

A black and white photograph of a person's back and head, looking towards a wall of whiteboards. The whiteboards contain various diagrams, flowcharts, and handwritten notes. A large yellow horizontal band is overlaid across the middle of the image, containing the text 'UNLOCK' and 'Introduction Letter WP4'.

UNLOCK

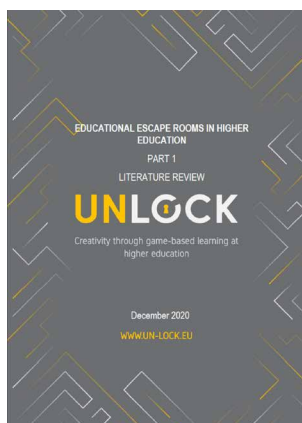
Introduction Letter WP4

UNLOCK PROJECT HAS RELEASED ITS EER STATUS-QUO RESEARCH FINDINGS

Creativity through Game Based Learning at Higher Education (UNLOCK) project has published its final outputs of the Work Package (WP) 4 Research, that investigated the status-quo of the use of Educational Escape Rooms (EERs) in higher education institutions (HEIs) in Europe. Led by the Science to Business Marketing Research Centre of the Muenster University of Applied Sciences, and in close collaboration with the Amsterdam University of Applied Sciences, the research phase employed both primary and secondary data collection techniques. The consortium interviewed over 50 EER researchers and practitioners and captured 37 EER good practice case studies from across Europe, the USA and Australia (the latter two are used as global examples). Major results of the research phase involve the following findings:

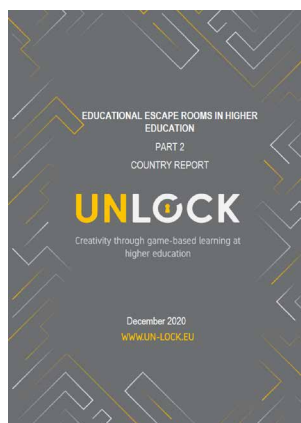
- EERs are more common in primary, secondary, vocational, and adult education than the HEIs. However, there is a growing interest among the HEI educators in adopting EERs.
- While literature suggests the prominence of EERs in medical disciplines and the STEM fields, most of our identified cases are designed within Social Sciences (i.e. Business, Law, and Economics, Languages and Literature), followed by Formal, Natural, Medical and Health sciences.
- Educator competencies and availability of customisable resources are crucial
- Inhibiting factors that influence the adoption of EERs in the HEIs are identified as: lacking competencies of educators; insufficient institutional support; student-related challenges (including unfamiliarity with EERs); and lacking time and finances. Our interviewees emphasised the need for ready-made EERs, guidebooks, blueprints, and support for the educators in the development of knowledge and skills, such as technical competencies and game design methodologies.
- Regarding resources, the Dutch and German funding programmes and institutional initiatives provide financial resources for educators to design and implement EERs.
- EERs positively impact the student attitudes towards learning, the awareness and intention that stimulate student motivation, and overall enthusiasm for learning.
- The HEIs where the EERs are being adopted gain visibility and recognition among other HEIs to exploit innovative teaching methodologies. These HEIs tap the opportunity with third party income generation via integration of external groups as EER participants.
- EERs with open public involvement leads to strengthened community-HEI engagement.
- Businesses that cooperate with the HEIs in the development and delivery of the EERs benefit from the synergies, develop a knowledge base for new business models, and gain a new customer base and diversify income sources.

WP4 management team released the findings of the research phase in four reports (1) Literature Review, (2) Country Reports, (3) Case Study Report, and (4) EER Synthesis Report, that are downloadable as open educational resources from the [project website](#). The project consortium edited and published the e-book Educational Escape Rooms in Practice: Research, experiences and Recommendations, in order to expand dissemination efforts and offer an overview of findings in a condensed format. The e-book is downloadable from the project website, under [publications](#).



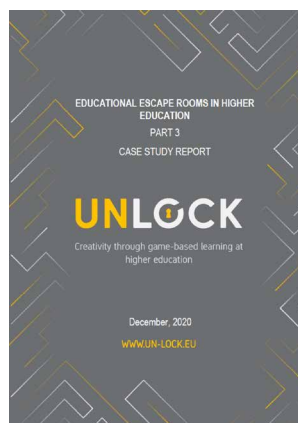
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Literature Review

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EERs Synthesis Report

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WP4 results will be used as a basis for further research planned for WP5, in the development of the EER Pedagogical Framework.

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Funded by:

Co-funded by the
Erasmus+ Programme
of the European Union



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