Escape Game: Why not learning with fun?

Anastasia Floru and Marta Pittavino

16 May 2024

UNIVERSITÉ DE GENÈVE
GENEVA SCHOOL OF ECONOMICS AND MANAGEMENT

Escape Game Learning (EGLE) Pedagogical Innovation Project

"Escape Game" par Marta Pittavino

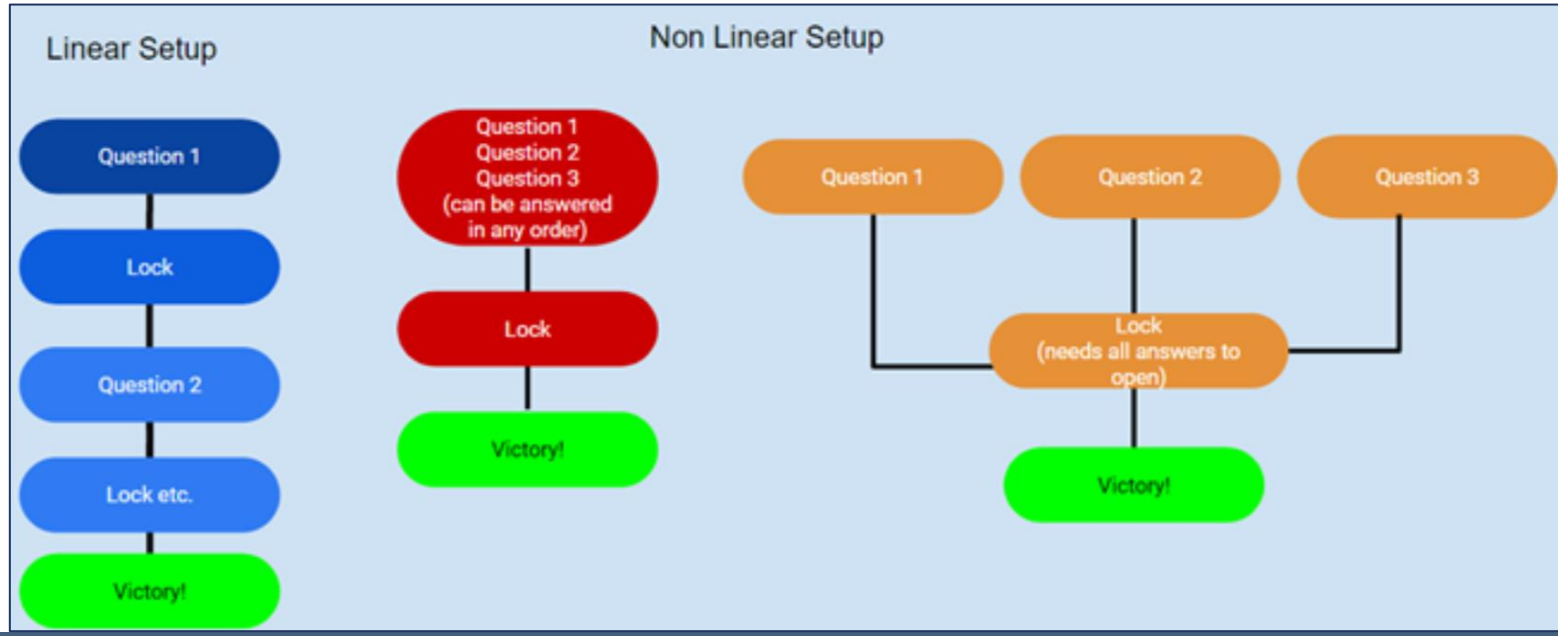
Une proposition de la Dre Marta Pittavino sélectionnée suite à un appel à projets d'innovation pédagogique au sein de la GSEM

Project summary

- Escape game: virtual rooms with different tasks to complete. Students were only be able to exit the rooms if the correct answers were provided.
- Tool: Genially platform **https://academy.genial.ly**.
- Put in place as an evaluation tool: summative assessment.
- Courses: Forecasting With Applications in Business (Master in Business Analytics, 20ish students) and Statistical Modelling (bachelor course, 45ish students)

Good Escape Rooms

- Immersive Story
- Freedom to Explore
- Different types of Locks
- Time Limit
- Team Work
- Searching
- Tasks and Puzzles

