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UNLOCK

e-magazine



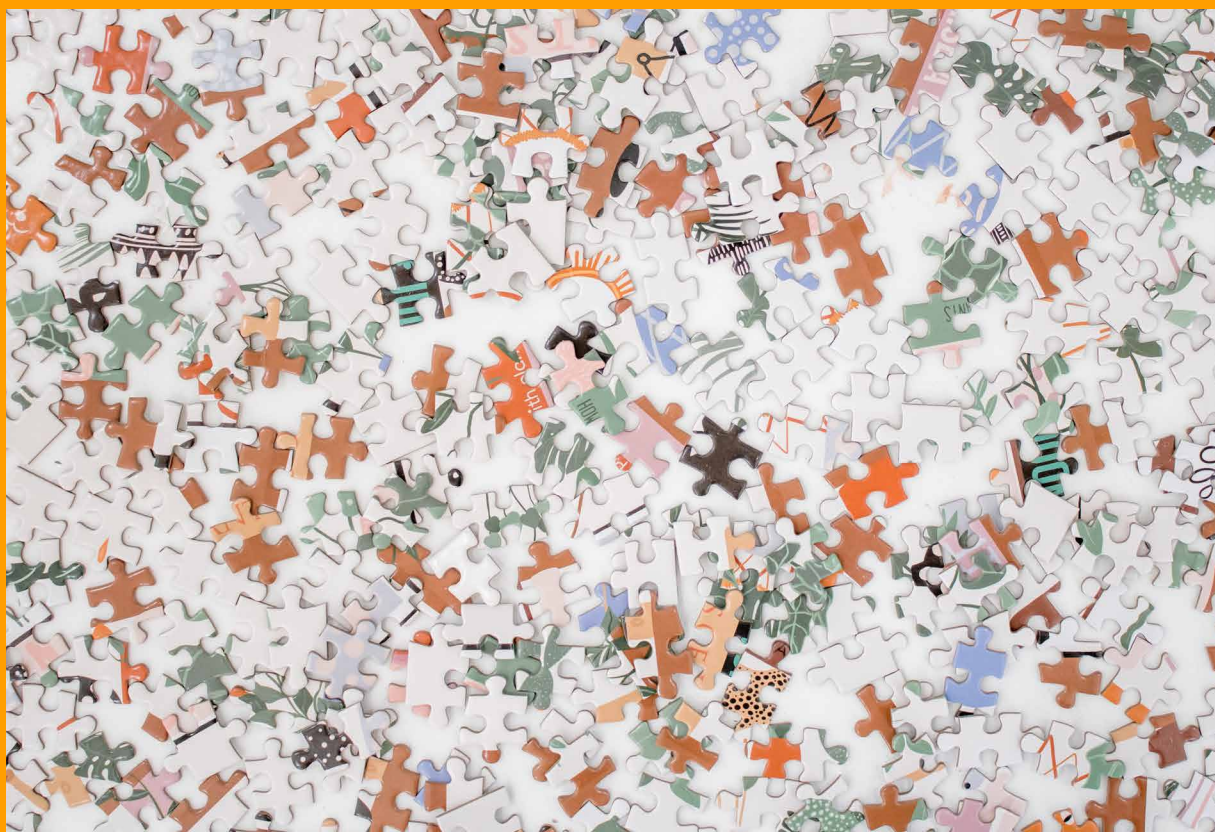
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UNLOCK'S PEDAGOGICAL FRAMEWORK

The Pedagogical Framework sets the conceptual network for building the contents of the MOOC, grounded on the extended research undergone by the partners through desk research, interviews and case study analysis.



UNLOCK'S PEDAGOGICAL FRAMEWORK

This pedagogical framework aims at establishing a common framework of competencies that need to be developed for an educator to be a Game-Based Learning (GBL) facilitator. Through an extensive study of educational escape rooms in Higher Education and a review of the literature regarding teacher's competencies in GBL, we identified four categories of educators' competencies:

- 1) **pedagogical** competencies,
- 2) **technological** competencies,
- 3) **social** competencies, and
- 4) **institutional context** and **support**.

Our proposal for the conceptual pedagogical framework is illustrated in the figure below. All three areas are interconnected, and the 22 competences are related and must be considered as part of a whole.

