

INTERFACE

In-Service Training Programme and Toolkit for Validation of Skills

Part A: Building the digital pedagogic skills for VET tutors **Module C: Online educational escape rooms as a pedagogical tool**



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A Introduction

About the topic
**online educational escape
rooms as pedagogical tools**

B Training phase

Small group work to the
topic
**online educational escape
rooms as pedagogical tools**

A: Introduction to the topic **online escape rooms as a pedagogical tool**



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A1: What is an online educational escape room?



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What is **an escape room**?

An escape room is “a game in which participants confined to a room or other enclosed setting (such as a prison cell) are given a set amount of time to find a way to escape (as by discovering hidden clues and solving a series of riddles or puzzles).”

<https://www.merriam-webster.com/dictionary/escape%20room>



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What is **an online escape room**?

An online escape room can also be called virtual escape rooms:

“Virtual escape rooms are online activities conducted via Zoom and other platforms. During these events, teams solve riddles and complete puzzles in a fixed amount of time, with a goal of ‘escaping the room.’ The purpose of these experiences is to encourage collaboration, teamwork and team building.”

<https://teambuilding.com/blog/virtual-escape-rooms>





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What is **an online educational escape room**?

An online educational escape room is a game-based learning approach

<https://teambuilding.com/blog/virtual-escape-rooms>



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A2: Good reasons to use **educational escape rooms!**



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Reasons to use **educational escape rooms in classes and courses:**

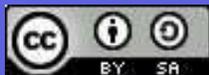
1. Developing Skills

- Communication skills
- Leadership skills
- Social skills
- Problem-solving skills
- Fine motor skills

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Reasons to use **educational escape rooms in classes and courses:**

2. Focus on psychosocial aspects

- Mental well-being
- Appropriate positive behavior
- Control of emotions
- Acting in a group

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Reasons to use **educational escape rooms in classes and courses:**

3. Enhancing group cohesion

- Strengthening bonds
- Focus on strength
- Discover talents
- Foster social interaction

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Reasons to use **educational escape rooms in classes and courses:**

4. Improving trainer-learner relationship

- Catching attention
- Establishing trust
- Reinforce motivation

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Reasons to use **educational escape rooms in classes and courses:**

5. Support of learning processes

- Fostering creativity
- Support enthusiasm
- Access complex concepts

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>

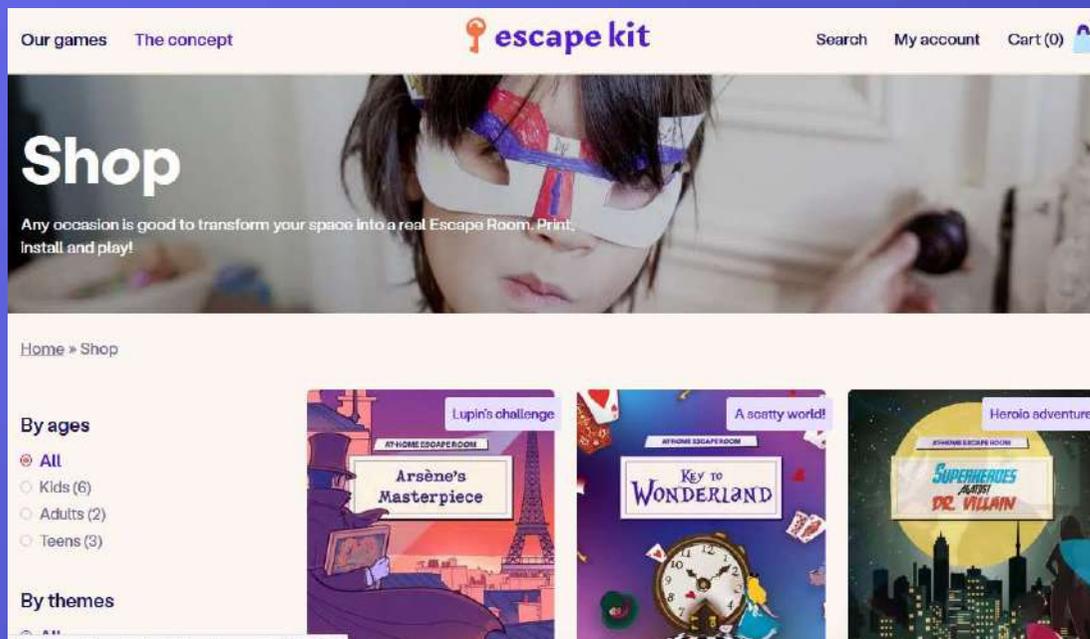


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Example:

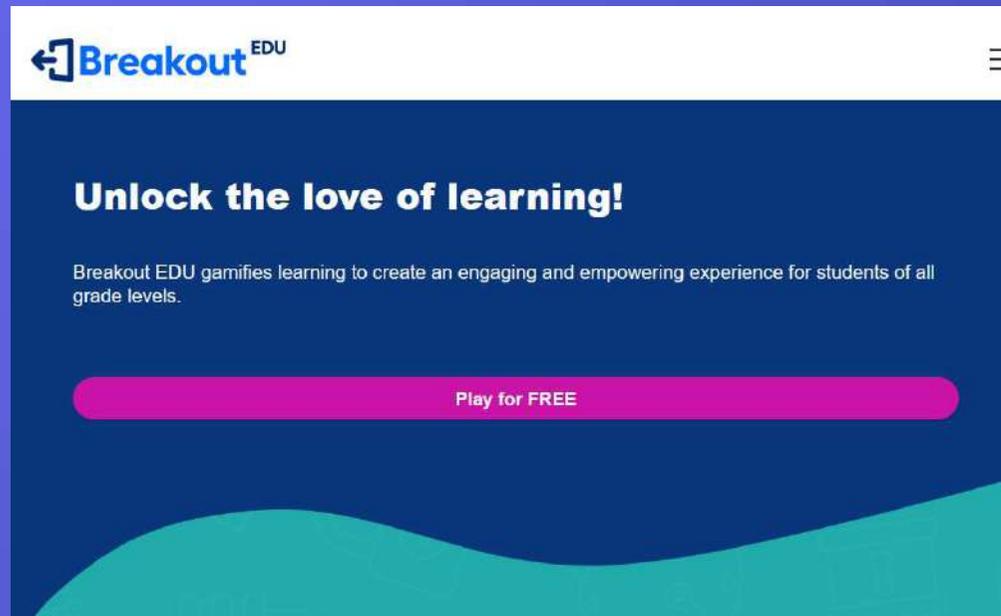
<https://escape-kit.com>



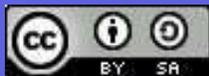
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Example:

<https://www.breakoutedu.com/>



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TASK

What are some reasons for an educational escape room?:

- skill development, solve tasks, improve interaction
- improve trainer-learner relationship, enhance performance, stimulate regulation
- enhance group cohesion, skill development, support of learning processes,
- support of teaching processes, enhance communication, solving riddles



A3: How to create an educational escape room?



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What have developers to consider when designing an educational escape room?

User Type

„User needs assessment is carried out to determine player demographic and educational needs.”

Time

„Length of experience. Can be short experience of 15 minutes or a longer experience that lasts multiple days.”

Difficulty

„Consideration of intended users to scale difficulty of puzzles for different levels of players such as college students, undergrads, post grads, doctorates and staff.”

Clark, S. et al. (2017): *escapED: A Framework for Creating Educational Escape Rooms*. In: *International Journal of Serious Games*. Volume 4, Issue 3, September 2017, <http://dx.doi.org/10.17083/ijsg.v4i3.180>





What have developers to consider when designing an educational escape room?

Mode

„Choose mode of experience such as; Cooperation based: Players work together to solve/escape the experience vs Competitive based: Players compete to be the first to figure out the objectives.”

Scale

„Choose number of participants the game is to be designed for.”

Clark, S. et al. (2017): escapED: A Framework for Creating Educational Escape Rooms. In: International Journal of Serious Games. Volume 4, Issue 3, September 2017, <http://dx.doi.org/10.17083/ijsg.v4i3.180>



The Star-Model

Game elements:

- the narrative = Story
- the game-flow
- the puzzles and
- the equipment



Botturi /Babazadeh p. 45

Botturi, L. / Babazadeh, M. (2020): Designing educational escape rooms: validating the Star Model. In: International Journal of Serious Games, Vol. 7, Issue 3, September 2020, <http://dx.doi.org/10.17083/ijsg.v7i3.367>

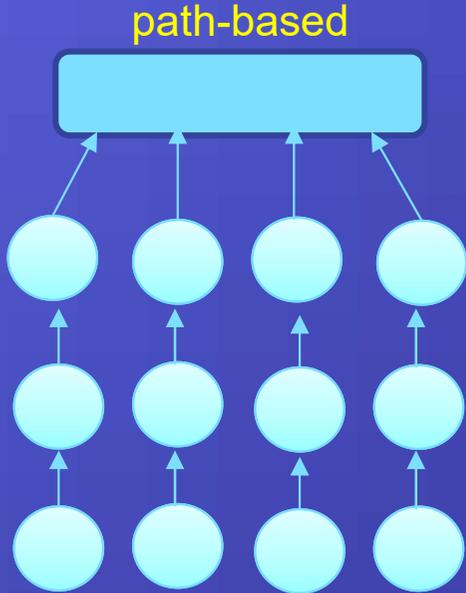
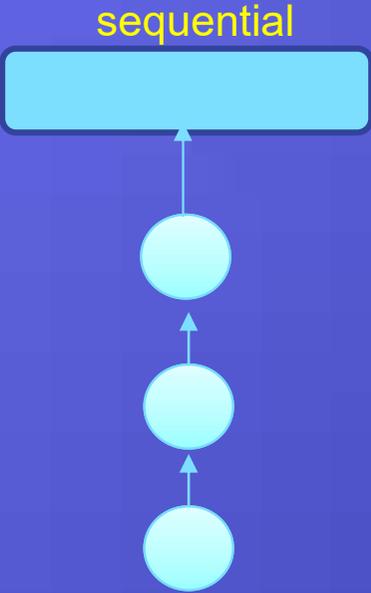
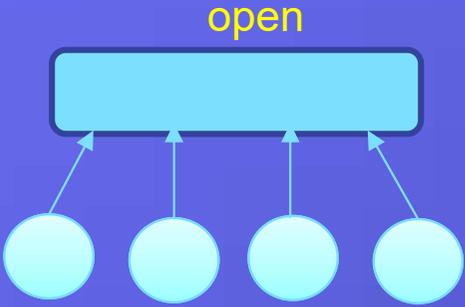


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Puzzle structures in escape rooms:

1. basic structures: open, sequential and path-based

Squares are puzzles and rectangles are meta-puzzles



Nicholson, S. (2015). Peeking behind the locked door: A survey of escape room facilities. White Paper available at <http://scottnicholson.com/pubs/erfacwhite.pdf>, p. 17

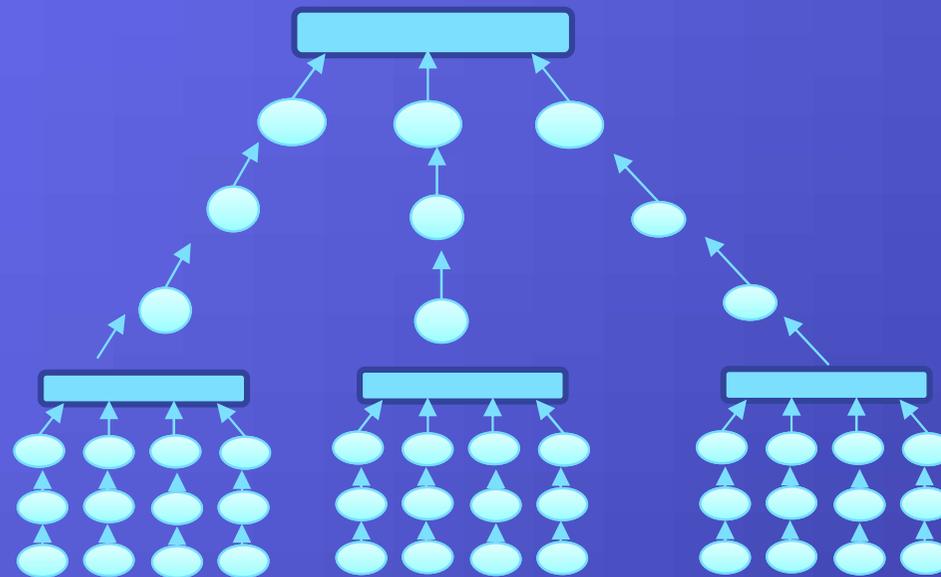


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Puzzle structures in escape rooms:

2. a complex, hybrid structure, such as a pyramid.



