

## WORKSHOP DAY: AN ESCAPE ROOM

### 1. INTRODUCTION



This is a 10-minute online escape room to introduce language teachers and teacher-trainers to how online escape rooms can be used in the language classroom. It is available in English and German, thus targeted to English and German as an additional language classrooms. The formats can be translated for any language classroom, but many questions/puzzles/ or puns may be language specific.

Link to game:

<https://docs.google.com/forms/d/e/1FAIpQLSf1BGYtG05oUSbKf04ESOCFYhnjuHMixJRiflp-6dhL32kXg/viewform>

### 2. OVERVIEW

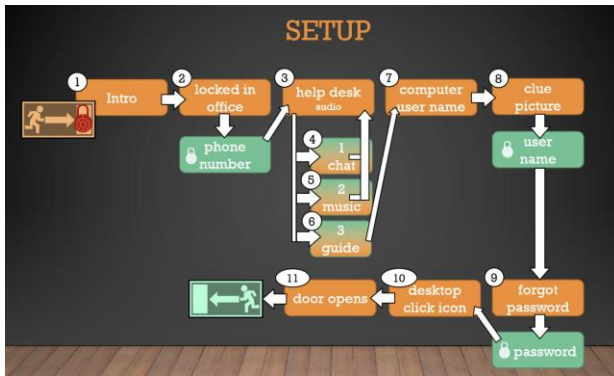
You are on your way to a workshop about innovative teaching practices on campus and you accidentally enter the wrong room and get stuck in someone's office! In order to get out of the room and get to your conference, you will have to answer questions about virtual escape rooms in the language classroom. This online ER is linear and uses Google forms.

### 3. PRE-GAME BRIEFINGS

In this game, the teachers are playing themselves. While this game is meant to be an introduction to ERs and there is no previous knowledge needed, players do need basic language and digital proficiencies.

The level of participants in terms of language proficiency and familiarity with ERs and puzzles can be addressed through the amount of info shared in pre-game briefings.

## 4. DESCRIPTION OF THE EER



Materials/logistics (for each section):

Description of all the materials needed to implement the EER:

- Computer with audio
- Internet

Description of each challenge:

You try to call the help desk to get help with the locked door:

Question 1 – Read the numbers and write down the phone number (reading comprehension)

Question 2 – You get an audio recording. Listen and choose the correct number (listening comprehension)

Question 3 – Now you are connected to the instructions. Listen to answer the next question.

Question 4 – You were instructed to open the laptop on the desk, but you need to enter a username. You see a poem on the wall. The name you need is hidden in a pun (knowledge of literary devices)

Question 5 – Of course, you are asked for the password next. Answer the riddle in which letters in words correspond to the given numbers (reading comprehension)

## 5. FINAL REFLECTIONS

Feedback and reflection are guided during a collective conversation after the game. The game master leads reflection on the ER experience with questions like:

- Did anyone finish?
- Where did you get stuck and why?
- Did you have fun?

The GM links to theory and elements of EERs, such as hints, puzzle types, and format. It is also clear from these conversations that the narrative drives the experience, and it is important to see it throughout the various game elements. Learning objectives are also a topic of the debrief and how language teachers can incorporate the 4 skills (reading, writing, speaking, listening) is explored. Finally, discussion also revolves around pros and cons of language choice and puzzle difficulty. Teachers are reminded that decisions must be made to balance cognitive overload and achieving goals.

## 6. OUTCOMES / IMPACT

What are the key outcomes / deliverables that have come out of the case? Please try to be precise and specific. What sort of impact (benefits or disadvantages) has the initiative/ program/ model had on stakeholders, both direct and indirect? Where possible, please provide examples and separate short and long-term impacts.

The goal of the online escape room is to get student-teachers and teacher-trainers to consider escape rooms as a tool in their classroom. Escape rooms are a great way to immerse students in the target language in a language class. In feedback, more than half of participants report wanting to try puzzles and escape rooms as a teaching tool. However, important concerns that come along with this are the time investment, the ease of being able to think like a puzzle-maker, and the ability to align content goals and puzzles or gamification elements. It is important to emphasize that teachers work in teams can share this load and many enjoy collaboratively contributing to the narrative, puzzle design, and puzzle content.

In the context of teacher training, the adoption of ERs is a way of engaging students in active learning to increase motivation and build skills. For the teacher trainers themselves, it is an opportunity to be creative and challenge yourself, while having fun with the content and your students.

## 7. LESSONS LEARNED

As this escape room evolved, the narrative became more developed, and more imagery was also added. These elements were important to create an immersive experience and get participants in the puzzle mindset. In addition, simplicity was also important. It is not necessary to include many learning objectives or too many different puzzle types.

## 8. CONCLUSION AND FUTURE OUTLOOK

Of course, there are more workshops within my teams and organizations. The next step is to expand to a physical escape rooms and model that for future teachers.