

A GameChangers'
Initiative

Virtual Escape Rooms

Microsoft Teams Edition 1.0

Virtual **Escape Rooms** (VERs)



VERs operate in a similar way to **physical escape rooms** – contextually in terms of the **main rules of play** – but online, and often remotely.

escape room

noun [C]

UK /ɪˈskeɪp ˌruːm/ US /ɪˈskeɪp ˌruːm/

a game where people are locked into a room and have to find a way to escape by finding clues (= signs or information that help you to find the answer to a problem or mystery) in it, and solving puzzles, or a special room where this is done



Cambridge
Dictionary



VERs can be experienced **individually** or in a **group setting**, where players often **compete** against **time** or **each other**.



Examples of existing Virtual/Online Escape Rooms: [HERE](#)

An example of **GameChanger's EscapED** – Physical Escape Rooms: [HERE](#)

VERs Pilot at Coventry University



The aim of the pilot is to **investigate whether the adaptation of ‘Escape Rooms’ methodology in online learning (via Microsoft Teams) could support learner-led activities towards demonstrating study skills/competencies** needed to analyse, employ, synthesise, and communicate evidence.



In this pilot, we investigate three key aspects: (1) **engagement** (2) **self-efficacy** (3) **competencies**.



Co-creation between Disruptive Media Learning Lab’s **GameChangers** and the Faculty of Health and Life Sciences’ **Sport and Exercise team (Dr Emma Eyre and Dr Mark Noon)**



The specific module is **Study Skills and Insights into Research in Coaching (4006SPO)**, where the VERs were carried out over two sessions.



Participants were **students already registered onto the module (n=14)**

General Rules of Play, facilitation, and Flow Layout



For a facilitated session with multiple teams:

- Participants join the **General Channel**
- The facilitator **briefs participants** via Teams Meeting
- The Facilitator shares the screen and plays an **Introduction Video** that summarises the rules of play