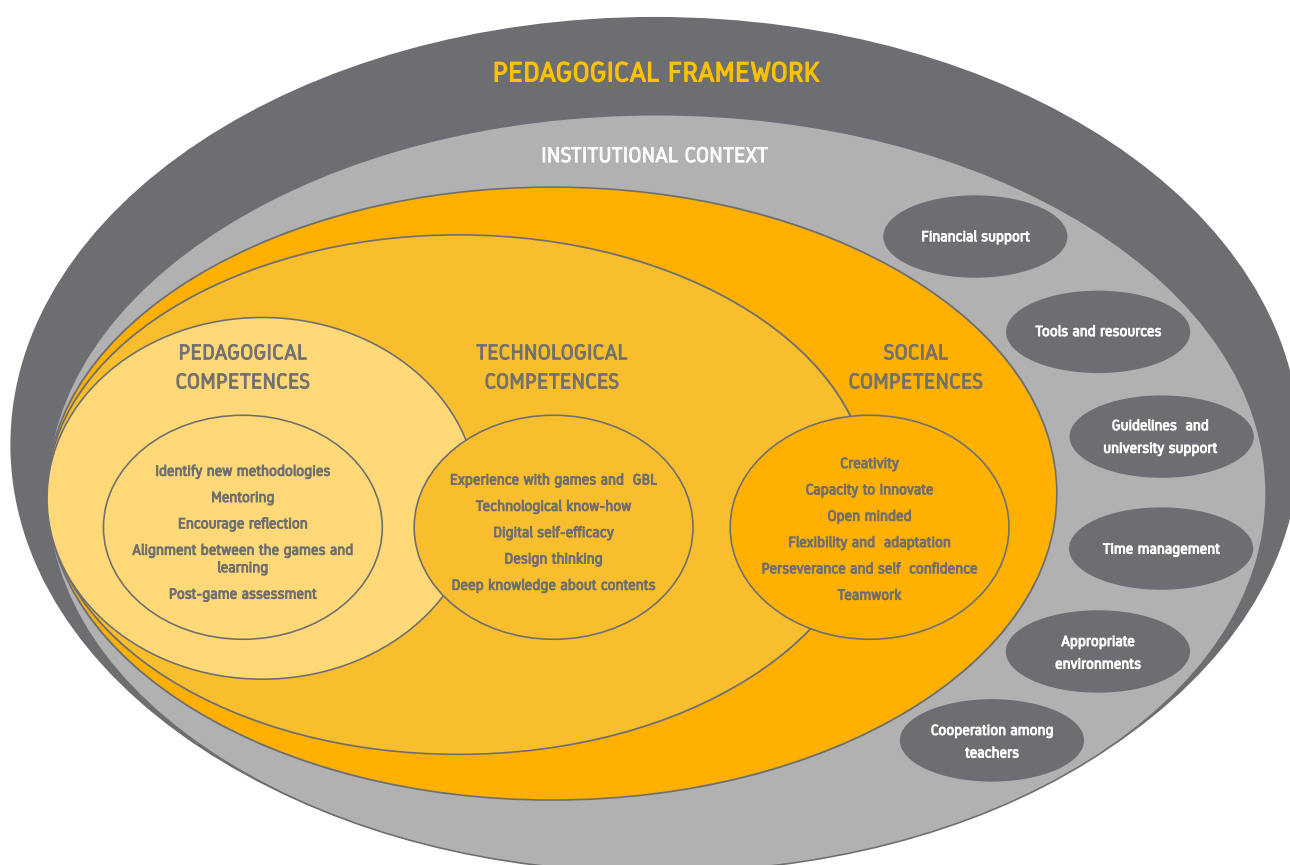


Figure 1. Conceptual pedagogical framework

We also developed the PEER (Personal development for Educational Escape Rooms) matrix. This matrix displays the development of the educator’s competencies (on the x-axis) against the institutional support of the educational escape room (on the y-axis). The PEER matrix contains four quadrants:

- 1) beginner competencies and low institutional support,
- 2) expert competencies and low institutional support,
- 3) beginner competencies and high institutional support, and
- 4) expert competencies and high institutional support.

