University for Continuing Education Krems

Summer School 2024 | Book of Abstracts

"Beyond the Lock: Innovative Approaches to Escape Rooms in Education, Culture, and Organisational Development

3rd – 5th July 2024 | University for Continuing Education Krems

Programme: https://www.donau-uni.ac.at/escape-rooms-summer-school-2024

Please note that there may still be changes to the programme.

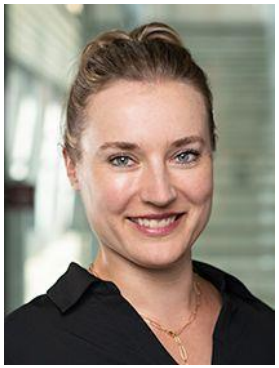
Talks:

(sorted alphabetically by surname of the speaker)

Exploring Archival Practices: Unveiling Cultural Heritage Through a Live Escape Room Experience

There are an increasing number of Live Escape Room Games—especially in the GLAM (galleries, libraries, archives and museums) sector. The presentation provides insights into participants' feedback on "The Archivist's Dream", a Live Escape Room within the Archives of Contemporary Arts (ACA) in Krems, Austria. This case study shows that Live Escape Rooms have great potential for cultural heritage sites as an outreach strategy, as well as a format of cultural mediation. This phenomenon is still understudied because existing research mostly focuses on mainstream Escape Room Games. The presentation will introduce the term Cultural Heritage Live Escape Room (CHLER) and analyse the different opportunities that CHLERs can offer. The presentation will answer the following research questions: Is the approach of a Cultural Heritage Live Escape Room (CHLER) a possibility to

a) attract new visitors and gain broader visibility?
b) provide knowledge about specific practices and cultural literacy?
c) offer a fun yet also challenging form of cultural mediation that combines the visit of an authentic cultural heritage site with the possibility to learn something new about the location and its history?
d) have a social experience that can also be a team-building experience?
The results are based on a visitor study with over 80 participants and will be put up for discussion.



Hanna Brinkmann is a senior researcher at the University for Continuing Education Krems and works in the field of art history, museum studies, and empirical aesthetics. In 2017 she successfully completed her dissertation on cultural diversity in art perception. Subsequently she was a postdoc researcher at the Laboratory for Cognitive Research in Art History at the University of Vienna and responsible for the project "Wild Colors, gentle Lines? Engaging with color and line in an interactive children's environment". Since March 2024 she is the PI of the FWF project (P 37260-G) "Art Experience in the (Post-) Digital Age".

Participatory Design of an Educational Escape Game about Alcohol and Partying – Lessons Learned from "Working Sober"

"Working Sober" is a collaborative project between the Institute of Drug-prevention in Upper Austria and the University of Vienna – Centre for Teacher Education.* The aim of the project is to design an educational escape game for drug prevention – in this case "alcohol and partying" – in a participatory design process with vocational students in upper Austria. Originally planning with the frameworks of Room2Educ8 (by Fotaris & Mastoras, 2022) and escapED (by Clarke et al., 2017) in mind, the Participatory Design aspect allowed for a high level of freedom for the young designers. In this regard, they were able to influence the design process as well as the product, which led to new design challenges on one hand, and interesting learning experiences on the other hand.

This project presentation provides insight to the lessons learned from the PD-process spanning from Dec2022 to Mar2024 from the researcher's perspective. In the context of existing frameworks ("Roome2Educ8" and "escapED") challenges and opportunities for various stakeholders in the participatory design process are discussed in this project presentation.

By regarding artefacts created by young designers and drawing on personal experience, the applicability of the mentioned frameworks for educational escape game design is evaluated for this particular co-design process with young people.

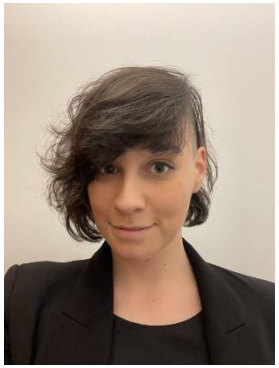
*funded by the AK OÖ "Zukunftsfonds: Arbeit Menschen Digital"

References:

Clarke, S.J. et al. (2017) 'Escaped: A framework for creating educational escape rooms and interactive games to for higher/further education.', International Journal of Serious Games, 4(3). doi:10.17083/ijsg.v4i3.180.

Fotaris, P. and Mastoras, T. (2022) 'Room2Educ8: A framework for creating educational escape rooms based on Design Thinking principles', Education Sciences, 12(11), p. 768. doi:10.3390/educsci12110768.

Mirjam Duvivié



With a background in inclusive pedagogy and specialized in the field of mental health in education, I am currently exploring Participatory Design of (digital) Educational Escape Games. I seek to understand the perceived benefits for young people of co-design-processes within learning contexts and advocate for democracy, empowerment, and mutual learning in design-processes. My research contributes to the understanding and re-thinking of learning and creative engagement with digital tools.
I am a passionate (and very picky!) gamer and game-designer with great enthusiasm of cooperation - as a game-mechanic as well as in everyday-life.