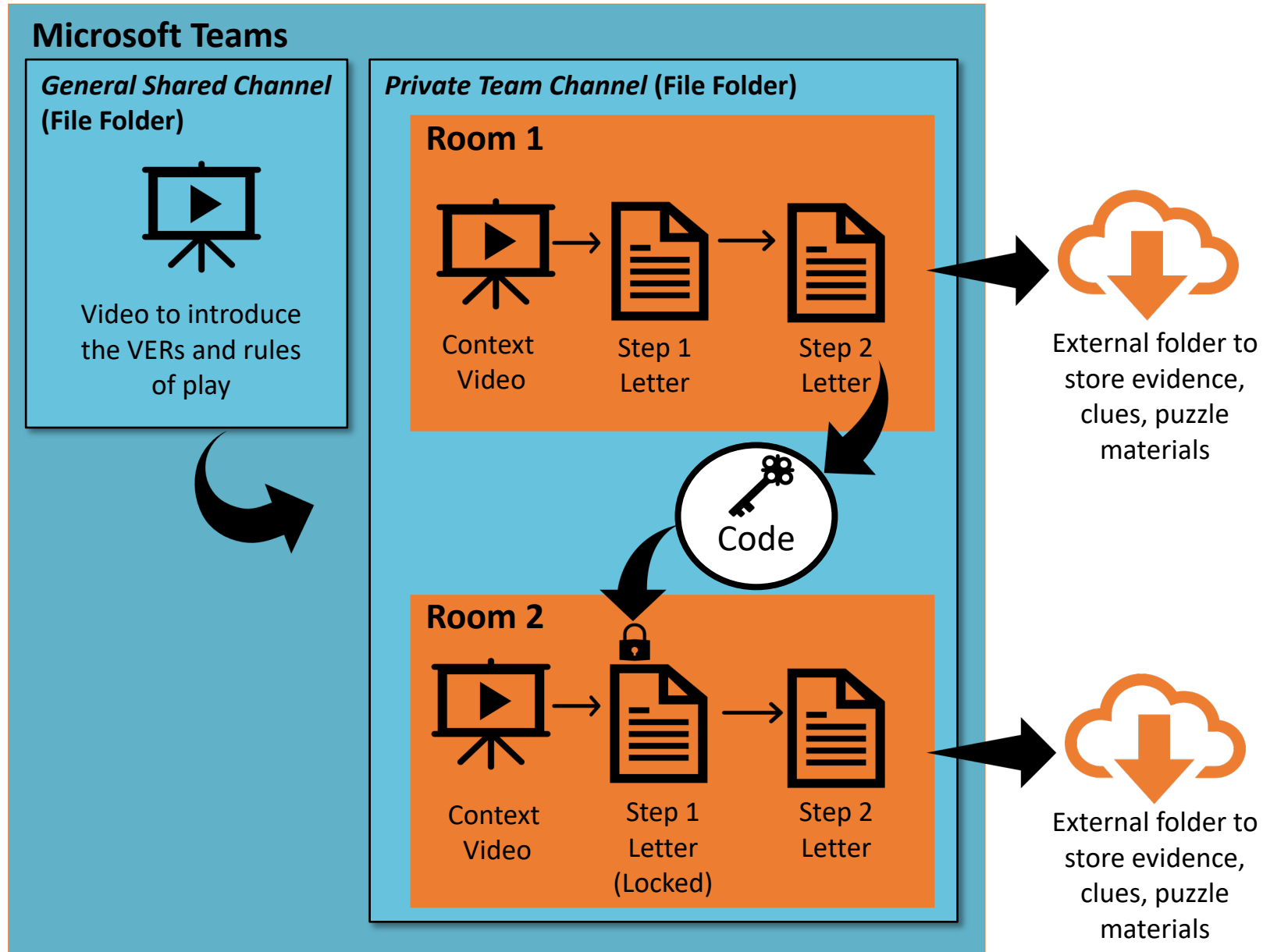


Rules of Play:

