



The opportunities and challenges of educational escape rooms

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Please tweet to @ALDinHE_LH

Connecting with our students and colleagues during the pandemic



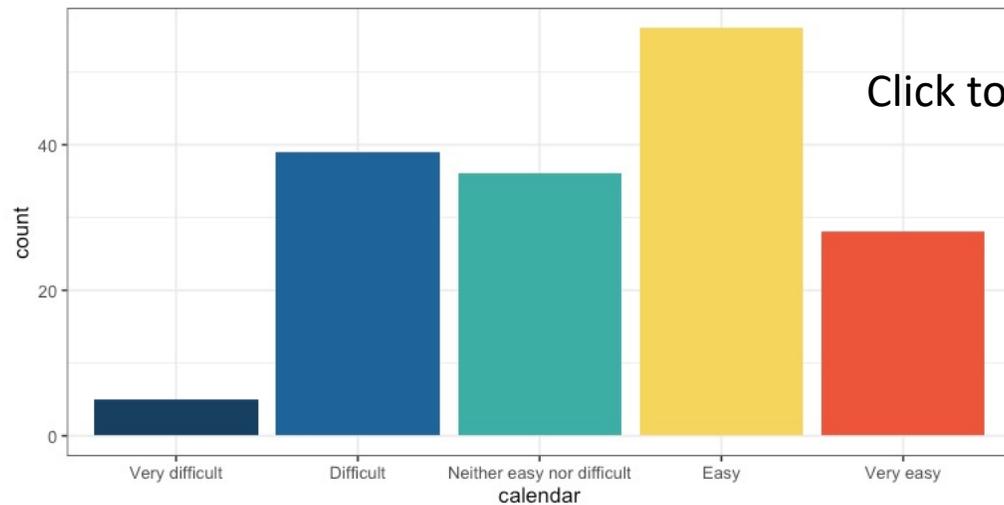
Online shared spaces have their uses

- Zoom
- MS Teams
- Google hangouts
- However, research showing it is exhausting, stressful and impacts on our mental health (Wiederholt 2020)
- And student report our learning designs are part of their stress 'technostress' (Holley and Biggins 2021)

Despite students accessing the VLE regularly, there is wide variation on how easily some components can be accessed

