



Welcome.

I'm Jamie Billingham and I'll be your guide for this adventure.

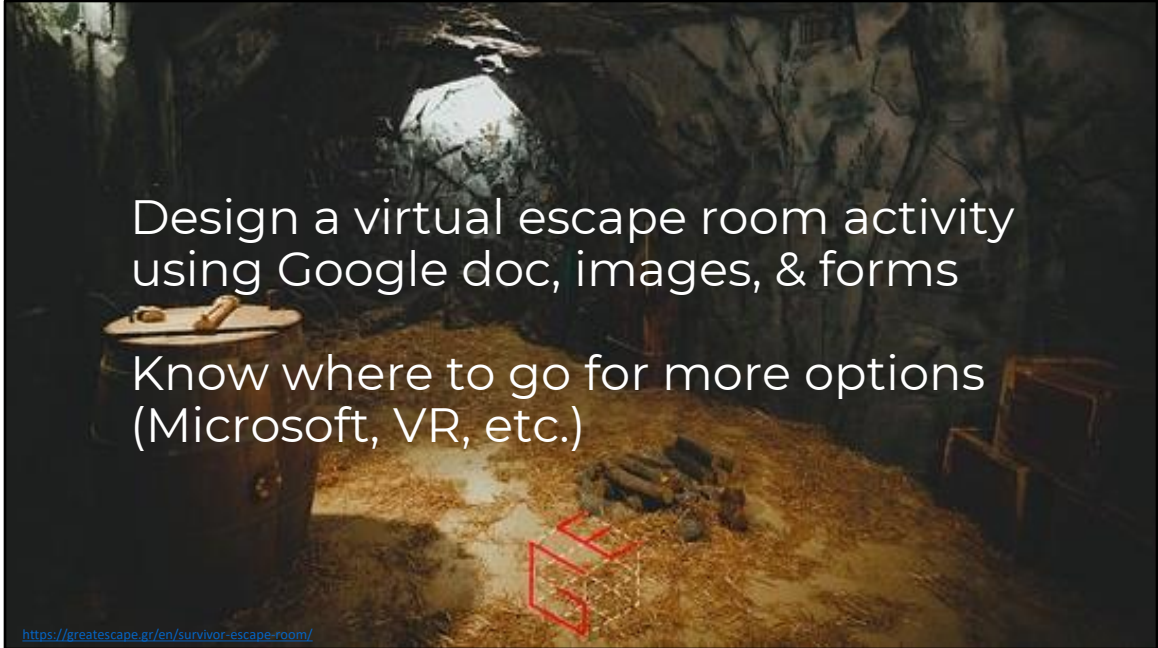
Before we get going, I'd like to acknowledge the shared, unceded traditional territories of the Katzie, Semiahmoo, Kwantlen, Musqueam, Qayqayt, Kwikwetlem and other coastal Salish peoples, on which I work, play, live and learn.

I'd also like to thank BC Campus and especially Helena, and the support team, for making this webinar possible.

Have you done a live escape room before?

Have you done a virtual or online escape experience before?

And in the chat if you can just pop in your role and sector that would be awesome.
For example, I'm an instructional designer and am currently working in government and occasionally do some contract work in other sectors.



Here is my hope for this session.



Click - How we're going to get to there? We'll begin with a bit of **background and theory** – not a lot. If that something you want more of there is a lot of information online.

Click - We'll then spent some time on the **planning** part. That where the real magic and the real work begins. The harder parts of designing an educational escape room activity exist outside the technology. In other words most of what we'll cover can be applied to pretty much any platform. So well look at Google as a platform but these same things apply to designing a digital escape room using Microsoft or Articulate storyline or Unity.

Click - From there we'll push into **design** and development. This is where we'll look at workflow and the technology. I have short escape room activity that you're going to play and we'll use that as an example that we can to ground the learning into something more tangible.

Click - And finally we'll chat just a bit about variations – different technologies

and processes you can use to create educational escape rooms.

I do have most of the resources and processes we're going to cover in a google folder and we'll share the link to that so you can access this and other resources after the webinar.