Exploring Professional Noticing for Escape Rooms

In this session, the concept of professional noticing is introduced—the skill of keenly observing, interpreting, and responding in specific situations. The goal is to provide a first look at what professional noticing entails and to explore together with participants how it could enhance the educational value of escape rooms. Attendees will engage in discussions and activities to discover practical applications of professional noticing in creating engaging and effective learning experiences. Begin the journey into professional noticing and elevate escape room designs for richer educational outcomes.

Isabell Grundschober is a Senior Researcher and Lecturer at the University for Continuing Education Krems, Austria. She specializes in lifelong learning and technology-enhanced education, focusing on innovative teaching methods in adult education and workplace training. Isabell has led multiple interdisciplinary research projects and has a strong commitment to developing educational programs that address key societal and economic challenges, including digital transformation and climate change.

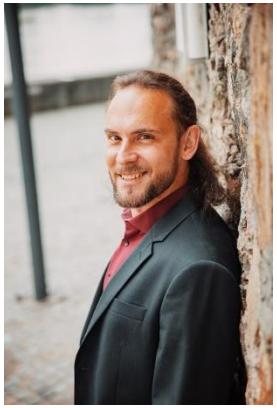
The thin line between facts and fiction. Presenting “Mission: Golden Panther” at Schallaburg Castle (2024–2025)

Since 2021, Schallaburg Castle Exhibition Centre has been offering escape-the-room adventures that are thematically related to the exhibitions and/or to the castle's history. As the ticket for the escape room also includes a visit to the exhibition, the latter has been successfully made attractive for new audiences, especially among the younger population.

The escape room “Mission: Golden Panther” (opening: April 13, 2024) has been developed by Dominik Heher (story, riddles) and Studio Kudlich (scenography, graphic design). It is thematically linked to the exhibition "RENAISSANCE once, now & here" (April 13 to November 3, 2024). The players slip into the role of spies who - disguised as alchemists - have to gain access to the studiolo of the lord of the castle, Hans Wilhelm of Losenstein. On behalf of the Catholic Archduke, they are to find out, if the avowed Protestant Losenstein might not be as loyal as he had claimed to be...

The main features of this escape room are: a coherent storyline, an immersive setting and varied riddles that are inspired by cultural-historical aspects of the Renaissance period around 1600, but fit organically into the story experienced

Dominik Heher (*1984 Melk, Lower Austria) is a historian and freelance exhibition curator. He holds a PhD in Byzantine and Modern Greek Studies and a master’s degree in History and Italian Language, both from the University of Vienna. Since 2012 his interests gradually shifted from academic research to curating exhibitions, especially for Schallaburg Castle Exhibition Centre, notably “Kind sein” (2023), “Reiternomaden in Europa” (2022) or “Donau” (2020). In 2023–2024 he developed his first escape-the-room adventure for Schallaburg Castle: “Mission: Goldener Panther”.



by the players. Even the communication with the game master has been changed from walkie-talkies to stationary kneelers with speech function.

There are numerous connections between the escape room and the exhibition, both thematically (reformation and counter-reformation, peasants' revolt, alchemy, cabinets of curiosities, the Copernican world view, etc.) and atmospherically. For example, players can find paintings and graphics from the exhibition in the escape room, as well as objects inspired by exhibits. A short historical introduction (and debriefing) is provided by expert exhibition guides who also act as game masters.

A Shared Secret – developing the Clock Museum's AR Escape Game

The history of timekeeping is characterised by ingenuity, technical precision and scientific knowledge: conveying this and more is the aim of a new escape game that combines augmented reality and elements from "real life". For the first time, digital technology makes it possible to look inside the exhibits: mechanical processes can be vividly conveyed, while augmented reality brings the precious timepieces to life. In the escape game, virtual 3D models, gamification and game-based learning merge with the existing exhibits to create an immersive experience. Based on a fictional story, players experience the fascinating world of timekeeping and the art of watchmaking and embark on a search for a hidden pocket watch. In 12 interactive stations, they have to solve various puzzles to find its hidden parts and finally assemble the watch.

The game is played live on site at the Clock Museum in groups of two to five people aged 14 and over, planned release: September 2024. The game is being developed in collaboration between Wien Museum, ArchäoNOW and VARS as technology partner, funded by the "Culture and Technology" call from the Vienna Business Agency.

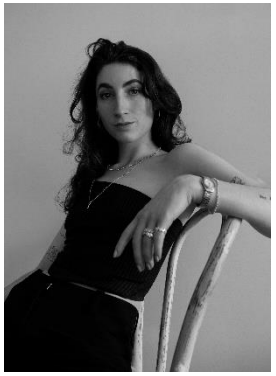
Christine Koblitz works as engagement manager with a focus on digital outreach and games. In 2010 she joined Wien Museum and is currently developing an escape game for the Clock Museum. Christine has created several succesful instagram-challenges which also became part of the museums exhibitions (a.o. #wvo17, #Augenblick2022, #Nebenschauplätze). She curated „Takeover – street art & skateboarding“ (2019) and events (until 2020). With a degree in law she graduated from the University of Vienna and has experience as culture manager in theatre, cabaret and music.