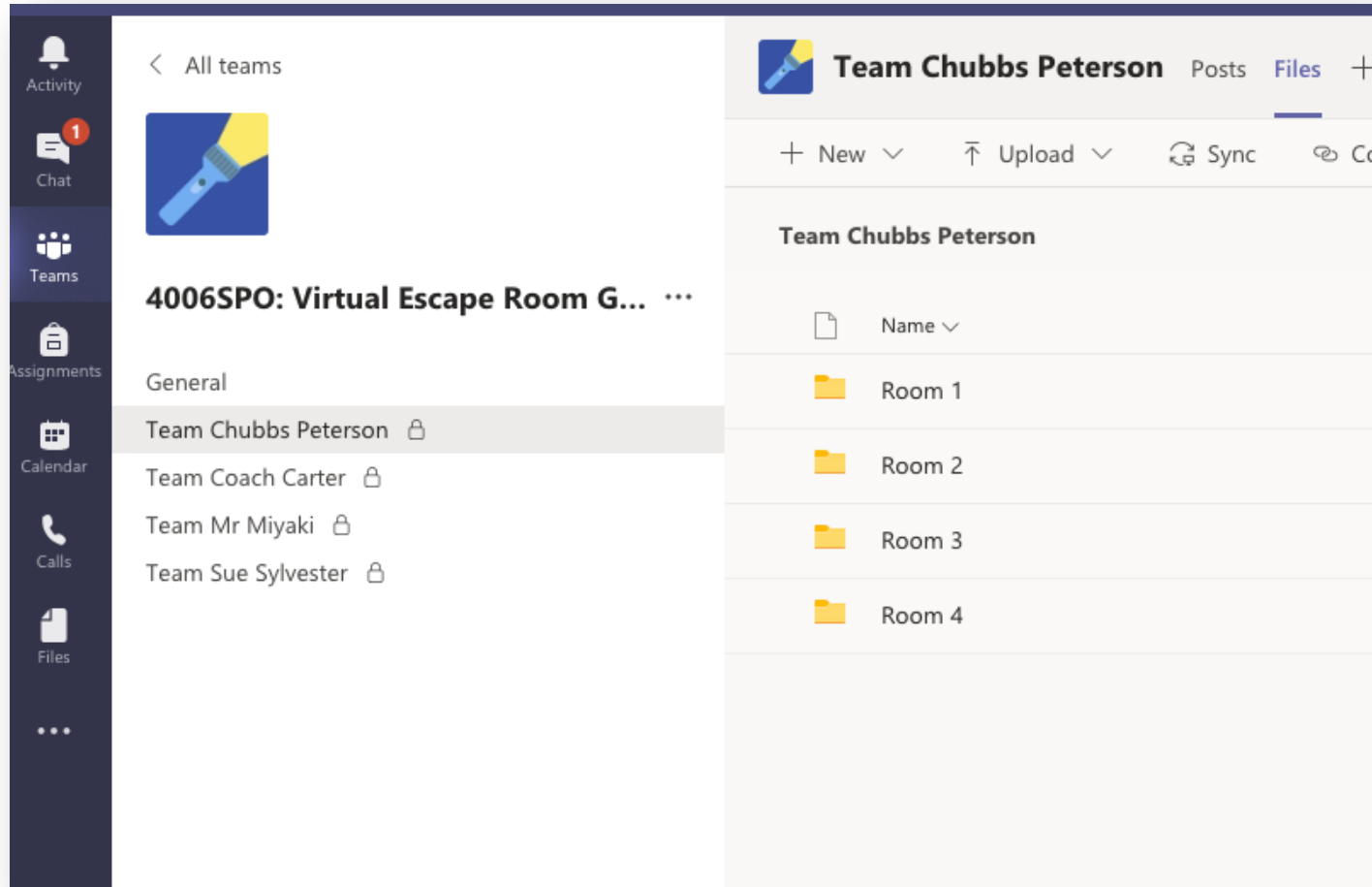
- Enter the **private team** channel allocated to you
- Working in your team, enter **Room 1** (Folder) and **play the Room 1 Video**
- To escape the room into the next, there are **two steps**:
 1. **Explore** the evidence, clues, and puzzle materials for **solving the mission** set in the **Letter for Step 1**
 2. **Crack the code** needed to **unlock the next room** using the clues and puzzle materials accessed via a link in the **Letter for Step 2**
 3. **Use the code** to **unlock the Letter for Step 1** in the **next room**



NOTE: The VERs can be played **individually or in teams without facilitation**. The Team channels and folder materials can be made open.



VERs Channel Setting on Microsoft Teams

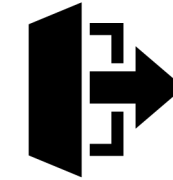


Two separate communication channels:

- a **public** channel (General)
- **private** Team Channels (3-5 participants in each Team)



Members of each team can collaborate via the **Teams Meeting function** (video conference)



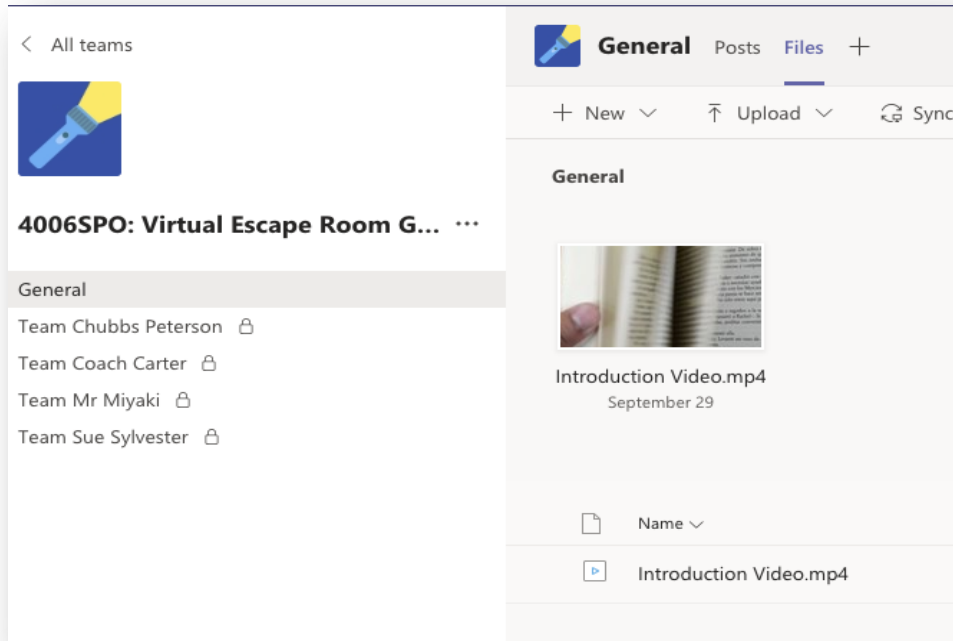
Each private Team Channel will contain **Room Folders** within the Files Tab. In this case, we have 4 rooms to escape from in each Team Channel.