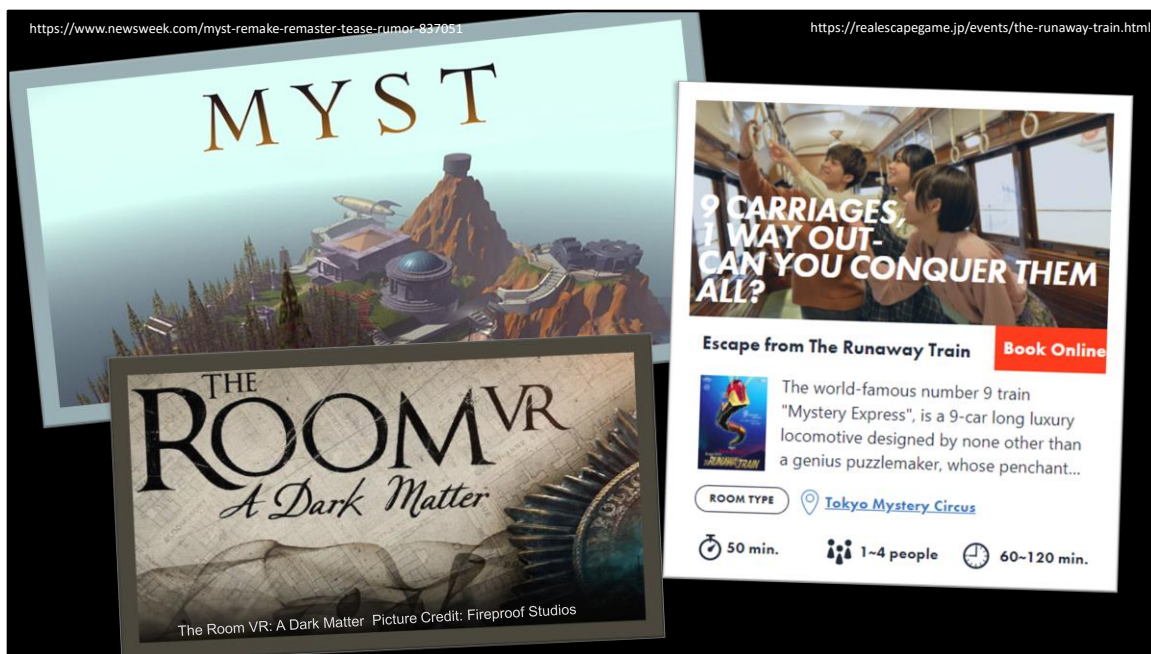


First – **What is an escape room?** In general – we'll focus in on educational use in a sec.

(answer in chat)

Yes, and...

An escape room is part theater, can be part team building exercise, and is all about solving puzzles and interpreting clues within a specific context or theme.



Escape room games belong in the puzzle category of games and in some ways are like who-dun-its and other parlor games.

They are also like choose your own ending games where your choices can result in escaping the room or not. Basically, you need to figure stuff out, solve a mystery, put together a puzzle, in order to get out of a real or virtual place.

In this century more modern Escape rooms began in Japan and spread to Europe before becoming popular in North America.

The first Escape Game video game, *Crimson Room*, was made in 2004

The first escape room type online experience for me was trying to solve the mysteries of Myst on my PC over 2 decades ago. I'll be trying that again in VR this weekend.

The first modern physical **escape room** was created Japan in 2007. The 5-6 player game **took place in a single room like we have in Canada now**. That concept has grown into events like **Real Escape Game** which hosts

thousands of players in a shared space in Japan.

And most recently, with the increased accessibility and popularity of Virtual Reality, escape rooms in VR are becoming easier to find and more popular. VR really is an ideal environment for escape room and other puzzle or mystery type games and experiences. However, access to VR is still not at the level we need it to be for it to be a realistic educational or training tool.



Here are some terms you may have heard in relation to escape rooms in education.

Escape Rooms designed for education and training are a type of Serious Game.

Raise a hand if you've heard the term serious games.

