ECGBL 2024

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Mini Track on Educational Escape Rooms

Mini Track Chair: Dr Panagiotis Fotaris, University of Brighton

Escape rooms serve as captivating adventure games wherein participants collaborate to decipher puzzles, clues, and formulate strategies to free themselves from a locked room or break into secured boxes. Beyond their entertainment value, these immersive experiences provide a unique opportunity to apply game-based learning principles. Participants are not merely players but active learners, facing complex problems that require critical thinking, effective communication, trust-building, and creativity to overcome.

From a pedagogical perspective, escape rooms embody a methodology rooted in a social-constructivist approach. Players, akin to students, confront novel and challenging problems, solvable through interactions with peers and the guidance of the gamemaster. Recent years have witnessed numerous endeavours to exploit the educational potential of the escape room concept. Research findings affirm that these educational escape rooms not only trigger heightened motivation and engagement but also induce a state of flow—a mental state recognized for its positive impact on successful learning.

This Research Topic delves into the pedagogical potential of escape rooms, illuminating their capacity to liberate education from traditional constraints. Emphasising the fostering of creativity, engagement, and collaboration, particularly in the dynamic landscape of modern education, we invite contributions that explore the transformative power of escape rooms in reshaping learning paradigms. Contributors are expected to demonstrate the educational potential and versatility of escape rooms for learning purposes.

Suggested topics include but are not limited to:

- **Versatile Applications of Escape Rooms in Education:** Explore diverse uses across educational levels, subjects, and environments.
- **Strategic Pedagogical Approaches:** Examine methodologies and frameworks supporting game-based learning in educational escape games.
- **Tech and AI in Educational Escape Room Experiences:** Examine how technology and AI transform educational escape rooms for enhanced impact and engagement.
- **Measuring Learning Impact:** Assess escape rooms' influence on cognitive skills, problem-solving, and collaboration.
- **Inclusive Escape Room Design:** Address considerations for accessibility, ensuring inclusivity for all learners, including those with disabilities.

Dr Panagiotis Fotaris, Principal Lecturer at the University of Brighton, UK, specialises in Game, Narrative, and User Experience Design. As a seasoned educator and researcher deeply passionate about game-based learning, Dr Fotaris champions the pedagogic potential of escape rooms, generative AI, and immersive technology in higher education. His diverse background, fusing computing with arts, games, and music, enhances his innovative teaching methodologies. Leading projects on educational escape rooms for cybersecurity awareness and information literacy, Dr Fotaris is at the forefront of shaping a future marked by immersive and impactful game-based learning experiences.

Submission details

In the first instance a 300 word abstract is required, to be received by **13 March 2024.** Submissions must be made using the online submission form at https://www.academic-conferences.org/conferences/ecgbl/ecgbl-abstract-submissions/

If you have any questions about this track, please email: p.fotaris@brighton.ac.uk
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