Nicholson, S. (2015). Peeking behind the locked door: A survey of escape room facilities. White Paper available at <http://scottnicholson.com/pubs/erfacwhite.pdf>, p.18

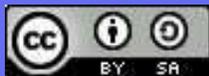




TASK

What are the game elements of an educational escape room?:

- collaboration, game-flow, riddles and communication
- collaboration, narratives, game-flow and puzzles
- narrative, game-flow, puzzles and equipment
- narrative, riddles, roles and equipment
- roles, puzzles, immersion and communication



A4:

The role of the teacher/trainer



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Role of teachers/trainers

1. Design or selection of the escape room
2. Game master
3. Providing start information
4. Providing hints
5. Debriefing



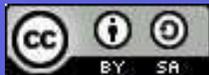
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Own educational escape rooms

For own educational escape rooms you can easily use

- a) a website e.g. designed with WordPress,
- b) ZOOM or another conferencing tool where you can display a presentation
- c) Google Forms or google slides

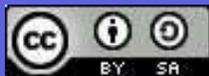




Educational escape room design steps

- “Choose a topic
- Choose an end goal (the big problem to solve — using the breadcrumbs from the small puzzles)
- Set the scene
- Decide on topics of the small puzzles that participants will solve (and the breadcrumbs they will earn by solving them)
- Create the small puzzles
- Create answer sheets and/or answer keys”

Learning Hypothesis (2023): <https://learninghypothesis.com/how-to-create-a-digital-escape-room/>



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B. Training phase

work session in small groups



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Task 1

- Write down an idea for a story of an escape room with regard to your subject.
- You have 20 minutes.
Please, collaborate with another person.
- Afterwards, everyone should share ideas.



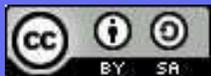
Task 2

- Have a look at <https://teambuilding.com/blog/virtual-escape-rooms> and have a look at different digital escape rooms for team building. Write down the idea, the story and core elements of one of it.
- You have 45 minutes. Please work on your own.
- Afterwards, everyone should share the impressions on the basis what you all wrote down.



Congratulation!

You mastered module C on digital educational escape rooms!



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INTERFACE

Fortbildungsprogramm und Toolkit für die Validierung von Fertigkeiten

Teil A: Aufbau digitaler pädagogischer Fähigkeiten für Berufsbildungstutoren

Modul C: Online-Escape Rooms als pädagogisches Instrument

A Einführung

B Ausbildungsphase

Über das Thema
**Pädagogische Online-
Escape-Rooms als
pädagogisches Instrument**
Kleingruppenarbeit zum
Thema
**pädagogische Online-
Escape-Rooms als
pädagogische Werkzeuge**

A: Einführung in das Thema **Online-Escape Rooms als pädagogisches Instrument**



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A1: Was ist ein ein Online- Lehrraum Escape Room?



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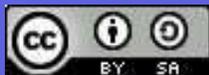


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Was ist ein **Escape Room**?

Ein Escape Room ist "ein Spiel, bei dem die Teilnehmer, die in einem Raum oder einer anderen geschlossenen Umgebung (z. B. einer Gefängniszelle) eingeschlossen sind, eine bestimmte Zeit haben, um einen Weg zur Flucht zu finden (z. B. durch das Entdecken versteckter Hinweise und das Lösen einer Reihe von Rätseln oder Puzzles)".

<https://www.merriam-webster.com/dictionary/escape%20room>



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Was ist ein **Online-Escape-Room**?

Ein Online-Escape-Room kann auch als virtueller Escape-Room bezeichnet werden:

"Virtuelle Escape Rooms sind Online-Aktivitäten, die über Zoom und andere Plattformen durchgeführt werden. Während dieser Veranstaltungen lösen Teams Rätsel und lösen Puzzles in einer bestimmten Zeit, mit dem Ziel, 'aus dem Raum zu entkommen'. Der Zweck dieser Erfahrungen ist es, Zusammenarbeit, Teamwork und Teambildung zu fördern.

<https://teambuilding.com/blog/virtual-escape-rooms>



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Was ist ein **Online-Escape-Room** für Bildungszwecke?

Ein Online-Escape-Room für Bildungszwecke ist ein spielbasierter Lernansatz

<https://teambuilding.com/blog/virtual-escape-rooms>



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A2:

Gute Gründe für die Nutzung pädagogischer Escape-Rooms!



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Gründe für den Einsatz von **pädagogischen Escape Rooms in Klassen und Kursen:**

1. Entwicklung von Fertigkeiten

- Kommunikationsfähigkeit
- Führungsqualitäten
- Soziale Kompetenzen
- Fähigkeiten zur Problemlösung
- Feinmotorische Fähigkeiten

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Gründe für den Einsatz von **pädagogischen Escape Rooms in Klassen und Kursen:**

2. Fokus auf psychosoziale Aspekte

- Seelisches Wohlbefinden
- Angemessenes positives Verhalten
- Kontrolle der Emotionen
- Agieren in einer Gruppe

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Gründe für den Einsatz von **pädagogischen Escape Rooms in Klassen und Kursen:**

3. Stärkung des Gruppenzusammenhalts

- Stärkung der Bindungen
- Fokus auf Stärke
- Talente entdecken
- Förderung der sozialen Interaktion

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Gründe für den Einsatz von **pädagogischen Escape Rooms in Klassen und Kursen:**

4. Verbesserung der Beziehung zwischen Lehrenden und Lernenden

- Aufmerksamkeit erregen
- Aufbau von Vertrauen
- Motivation verstärken

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Gründe für den Einsatz von **pädagogischen Escape Rooms in Klassen und Kursen:**

5. Unterstützung von Lernprozessen

- Förderung der Kreativität
- Begeisterung unterstützen
- Zugang zu komplexen Konzepten

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>

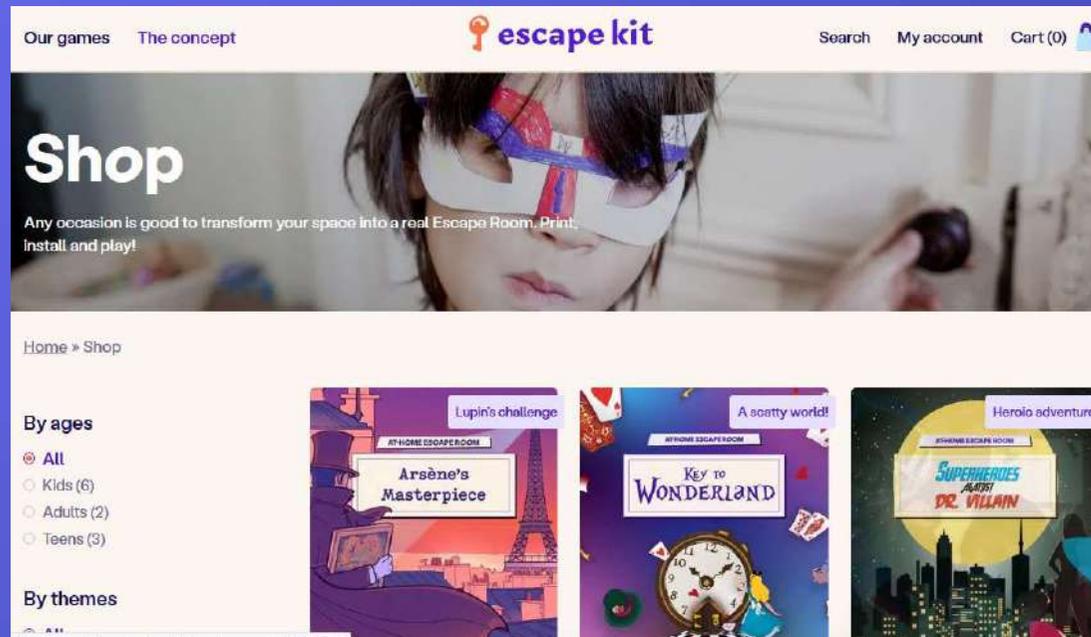


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Beispiel:

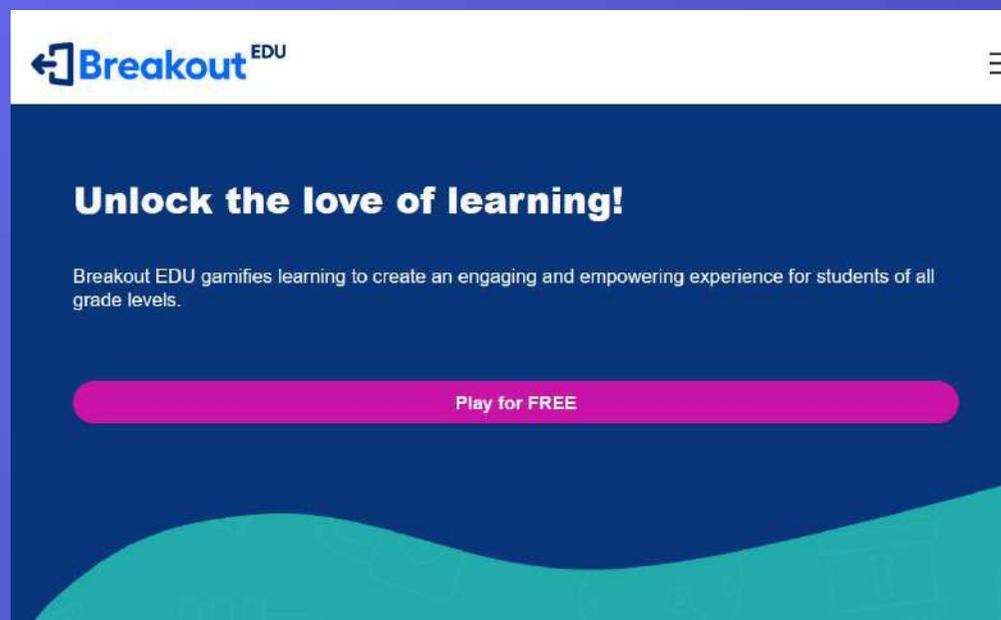
<https://escape-kit.com>



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Beispiel:

<https://www.breakoutedu.com/>



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TASK

Was sind einige Gründe für einen pädagogischen Escape Room?

- Entwicklung von Fähigkeiten, Lösen von Aufgaben, Verbesserung der Interaktion
- Verbesserung der Beziehung zwischen Ausbilder und Lernendem, Leistungssteigerung, Anregung zur Regulierung
- Förderung des Gruppenzusammenhalts, Entwicklung von Fähigkeiten, Unterstützung von Lernprozessen,
- Unterstützung von Lehrprozessen, Verbesserung der Kommunikation, Lösen von Rätseln



A3: Wie erstellt man einen pädagogischen Escape Room?



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Was müssen Entwickler bei der Gestaltung eines pädagogischen Escape Rooms beachten?

Benutzertyp

"Es wird eine Bedarfsanalyse durchgeführt, um die demografischen und pädagogischen Bedürfnisse der Spieler zu ermitteln".

Zeit

"Dauer der Erfahrung. Es kann ein kurzes Erlebnis von 15 Minuten sein oder ein längeres Erlebnis, das mehrere Tage dauert."

Schwierigkeitsgrad

"Berücksichtigung der Zielgruppe, um den Schwierigkeitsgrad der Rätsel für verschiedene Spielerniveaus zu skalieren, z. B. Studenten, Diplomanden, Doktoranden und Mitarbeiter".

Clark, S. et al. (2017): *escapED: A Framework for Creating Educational Escape Rooms*. In: *International Journal of Serious Games*. Band 4, Ausgabe 3, September 2017, <http://dx.doi.org/10.17083/ijsg.v4i3.180>





Was müssen Entwickler bei der Gestaltung eines pädagogischen Escape Rooms beachten?

Modus

"Wählen Sie einen Erlebnismodus wie z.B.: Kooperationsbasiert: Die Spieler arbeiten zusammen, um die Aufgabe zu lösen/zu entkommen, oder wettbewerbsorientiert: Die Spieler wetteifern darum, als erster die Ziele zu erreichen."

Skala

"Wählen Sie die Anzahl der Teilnehmer für die das Spiel konzipiert werden soll."