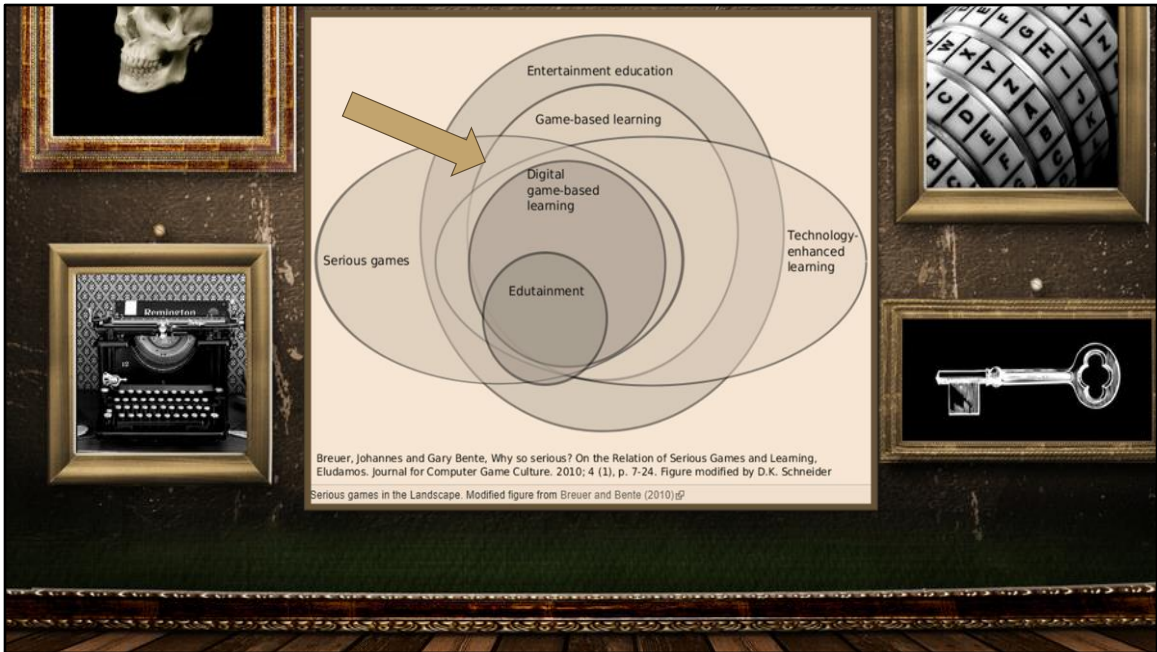
Serious games are “serious” electronic games whose purpose is to train more than to entertain. Think flight simulator. One of first truly serious games.

What about **Gamification**. Who has heard that term?

Gamification is the application of game mechanics (points, leader boards) in a non-game context to promote desired behavior and drive learning outcomes. For example, if you give points and have a leaderboard for the number of posts your learners add in a forum - that would be gamification.

Game-based learning design - Game-based learning is when you use game elements to teach a specific skill or achieve a specific learning outcome. It takes your core content and objectives and makes it more engaging by turning the learning of the content into a game. In other words, you are designing a game that players will learn from.

Poll – what do you think? Are Escape Rooms game-based learning or gamification?



Here is a diagram that shows where these are in relation to each other.

There tons of research in this area so again, if this is your jam, definitely check out the resources I'll include and do some Googling.

Click -- We are focusing on this area today.



So, in education or training learners playing escape room games follow clues and find and solve puzzles.” Although we’ve said this is game-based learning it can share some of the motivators that come from gamification - the idea of winning is a big one.

What’s really cool, is that educational escape rooms are like a swiss army knife of learning activities – they can be used effectively in any subject area.

And one of the big ideas is that educational escape rooms have applied the concept of serious games and games-based learning to engage learners within a particular subject matter and with a particular goal – usually the goal is about learning something about a specific topic.

Click --- Click ---- An escape room designed for education or training is a form active and problem-based learning that uses or integrates the curriculum into the activity.

Click - It’s also a way to make **retrieval practice** more fun. Retrieval is the

best way to help learners recall and learn new content. If we're talking about Bloom's we could say that these kinds of activities are great for recall, comprehension, and application. And if you get just a little creative with your clues and puzzles you can climb right up to the top of Bloom's mountain to analysis, evaluation, and creation.