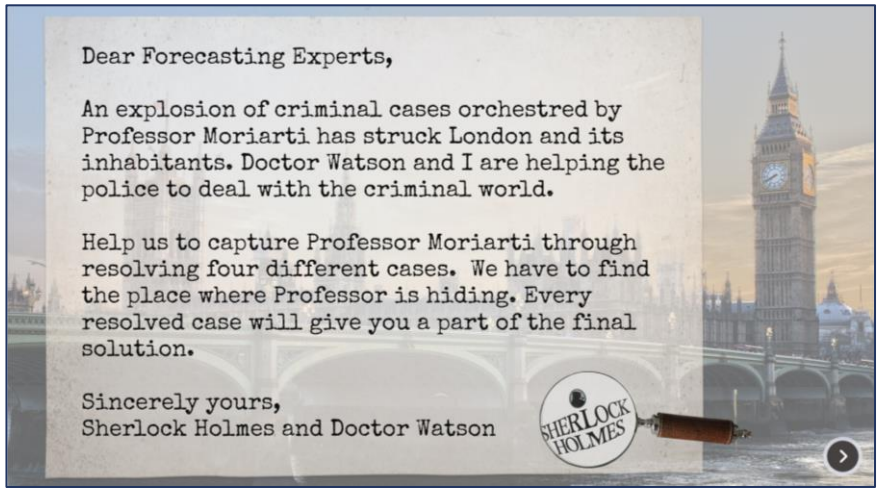


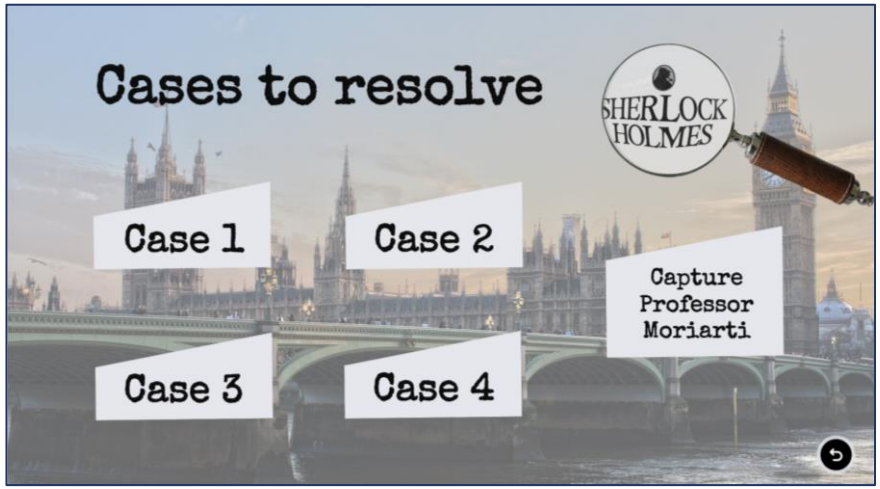
Escape Game: Objectives and Content

- Objectives:
  - Evaluate students' knowledge
  - Revision of the Course material -> learning during the exam
  - Have fun ☺
  - Reduce exam stress for students
- Exam organisation:
  - Group work (2-3 students), randomly drawn by the lecturer
  - Time-limited but enough to complete the game
- Content of the Games:
  - Choice of topics is related to the Course: Time and Analytics -> Time-Machine and Investigations
  - Humour elements and gaming elements -> less stress during the exam
  - General culture elements integrated

Escape Game: Structure and Evaluation

- Introduction
  - Introduce the Story: description of the situation and
  - Tasks: what players have to do (find digits to compose the final code, find parts of the document, etc.)
- Missions to complete:
  - 4 missions
  - Within every mission – 4 tasks
  - In linear order
- Evaluation:
  - 1st mission completed – 3/6 mark
  - 2nd mission completed – 4/6 mark
  - 3rd mission completed – 5/6 mark
  - 4th mission completed – 6/6 mark
  - Within every mission – 4 tasks, each brings 0.25
  - Tasks difficulty increases across missions: from easiest in 1st mission to difficult in 4th mission





Example: Introduction and Missions to go through

Outputs

Advantages:

- During the exam: ability to see how students go through the game, who is going faster / slower
- Possibility to see where they have difficulties: usefull feedback to further course teaching
- Positive students feedback

Challenges:

- Time for implementation <-> but it can be reused
- Tool knowledge needed <-> not complicated to learn

Wrap up with students feedback

- *« Format ludique, original et collaboratif, c'était très intéressant et moins stressant qu'un examen classique. »*
- *« I liked the fact that it seemed like a game, which did not give me as much stress as the ordinary exam. Learning by doing is my most preferrable way of studying because the concepts we take during the class stay with me for a longer period of time. »*
- *« I really did like all of the work that was put in it, and I really appreciated the efforts »*
- *« I really like the effort behind the design and idea behind this revolutionary method of evaluation to enhance group work and test your knowledge. »*
- *« The interactivity is definitely a high point, the fact of having a storyline in the examination made it less stressful and engaging while still »*

Thank you for your attention

Questions?

anastasia.floru@unige.ch
marta.pittavino@unige.ch