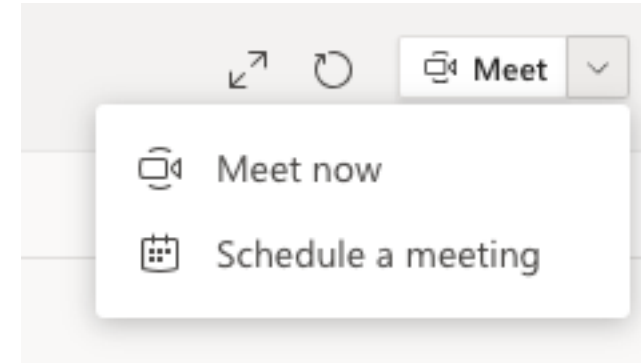
Each Team can **traverse the rooms sequentially** and **compete** against:

- time (time limit), or
- other Teams, or
- both

Pre-VERs Introduction Video



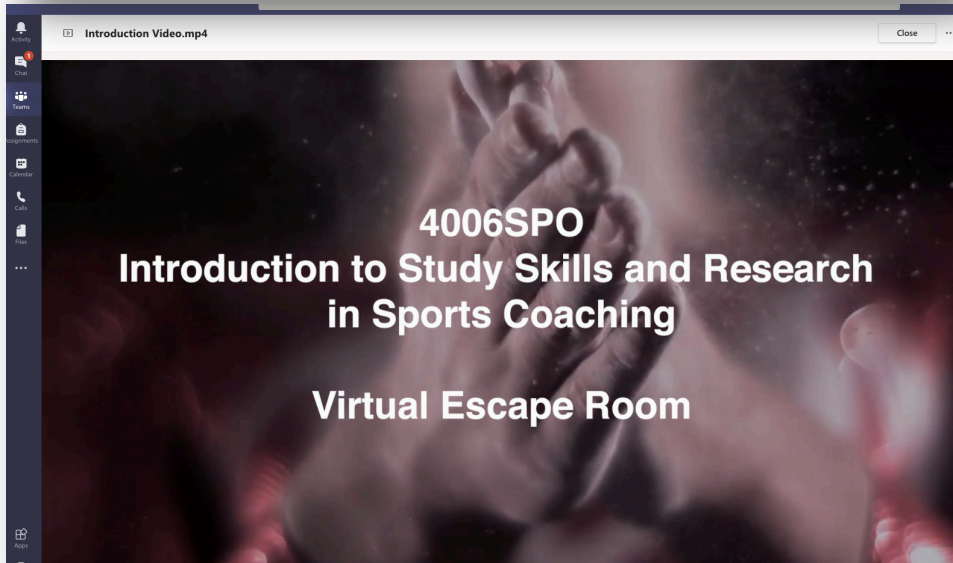
Everyone started in the **General Channel** for Pre-Session Briefing via **Teams Meeting** (video conference).



