



Return on Experience - Belgium

The adventure of the production of the STEAMER project was at the same time incredibly interesting and rife with challenges. When the project was first imagined and created, the partners gathered in order to assemble a methodology and all the tools necessary to implement a Pedagogical Escape Room for STEAM education for the teachers.

The first tool, the pedagogical guide, allowed us to dip deeply into the subject of escape rooms, of gamification and pedagogy, all with a zest of inclusion. The research was long and the discussions to find the perfect approach were multiple. But in the end, we created a guide that is both useful and full of interesting information that sets the theoretical base of the making of pedagogical escape rooms. The inclusion aspect of it was a real challenge as well, as Escape Rooms are so varied and can contain a lot of possible challenges for students with an SLD.

The creation guide, the second tool, comes to support the first guide by diving into the concrete pendant to the theory we established in the first. It concentrates on the creative part of the process and was met with success among the teachers we gave it to use.

The online course was created with the idea of leading the pedagogical ER creator into their ER-making journey, step-by-step.

The fourth tool, the 16 Escape Room and lesson packages were by far the most challenging tool to create of all. The vast majority of the teachers that tested them were very satisfied with the results. The journey to produce them was full of challenges. The two most important ones were the difficulty to balance the academic content and the gamified aspect in the escape rooms. Each partner had to develop their own ERs and had their own style. We tried different combinations and to give the widest choice possible to the teachers in order to suit their needs to the best of our ability. The second main difficulty we encountered was to realise the tests. Unfortunately, the Covid crisis happened and realising a test of a pedagogical escape room in class was impossible for long months. We finally managed to make



some tests at the end of the project. Thankfully, they were very conclusive. The students were all happy with the experience and felt they learned more, both in academic terms and in soft skills and competences. One of the aspects that was cited the most was the learning of good communication and teamwork, which are essential both in everyday life and in future professional life. Another aspect that was raised the most amongst both teachers and students after the ER experiences, was the raise of engagement and interest given to STEAM subjects. The teachers also felt that they gained new tools and competences to add to their wide array of pedagogical techniques. Several of them declared intending to continue to use the ERs and the methodology in the future and that this experience gave them the desire to invest more into their teaching practice. In that, we are very happy that our tools were useful. The main challenge that the teacher remarked upon was that even with a ready-made escape room, the implementation of it is time-consuming. But with practice and repetition of the same ER with different classes, that time needed diminishes and the ready-made tool we created helped the teacher to take this first step in easier conditions than if they had to create a full ER from scratch.

The fifth tool will help the teachers willing to create their own ERs to get inspiration thanks to its plethora of enigma ideas, synopses, character sheets, etc. It was given a lot of interest by the teachers, especially during the final events.

The final tool, this tool, we hope will give teachers and other interested people an insight into the adventure that the creation of this project was and help them understand its value and its challenges better.

This project saw the light of day despite several internal issues involving severe medical problems for some partners, a global pandemic and the shutdown of the educational system during Covid. Still, the partnership banded together and pushed through in order to create all those tools. The tests revealed that it was not all for naught and we hope this will serve teachers around Europe to enrich their teaching practice with these inclusive Pedagogical Escape Rooms.