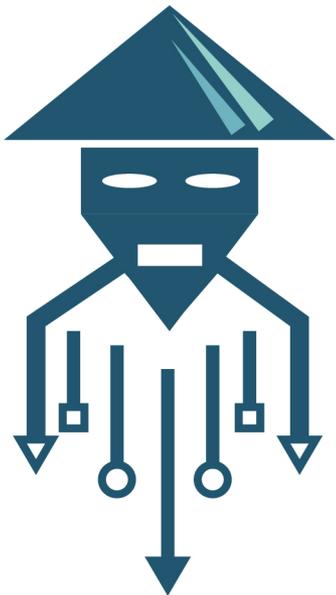


Part 2 - A1.2

Escape Room Game

Definitions & Characteristics



NEET SYSTEM

Online Educational Escape Rooms to
Re-engage ESLs and NEETs



The rise of Escape Rooms

The Escape Room Games which have only recently been introduced to the wider public across the globe have won the interest and attention of young people. Whether playing in a physical space or in an electronic environment, Escape Room Games offer fun, enhance critical and creative thinking and promote teamwork.

In recent years, research has documented the use of Escape Room Games in educational environments because of the large number of possibilities they offer to support the learning process (Borrego, Fernández, Blanes, & Robles, 2017; Snyder, 2018).



◎ **The future of Digital Escape Room Games: An example**

General Definition of an Escape Room



“

“it is used to describe the process during which a group of people must escape from a room that includes a number of challenges usually within a specific time limit. In this context, in order for the players to win, which means to be able to 'escape', they will have to solve the above challenges that exist inside the room”

(Wiemker, Elumir & Clare, 2015, p. 2).

Nicholson' definition of Escape Room Games



According to Nicholson's (2015) definition, escape rooms are:

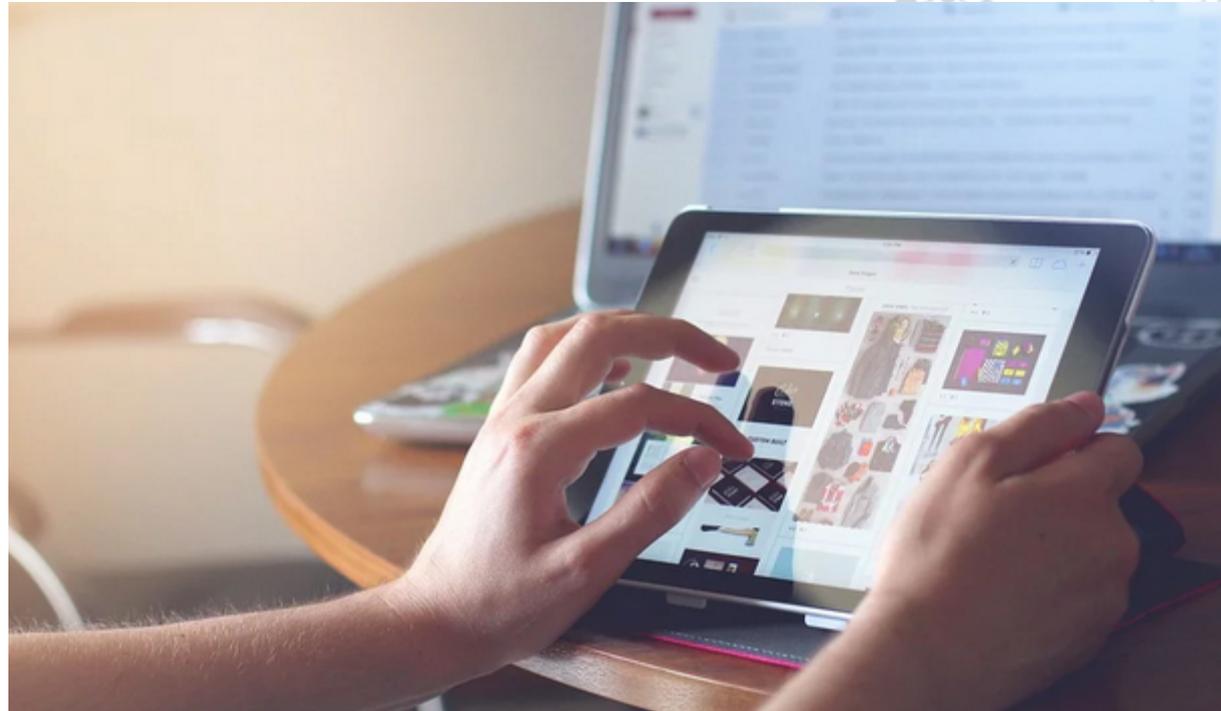
“live-action team-based games where players discover clues, solve puzzles, and accomplish tasks in one or more rooms in order to accomplish a specific goal (usually escaping from the room) in a limited amount of time” (p. 45).