course calendar

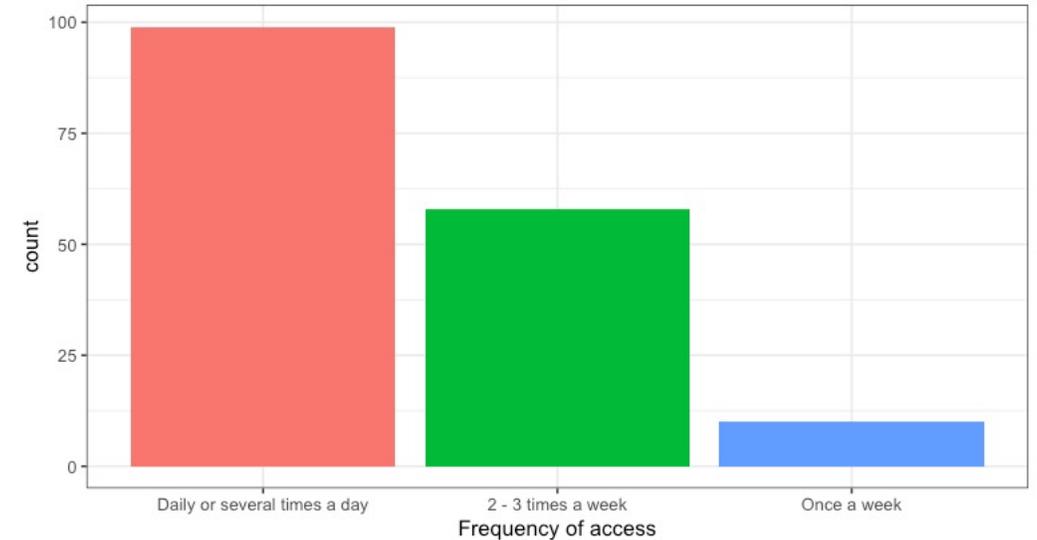
Frequency of access



Click to add text

calendar

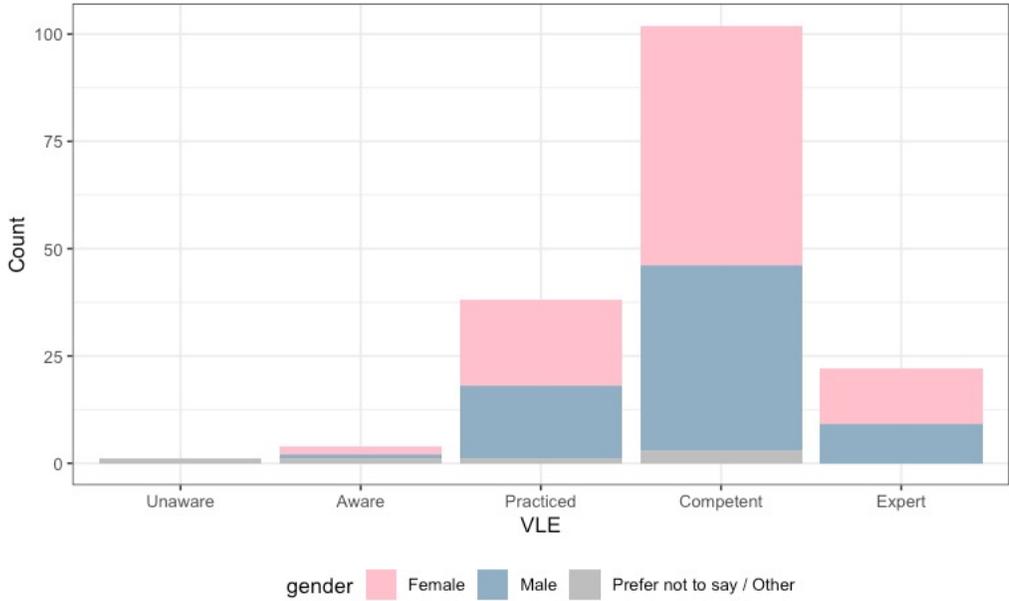
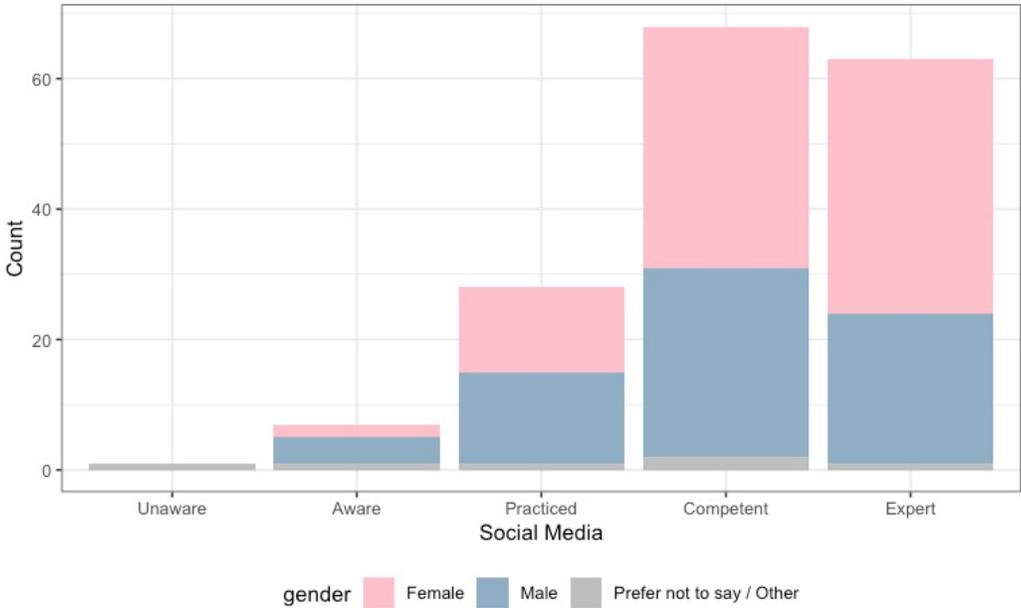
Very difficult	Neither easy nor difficult	Very easy
Difficult	Easy	N/A



freq

Daily or several times a day	2 - 3 times a week	Once a week
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Confidence in social media vs the VLE



