



7. How to capitalise on the ER after the escape room?

The ER is always geared towards an end-goal that is decided by the teacher beforehand, so a portion of the successful capitalisation of the ER depends on how well this end-goal was prepared.

The end-goal can be to introduce new class materials and to use the ER as a “hook” of sorts, to get the pupils interested. It can be to use the ER as a revision session of previously seen class materials, especially if they haven’t been seen in class for a while. The ER can also be used as an informal assessment tool, to see if the students understood class materials and if they are ready for future tests. Finally, the ER can also be used as a formal assessment. However, we would advise against that as it would put pressure on the students and diminish the engagement of the students in terms of game.

During the testing phase, most of the teachers we worked with used the ER either as a revision session, or an informal assessment. One teacher declared having used the ER to introduce a new topic.

Apart from the general aim and the specific learning objectives set by the teachers, the testing teachers also declared that students develop soft skills during the ER. The most noted soft skills developed were communication and teamwork.

Several teachers declared they benefited from the exercise as well, both in developing new teaching strategies and in boosting their own engagement in their teaching practice.

According to the answers of the teachers from Cyprus, the ER not only contributed to achieving the pedagogical objectives of the teachers’ lessons, but also motivated students to participate and further engage with the materials, as it presented them in a fun way through a gamified activity.

One of the teachers also mentioned that this activity helped her develop her teaching abilities through various innovative new methods, which she wouldn't have thought of otherwise and is now more prone towards trying to design something similar.

The main way to boost the benefits of the ER session is to debrief the ER properly with the students. The teacher can go through all puzzles and resolve them again with the class while going deeper into the class material theory and brainstorming what went well or not with the pupils. The ER allows the teacher to identify potential points of weakness in the students' learning path.



Once the pupils have gone through several experiences, it was suggested by a teacher during one of the final events in Belgium to make the older students create a pedagogical escape room for the younger ones as a school project, as it benefits both groups. The older students assimilate the class materials completely by rendering them under the form of puzzles, while the younger ones get to experience class materials in a fun and engaging way.