Clark, S. et al. (2017): escapED: A Framework for Creating Educational Escape Rooms. In: International Journal of Serious Games. Band 4, Ausgabe 3, September 2017, <http://dx.doi.org/10.17083/ijsg.v4i3.180>



Das Star-Modell

Elemente des Spiels:

- die Erzählung = Geschichte
- der Spielablauf
- die Rätsel und die Ausrüstung



Botturi /Babazadeh S. 45

Botturi, L. / Babazadeh, M. (2020): Designing educational escape rooms: validating the Star Model. In: International Journal of Serious Games, Vol. 7, Issue 3, September 2020, <http://dx.doi.org/10.17083/ijsg.v7i3.367>

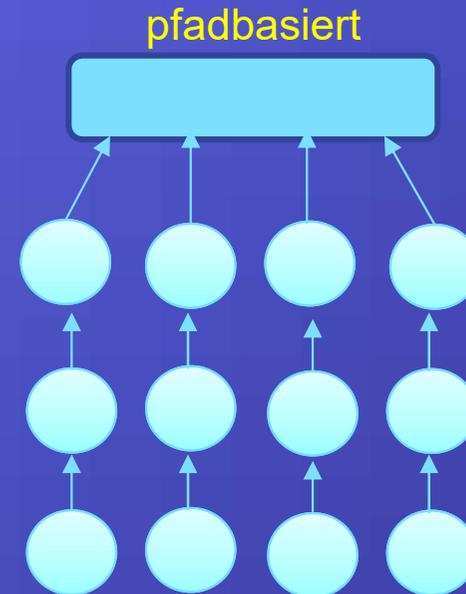
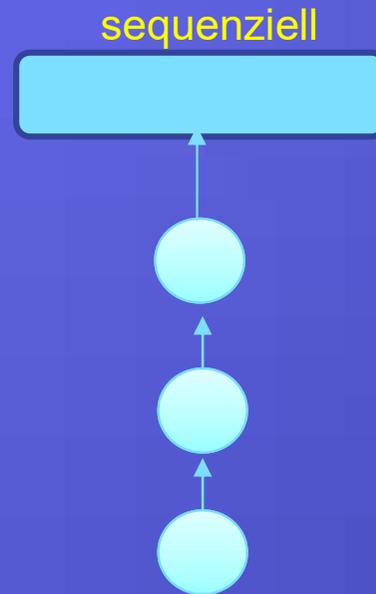
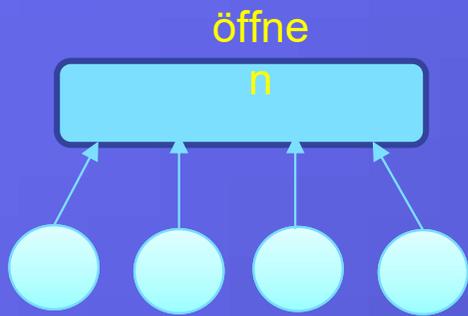


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Rätselstrukturen in Escape Rooms:

1. Grundstrukturen: offen, sequentiell und pfadbezogen

Quadrate sind Puzzles und Rechtecke sind Meta-Puzzles



Nicholson, S. (2015). Ein Blick hinter die verschlossene Tür: Eine Übersicht über Escape-Room-Einrichtungen. White Paper verfügbar unter <http://scottnicholson.com/pubs/erfacwhite.pdf>, S. 17

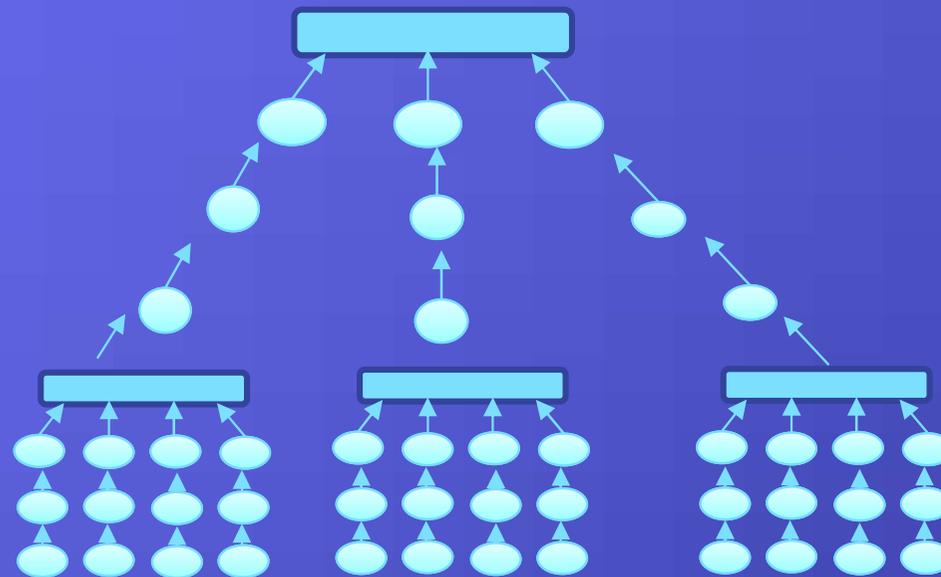


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Rätselstrukturen in Escape Rooms:

2. ein komplexes, hybrides Gebilde, wie z. B. eine Pyramide.



Nicholson, S. (2015). Ein Blick hinter die verschlossene Tür: Eine Übersicht über Escape-Room-Einrichtungen. Weißbuch verfügbar unter <http://scottnicholson.com/pubs/erfacwhite.pdf>, S.18





Aufgabe

Was sind die Spielelemente eines pädagogischen Escape Rooms?

- Zusammenarbeit, Spielfluss, Rätsel und Kommunikation
- Zusammenarbeit, Erzählungen, Spielabläufe und Rätsel
- Erzählung, Spielablauf, Rätsel und Ausrüstung
- Erzählungen, Rätsel, Rollen und Ausrüstung
- Rollen, Rätsel, Eintauchen und Kommunikation



A4: Die Rolle des Lehrers/Ausbilders



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Die Rolle der Lehrer/Ausbilder

1. Gestaltung oder Auswahl des Escape Rooms
2. Spielleiter
3. Bereitstellung von Startinformationen
4. Bereitstellung von Hinweisen
5. Nachbesprechung





Eigene pädagogische Escape Rooms

Für eigene pädagogische Escape Rooms können Sie einfach Folgendes verwenden

- a) eine Website, die z.B. mit WordPress erstellt wurde,
- b) ZOOM oder ein anderes Conferencing-Tool, mit dem Sie eine Präsentation zeigen können
- c) Google Forms oder Google Slides





Schritte zur Gestaltung eines pädagogischen Escape Rooms

- "Wählen Sie ein Thema
- Wählen Sie ein Endziel (das große Problem, das gelöst werden soll - unter Verwendung der Brotkrümel aus den kleinen Rätseln)
- Den Schauplatz festlegen
- Legen Sie die Themen der kleinen Rätsel fest, die die Teilnehmer lösen sollen (und die Brotkrümel, die sie durch das Lösen der Rätsel verdienen werden)
- Erstellen Sie die kleinen Puzzles
- Antwortbögen und/oder Antwortschlüssel erstellen"

Lernhypothese (2023): <https://learninghypothesis.com/how-to-create-a-digital-escape-room/>





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INTERFACE

B.

Ausbildungsphase

Arbeitssitzung in kleinen
Gruppen



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Aufgabe 1

- Schreiben Sie eine Idee für eine Geschichte über einen Escape Room zu Ihrem Thema auf.
- Sie haben 20 Minuten Zeit.
Bitte, arbeiten Sie mit einer anderen Person zusammen.
- Anschließend sollten alle ihre Ideen austauschen.



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Aufgabe 2

- Schauen Sie unter <https://teambuilding.com/blog/virtual-escape-rooms> und werfen Sie einen Blick auf verschiedene digitale Escape Rooms für Teambuilding. Schreiben Sie die Idee, die Geschichte und die Kernelemente eines dieser Räume auf.
- Sie haben 45 Minuten Zeit. Bitte arbeiten Sie selbständig.
- Anschließend sollte jeder seine Eindrücke auf der Grundlage dessen, was ihr alle aufgeschrieben habt, mitteilen.

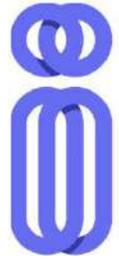


Herzlichen Glückwunsch!

Sie haben das Modul C zu digitale pädagogische Escape Rooms!



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 INTERFACE



INTERFACE

Program doskonalenia zawodowego i zestaw narzędzi do walidacji umiejętności

Część A: Budowanie cyfrowych umiejętności pedagogicznych dla nauczycieli VET

Moduł C: Edukacyjne pokoje ucieczki online jako narzędzie pedagogiczne

A Wprowadzenie

B Faza treningowa

O temacie
**Edukacyjne escape roomy
online jako narzędzia
pedagogiczne**

Praca w małych grupach
nad tematem
**edukacyjne pokoje ucieczki
online jako narzędzia
pedagogiczne**

A:

Wprowadzenie do tematu internetowych pokoi ewakuacyjnych jako narzędzia pedagogicznego



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A1: Co to jest edukacyjny online escape room?



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Czym jest **escape room**?

Escape room to "gra, w której uczestnicy zamknięci w pokoju lub innym zamkniętym pomieszczeniu (takim jak cela więzienna) mają określony czas na znalezienie sposobu na ucieczkę (np. poprzez odkrycie ukrytych wskazówek i rozwiązanie serii zagadek lub łamigłówek)".

<https://www.merriam-webster.com/dictionary/escape%20room>





Czym jest **escape room online**?

Pokój ucieczki online może być również nazywany wirtualnym pokojem ucieczki:

"Wirtualne pokoje ucieczki to aktywności online prowadzone za pośrednictwem Zoom i innych platform. Podczas tych wydarzeń zespoły rozwiązują zagadki i rozwiązują łamigłówki w określonym czasie, mając na celu "ucieczkę z pokoju". Celem tych doświadczeń jest zachęcanie do współpracy, pracy zespołowej i budowania zespołu".

<https://teambuilding.com/blog/virtual-escape-rooms>





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Czym jest **edukacyjny escape room online**?

Edukacyjny escape room online to podejście do nauki oparte na grach.

<https://teambuilding.com/blog/virtual-escape-rooms>



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A2: Dobre powody do korzystania z edukacyjnych pokoje ucieczki!



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Powody, dla których warto korzystać z **edukacyjnych pokoi ucieczki w klasach i na kursach:**

1. Rozwijanie umiejętności

- Umiejętności komunikacyjne
- Umiejętności przywódcze
- Umiejętności społeczne
- Umiejętności rozwiązywania problemów
- Umiejętności motoryczne

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>





Powody, dla których warto korzystać z **edukacyjnych pokoi ucieczki w klasach i na kursach:**

2. Koncentracja na aspektach psychospołecznych

- Dobre samopoczucie psychiczne
- Odpowiednie pozytywne zachowanie
- Kontrola emocji
- Działanie w grupie

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Powody, dla których warto korzystać z **edukacyjnych pokojów ucieczki w klasach i na kursach:**

3. Zwiększanie spójności grupy

- Wzmacnianie więzi
- Skup się na sile
- Odkryj talenty
- Wspieranie interakcji społecznych

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Powody, dla których warto korzystać z **edukacyjnych pokojów ucieczki w klasach i na kursach:**

4. Poprawa relacji trener-uczeń

- Przyciąganie uwagi
- Budowanie zaufania
- Wzmocnienie motywacji

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Powody, dla których warto korzystać z **edukacyjnych pokoi ucieczki w klasach i na kursach:**

5. Wsparcie procesów uczenia się

- Wspieranie kreatywności
- Wspieraj entuzjazm
- Dostęp do złożonych koncepcji

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>

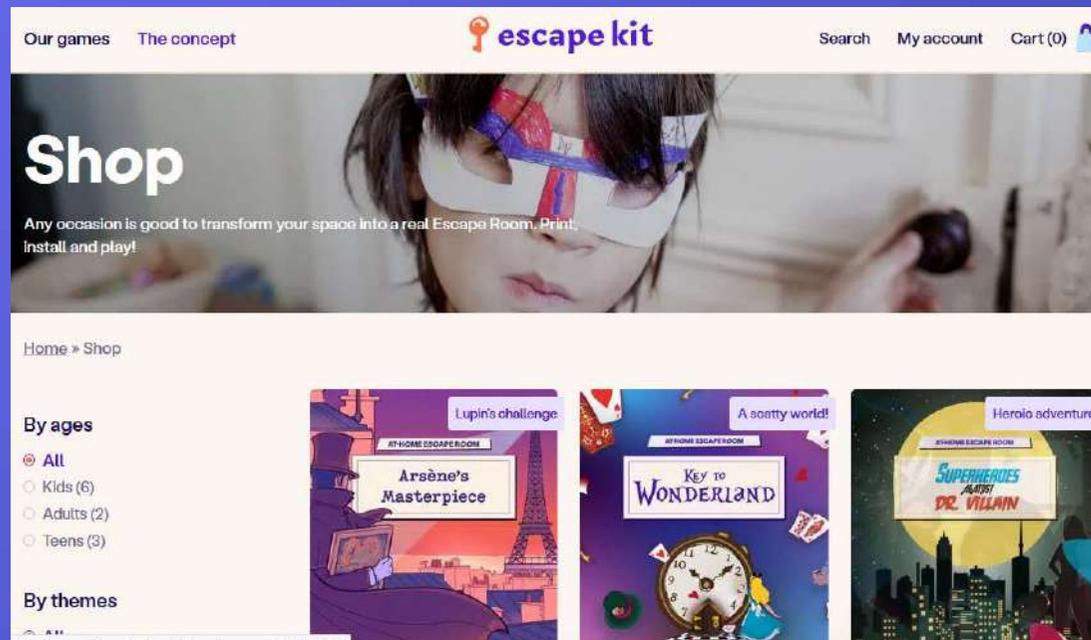


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Przykład:

<https://escape-kit.com>

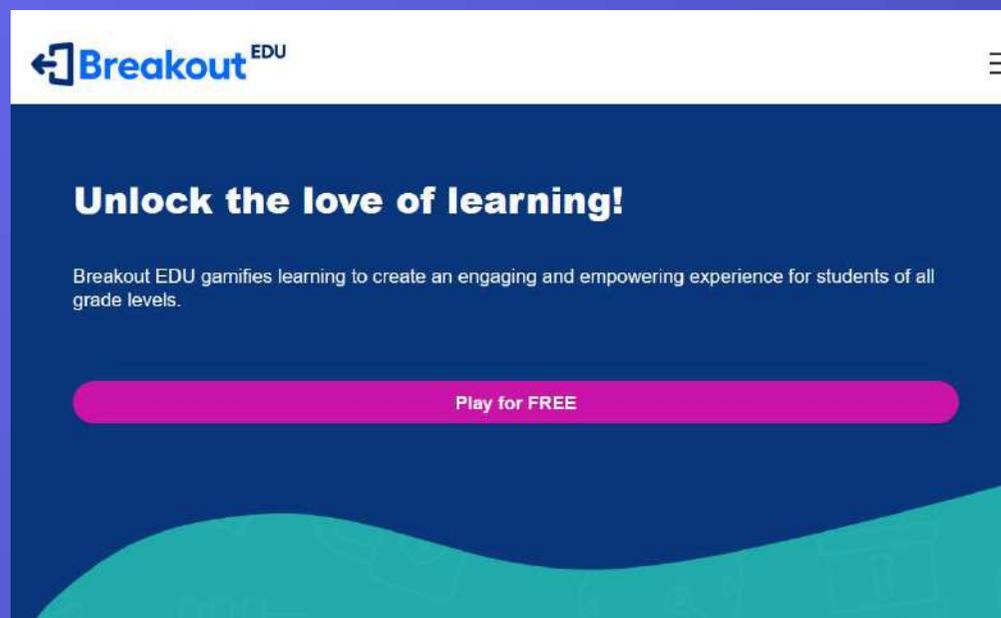


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Przykład:

<https://www.breakoutedu.com/>



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ZADANIE

Jakie są powody, dla których warto zorganizować edukacyjny escape room?

- rozwój umiejętności, rozwiązywanie zadań, poprawa interakcji
- poprawić relację trener-uczeń, zwiększyć wydajność, stymulować regulację
- zwiększenie spójności grupy, rozwój umiejętności, wsparcie procesów uczenia się,
- wsparcie procesów nauczania, poprawa komunikacji, rozwiązywanie zagadek



A3: Jak stworzyć edukacyjny escape room?



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Co deweloperzy powinni wziąć pod uwagę przy projektowaniu edukacyjnego escape roomu?

Typ użytkownika

"Ocena potrzeb użytkowników jest przeprowadzana w celu określenia potrzeb demograficznych i edukacyjnych graczy".

Czas

"Długość doświadczenia. Może to być krótkie doświadczenie trwające 15 minut lub dłuższe doświadczenie trwające kilka dni".

Trudność

"Uwzględnienie docelowych użytkowników w celu skalowania trudności łamigłówek dla różnych poziomów graczy, takich jak studenci, studenci, doktoranci i pracownicy".

Clark, S. et al. (2017): *escapED: Ramy dla tworzenia edukacyjnych pokoi ucieczki*. W: *International Journal of Serious Games*. Tom 4, wydanie 3, wrzesień 2017, <http://dx.doi.org/10.17083/ijsg.v4i3.180>



Co deweloperzy powinni wziąć pod uwagę przy projektowaniu edukacyjnego escape roomu?

Tryb

"Wybierz tryb doświadczenia, taki jak: oparty na współpracy: Gracze współpracują ze sobą, aby rozwiązać / uciec z doświadczenia vs. Rywalizacja: Gracze rywalizują o to, kto pierwszy odkryje cele".

Skala

"Wybierz liczbę uczestników dla których gra ma zostać zaprojektowana".

Clark, S. et al. (2017): escapED: Ramy dla tworzenia edukacyjnych pokoi ucieczki. W: International Journal of Serious Games. Tom 4, wydanie 3, wrzesień 2017, <http://dx.doi.org/10.17083/ijsg.v4i3.180>



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Model gwiazdy

Elementy gry:

- narracja = Historia
- przepływ gry
- zagadki i sprzęt



Botturi /Babazadeh s. 45

Botturi, L. / Babazadeh, M. (2020): Projektowanie edukacyjnych pokoi ucieczki: walidacja modelu Star. W: International Journal of Serious Games, Vol. 7, Issue 3, September 2020, <http://dx.doi.org/10.17083/ijsg.v7i3.367>

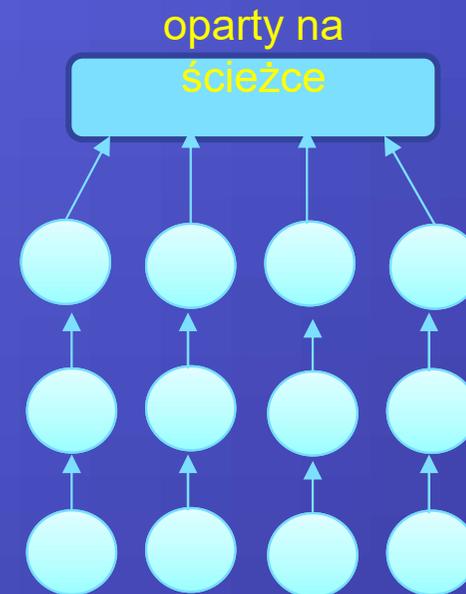
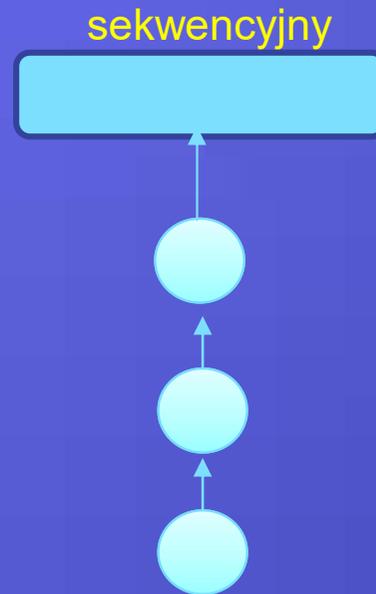
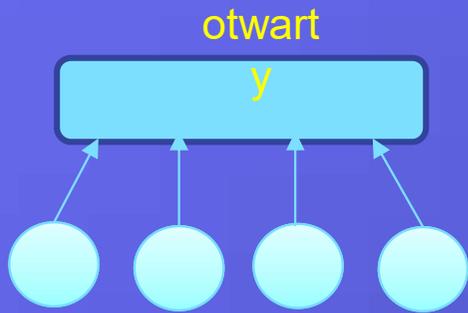


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Struktury logiczne w pokojach ucieczki:

1. podstawowe struktury: otwarta, sekwencyjna i oparta na ścieżkach

Kwadraty są łamigłówki, a prostokąty są metapuzzle



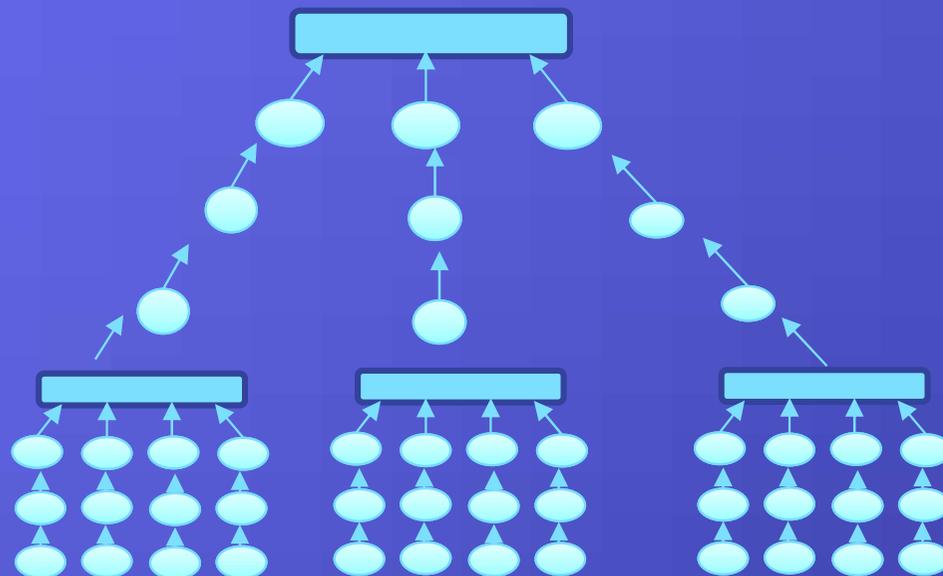
Nicholson, S. (2015). Zagłądanie za zamknięte drzwi: Badanie obiektów escape room. Biała księga dostępna pod adresem <http://scottnicholson.com/pubs/erfacwhite.pdf>, s. 17



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Struktury logiczne w pokojach ucieczki:

2. złożona, hybrydowa struktura, taka jak piramida.



Nicholson, S. (2015). Zagładanie za zamknięte drzwi: Badanie obiektów typu escape room. Biała księga dostępna pod adresem <http://scottnicholson.com/pubs/erfacwhite.pdf>, s. 18.





ZADANIE

Jakie są elementy gry w edukacyjnym escape roomie?

- współpraca, przepływ gier, zagadki i komunikacja
- współpraca, narracje, przepływ gry i łamigłówki
- narracja, rozgrywka, zagadki i wyposażenie
- Narracja, zagadki, role i wyposażenie
- Role, zagadki, immersja i komunikacja



A4: Rola nauczyciela/tr enera



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Rola nauczycieli/trenerów

1. Projekt lub wybór pokoju ucieczki
2. Mistrz gry
3. Dostarczanie informacji początkowych
4. Udzielanie wskazówek
5. Podsumowanie



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Własne edukacyjne pokoje ucieczki

Do stworzenia własnego edukacyjnego escape roomu można z łatwością wykorzystać

- a) stronę internetową, np. zaprojektowaną za pomocą WordPressa,
- b) ZOOM lub inne narzędzie konferencyjne, w którym można wyświetlić prezentację
- c) Google Forms lub Google Slides





Etapy projektowania edukacyjnego pokoju ucieczki

- "Wybierz temat
- Wybierz cel końcowy (duży problem do rozwiązania - używając okruchów chleba z małych zagadek).
- Ustaw scenę
- Zdecyduj o tematach małych zagadek, które uczestnicy będą rozwiązywać (i okruchy chleba, które zdobędą, rozwiązując je)
- Tworzenie małych puzzli
- Tworzenie arkuszy i/lub kluczy odpowiedzi"

Hipoteza uczenia się (2023): <https://learninghypothesis.com/how-to-create-a-digital-escape-room/>



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B. Faza szkoleniowa

sesja robocza w małych
grupach



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Zadanie 1

- Zapisz pomysł na historię escape roomu w odniesieniu do swojego tematu.
- Masz 20 minut.
Proszę, współpracuj z inną osobą.
- Następnie wszyscy powinni podzielić się pomysłami.



Zadanie 2

- Zajrzyj na stronę <https://teambuilding.com/blog/virtual-escape-rooms> i zapoznaj się z różnymi cyfrowymi pokojami ucieczki do budowania zespołu. Zapisz pomysł, historię i podstawowe elementy jednego z nich.
- Masz 45 minut. Prosimy o samodzielną pracę.
- Następnie każdy powinien podzielić się wrażeniami na podstawie tego, co wszyscy zapisali.

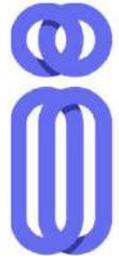


Gratulacje!