Using Digital Escape Room Games

Especially for the Digital Escape Room Games which include solving a series of clues to unlock locks using online software there is no need for equipment as in physical Escape Room Games.

All that is necessary is a device connected to the Internet.





Software?

Skills?

Internet?

Classroom?

Multimedia?



How can Escape Room Games be played in a digital environment?

Escape Room Games are attracting the interest of educators



As López-Pernas, Gordillo, Barra, & Quemada (2019) suggest:

“in addition to being a well-liked form of recreation, escape rooms have drawn the interest of educators due to their ability to foster valuable skills such as teamwork, leadership, creative thinking, and communication” (p. 31723).



For the individual?

For the team?

In educational contexts?

In business contexts?

Practical skills?

Mental skills?



What are some valuable skills that you believe Escape Room Games can enhance to players?

Digital Escape Room Games in Educational Contexts



Escape rooms can also be used in educational contexts as they can be developed in a course-oriented way and incorporate **puzzle challenges in such a way so that students can solve the challenges while utilizing the knowledge and skills from the course material** (López-Pernas, Gordillo, Barra, & Quemada, 2019).

In this way, learning can become a less boring and more creative process.



General Characteristics of Escape Room Games

Escape rooms offer experiential learning and attract the interest of players looking for a non-traditional game (Wiemker, Elumir & Clare, 2015). Experiential learning places its focus on the process of learning and not on the product of learning.



Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.

Experiences are structured to require the student to take initiative, make decisions and be accountable for results.

Throughout the process students are actively engaged in posing questions, investigating, experimenting, solving problems, being creative and constructing meaning.

Students are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.

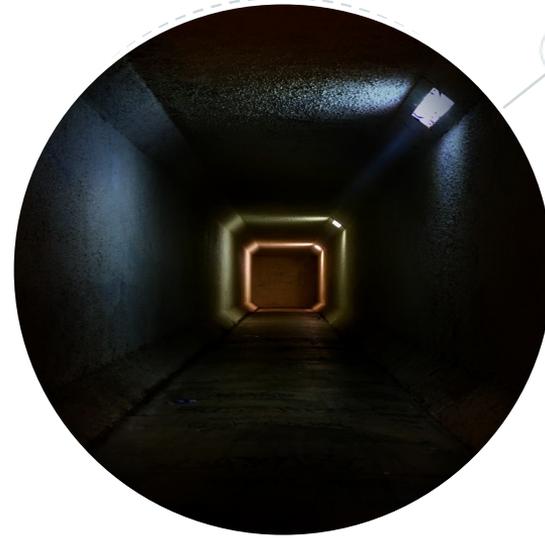
Experiential Learning

Source: Northern Illinois University (n.d.). *Experiential learning*. Available at: https://www.niu.edu/facdev/pdf/guide/strategies/experiential_learning.pdf

General Characteristics of Escape Room Games



One of the main distinguished characteristics of the Escape Room Games lies in the relationship between the player and the avatar. Specifically, unlike the digital games where there is a separation between the player and the avatar in the game world, in escape room games the player and the avatar are the same (Nicholson, p. 1).



The player & the avatar

General Characteristics of Escape Room Games



In the context of escape room games meaningful play means that the challenges that will be created and the tasks:

“are not simply there to be barriers to winning the game, but each challenge has a purpose and is tied into the larger narrative, giving the player a way to find meaning in their actions”
(Nicholson, 2015, p. 6).



Meaningful Play



Meaningful game activities



*In order for a player to be engaged in meaningful game activities the actions of the player need to be **discernable** which means that the player understands the result of what he/she is doing, and **integrated** which means that each action of the player makes a difference in the game plot.*



Questions for reflection

- ◎ Can you provide some examples of meaningful Escape Room puzzles/riddles?
- ◎ Can you think of some type of Escape Room puzzles/riddles that promote experiential learning?
- ◎ Can you provide an example of an Escape Room puzzle/riddle which can be used to teach students a particular concept?

Thanks!

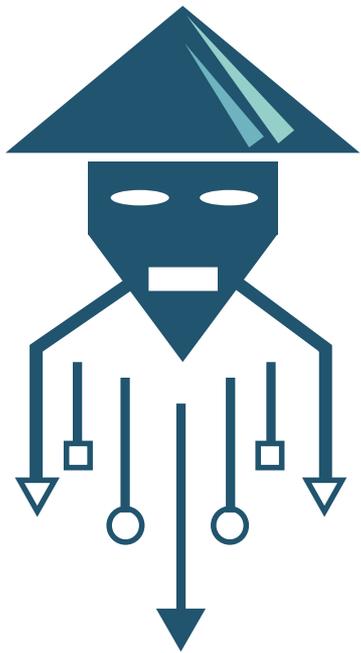
Any questions?





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