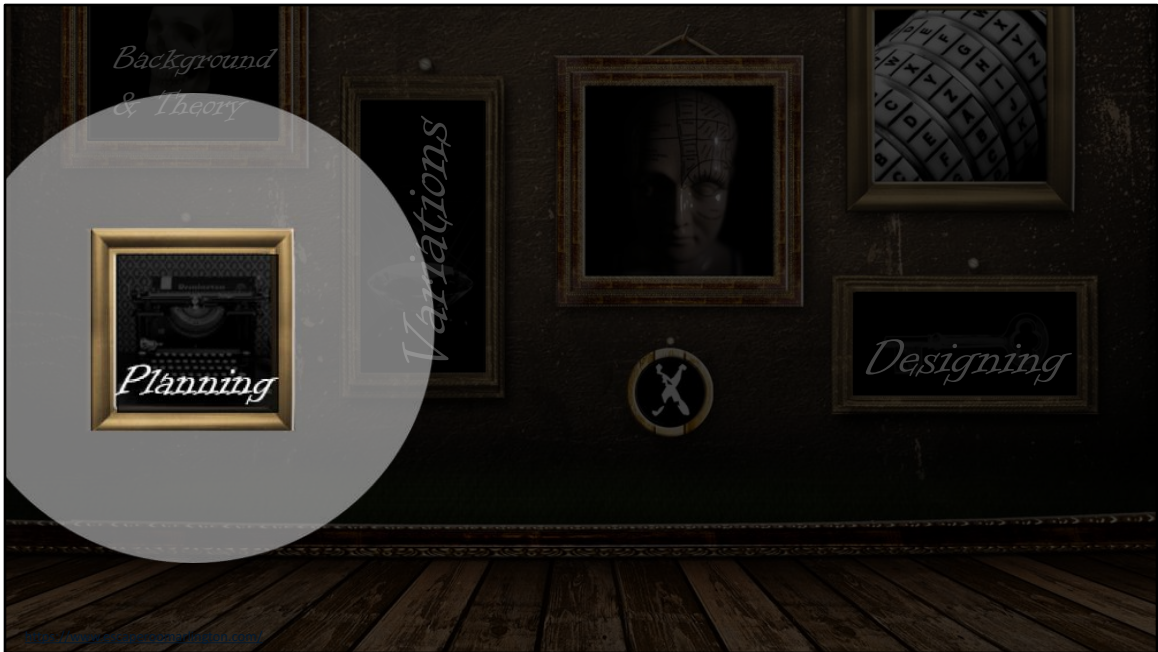
Click – you can also incorporate interleaving - **Interleaving** is a process where you mix, or **interleave**, multiple subjects or topics. This improves learning over the long term. Blocked practice, on the other hand, involves **studying** one topic thoroughly before moving to another topic. That does not work as well as interleaving.

Click – Needless to say, even basic escape room activities inspire **creative and critical thinking and applied logic**. Because of this it's really important to know your learners. Some learners may struggle too much with these if they are too difficult and appropriate scaffolding isn't in place.

Click - And of course digital escape rooms can be played in teams as well as individually allowing for learning and practice of **teamwork, leadership and followership** – all necessary collaborative and cooperative skills.

When we narrow the scope down to digital or online, escape rooms as game-based learning and keep all this great learning theory in mind, we can begin to see what we might need in order to design an activity within that description.

Pause – ok Does that make sense? Use the symbols on the bottom of the screen or give me yea or nay in the chat.



Ok, that is all we're going to do with the background and theory – let's move on to planning.

This is where things get interesting.

To put this into perspective we're going to play a short escape room game first and then we'll use that experience to look at the planning process.

In less than a minute you see a link to a Google doc in the chat.

You need to click that link and then the support team here will magically split you into small teams. So, you're going to go into a breakout room.

If you have joined this session via a web browser or in-room video conferencing, you'll need to use the main meeting room as their breakout session space.

In your teams one person will need to volunteer to be the team lead and they will share their screen that has the google doc on it.

The Google doc has instructions and a link to the game.

You only have 15 minutes. OK, on you mark, get set, GO!

Put the link to a Google doc with instructions the activity in the chat.

This is a Google slide. <http://bit.ly/escape-the-library-1>



So how was that for you?

In the chat, give us 2 or 3 words to sum up the experience for you.

All right, lets look at how that all happened.

Planning

- Who's playing?
- What topic or curriculum?
- Introduction, review, or ?
- Assessed or not? Rubric?
- Length of play?
- What technology will you use?
- What is the overall goal of this activity?

Planning (analysis if using ADDIE)

Who's Playing - Know who your learners are and what their tolerance for frustration is.