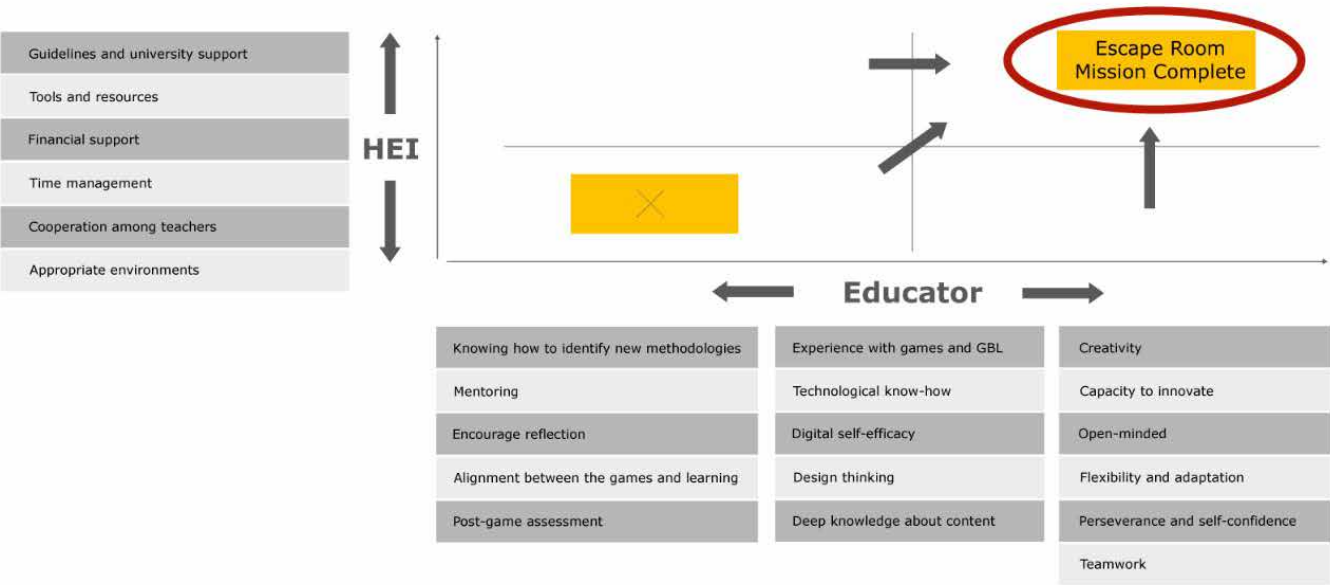


Figure 2. PEER matrix

The Unlock project aims to identify and reflect on the profile of the educator that is able to act as a facilitator in Educational Escape Rooms (EER) activities. The different personas represent the main content of the pedagogical framework (knowledge, attitudes and skills) in a more practical way for educators to relate it to their own profile.

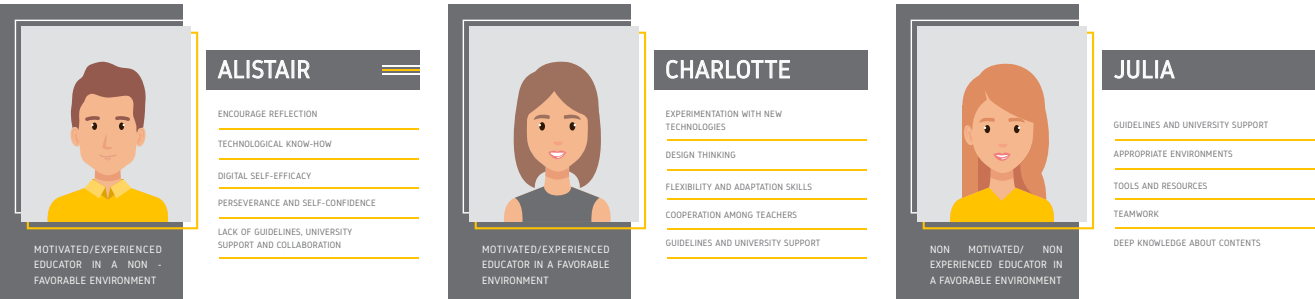


Figure 3. Different profiles of educators using EER

Access the full report "Educators' Knowledge, Attitudes and Skills. A Pedagogical Framework for Facilitating Educational Escape Room Activities", [here](#). Or, if you prefer to see a summary of the pedagogical profile and personas, click [here](#).

QUALITY WEBINAR ON THE PEDAGOGICAL FRAMEWORK

In order to review and validate the proposal for the Pedagogical Framework and guarantee high-quality deliverables, the consortium organized a webinar with different experts and stakeholders, who provided critical inputs.



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QUALITY WEBINAR ON THE PEDAGOGICAL FRAMEWORK

The main aim of this webinar was to make an external evaluation of the WP5 report (concerning UNLOCK's proposal on the pedagogical framework), as well as to obtain feedback for the MOOC developed by our partnership in WP6.

For this purpose, 5 experts external to the project were invited to take part in a webinar held in May 28th. The experts were selected from different countries, based on their previous knowledge, experience, and/or interest in escape rooms.