Participants were introduced to the VERs prior to the session (**Introduction Video**)

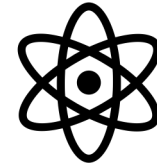
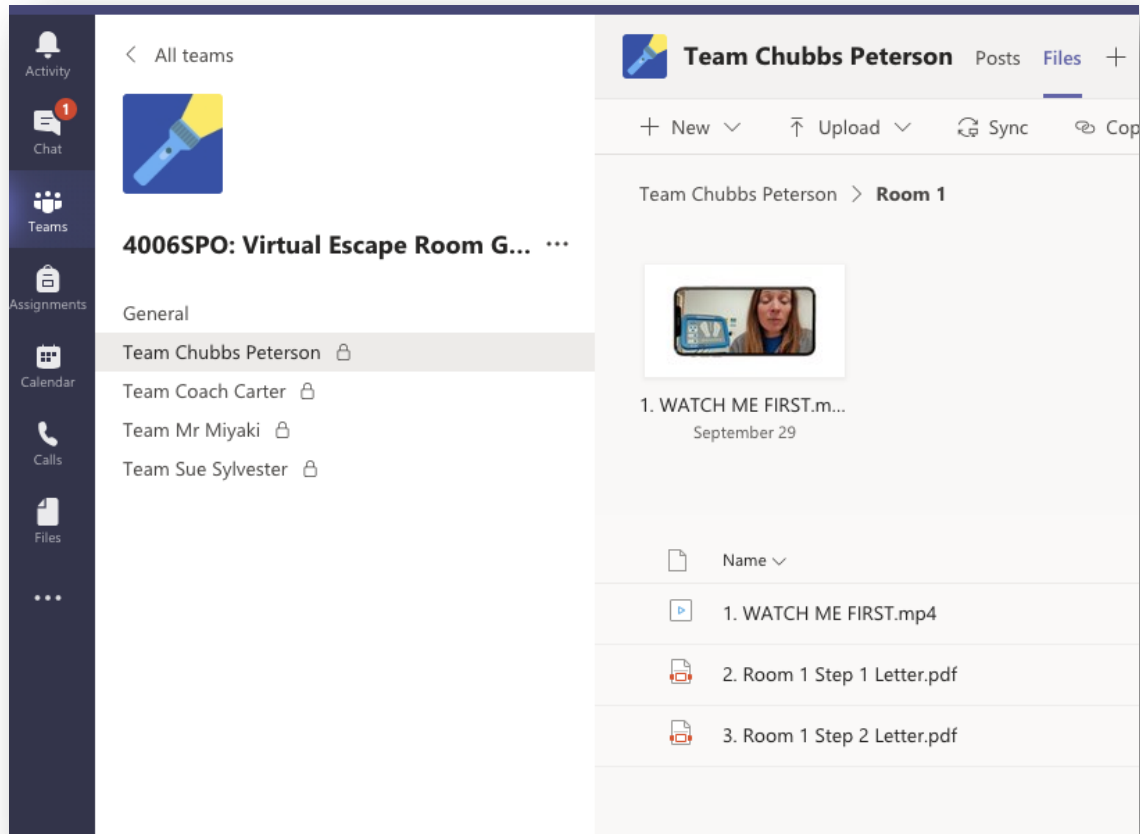


The video introduces the module and the VERs activities



[Click Here to Watch the Video](#)

VERs Rooms



Each room has at least three main elements:

- **Video** to set the context (room starting point)
- **First prompt document** for Step 1
- **Second prompt document** for step 2

For these resources, **be as creative as you want.**



2-Step play:

- **Step 1** is designed to **focus on the learning activities** associated to the **mission of the room** (articulated in the Letter for Step 1)
- **Step 2** is the **puzzle-base gameplay for cracking the code** using the findings from Step 1. **Specific learning activities** can be included as **part of the puzzle.**



In this pilot, the **story** was around Dr. Dwek, a radiologist, needing assistance for solving the mystery of an injury concerning gymnasts. **Step 1 Letter** in each room will reveal the **immediate mission** for the room.