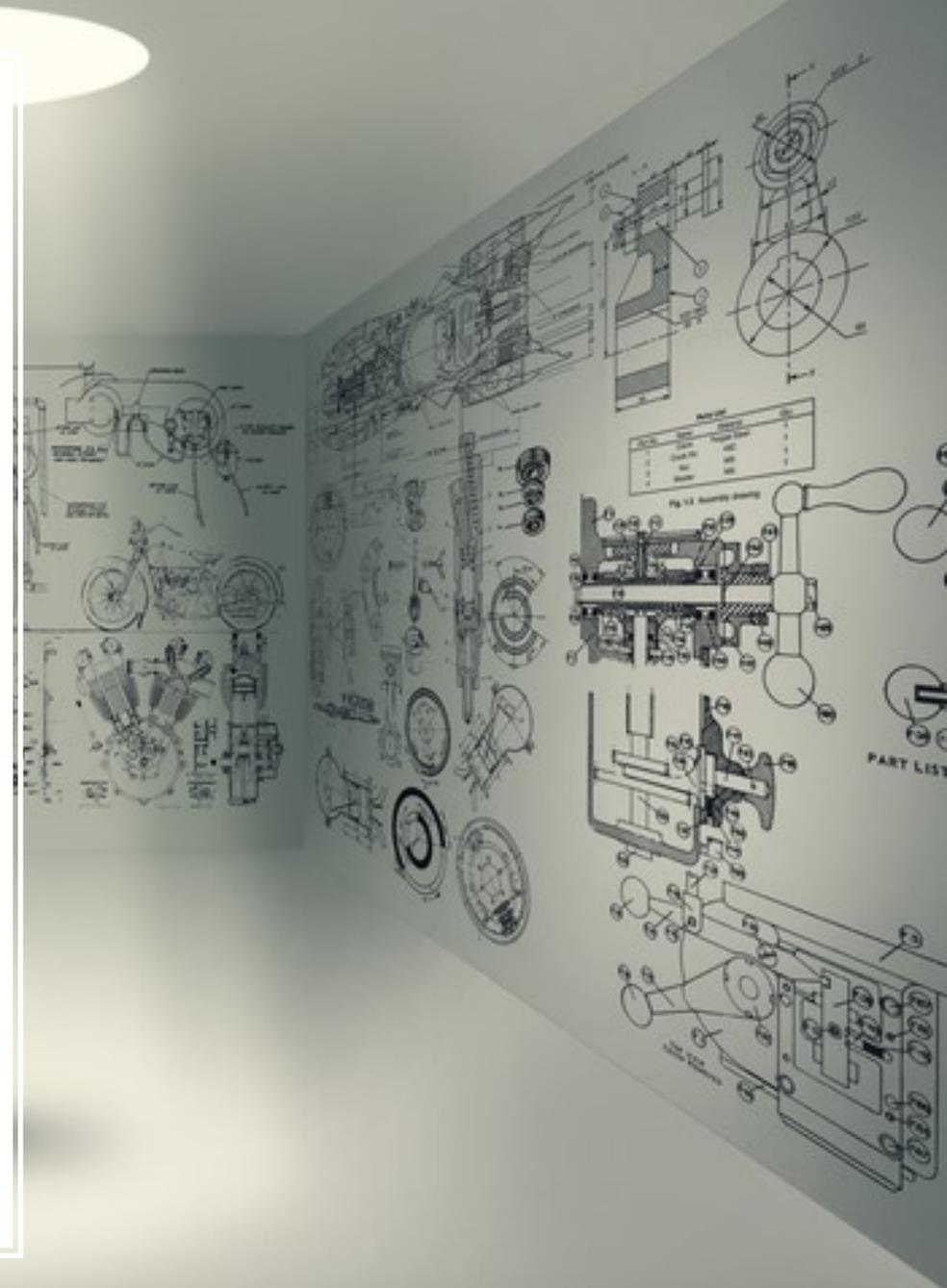
The paradigm of adopting games and play as systems for representing and simulating real-life conditions, imparting knowledge and moral teachings, and generally nurturing social evolution, is an approach which has only recently started to be called 'Game Based Learning' (Clarke et al 2017)