The experts who took part in the webinar were:

- Dr. Fernando Silvio Cavalcante Pimentel (Federal University of Alagoas, Brazil).
- Dr. Dimitrios Vlachopoulos (Amsterdam University of Applied Sciences, Netherlands).
- Dr. Nicolas Dietrich (National Institute of Science & Technology, Université de Toulouse, France).
- Dr. Paolo Carletti (Department of Agronomy, Food, Natural Resources, Animals and Environment, University of Padova).
- Dr. Angela María Plata Rangel (Sergio Arboleda University, Colombia).

The methodology was as follows:

- First, a survey with 5 questions was sent to the experts. Then, they were invited to participate in a two-hour webinar, where each had the opportunity to share their comments in a 10-minute talk, and participate in a final discussion.
- Regarding the document containing the pedagogical framework proposal, in general it received very positive feedback. Most of the experts agreed on the high quality of the report and the suitable methodology followed in the study.
- Suggestions from the panel of experts focused on adding some extra sections to the document, rather than changing the contents, in order to add extra value (external to the project).

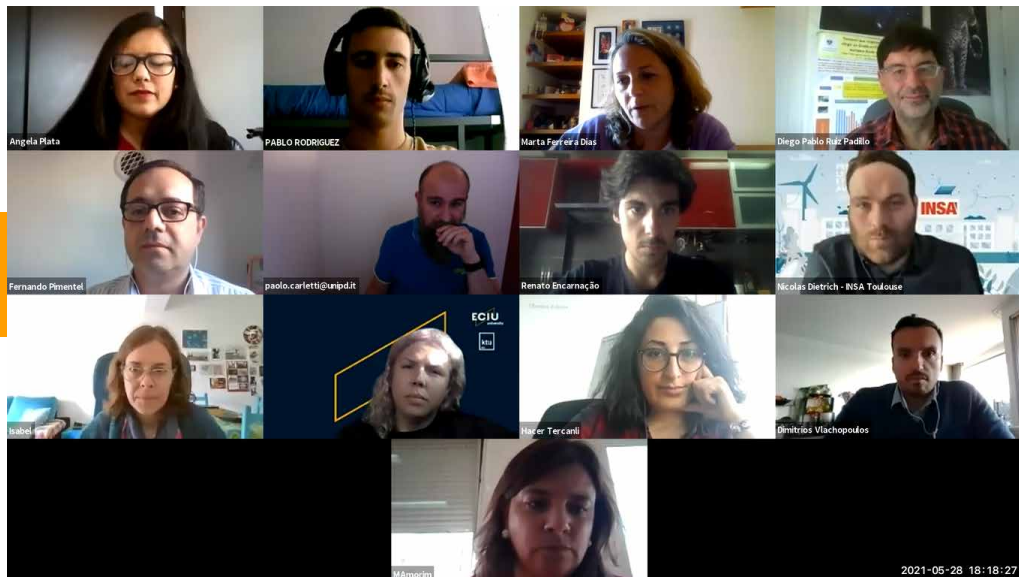


Figure 4. Quality webinar

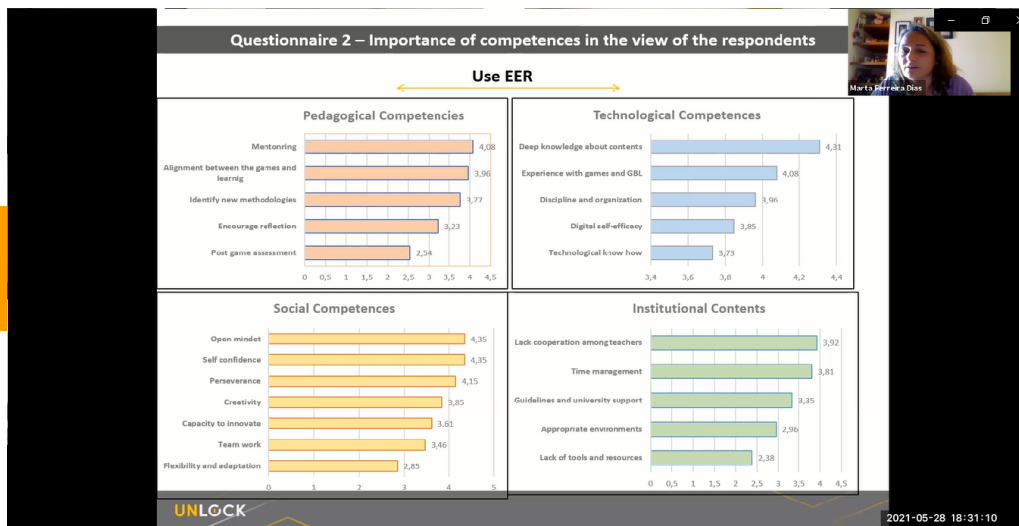


Figure 5. Quality webinar

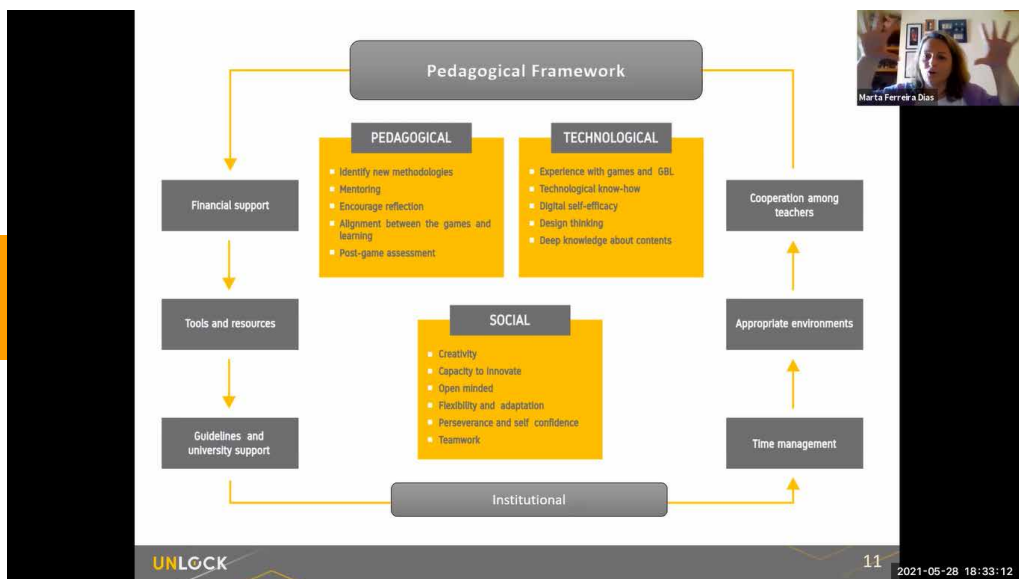


Figure 6. Quality webinar

MOOC CONTENT DEVELOPMENT

In this section, we explain the process of structuring and developing the contents for the different modules of UNLOCK's Massive Online Course on the development and implementation of Educational Escape Rooms.

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MOOC CONTENT DEVELOPMENT

The UNLOCK MOOC aims to provide the context, process and tools for HEI's educators to act as facilitators embedding a game design approach as part of their teaching.

The MOOC consists of **8 modules**:

1. **Introduction.** The module provides an overview of the MOOC.