Opanowałeś moduł C na cyfrowe edukacyjne pokoje ucieczki!



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 INTERFACE



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INTERFACE

**Ενδοϋπηρεσιακό πρόγραμμα κατάρτισης
και εργαλεία για την επικύρωση των δεξιοτήτων**

**Μέρος Α: Ανάπτυξη ψηφιακών παιδαγωγικών δεξιοτήτων για τους
καθηγητές ΕΕΚ**

**Ενότητα Γ: Διαδικτυακά εκπαιδευτικά δωμάτια απόδρασης ως
παιδαγωγικό εργαλείο**

A

Εισαγωγή

B

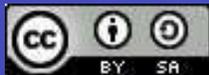
Φάση κατάρτισης

Σχετικά με το θέμα
διαδικτυακά εκπαιδευτικά
δωμάτια απόδρασης ως
παιδαγωγικά εργαλεία

Εργασία σε μικρές ομάδες για
το θέμα
διαδικτυακά εκπαιδευτικά
δωμάτια απόδρασης ως
παιδαγωγικά εργαλεία

A:

Εισαγωγή στο θέμα των διαδικτυακών δωματίων απόδρασης ως παιδαγωγικό εργαλείο



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A1: Τι είναι ένα **online** εκπαιδευτικό δωμάτιο απόδρασης;



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Τι είναι ένα δωμάτιο απόδρασης;

Ένα δωμάτιο απόδρασης είναι «ένα παιχνίδι στο οποίο οι συμμετέχοντες που είναι περιορισμένοι σε ένα δωμάτιο ή άλλο κλειστό χώρο (όπως ένα κελί φυλακής) έχουν στη διάθεσή τους ένα καθορισμένο χρονικό διάστημα για να βρουν έναν τρόπο διαφυγής (ανακαλύπτοντας κρυμμένα στοιχεία και λύνοντας μια σειρά από γρίφους ή παζλ)».

<https://www.merriam-webster.com/dictionary/escape%20room>





Τι είναι ένα online δωμάτιο απόδρασης;

Ένα διαδικτυακό δωμάτιο διαφυγής μπορεί επίσης να ονομάζεται εικονικό δωμάτιο απόδρασης:

«Τα εικονικά δωμάτια απόδρασης είναι διαδικτυακές δραστηριότητες που διεξάγονται μέσω του Zoom και άλλων πλατφορμών. Κατά τη διάρκεια αυτών των εκδηλώσεων, οι ομάδες λύνουν γρίφους και ολοκληρώνουν παζλ σε καθορισμένο χρονικό διάστημα, με στόχο την 'αποδραση από το δωμάτιο'. Ο σκοπός αυτών των εμπειριών είναι να ενθαρρύνουν τη συνεργασία, την ομαδική εργασία και την οικοδόμηση ομάδων.»

<https://teambuilding.com/blog/virtual-escape-rooms>





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Τι είναι ένα διαδικτυακό εκπαιδευτικό δωμάτιο απόδρασης;

Ένα διαδικτυακό εκπαιδευτικό δωμάτιο απόδρασης είναι μια προσέγγιση μάθησης βασισμένη στο παιχνίδι.

<https://teambuilding.com/blog/virtual-escape-rooms>



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A2:

Καλοί λόγοι για τη
χρήση **εκπαιδευτικών**
δωματίων
απόδρασης!



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Λόγοι για τη χρήση εκπαιδευτικών αιθουσών απόδρασης σε τάξεις και μαθήματα:

1. Ανάπτυξη δεξιοτήτων

- Δεξιότητες επικοινωνίας
- Ηγετικές ικανότητες
- Κοινωνικές δεξιότητες
- Δεξιότητες επίλυσης προβλημάτων
- Λεπτές κινητικές δεξιότητες

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Λόγοι για τη χρήση εκπαιδευτικών δωματίων απόδρασης σε τάξεις και μαθήματα:

2. Έμφαση στις ψυχοκοινωνικές πτυχές

- Ψυχική ευημερία
- Κατάλληλη θετική συμπεριφορά
- Έλεγχος των συναισθημάτων
- Δράση σε ομάδα

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



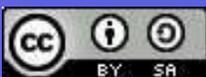


Λόγοι για τη χρήση εκπαιδευτικών δωματίων απόδρασης σε τάξεις και μαθήματα:

3. Ενίσχυση της συνοχής της ομάδας

- Ενίσχυση των δεσμών
- Εστίαση στη δύναμη
- Ανακάλυψη ταλέντων
- Προώθηση της κοινωνικής αλληλεπίδρασης

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>





Λόγοι για τη χρήση εκπαιδευτικών δωματίων απόδρασης σε τάξεις και μαθήματα:

4. Βελτίωση της σχέσης εκπαιδευτή-μαθητή

- Προσέλκυση της προσοχής
- Δημιουργία εμπιστοσύνης
- Ενίσχυση των κινήτρων

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>





Λόγοι για τη χρήση εκπαιδευτικών δωματίων απόδρασης σε τάξεις και μαθήματα:

5. Υποστήριξη μαθησιακών διαδικασιών

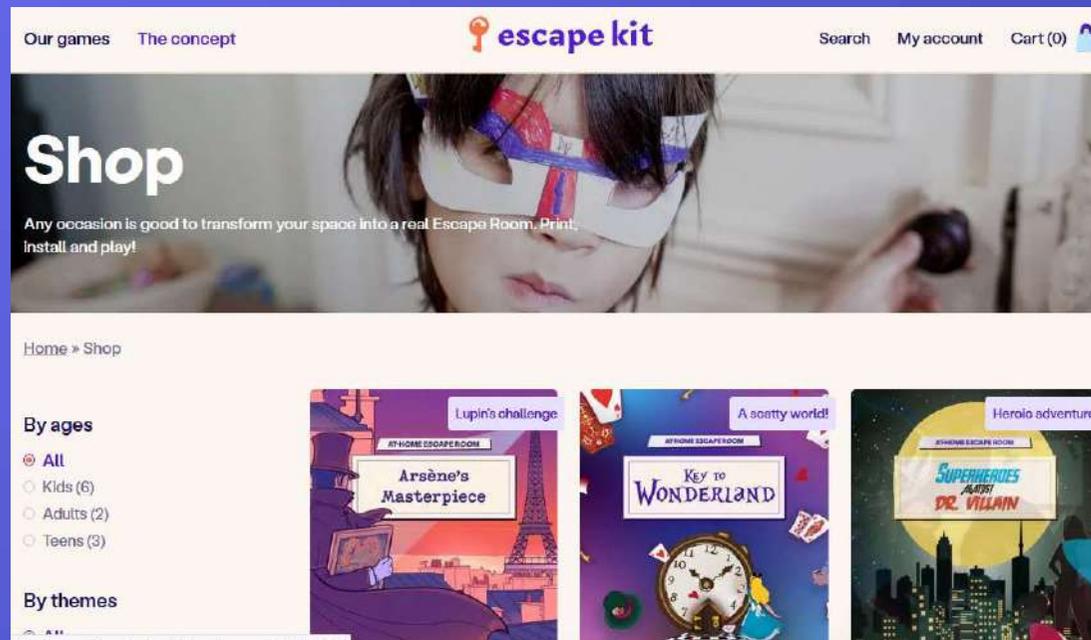
- Προώθηση της δημιουργικότητας
- Υποστήριξη ενθουσιασμού
- Πρόσβαση σε σύνθετες έννοιες

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



Παράδειγμα:

<https://escape-kit.com>

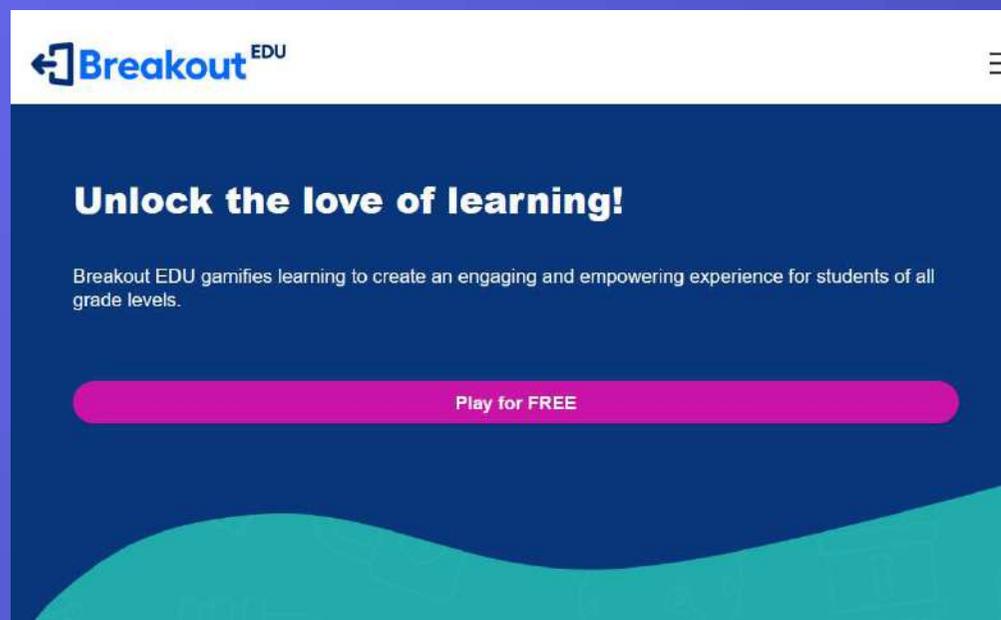


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Παράδειγμα:

<https://www.breakoutedu.com/>





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ΕΡΓΑΣΙΑ

Ποιοι είναι μερικά θετικά στοιχεία για ένα εκπαιδευτικό δωμάτιο απόδρασης;

- ανάπτυξη δεξιοτήτων, επίλυση καθηκόντων, βελτίωση της αλληλεπίδρασης
- βελτίωση της σχέσης εκπαιδευτή-μαθητή, ενίσχυση της απόδοσης, τόνωση της ρύθμισης
- ενίσχυση της συνοχής της ομάδας, ανάπτυξη δεξιοτήτων, υποστήριξη των μαθησιακών διαδικασιών,
- υποστήριξη των διαδικασιών διδασκαλίας, ενίσχυση της επικοινωνίας, επίλυση αινιγμάτων



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A3: Πώς να δημιουργήσετε ένα εκπαιδευτικό δωμάτιο απόδρασης;



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Τι πρέπει να λάβουν υπόψη τους οι δημιουργοί όταν σχεδιάζουν ένα εκπαιδευτικό δωμάτιο απόδρασης;

Τύπος χρήστη

«Πραγματοποιείται αξιολόγηση των αναγκών των χρηστών για τον προσδιορισμό των δημογραφικών και εκπαιδευτικών αναγκών των παικτών.»

Χρόνος

«Διάρκεια εμπειρίας. Μπορεί να είναι σύντομη εμπειρία 15 λεπτών ή μεγαλύτερη εμπειρία που διαρκεί πολλές ημέρες.»

Δυσκολία

«Εξέταση των προοριζόμενων χρηστών για την κλιμάκωση της δυσκολίας των γρίφων για διαφορετικά επίπεδα παικτών, όπως φοιτητές, προπτυχιακοί φοιτητές, μεταπτυχιακοί φοιτητές, διδάκτορες και προσωπικό.»

Clark, S. et al. (2017): *escapED: Escape Rooms: A Framework for Creating Educational Escape Rooms*. In: *International Journal of Serious Games*. Volume 4, Issue 3, September 2017, <http://dx.doi.org/10.17083/ijsg.v4i3.180>.





Τι πρέπει να λάβουν υπόψη τους οι δημιουργοί όταν σχεδιάζουν ένα εκπαιδευτικό δωμάτιο απόδρασης;

Λειτουργία

«Επιλέξτε τον τρόπο εμπειρίας όπως: Συνεργασία. Οι παίκτες συνεργάζονται για να λύσουν/αποδράσουν από την πρόκληση vs Ανταγωνισμός: Οι παίκτες ανταγωνίζονται για να καταλάβουν πρώτοι τους στόχους.»

Κλίμακα

«Επιλέξτε τον αριθμό των συμμετεχόντων για τους οποίους θα σχεδιαστεί το παιχνίδι.»

Clark, S. et al. (2017): escapED: Escape Rooms: A Framework for Creating Educational Escape Rooms. In: International Journal of Serious Games. Volume 4, Issue 3, September 2017, <http://dx.doi.org/10.17083/ijsg.v4i3.180>.