- The JISC 'Student digital experience insights survey' only 20% of students gain any 'real life' simulation experiences
- Creativity, games, and role plays are established educational methods
- and communities of practice, such as [@CreativeHE](#) draw upon these methodologies to inform their research.
- Veldkamp et al point to a lack of educational 'escape room' scenarios...

What is an escape room?

- The participants in an escape room normally play as a cooperative team ranging anywhere between two and ten players.
- Games are set in a variety of fictional locations, such as prison cells, dungeons, and space stations. The player's goals and challenges they encounter usually follow the theme of the room.
- The game begins with a brief introduction to the rules of the game and how to win. This can be delivered in the form of video, audio, or a physical gamemaster.



How do escape rooms support learning?



- Creative, student-centred, positive learning environments
- 'Hands on and minds on activities'¹ to be achieved as a team
- The narrative contextualises knowledge and skills
- Unambiguous feedback, rewards and increasing complexity = scaffolding
- Active, social, situated learning
- Collaborative problem-solving

The principles of an escape room

They should:

1. Have a story or narrative thread
2. Feel like a game more than a quiz
3. Have a clear goal or endpoint
4. Allow students to work in teams
5. Involve an element of competition





Breakout room activity

Help LD-Anna Jones find
the Lightbulb of
Illumination!

<https://forms.gle/Po4gm77wTfRQieNE7>

Dr Carina Buckley

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Educator. Writer. Ukulele player (of sorts). Cheese lover.

I talk about writing in the Southern Counties Writers' Support Group

Case Study: "Induction Investigation" @ Northampton

New approach to induction

Pre-pandemic....

To create connections

F2F and Online

Academic Skills > University

Welcome

Clues on the Catalogue

The Enigma at the Library
Enquiry Desk

The Invisible Library

Journey into the Book
Shelves

On the Trail of the
Borrowed Book

Riddle at the Drop-In Area

Secrets of the Silent Study

Welcome to 'Open the Box'

Hello, welcome to the '**Open the Box**' challenge. Set out before you are **seven tasks** on the left (On a mobile device: click the 'three line' menu button above). These tasks will take you around the Learning Hub building and involve a mixture of puzzles, riddles and hidden answers. These will help you learn a little more about the Learning Hub and the various **Library Services**.

The tasks can be done in any order. As you complete each one you will discover a related **keyword**, which will be used to solve the **final challenge**. Write down the keyword that you are given (or take a photo with your phone), along with the icon for each task. You will need these for your final challenge.

Once you have completed all seven tasks, only **the final challenge** remains. Return to this Welcome page and click on the Final Challenge 'Open the Box' image to complete your mission. The Final Challenge will give you a final keyword. Enter the keyword into the



Feedback?

- Would you be interested in an LD@3 on 'how to' create an escape room?
- Or in collating co-designed resources and examples and writing for JLDHE with us?

Please get in touch!

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References:

@CreativeHE and blog: <https://creativehecommunity.wordpress.com/>

Clarke, S., Peel, D.J., Arnab, S., Morini, L., Keegan, H. and Wood, O., 2017. escapED: a framework for creating educational escape rooms and Interactive Games For Higher/Further Education. *International Journal of Serious Games*, 4(3), pp.73-86.

Holley, D and Biggins, D. (25.11.2021) [#Take5 #65 Wellbeing: The chasm between students' expectations and institutional provision](#)

JISC Student digital experience insights survey (2020)

<https://www.jisc.ac.uk/sites/default/files/student-dei-he-report-2020.pdf>

Veldkamp, A., van de Grint, L., Knippels, M.C. and van Joolingen, W., 2020. Escape education: A systematic review on escape rooms in education.

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