2. **Theory** introduces the pedagogical theories that form the basis for creating and integrating EERs into the classroom. It also presents the pedagogical, technological, and social competences that teachers need to create and implement impactful EERs.
3. The **Institutional support** module highlights the importance of setting up a network in your own institution and knowing who to choose to integrate in this network and why. It also informs about costs involved in the creation and implementation of an EER.
4. **Practical context** provides insights into basic, useful and practical guidelines to be able to set up an escape room efficiently.
5. Module **Theme** presents what narrative game design is and its elements. Course participants learn to identify different elements of narrative game design across given texts, as part of a collection of best practice case studies.
6. Module **Puzzle design** provides the possibility to explore different types of puzzles and experiment some practice in puzzle design. The alignment between the intended learning outcomes and the chosen puzzle are discussed as well.
7. Module **Evaluation** explains how to develop the evaluation framework and evaluate activities in terms of: learning outcomes achieved; process and experiences; potential for further improvement of the developed EER; potential to showcase your EER.
8. Module **Assessment**, the final stage of the learning journey in the MOOC, invites learners to check their knowledge on what they have learned by escaping a digital escape room.
9. **Community.** This module provides useful links to stay in touch with the UNLOCK community once the learners finish their learning journey.



Figure 7. The Introduction module of the MOOC



Figure 8. The digital escape room in the MOOC



Mo'Nique and Irvin, a teacher and one of her students, embark on a journey around Europe to gather inspiration and insights from the UNLOCK MOOC course. You joined them in this journey and learned many things.