This will help you make it just challenging enough. In some cases you may need different versions.

I made the assumption that for this activity you would be adults working in education or training in some capacity and that you'd have a high frustration tolerance.

What topic or curriculum? Decide on the curriculum, content, or topic(s) to be covered.

Theory of game-based learning and escape room activities was mine. (meta)

Introduction, review, or ? Decide if this will be an introduction to new content, a review of already introduced content, or a blending of already studied and new, or is

this not content driven and the outcomes are around collaboration or teamwork or?

This is a short review on one section.

Assessed or not? Rubric? - Decide if this is an assessed activity and how it will be assessed (graded).

If you're assessing, create a rubric (please) and share it with your learners. This also affects the technology you choose and how that's set up.

Not even a little bit.

Length of play? How long should the game take to play?

You can do as short as 5 minutes of spread a mega game over a semester.

7 minutes but with teams 15 minutes we thought.

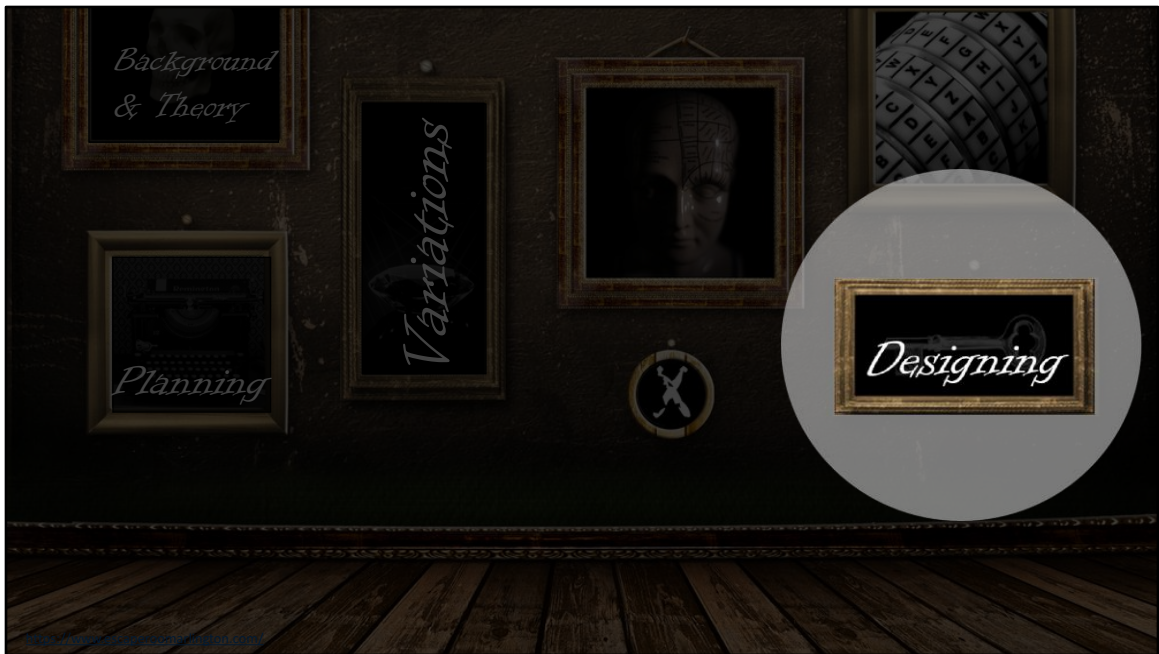
Technology? - Choose your weapons - kidding. Choose the technology - Google all the way, blend of Google and Microsoft. Microsoft all the way, 360 VR, model based VR, or Articulate, or H5P, or something else entirely?

This is just for online instances - you have more options if you are doing this in class and many educators blend online and analogue tools (paper and Google forms) Just Google in this example. Note - could have also used Google sites for this. Kept it as simple as possible. 1 Google slide with hotspots that link to separate Google forms.

Overall goal - Write your learning goal based on the previous steps.

What do you want your learners to do, do better, remember longer, or learn as a result of playing this game?

The overall goal is to review content that was presented previously.



Design

- Folders
- Learning Objectives
- Theme
- Access to puzzles and clues
- Write your puzzles and clues

Design

Create a folder structure and folders to keep everything.