Τα στοιχεία του παιχνιδιού Star-Model :

- Η αφήγηση = Ιστορία
- Η ροή του παιχνιδιού
- Οι γρίφοι και
- Ο εξοπλισμός



Botturi /Babazadeh σ. 45

Botturi, L. / Babazadeh, M. (2020): Σχεδιασμός εκπαιδευτικών δωματίων διαφυγής: επικύρωση του μοντέλου Star. In: International Journal of Serious Games, Vol. 7, Issue 3, September 2020, <http://dx.doi.org/10.17083/ijsg.v7i3.367>.

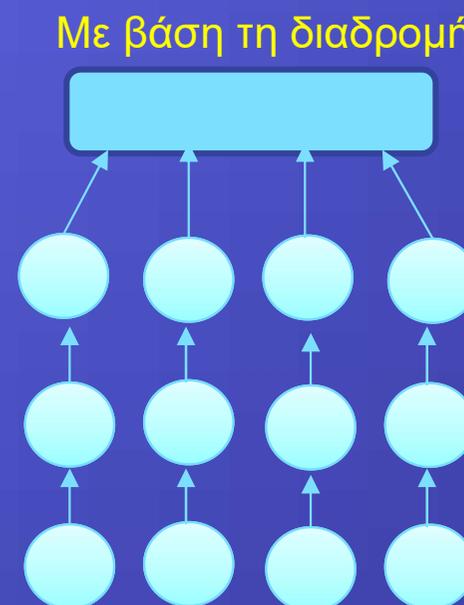
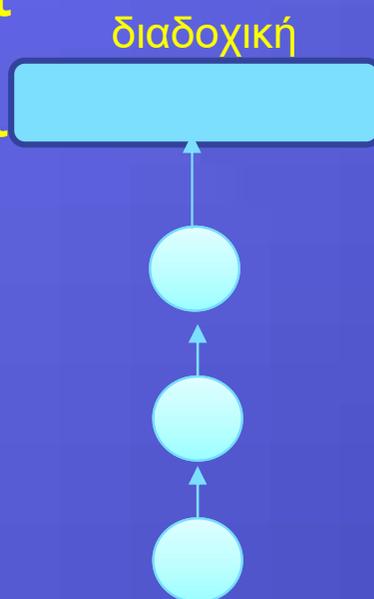
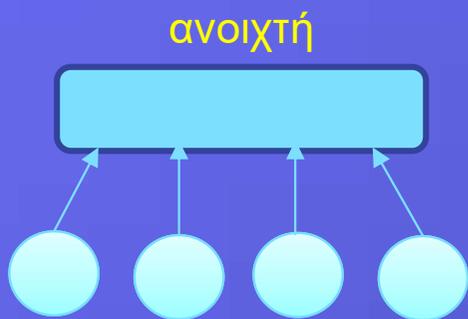


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Δομές παζλ σε δωμάτια απόδρασης:

1. Βασικές δομές: ανοικτές, διαδοχικές και με βάση τη διαδρομή

Τα τετράγωνα είναι παζλ και τα ορθογώνια είναι μετα-παζλ



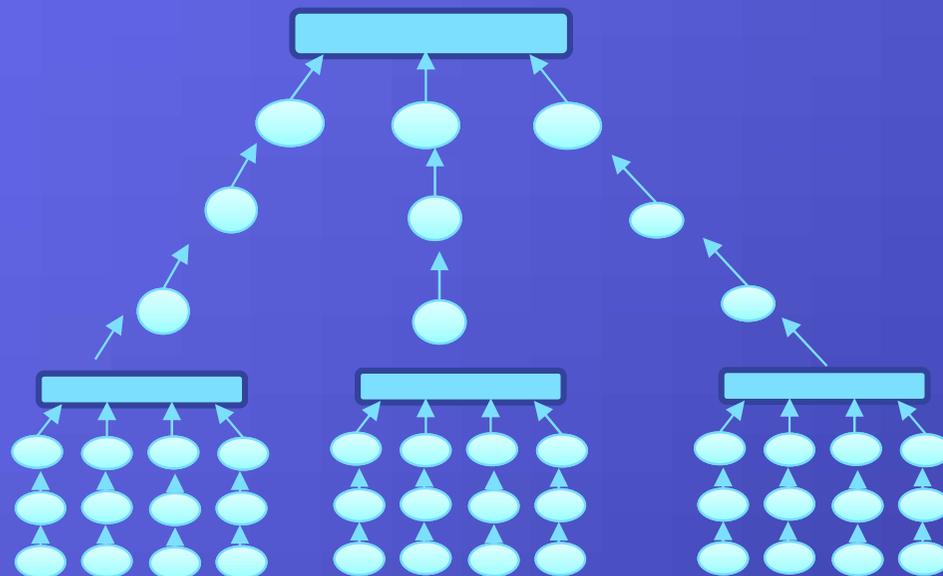
Nicholson, S. (2015). Peeking behind the locked door: A survey of escape room facilities. White Paper διαθέσιμο στη διεύθυνση <http://scottnicholson.com/pubs/erfacwhite.pdf>, σ. 17.



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Δομές παζλ σε δωμάτια απόδρασης:

2. μια σύνθετη, υβριδική δομή, όπως μια πυραμίδα.



Nicholson, S. (2015). Peeking behind the locked door: A survey of escape room facilities. White Paper διατίθεται στη διεύθυνση <http://scottnicholson.com/pubs/erfacwhite.pdf>, σ. 18.





ΕΡΓΑΣΙΑ

Ποια είναι τα στοιχεία του παιχνιδιού ενός εκπαιδευτικού δωματίου απόδρασης;:

- συνεργασία, ροή παιχνιδιού, γρίφοι και επικοινωνία
- συνεργασία, αφηγήσεις, ροή παιχνιδιού και γρίφοι
- αφήγηση, ροή παιχνιδιού, γρίφοι και εξοπλισμός
- αφήγηση, γρίφοι, ρόλοι και εξοπλισμός
- ρόλοι, γρίφοι, εμπύθιση και επικοινωνία



A4:

Ο ρόλος του εκπαιδευτικού/εκπαιδευτ ή



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Ρόλος των εκπαιδευτικών/εκπαιδευτών

1. Σχεδιασμός ή επιλογή του δωματίου απόδρασης
2. Game master
3. Παροχή πληροφοριών έναρξης
4. Παροχή συμβουλών
5. Απολογισμός

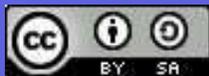




Τα δικά σας εκπαιδευτικά δωμάτια απόδρασης

Για τα δικά σας εκπαιδευτικά δωμάτια απόδρασης μπορείτε εύκολα να χρησιμοποιήσετε

- α) μια ιστοσελίδα π.χ. σχεδιασμένη με WordPress,
- β) το ZOOM ή κάποιο άλλο εργαλείο διάσκεψης όπου μπορείτε να προβάλλετε μια παρουσίαση
- γ) Google Forms ή google slides





Εκπαιδευτικά βήματα σχεδιασμού δωματίου απόδρασης

- Επιλέξτε ένα θέμα
- Επιλέξτε έναν τελικό στόχο (το μεγάλο πρόβλημα που πρέπει να λύσετε - χρησιμοποιώντας τα ίχνη από τους μικρούς γρίφους)
- Ορίστε το σκηνικό
- Καθορίστε τα θέματα των μικρών γρίφων που θα λύσουν οι συμμετέχοντες. (και τα ίχνη που θα κερδίσουν από την επίλυσή τους)
- Δημιουργήστε τα μικρά παζλ
- Δημιουργία φύλλων απαντήσεων ή/και κλειδιών απαντήσεων

Learning Hypothesis (2023): <https://learninghypothesis.com/how-to-create-a-digital-escape-room/>



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Β. Φάση κατάρτισης

συνεδρία εργασίας σε μικρές
ομάδες



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Εργασία 1

- Γράψτε μια ιδέα για μια ιστορία ενός δωματίου απόδρασης σε σχέση με το θέμα σας.
- Έχετε 20 λεπτά.
Παρακαλώ, συνεργαστείτε με ένα άλλο άτομο.
- Στη συνέχεια, όλοι θα πρέπει να ανταλλάξουν ιδέες.



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Εργασία 2

- Ρίξτε μια ματιά στο <https://teambuilding.com/blog/virtual-escape-rooms> και ρίξτε μια ματιά σε διάφορα ψηφιακά δωμάτια απόδρασης για ομαδική συνεργασία. Γράψτε την ιδέα, την ιστορία και τα βασικά στοιχεία ενός από αυτά.
- Έχετε 45 λεπτά. Εργαστείτε μόνοι σας.
- Στη συνέχεια, ο καθένας θα πρέπει να μοιραστεί τις εντυπώσεις του με βάση αυτά που όλοι καταγράψατε.



Συγχαρητήρια!

Ολοκληρώσατε την ενότητα
Γ με θέμα τα ψηφιακά
εκπαιδευτικά δωμάτια
απόδρασης!



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INTERFACE



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INTERFACE

Formação contínua de formadores e Manual para validação de competências

Parte A: Competências digitais para formadores. Módulo C: *Os escape rooms educativos online como ferramenta pedagógica.*

A _____ **Introdução**

Sobre o tema

***Escape rooms educativos online
como ferramentas pedagógicas.***

B _____ **Fase de formação**

Trabalho em pequenos grupos

***Escape rooms educativos online
como ferramentas pedagógicas.***

A:

Introdução ao tema dos *escape rooms* online como ferramenta pedagógica



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A1: O que é **um *escape room* educativo online?**



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O que é **um escape room**?

Um escape room é um jogo em que os participantes estão confinados a uma sala ou a outro local fechado (como uma cela de prisão) e têm um determinado período de tempo para encontrar uma forma de escapar (por exemplo, descobrindo pistas escondidas e resolvendo uma série de enigmas ou puzzles).

www.merriam-webster.com/dictionary/escape%20room



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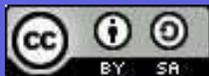


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O que é **um *escape room* online?**

Um *escape room* online também pode ser designado por *escape room* virtual: Os *escape rooms* virtuais são atividades realizadas online, através do Zoom ou de outras plataformas. Durante estes eventos, as equipas resolvem enigmas e completam puzzles num determinado período, com o objetivo de “escapar da sala”. O objetivo destas experiências é incentivar a formação, a colaboração e o trabalho em equipa.

teambuilding.com/blog/virtual-escape-rooms



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O que é **um *escape room* educativo online?**

Um *escape room* educativo online é uma abordagem de aprendizagem baseada em jogos.

teambuilding.com/blog/virtual-escape-rooms



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A2:

Boas razões para utilizar **os** ***escape rooms*** educativos!



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Razões para utilizar *escape rooms* educativos em contextos de aprendizagem:

1. Desenvolvimento de competências

- competências de comunicação;
- competências de liderança;
- competências sociais;
- capacidade de resolução de problemas;
- motricidade fina.

escape-kit.com/en/education/5-reasons-organize-school-escape-room/





Razões para utilizar *escape rooms* educativos em contextos de aprendizagem:

2. Foco nos aspetos psicossociais

- bem-estar mental;
- comportamento positivo adequado;
- controlo das emoções;
- atuar em grupo.

escape-kit.com/en/education/5-reasons-organize-school-escape-room/





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Razões para utilizar *escape rooms* educativos em contextos de aprendizagem:

3. Reforçar a coesão do grupo

- reforçar os laços;
- estimular a concentração na força;
- descobrir talentos;
- promover a interação social.

escape-kit.com/en/education/5-reasons-organize-school-escape-room/



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Razões para utilizar *escape rooms* educativos em contextos de aprendizagem:

4. Melhorar a relação formador- formando

- chamar a atenção;
- estabelecer a confiança;
- reforçar a motivação.

escape-kit.com/en/education/5-reasons-organize-school-escape-room/





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Razões para utilizar *escape rooms* educativos em contextos de aprendizagem:

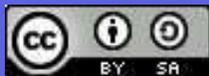
5. Apoio aos processos de aprendizagem

- fomentar a criatividade;
- apoiar o entusiasmo;
- aceder a conceitos complexos.

escape-kit.com/en/education/5-reasons-organize-school-escape-room/

Para informações em português sobre o tema pode consultar:
etwinning.pt/docs/EscapeRooms.pdf

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Exemplo:
blogue.rbe.mec.pt/escape-room-educativos-2356309



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Exemplo:

www.breakoutedu.com/
(disponível em inglês)

ria.ua.pt/bitstream/10773/34344/1/Handbook_PT_com%20DOI.pdf
(disponível em português)





Quais as razões para criar e implementar um *escape room* educativo?