① *You are already at the airport going home, however, you hear that your flight has been delayed. Recall your*

Figure 9. The digital escape room in the MOOC

LEARNING MOBILITY I & II

Altogether, the two learning mobilities involved 30 participants who enrolled online and onsite to learn about designing and implementing Educational Escape Rooms, with hands-on activities which allowed them to develop and test their own escape rooms.



LEARNING MOBILITY I & II

Learning Mobility I brought together 14 instructors from 6 different fields, including Physical Education, Health, Human resources, and Law, to learn about Educational Escape Rooms. In May of 2021, volunteer participants from Brazil, Canada, Lithuania, Morocco, and the Netherlands met online for a pair of hands-on workshops about escape rooms. Because many communities were currently experiencing a lockdown due to Covid, the workshops focused on digital tools for online escape rooms. After an introduction to Educational Escape Rooms, participants shared ideas and resources as they created their own escape rooms. The workshop culminated with participants playing each other's escape rooms and sharing the lessons learned.



Figure 10. Creation of EERs at the Makers Lab in Amsterdam

In November of 2022, the UNLOCK partners came together from Lithuania, Spain, Portugal, Denmark, and Germany for Learning Mobility II in the Netherlands. Hosted by the Amsterdam University of Applied Sciences, 16 participants had three full days of testing and adjusting their MOOC on educational escape rooms. This was the final step before inviting the public to pilot the MOOC and final publication. In order to apply what was presented in the MOOC, partners critically reviewed the MOOC and then designed and built puzzles in a Makers Lab. These games were then shared and tested. Finally, with the full creation experience behind them, partners made the final touches to the MOOC. In

particular, partners agreed that creating Educational Escape Rooms is an iterative process and modifications to the narrative and puzzles can be made at several points. In addition, it is important to craft clear hints and instructions for a successful student experience. A final conclusion was that the MOOC itself should be gamified so that it better reflected the learning outcomes.

“HOW TO CO-CREATE A MOOC (ON EER)” NATIONAL EVENT

In this online event, the partnership shared its insights on the process of co-creating a MOOC and invited Pim Schachtschabel from Sherlocked (Amsterdam), who talked about their renowned and award-winning escape rooms and shared some insights on UNLOCK's process of developing the contents for the MOOC.