Prompt documents were represented by **personal letters** from Dr. Dwek. The letters represent the **steps in sequence** (i.e. Step 1 -> Step 2)

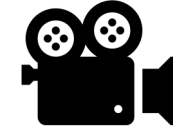
VERs Videos for context setting



Dr Emma Eyre as her alter-ego Dr. Dwek

Watch examples here:

- [First Video](#)
- [Final Video](#)



The **aesthetic** of the video in this pilot was set up as a **FaceTime**.



Video for **Room 1** sets the scene as the **starting point** of the VERs



Videos in **other rooms** summarise the **findings** from previous rooms and set the scene for the activities in the **immediate rooms**.



The **final Room** has an **additional video** to end the VERs.

An Example of Step 1 Prompt Letter

21st September 2020
HLS Coaches
Priory Street
Coventry
CV1 5FB



Dear Coaches,

In my files for Step 1, you will see all the evidence I have been looking at.

I need your help to work out what files have relevant information about the specific injury and which ones are irrelevant. I think if you then look at just the relevant evidence, it might have some specific information about the specific injury I am finding.

I am looking for the name it might be called. I think other people might have found this type of injury before.

Hold down the **SHIFT** key and click on the link to see the files:

[ACCESS STEP 1 HERE](#)

Best of luck,

Dr Dwek

Dr Dwek
Radiology

Files > 4006SPO - Virtual Escape Room > Room 1 > ACCESS ROOM 1 STEP 1 HERE



	Name ▾	Modified ▾	Modified By ▾	File size ▾	Sharing
	XRAY.ai	September 23	Sarah Kernaghan-Andrews	215 KB	Shared
	Athleteprofile.pdf	September 23	Sarah Kernaghan-Andrews	369 KB	Shared
	URL.docx	September 23	Sarah Kernaghan-Andrews	18.4 KB	Shared
	Article. Ashwell..GIF	September 23	Sarah Kernaghan-Andrews	78.8 KB	Shared



The **letters** are in PDF format, which can be displayed on the Teams Channel when opened.



Evidence, clues, and puzzle materials are stored in an **external folder** which can be opened via the link on the letter.



This was decided upon based on the Alpha test, where viewing every document on the Teams Space was impractical. Therefore, you can only open one document at a time.



NOTE: Prompt Letter for Step 1 in all Rooms except for Room 1 should be **locked**. Password links to the **code cracked in Step 2** of each room. You can also lock the video in the next room (optional).

An Example of Step 2 Prompt Letter

21st September 2020
HLS Coaches
Priory Street
Coventry
CV1 5FB



Dear Coaches,

I have some information for you all but due to GDPR laws, I'm having to leave this information with you in a number format. So, in order to get through, you'll need to crack the code in Step 2. You can find this zipped folder in Room 1 as 'Room 1 Step 2'.

Apologies for the lack of guidance with this, but I'm sure that you all more than capable.

Hold down the SHIFT key and click on the link to see the files:

[ACCESS STEP 2 HERE](#)

Best of luck,

Dr Dwek

Dr Dwek
Radiology

Files > 4006SPO - Virtual Escape Room > Room 1 > ACCESS ROOM 1 STEP 2 HERE



Name	Modified	Modified By	File size	Sharing
clue riddle 1.GIF	September 23	Sarah Kernaghan-Andrews	4.94 KB	Shared
clue 2.GIF	September 23	Sarah Kernaghan-Andrews	12.0 KB	Shared
CLUE CODE 1.docx	September 24	Sarah Kernaghan-Andrews	21.3 KB	Shared



Step 2 is all about **cracking the code** that you can letter use to **unlock the Step 1 Letter** in the next room.



Answers/solutions from **Step 1** are used to crack the code






Once the code has been identified, it can be used to **unlock the Step 1 letter** in the next room. **If it is the wrong code**, players will need to **retrace their steps** to ensure Steps 1 and 2 have been completed correctly).

Room 2 Step 1 Letter.pdf requires a password.