I have 2 folders, one in Google drive and one on my PC that has the graphics. I also have a OneNote that I use to design with and then will copy to the Google folder.

Learning Objectives - Write a more specific learning objectives if this is a more complex escape room activity.

Remember, this is learning, not just fun. Focus the clues and puzzles through well designed learning objectives. These may shift as you begin to write the clues and puzzles. Shifting is OK, but start with a clear aim.

By the end of the activity learners will be able to recall

Theme - Choose a visual and narrative theme to hang the whole experience on is important.

You can do this without any visuals - just text can work really well. Having a solid theme, narrative and visuals can really help learners get into the "game".

Libraries of the world for visuals. Marvel's Dr. Strange for narrative inspiration (no

copyrights were violated - really!) Having some kind of story to hang this on really helps. And if you can align it to your curriculum.,

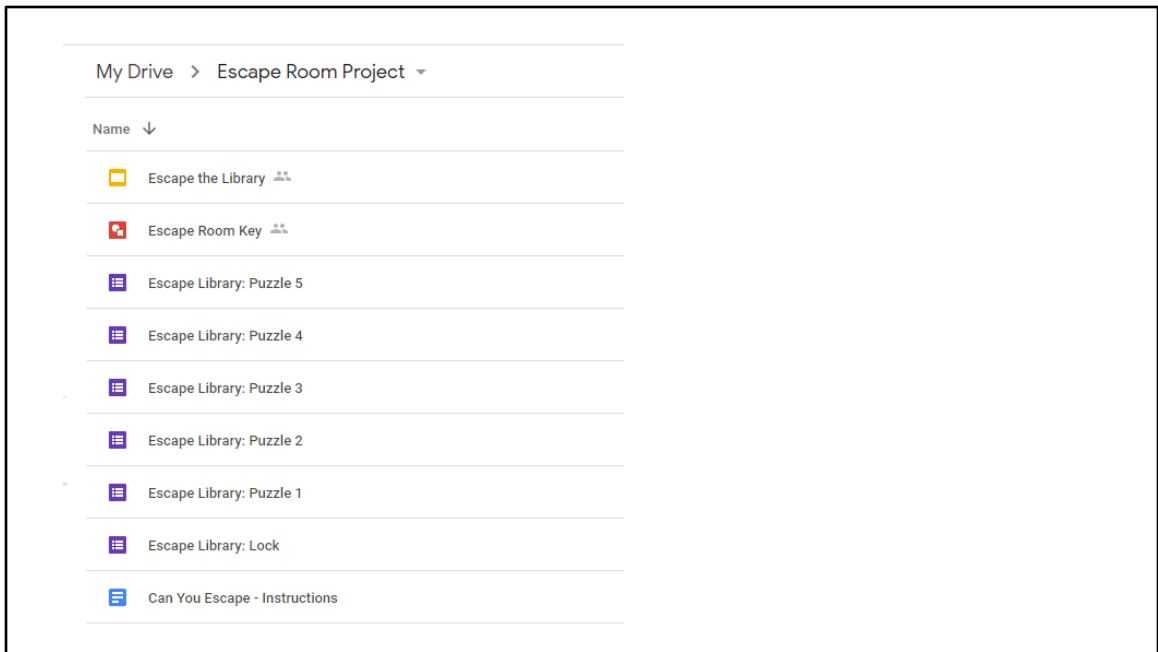
Access to puzzles and clues - Decide how your learners will access the puzzles and clues in you escape room.

On the slide - will you have hot spots or objects or ?

Mine are all hotspots on the slide that are linked to a specific Google form. If you are using objects you'll need to source them.

Write your clues and puzzles. - A clue is just a puzzle piece that leads to another puzzle rather than opening something. I'm sure there some kind of taxonomy or hierarchy for these. These are typically, in education games, a question or mystery that relates to the curriculum. The more puzzle-like you can make them the better. Cos the longer you think about something the more it sticks. And we like sticky learning.

I wrote mine in a table first. Given more time I'd have made these more puzzling.



These are the files I created in Google. I also had a folder on my PC with the graphics I used.

