

CLUEDUP NEWSLETTER #4

Co-funded by the
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COLLABORATIVE LEARNING USING ESCAPE DESIGNS AND PEDAGOGIES





The 3 escape rooms of CLUEDUP

Feedback received

- The escape room design was generally positively received by both learners and facilitators
- Students generally enjoyed the session and felt that they were valuable. A majority of students would welcome more sessions of this type
- The session encouraged a good level of discussion amongst the groups, and the design using puzzles potentially has the opportunity to provide easier 'ice-breaking' and foster an inclusive group dynamic
- Having the puzzles very clearly aligned with the learning objectives makes it easier for students to understand why the activities relate to their learning
- Group size is critical – the groups must be large enough to allow for discussion but not too big such that people find it hard to contribute
- The CLA suites encouraged reflective thinking and helped learners build resilience in their problem-solving skills
- The facilitator's role is important to provide hints and ensure smooth implementation
- The timing within scenarios is challenging to control and support smooth progression within the scenario to ensure that students complete all learning objectives
- The debrief is a crucial component and needs to be allocated sufficient time for the provision of reflection and deep-level feedback
- The feedback is pointing towards the need for further inclusion in curricular activities.

Although some students did encounter some challenges related to collaboration, facilitator roles, language proficiency, classroom comfort, and the use of technology in discussions. Future activities could be improved by addressing these issues.

You can find more details and information on our escape rooms [here](#).



ROLLING OUT ESCAPE ROOMS FURTHER

The students' feedback on using the scenarios during the pre-trials and trials was positive, highlighting the increased engagement between their peers, finding the scenario challenging and learning most through the escape elements compared to normal online scenario-based learning. Facilitator feedback was also positive from the trials where they found even the usual quieter students were engaging. St George's has had such success with their escape room trials that they are rolling it out to the clinical pharmacology degree. At a similar pace, AUTH and MU received positive feedback for the escape rooms' pre-trials and trials and are considering the next steps to incorporate and exploit such activities in their curricula.



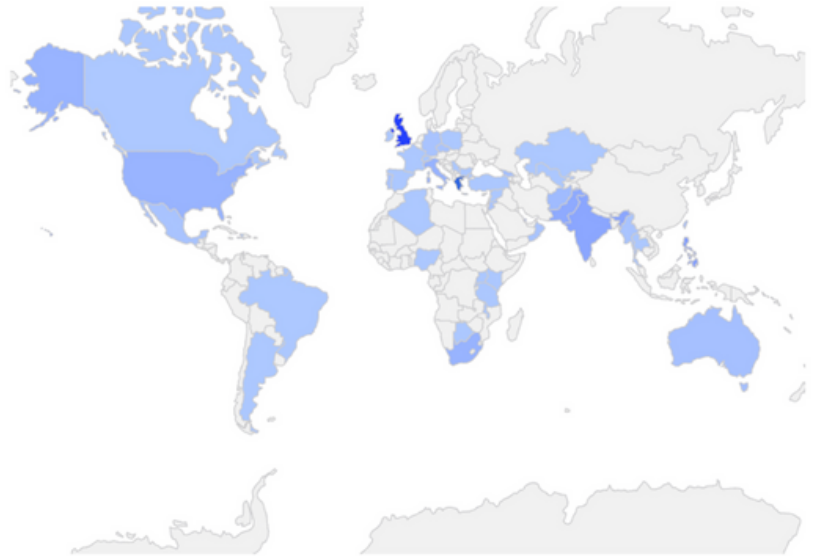


The CLUEDUP MOOC

We are excited to see educators from over 45 countries have joined our free MOOC called 'Improving Healthcare and Medical Education with Online Escape Room Activities'. The enrolled learners are currently more than 250, approximately one month after the MOOC launch.