Enter password


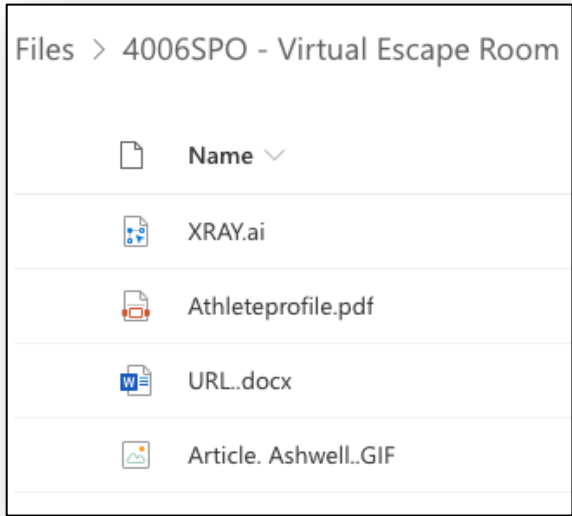

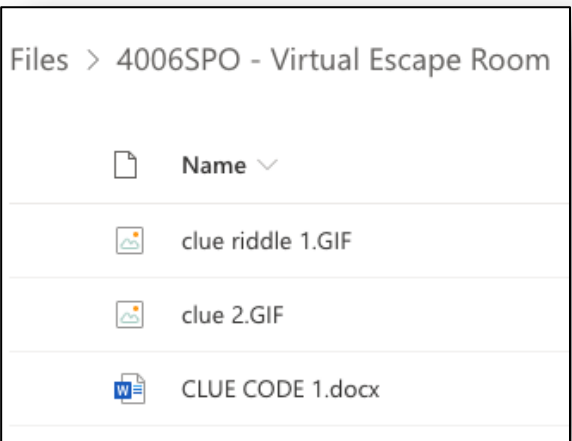
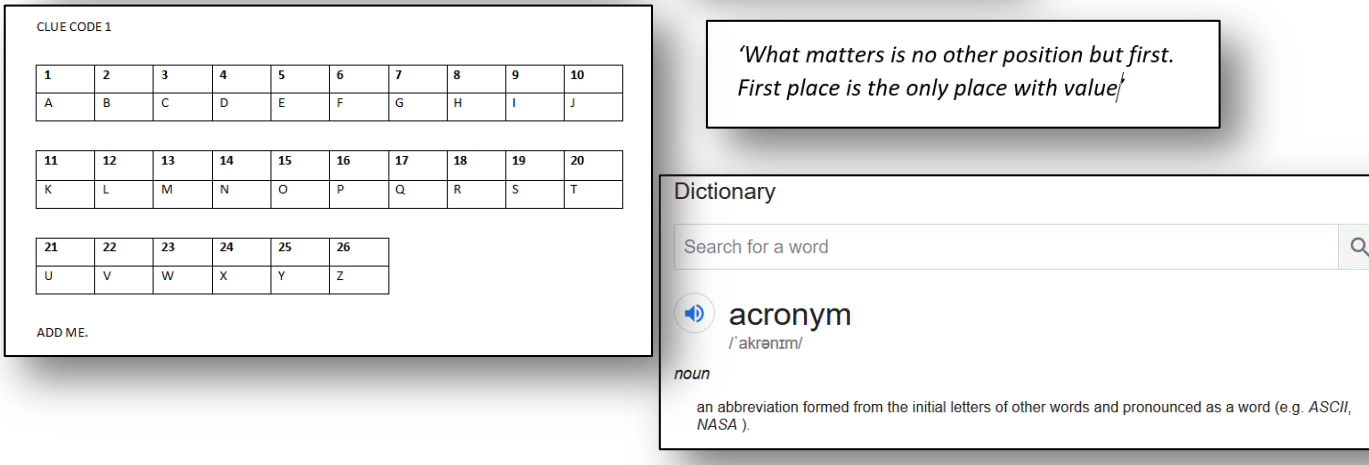
Example design and resources table