- Desenvolvimento de competências, resolução de tarefas, melhoria da interação
- Melhorar a relação entre o formador e o formando, melhorar o desempenho, estimular a regulação
- Reforçar a coesão do grupo, o desenvolvimento de competências e o apoio aos processos de aprendizagem
- Apoiar os processos de ensino, melhorar a comunicação, resolver enigmas

What factors make up Teamwork competence? (cf. Torres Nadal et al. 2015)

Identify, Collaboration, Performance, Regulation

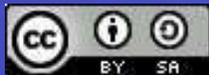
Innovation, Communication, Performance, Regulation

Identify, Collaboration, Personality, Regulation

Identify, Communication, Performance, Regulation

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A3: Como criar um *escape room* educativo?



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O que é que os programadores devem ter em conta ao conceber um *escape room* educativo?

Tipo de utilizador

Efetuar uma avaliação das necessidades dos utilizadores para determinar as necessidades demográficas e educativas dos mesmos.

Tempo

Duração da experiência. Pode ser uma experiência curta de 15 minutos ou uma experiência mais longa que dure vários dias.

Dificuldade

Dimensionar a dificuldade dos puzzles para diferentes níveis de utilizadores, com diferentes níveis de aprendizagens.





O que é que os programadores devem ter em conta ao conceber um *escape room* educativo?

Modo

Escolher o modo de experiência. Exemplos: Jogo baseado na cooperação em que os jogadores trabalham em conjunto para resolver/escapar da experiência vs jogo competitivo em que os jogadores competem para serem os primeiros a descobrir os objetivos.

Escala

Escolher o número de participantes para os quais o jogo deve ser concebido.

Clark, S. *et al.* (2017): escapED: A Framework for Creating Educational Escape Rooms. In: International Journal of Serious Games. Volume 4, Issue 3, September 2017, [dx.doi.org/10.17083/ijsg.v4i3.180](https://doi.org/10.17083/ijsg.v4i3.180)



O modelo estrela

Elementos do jogo:

- a narrativa = história
- o fluxo do jogo
- os puzzles e
- o equipamento



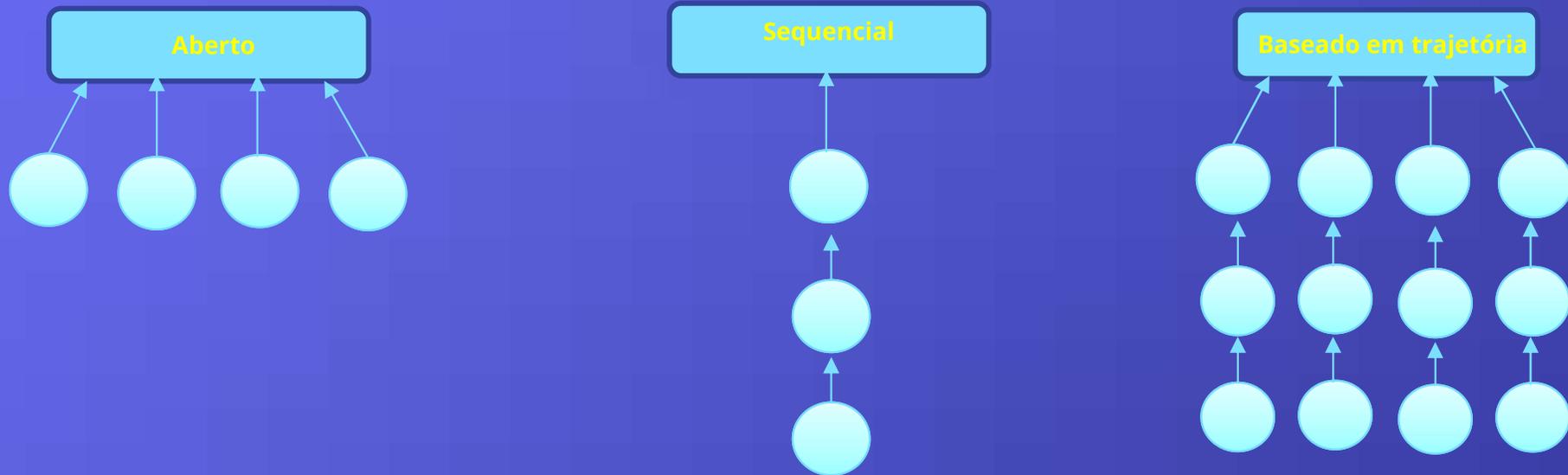
Botturi, L. / Babazadeh, M. (2020): Designing educational escape rooms: validating the Star Model. In: International Journal of Serious Games, Vol. 7, Issue 3, p 45, September 2020, [dx.doi.org/10.17083/ijsg.v7i3.367](https://doi.org/10.17083/ijsg.v7i3.367).



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Estruturas de puzzle em *escape rooms*:

1. Estruturas básicas: abertas, sequenciais e baseadas em trajetórias Os quadrados são puzzles e os retângulos são meta-puzzles



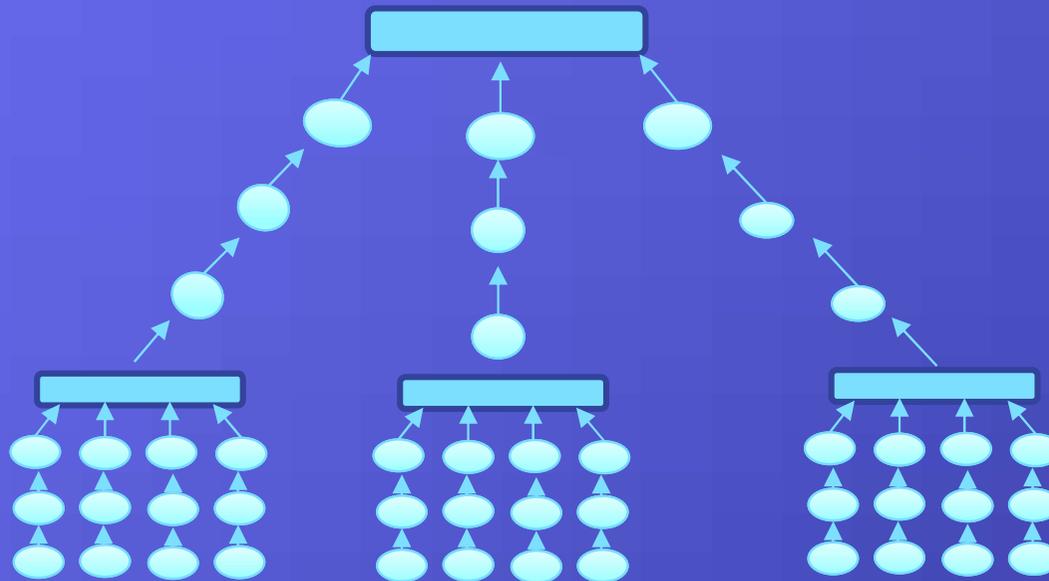
Nicholson, S. (2015). Peeking behind the locked door: A survey of escape room facilities. White Paper disponível em scottnicholson.com/pubs/erfacwhite.pdf, p. 17



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Estruturas de puzzle em *escape rooms*:

2. uma estrutura complexa e híbrida, como uma pirâmide.



Nicholson, S. (2015). Peeking behind the locked door: A survey of escape room facilities. White Paper disponível em scottnicholson.com/pubs/erfacwhite.pdf, p.18



Quais são os elementos do jogo de um *escape room* educativo?

- Colaboração, fluxo do jogo, enigmas e comunicação.
- Colaboração, narrativas, fluxo do jogo e puzzles.
- Narrativa, fluxo do jogo, puzzles e equipamento.
- Narrativa, enigmas, papéis e equipamentos.
- Papéis, puzzles, imersão e comunicação.

What factors make up Teamwork competence? (cf. Torres Nadal et al. 2015)

Identify, Collaboration, Performance, Regulation

Innovation, Communication, Performance, Regulation

Identify, Collaboration, Personality, Regulation

Identify, Communication, Performance, Regulation

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A4: O papel do formador



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Papel do formador.

1. conceção ou seleção do *escape room*;
2. mestre de jogo;
3. fornecer informações sobre o arranque;
4. fornecer sugestões;
5. *debriefing*.



Escape rooms educativos próprios

Criar os seus próprios *escape rooms* educativos.

Pode utilizar:

1. Um sítio Web, por exemplo, concebido com o WordPress;
2. ZOOM ou outra ferramenta de teleconferência onde possa exibir uma apresentação;
3. Google Forms ou Google Slides.



Etapas de conceção de um *escape room* educativo

- escolher um tema;
- escolher um objetivo final (o grande problema a resolver – através da resolução de pequenos puzzles)
- preparar o cenário;
- decidir sobre os temas dos pequenos puzzles que os participantes irão resolver (e as pequenas recompensas que irão ganhar ao resolvê-los);
- criar os pequenos puzzles;
- criar folhas de respostas e/ou chaves de respostas.

Learning Hypothesis (2023): learninghypothesis.com/how-to-create-a-digital-escape-room/





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B. Fase de formação

Sessão de trabalho em pequenos grupos.



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Tarefa 1

- Escreva uma ideia para uma história de um *escape room* relacionada com o seu tema.
- Dispõe de 20 minutos.
Por favor, colabore com outra pessoa.
- Em seguida, partilhe as ideias com os outros grupos



Tarefa 2

- Veja em teambuilding.com/blog/virtual-escape-rooms e explore diferentes escape rooms digitais para formar equipas. Escreva a ideia, a história e os elementos principais de um *escape rooms*.
- Dispõe de 90 minutos. Por favor, trabalhe sozinho.
- Em seguida, partilhe as suas impressões com base no que escreveu.

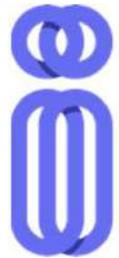


Parabéns!

**Dominou o módulo C
sobre *escape rooms* educativos digitais!**



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 INTERFACE

Consórcio:



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INTERFACE

Kvalifikācijas celšanas programma un instrumenti prasmju novērtēšanai

**A daļa: digitālo pedagoģisko prasmju veidošana Profesionālās
izglītības pasniedzējiem**

**C modulis: izglītojošas digitālās «izlaušanās istabas» kā
pedagoģisks rīks**



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A

levads

Par tēmu **izglītojošas
digitālās izlaušanās istabas
kā pedagoģisko rīku**

B

Apguves fāze

Mazo grupu darbs par tēmu
**izglītojošas digitālās
izlaušanās istabas kā
pedagoģisks rīks**

A: Ievads tēmā izglītojošas digitālās izlaušanās istabas kā pedagoģisks rīks



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A1: Kas ir izglītojošas digitālās izlaušanās istabas?

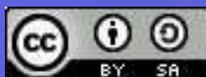


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Kas ir **izlaušanās istaba**?

Izlaušanās istaba ir “spēle, kurā dalībniekiem, kas atrodas telpā vai citā slēgtā vidē (piemēram, cietuma kamerā), tiek dots noteikts laiks, lai atrastu veidu, kā izlausties (piemēram, atklājot slēptus pavedienus un atrisinot mīklas vai puzles).

<https://www.merriam-webster.com/dictionary/escape%20room>



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Kas ir **digitālā izlaušanās istaba**?

Digitālās izlaušanās istabas var saukt arī par virtuālajām izlaušanās istabām: “Virtuālās izlaušanās istaba ir tiešsaistes aktivitāte, kas tiek veikta, izmantojot Zoom un citas platformas. Lai komanda izlauztos no virtuālās istabas, tai noteiktā laikā jāatrisina dažādas mīklas, jāatklāj sakarības, jāatrod priekšmeti, kodi vai norādes, jāveic uzdevumi un jāsaliek puzzles.

Šī pieredze dalībniekiem attīsta sadarbības prasmes, darbošanos komandā un komandas saliedēšanos.

<https://teambuilding.com/blog/virtual-escape-rooms>





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Kas ir **izglītojošas digitālās izlaušanās istabas** ?