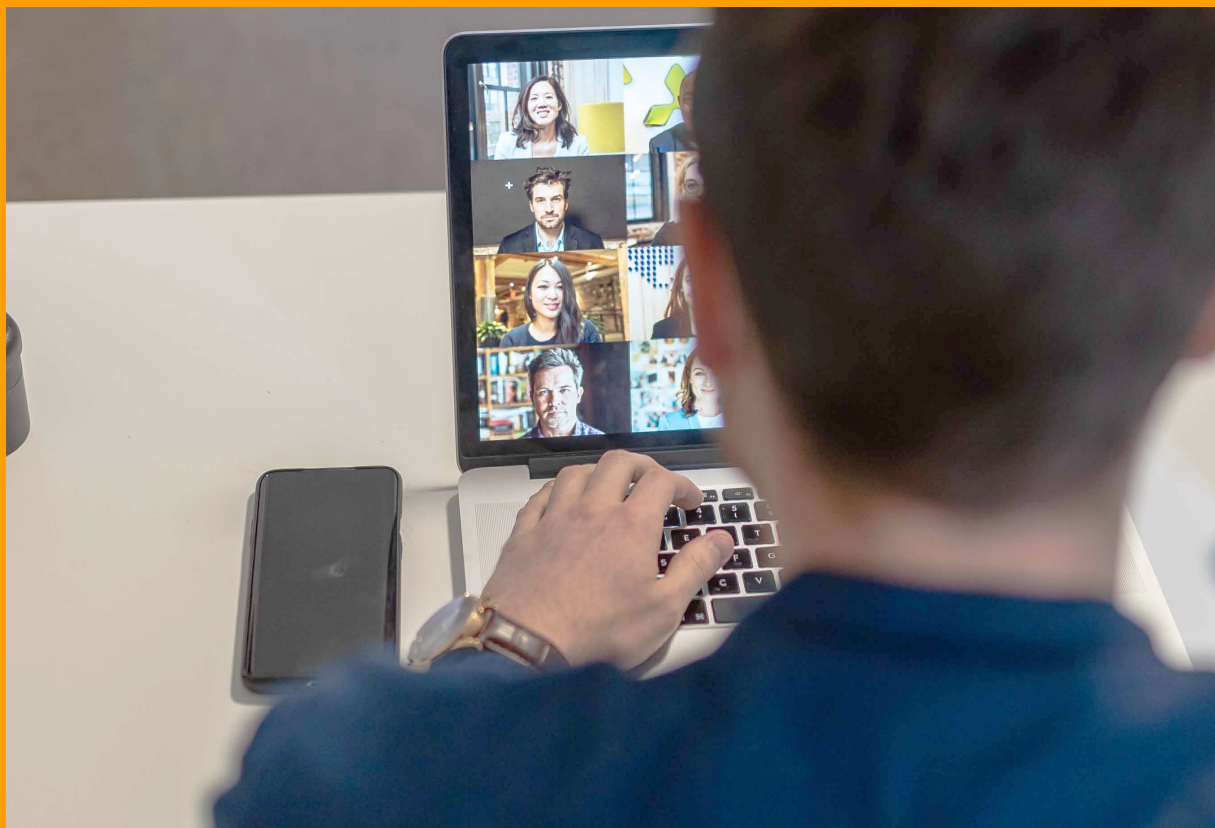


Photo by Maxime on Unsplash

“HOW TO CO-CREATE A MOOC (ON EER)” NATIONAL EVENT

Back in September 2021, we held the UNLOCK National Event on “How to co-create the MOOC (on EER).” During the event, we discussed the key learning points from the process of co-creating the MOOC, both what worked well and the challenges that we ran into. We focused mainly on the platform and tools used in the process of collaboration between all the consortium partners.

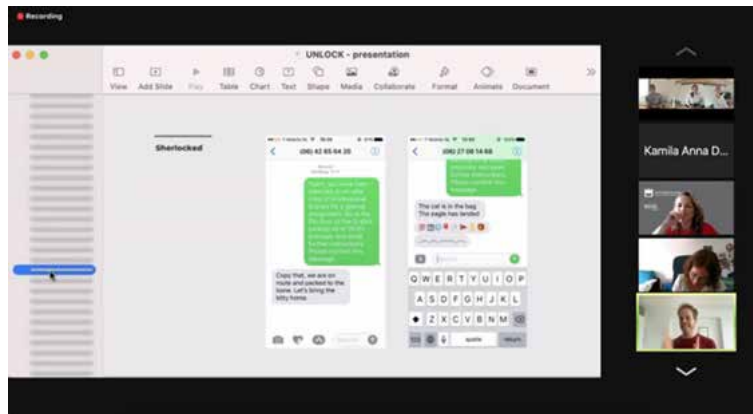


Figure 11. The key speaker Pim Schachtschabel presenting during the Zoom event

The key findings were that Miro as a collaborative tool worked well based on being a transparent tool, facilitating asynchronous and synchronous workload. It also gave all the partners the ability to stay coherent and supported a multi-format of work (text, images, links, videos, etc.). At the same time, we stumbled upon a few challenges, such as different levels of familiarity among the partners in working with the tool and working iteratively in a design process.

That being said, the central stage of the event was given to our keynote speaker Pim Schachtschabel from “Sherlocked” who talked about their renowned and award-winning escape rooms, and how he had used his formal training in architecture and design thinking to take the human experience into account when designing the escape rooms.



Figure 12. Pim Schachtschabel - Human Experience Architect and co-founder of escape room company Sherlocked



Figure 13. Sherlocked - a real life escape game in the heart of Amsterdam, co-founded by Pim Schachtschabel (image source: sherlocked.nl)

The talk revolved mainly around the power of narrative in escape room design, with a focus on tools and tactics that can enhance user engagement and immersion through language, narrative and roleplay.

The presentation was followed by an engaging discussion and Q&A session, which concluded the great success of the event. It was a fruitful experience for the entire consortium and the participants of the event to gain deeper insights and perspectives from the commercial industry of Escape Rooms.