Resources curation was led by the subject expert - Dr. Emma Eyre

Learning Objective	Room	Room Mission	Room Artefacts	Content (Videos and Letters)  	External Folder Materials 
To be able to assess the reliability of multi-sources evidence and extract correct information	1	What is the new and unusual injury that the radiologist is worried about?	Video: To set the context for the mission Aesthetics: Dr. Dwek FaceTiming the coaches	Video script: Hello and welcome to my practice. I am Dr. Dwek, a radiologist. It is great to meet all you coaches but I need your help. In the last month I have had gymnast after gymnast attending my practice with injuries. These are not like the usual injuries I see. They are new and unusual, I am worried that you are putting your athletes at risk for injuries that are going to ruin their career and their future. I think it might be possible that if we work together we could fix this. I have left you some of the information I have been working on. See if you can crack the codes in these to help us find the answer. In the first folder of evidence, I need your help in working out what these new and unusual injuries are. I have also left you letters/my notes and the files I have been looking at to help you.	N/A
			Step 1 Letter: Evaluating Evidence Answer: Distal Radial Physis	Dear Coaches, In my files for Step 1, you will see all the evidence I have been looking at. I need your help to work out what files have relevant information about the specific injury and which ones are irrelevant. I think if you then look at just the relevant evidence, it might have some specific information about the specific injury I am finding. I am looking for the name it might be called. I think other people might have found this type of injury before. You can access the secret files here: LINK. Best of Luck Dr. Dwek	Research paper: abstract Ashwell. Identifies ‘injury of the distal radial physis (gymnast wrist) XRAY: Image of gymnast wrist damage (e.g. to radial ephyseal plate) Athlete profile: no information on the injury URL: https://www.nhs.uk/conditions/sports-injuries/
			Step 2 Letter: Crack the code Code: using the abbreviation – RDP, the code will be 38.	Dear Coaches, I have some information for you all but due to GDPR laws, I’m having to leave this information with you in a number format. So, in order to get through, you’ll need to crack the code in Step 2. You can find this zipped folder in Room 1 as ‘Room 1 Step 2’. Apologies for the lack of guidance with this, but I’m sure that you all more than capable. You can access the secret files here: LINK. Best of Luck Dr. Dwek	Clue 1: a riddle - ‘what matters is no other position but first. First place is the only place with value’ Clue 2: definition of acronym Clue 3: Code breaker – a set of alphabets and their values. With a simple instruction – ADD ME.

Example resources for Step 1 and Step 2

Resources curation was led by the subject expert - Dr. Emma Eyre

Room 1	External Folder Materials 	Example Resources
<p>Step 1: Evaluating Evidence</p>		
<p>Step 2: Crack the code</p>		

Student Feedback

“... the first one (Room 1). It was more trial and error, but the first escape room we did. Then when it came to the second one because we had more idea from the first escape room, we could actually piece things together better and we got through it quicker...”

“...I thought when everyone was all engaged and we're all working together...”

“...I didn't realize that I was actually learning...”

“...Yeah, that was it really when you're progressing through the different rooms, you know you're making progress, so obviously some was more difficult than the others, so you'd be up for a lot longer than the other...”

“...I still felt like my skills being improved...”

“...You learn new ways of working around the issues that that we had on the platform...”

“...There's all that winning feeling. If you actually got the code, yeah...”

“...And the first time we did it in our group, we didn't really communicate everyone like went off and did it individually, and that meant like the time it took us to do it was longer. But as we did it the second time, everyone was communicating more and getting more involved. We did it much more quicker than the last time...”

“...So I think different courses could use the escape rooms as well...”

“...Yeah, I think everyone was more involved and did gain confidence to communicate with each other and share their thoughts...”

Watch How-To Promo video

Co-creation Team

Disruptive Media Learning Lab:

- Prof Sylvester Arnab
- Sarah Kernaghan-Andrews

Sports and Exercise Science:

- Dr Emma Eyre
- Dr Mark Noon
- Dr Rhys Morris
- Dr Mike Ashford