Izglītojoša digitālā izlaušanās istaba ir uz spēli balstīta mācīšanās pieeja

<https://teambuilding.com/blog/virtual-escape-rooms>



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A2:

lemesli, kāpēc izmantot izglītojošās izlaušanās istabas



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Iemesli izglītojošo izlaušanās istabu izmantošanai nodarbībās un
kursos:

1. Prasmju pilnveidošana

- Komunikācijas prasmes
- Līderība
- Sociālās prasmes
- Problēmrisināšanas prasmes
- Smalkās motorikas prasmes



<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>

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Iemesli izglītojošo izlaušanās istabu izmantošanai nodarbībās un
kursos:

2. Koncentrēšanās uz psihosociāliem aspektiem

- Mentālo labklājība
- Pozitīvu uzvedību
- Emociju kontroli
- Darbošanos grupā

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Iemesli izglītojošo izlaušanās istabu izmantošanai nodarbībās unursos:

3. Grupas saliedētības veicināšana

- Savstarpējo saišu stiprināšana
- Koncentrēšanās uz stiprajām pusēm
- Talantu atklāšana
- Sociālās mijiedarbības veicināšanu

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>





Iemesli izglītojošo izlaušanās istabu izmantošanai nodarbībās unursos:

4. Lai uzlabotu attiecības starp mācību procesa dalībniekiem

- Pievēršot uzmanību
- Nodibinot uzticību
- Stiprinot motivāciju

<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Iemesli izglītojošo izlaušanās istabu izmantošanai nodarbībās un
kursos:

5. Lai atbalstītu mācīšanās procesu

- Veicinātu radošumu
- Uzturētu entuziasmu
- Veidotu izpratni par sarežģītiem konceptiem
(kompleksiem jēdzieniem)

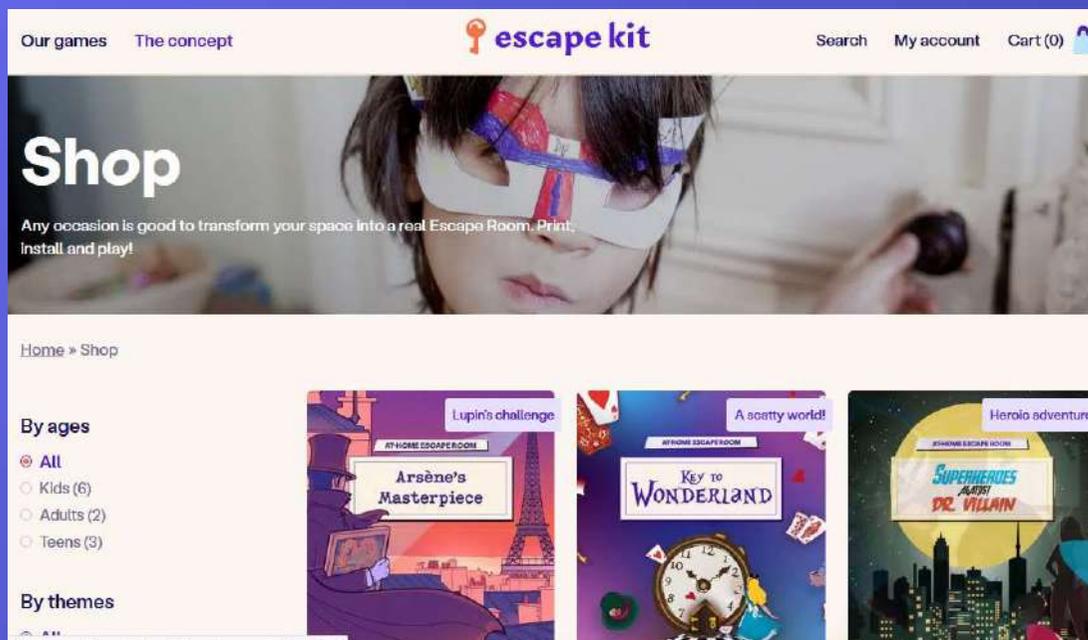
<https://escape-kit.com/en/education/5-reasons-organize-school-escape-room/>



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Piemērs:

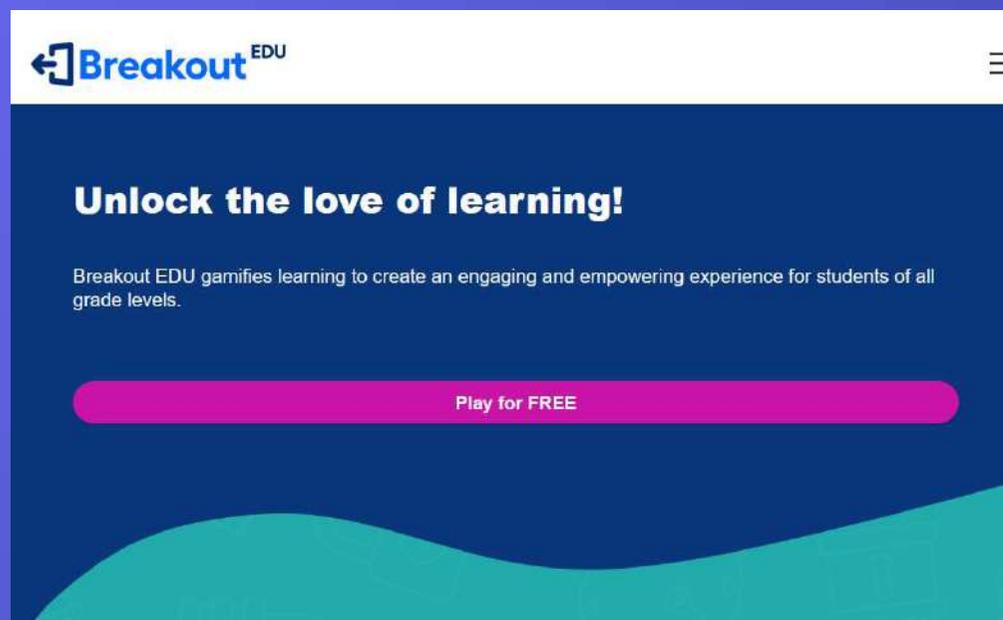
<https://escape-kit.com>



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Piemērs:

<https://www.breakoutedu.com/>



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Uzdevums

Kādi ir daži no iemesliem, kāpēc izmantot izglītojošās izlaušanās istabas?

- prasmju pilnveidošanai, uzdevumu risināšanai, savstarpējās mijiedarbības uzlabošanai
- mācību procesa daļībnieku attiecību uzlabošanai, veikspējas uzlabošanai un veicinātu noteikumu ievērošanu
- veicinātu grupas kohēziju, prasmju pilnveidi, atbalstītu mācīšanās procesu
- veicinātu komunikāciju, risinātu mīklas



A3: Kā izveidot izglītojošu izlaušanās istabu?



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Kas izstrādātājiem jāņem vērā, veidojot izglītojošu izlaušanās istabu?

Lietotāja tips

„Lietotāju vajadzību novērtēšana tiek veikta, lai noteiktu spēlētāju demogrāfiskās un izglītības vajadzības”.

Laiks

„Pieredzes ilgums. Var būt īsa 15 minūšu pieredze vai ilgāka pieredze, kas ilgst vairākas dienas”

Sarežģītība

„Nemt vērā mērķlietotāja vajadzības un specifiku – pielāgojot mīklu sarežģītību dažāda līmeņa spēlētājiem, piemēram, koledžas studentiem, skolēniem, maģistrantiem, doktorantiem un citie dalībniekiem».

Clark, S. et al. (2017): *escapED: A Framework for Creating Educational Escape Rooms*. In: *International Journal of Serious Games*. Volume 4, Issue 3, September 2017, <http://dx.doi.org/10.17083/ijsg.v4i3.180>



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Kas izstrādātājiem jāņem vērā, veidojot izglītojošu izlaušanās istabu?

Veids (spēles režīms)

„Izvēlieties pieredzes veidu, piemēram: sadarbībā balstīta- spēlētāji strādā kopā, lai izlaustos no istabas. Vai konkurencē balstīta - spēlētāji sacenšas, kurš pirmais izlauzīsies.

Mērogs

„Izvēlieties dalībnieku skaitu, kam spēle ir paredzēta”.

Clark, S. et al. (2017): escapED: A Framework for Creating Educational Escape Rooms. In: International Journal of Serious Games. Volume 4, Issue 3, September 2017, <http://dx.doi.org/10.17083/ijsg.v4i3.180>



Zvaigznes modelis

Spēles elementi:

- stāsts
- spēles gaita
- mīklas
- spēles aprīkojums



Botturi /Babazadeh p. 45

Botturi, L. / Babazadeh, M. (2020): Designing educational escape rooms: validating the Star Model. In: International Journal of Serious Games, Vol. 7, Issue 3, September 2020, <http://dx.doi.org/10.17083/ijsg.v7i3.367>



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Mīklu struktūras izlaušanās istabās:

1. pamatstruktūras: atvērta, secīga un procesā balstīta

Kvadrāti ir mīklas, bet taisnstūri ir metamīklas



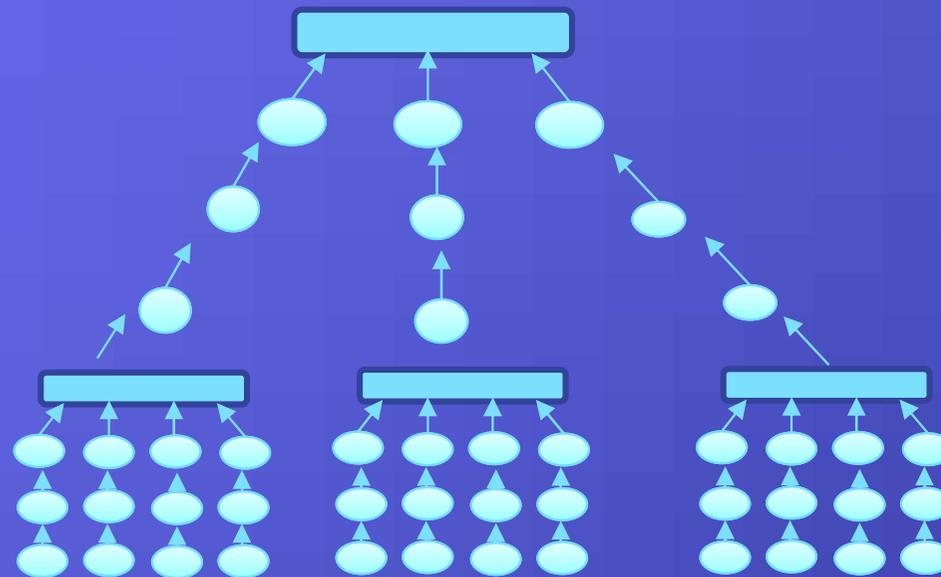
Nicholson, S. (2015). Peeking behind the locked door: A survey of escape room facilities. White Paper available at <http://scottnicholson.com/pubs/erfacwhite.pdf>, p. 17



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Mīklu struktūras izlaušanās istabās:

2. sarežģīta, hibrīda struktūra, piemēram, piramīda.



Nicholson, S. (2015). Peeking behind the locked door: A survey of escape room facilities. White Paper available at <http://scottnicholson.com/pubs/erfacwhite.pdf>, p.18





UZDEVUMS

Kādi ir izglītojošas izlaušanās istabas spēles elementi?:

- sadarbība, spēles gaita, mīklas un komunikācija
- sadarbība, stāsti, spēles gaita un mīklas
- stāsts, spēles gaita, mīklas un spēles aprīkojums
- stāsts, mīklas, lomas un spēles aprīkojums
- lomas, mīklas, iedziļināšanās un komunikācija



A4: Izglītotāja loma



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Izglītotāja loma

1. Izlaušanās istabas izveide vai izvēlēšanās no jau esošajām
2. Spēles meistars
3. Starta informācijas sniegšana
4. Netiešu norādījumu sniegšana
5. Apspriešana





Lai pats radītu izlaušanās istabas var izmantot:

- mājaslapas, piemēram, izstrādāt izmantojot WordPress,
- ZOOM vai citu konferenču rīku, kurā tiek rādīta prezentācija;
- Google veidlapas vai Google slaidus





Izglītojošas izlaušanās istabas izstrādes soļi

- Izvēlies tēmu
- Izvēlies gala mērķi (kāda būs problēma, kas jāatrisina — izmantojot vairākus mazus uzdevumus)
- Iestati darbības vietu/ainu
- Izlem par mazo mīklu tēmām, kuras dalībnieki risinās (un, ko viņi nopelnīs, tās atrisinot)
- Izveido mazās mīklas
- Izveido atbilžu lapas un/vai atbilžu taustiņus

Learning Hypothesis (2023): <https://learninghypothesis.com/how-to-create-a-digital-escape-room/>



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B. Apguves fāze

Darbs grupās



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1.uzdevums

- Pierakstiet idejas izlaušanās istabas stāstam, kas ir saistīts ar jūsu tēmu (mācību jomu).
- Jums ir 20 minūtes. Lūdzu, sadarbojieties ar kolēģi.
- Dalieties ar idejām





2.uzdevums

- Apskatiet vietni <https://teambuilding.com/blog/virtual-escape-rooms> un izpētiet dažādas digitālās izlaušanās istabas komandu veidošanai. Izvēlieties vienu un pierakstiet tās ideju, stāstu un galvenos elementus.
- Jums ir 45 minūtes. Lūdzu, strādājiet patstāvīgi.
- Dalieties iespaidos, pamatojoties uz to, ko pierakstījāt.



Apsveicu!

Jūs apgūvāt C moduli par digitālajām izlaušanās istabām!



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INTERFACE



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