Hotspot	What happens when you click this?	Puzzle or content of the form.	Correct Answer	Feedback (confirmation message) and link
P1	Opens form: Escape Library: Puzzle 1	The best first step in designing an educational escape room activity is to create a learning _____. Link to form: https://forms.gle/fvMP7ciq235AhehE6	goal	Save the 3rd letter of your answer. You'll need it! Now click the link to go back to the library and look for another puzzle --> http://bit.ly/escape-the-library-1 Once you have all the puzzles and the key, go to the lock and enter your solution to the word jumble.
P2	Escape Library: Puzzle 2	One of the best ways to remember and learn is to use _____ practice. Link to form: https://forms.gle/LVd55R6TLTnLHBwU7	retrieval	Save the 3rd letter of your answer. Now click the link to go back to the library. http://bit.ly/escape-the-library-1 Once you have all the puzzles and the key, go to the lock and enter your solution to the word jumble.
P3	Escape Library: Puzzle 3	Expect to spend most of your time _____ and writing the puzzles and clues. Link to form: https://forms.gle/Wu7y9w4KJNPWLiwD7	planning	Save the 4th letter of your answer. Now click the link to go back to the library. http://bit.ly/escape-the-library-1 Once you have all the puzzles and the key, go to the lock and enter your solution to the word jumble.
P4	Escape Library: Puzzle 4	Escape rooms are a type of serious game that is usually referred to as _____-based learning. Link to form: https://forms.gle/e1PLjEMi3zhyu8nk6	game	Save the 3rd letter of your answer. Now click the link to go back to the library. http://bit.ly/escape-the-library-1 Once you have all the puzzles and the key, go to the lock and enter your solution to the word jumble.

Develop

- Create your room or rooms in Google images
- Add your hotspots
- Check your settings (public, review, etc.)
- Create your Google forms
- Add the Google forms links to each hotspot or object
- Create an end slide or image
- Add a timer, if desired

Develop

Create or choose your room or rooms if more than one, in your technology of choice.

You can have an infinite number of rooms - best to use sperate slide decks for each.

I just used one room with multiple puzzles that had to be solved to escape in a Google slide.

If using Google slides for your room(s) - make sure you set them to the **right settings** so your learners can access

them.

Choose public and view only unless you are using a school account.

I set mine to public and view only.

Add the hotspots (a shape places in a specific area on your slide) or objects to the slide. One for each puzzle or clue.

If using hotspots don't make them transparent until the end of the design process.

I used hotspots only.

Make sure the slide you'll be sharing is a review or view only version and not the editable version.

Do this early so you can use it to review how the game looks and works.

In Google slides you replace the word "edit" in the URL with "review". In ppt you publish or save as final or something else - depends on version.

Create your Google forms (or Microsoft or other equivalent).

You'll need the puzzles (questions, correct responses and feedback for correct and incorrect responses and a plan to link to the next puzzle or back to the slide.

You'll also need to check all the settings and then publish these so you can get the URL. Do one and duplicate to save time.

See my sample Blueprint (for lack of a better word)

Add the Google forms links to each hotspot of object.

If using Microsoft add the links to the hotspots or objects.

Create an end slide that you can link in the final puzzle with further instructions or congratulations.

You can add a timer to shorter games if you like.

I didn't – but you can add a video with a countdown timer.



Create your room or rooms in Google slides

Add your hotspots

So let go through an example super quick to show how this all works.

Switch to browser window with Google folder open.

***** Open browser

Edit the url to your slide deck by replacing edit with preview

<https://docs.google.com/presentation/d/1eHkSkC1dz6MwJxapVtMgttCR5HK7mj6ed>

DfgD_VLCi8/preview#slide=id.p

The above link shortened <http://bit.ly/escape-the-library-1>

To shorten links use a service like bitly



You can do this Microsoft Sway and Microsoft office forms wit PowerPoint.

<https://infinitelyteaching.com/2020/05/12/digital-escape-rooms-with-microsoft/>

[Sway](#)

You can also create these in a Google site.

If you have access to Articulate Storyline you can create

amazing escape room activities

<https://community.articulate.com/articles/escape-the-room-puzzle-games-in-elearning>

This should also work in H5P (open source course authoring option)

You could use 360 photo and video software that realtors use and create a 360 escape room. You'd need a 360 camera for that too.

For the super adventurous you can learn to create your own VR escape room in Unity

<https://learn.unity.com/project/vr-beginner-the-escape-room>



Questions?

Final questions in chat –

What did we miss?

What will you use?