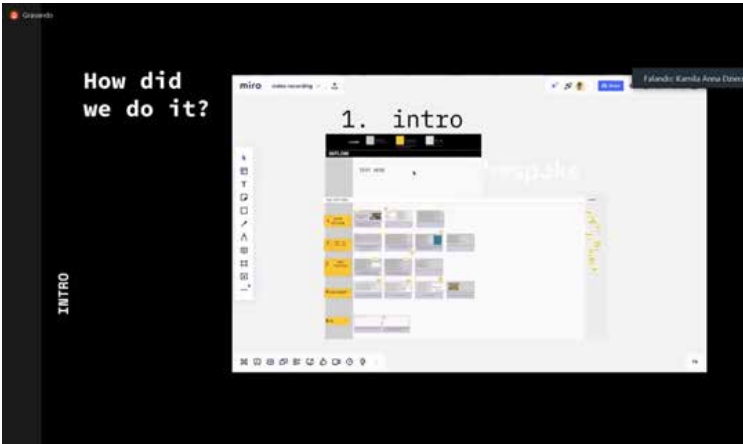


Figure 14. Presentation on the National event

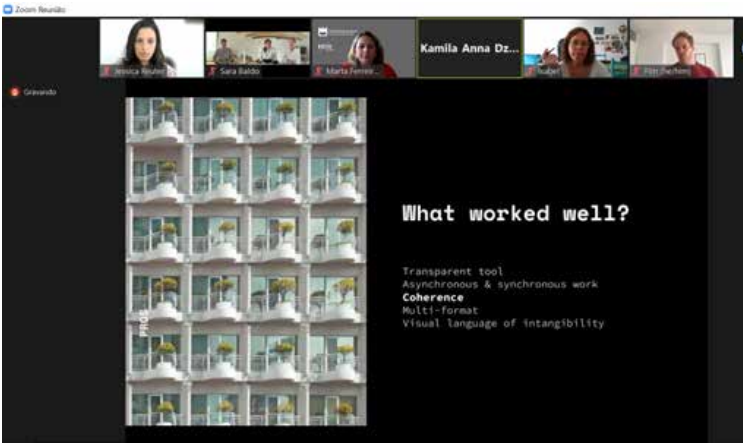


Figure 15. Presentation on the National event



Figure 16. Presentation on the National event

TRANSNATIONAL PARTNERS' MEETING

In this section we report some of the main conclusions of our second face-to-face transnational partners' meeting, hosted by the Amsterdam University of Applied Sciences.



TRANSNATIONAL PARTNERS' MEETING

The 4th transnational meeting of the project took place on the 11th of November, 2021, as the UNLOCK team met face-to-face, hosted by the Amsterdam University of Applied Sciences. This was the 2nd face-to-face meeting, as the others took place online owing to the COVID-19 pandemic.



Figure 17. Transnational meeting at the Amsterdam University of Applied Sciences - November 2021

All the partners showed an outstanding involvement in providing solutions for the revision of the contents and to the design of the digital learning platform, which improved upon the activities, experience and reflections held in the second Learning Mobility of the project. As such, it was a great opportunity to envisage the final version of the Massive Open Online Course (MOOC), as well as to plan the next stages of the project. Among the next outputs are the online pilot test of the MOOC, the creation of the Handbook, the Cookbook and a final conference that will be organized at the end of the project.



Figure 18. Transnational meeting at the Amsterdam University of Applied Sciences - November 2021

The meeting was attended by representatives of all the partners in the UNLOCK project: The University of Aveiro (Portugal), Advancis - Business Services (Portugal), Münster University of Applied Sciences (Germany), Bespoke (Denmark), Universidad de Granada (Spain), Kaunas University of Technology (Lithuania), Amsterdam University of Applied Sciences and University Industry Innovation Network (The Netherlands).

The next transnational meeting of the project will take place in Granada, Spain, in May 2022, and a national event on Educational Escape Rooms is also set to be organised.

THE MOOC HANDBOOK

Here you will have access to the latest UNLOCK publication. The MOOC Handbook aims at making it easier for the MOOC participants to follow a self-paced learning journey through the various modules of the course, with an appealing design, and concise and practical summaries.



Photo by Brooke Cagle on Unsplash

THE MOOC HANDBOOK

Handbook is not only to help educators revisit their learnings, which they have gained from the MOOC, but also to learn through the easily digestible content of the Handbook in case they're not attending the MOOC.

The Handbook's primary focus is the key learnings, but expert knowledge, theory and case studies will be presented in an easily digestible format in each of the eight modules that refer to the MOOC contents. However, the Handbook is not only for educators, but also for a broader audience, as both MOOC participants and communities interested in implementing more game-based approaches can access the content in a short bite-format rather than embarking on the entire journey.

The sections of the Handbook consist of different formats as some of them might present expert quotes to emphasize a key learning, and some might present case studies to show the key learnings in practice. Similarly, they are all guided by a narrative about a professor and an assistant professor that embark on a journey. Similarly, this narrative also runs through the MOOC. The Handbook also contains puzzles to solve for inspiration of how to approach gamification and the opportunity of reflection through questions about the modules.

The Handbook is currently available for download [here](#), and will soon be available in all partners' languages.



Figure 19. The MOOC Handbook and its guides

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