderators?**

	Frequency	Percent
Very satisfied	18	66.7
Satisfied	5	18.5
Neutral	4	14.8
Total	27	100.0



11. What were the best aspects of the activity?
No answer: 16
Escape Game was very interesting.
Finding clues and guiding others on where to find them, brainstorming together.
I liked that we needed information about each others country such as which flag belongs to who.
Meet people from other universities.
People from other countries :)
Searching for clues and sharing.
Seeing how differently someone else would approach a problem.
Talking with other students.
Teamwork
Teamwork
The game itself

12. What could be improved for future activities?
No answer: 17
Better organisation of the teams. We started at first only two students, five minutes after another one joined and five minutes after that, another one. Therefore, we had to explain what we were doing. Also, it's best to share the link for the game before the break out rooms. The time is ideal for the game but if the game was bigger in duration I would have enjoyed more.
It would be nice if we didn't have to put the same code again and again in order to go back and forth to look for more clues. I would suggest that once a step is unlocked, it stays that way, so we wont waste time.
longer activities
Maybe more randomness in the groups (in my group 3 people were from the same country)
More complex puzzles; resistance to brute forcing passwords.
More time for the game.
Some debrief time or more escape rooms over a larger span of time with the same team so we can continue to hang out or even exchange



contacts cuz we couldnt exchange contacts now but it was super fun and stimulating.

The link to the activity in our virtual room was somewhat delayed, so near the completion of the activity where moderators told us that the time was running out, our team had to randomly guess the passwords by trial and error rather than actually figuring them out and that took away some of the fun.

The site. All of us were stuck on the phone app at first. The text at the end with EUCONEXUS webpage was kinda hard to read. I think it would be easier for us to see what we can click on If there is an yellow outline around, while our cursor is hovering over.

To send the link to the email address since there wasn't enough time to copy it

**13. Would you recommend this type of multicultural activities for other students in future EU-CONEXUS events?**

	Frequency	Percent
Yes	23	85.2
Maybe	4	14.8
Total	27	100.0

**14. Would you be interested in becoming a moderator in a future Escape Room activity?**

	Frequency	Percent
Yes, definitely	7	25.9
Maybe - I'd like to learn more about what it involves	9	33.3
Not at the moment	11	40.7
Total	27	100.0