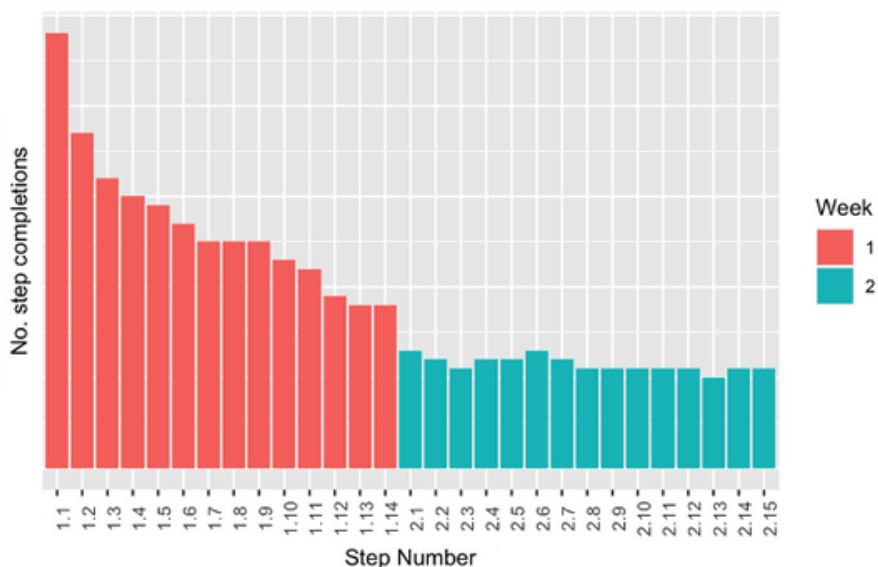
Don't miss out and enrol today and find ways to design your own escape room for more engaging collaborative learning activities.

[Click here to enrol.](#)



Preliminary evaluation

In a well-designed course, we would expect to see the following graph as a steady downward curve, but with no significant drop-offs between any individual steps. If there is a sizeable drop-off at one step, that might indicate that the previous step was poorly designed, difficult to finish and has put learners off continuing the course e.g., it could have a long video that learners are reluctant to watch. In our MOOC, this is not the case and, although preliminary, the results are regarded as positive.



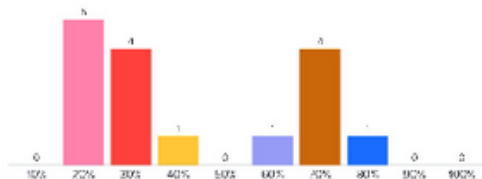
SET OF RECOMMENDATIONS

With the aim of providing concrete and easy guide to developing and implementing escape room elements in collaborative learning activities, the project team undertook actions to generate a set of guidelines. These actions varied from focus group discussions and interviews to questionnaires, surveys and workshops to create a map from the various needs to CLA suite design, integration and implementation in each collaborative learning activity context (PBL/CBL, TBL, FL).

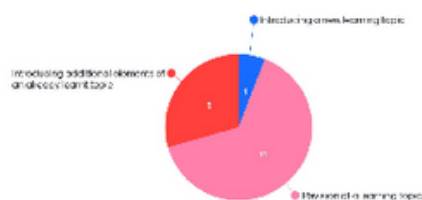
What medical topics would you choose when implementing escape pedagogies?



If you had to design an escape activity for your topic what percentage of design time would you allocate for narrative development?



Would you use an escape room activity in your course for:



Multiplier event in Thessaloniki

CLUEDUP had its 3rd and final multiplier event on the 24th of May 2023 in Thessaloniki in the context of the Beyond conference, where extended reality application and innovation ideas were shared to bring advances in everyday life, academia, industry and society. The project presented its scope and results, leading to fruitful discussion and exploitation opportunities of gamification, escape rooms in education and technology use in supporting learning. The CLUEDUP multiplier event was expanded to a second day, the 30th of May 2023, when the findings and activities of the project were presented and discussed in a dedicated dissemination workshop at the Technopolis premises with the participation of local stakeholders and industry to explore future actions.





CLUEDUP CONSORTIUM



ARISTOTLE
UNIVERSITY
OF THESSALONIKI

*Aristotle University
of Thessaloniki,
Greece*

MUNI

*Masarykova
Univerzita,
Czech Republic*



St George's
University of London

*St George's
University
of London, UK*

CONTACT



+30 2310 999310



info@cluedup.eu



PO Box 376, 54124, Thessaloniki, Greece



www.cluedup.eu



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