Co-Authors:
Tabea Rude - clock conservator (Wien Museum)
Miriam Weberstorfer - game development (ArchäoNow)
Franco Lanfur - game programming (VARS.at)

Controversy Cabinets – experiencing democracy playfully

I am currently planning a concept with mobile escape rooms that teach ethical and socially critical topics to students through a playful teaching approach. Escape Rooms and Workshops will be used to get different few points on one topic (e.g. immigration, integration, religion, war, abortion,...). Afterwords an open discussion with a moderator will give the participants the space to talk about their experience and opinions.

Lara Langner is a multidisciplinary artist and designer with a background in art education. In addition to her Master's degree in Management by Innovation at NDU, she is the founder of a design agency and a silversmith. She also teaches abstract art and jewellery design in a studio. When she's not working or doing Brazilian Jiu Jitsu, she likes to discuss current topics with her friends and colleagues.



Escape games in Education for Sustainable Development for schools and extracurricular educational institutions

Games as an element of Education for Sustainable Development are still not very present in everyday school life. ECOMOVE International e.V. has been focusing on playful learning for several years and has developed mobile escape games for schools on various sustainability topics. This creates low-threshold learning opportunities that deal with complex topics in a playful way. The focus is on ensuring the participation of all players and promoting cooperative action despite the large group size. In addition to highlighting the special features of mobile escape games for groups with class sizes, individual escape games on sustainability topics such as climate change, biodiversity and democracy education are presented

Hanna de Maizière

Working for ECOMOVE International e.V. as a project manager since 2019

Freie Universität Berlin/Universidade Estadual de Campinas 2012-2017
Master of Art (MA) Interdisciplinary Latin American Studies

Ocean Eye - inside the Escapebox

https://www.mentalhome.eu/escapebox2022/

Hansjörg Mikesch lebt und arbeitet in Wien als Gamedesigner und Ausstellungsgestalter.
www.mentalhome.eu, www.escapebox.at

Unravelled: a framework for the development of educational escape games

Every year, frequent players vote for the 100 best escape rooms in the world. Based on these lists, 38 of these rooms were analysed in detail. This analysis covered aspects such as gameplay sequences, typology of puzzles, room planning and player guidance as well as interactions with the game masters. Significant patterns were identified in all of these aspects, which can be utilised for the design of educational games. At the same time, they show what kind of challenges the world's best games almost completely dispense with, even though they are very popular in educational games. The study provides detailed insights into the variety of puzzle types used, the range of their variations over the course of the game and identifies particularly effective puzzle combinations. Based on these patterns and findings, a framework was developed that can be used to develop an educational escape game that moves away from combination locks and Sudoku puzzles.

Based on this research, the "BREAK" framework was developed. This structures the development process for educational escape games and provides clear guidelines that enable designers to ask the right questions at every stage. It takes into account aspects such as feasibility and realisability without neglecting the fun of the game and the integration of educational objectives.

Céline Neubig is a game designer and cultural mediator. She has been working as an exhibition designer for various museums for 10 years and, together with Michèle Müller and her company Enigma Immersive GmbH, designs interactive museum games and exhibitions as a game designer, with a particular focus on escape games. Inspired by her professional activities, Céline Neubig also wrote her Master's thesis in Game Design on the subject of "Educational Escape Rooms".

A night in the museum: A museum exhibition that turns into an escape room by night

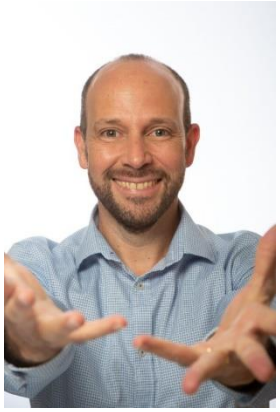
Escape room games are a genre of non-virtual game that have gained huge popularity in recent years as a pastime experience. With their rise in popularity, escape games have also been used more and more often in educational settings, both formal (schools and universities) and informal (museums).
A few years ago we were commissioned by the management of a small natural history museum to build educational escape room games in order to attract new types of visitors to the museum. Until then the museum was normally only open during the morning hours and mainly catered for school groups. The aim of the project was to attract visitors who normally do not attend the museum. The escape game format was considered a good way to do so as it would attract young adults with whom the genre is popular.

The common models for escape games in museums are (1) a mobile kit that can be played in the classroom of the museum or (2) converting a classroom into a full escape room. Discussions with the museum management yielded an innovative third model in which the escape room will be built into existing exhibitions taking full advantage of their aesthetics. The result were two escape games "The Return of the Prehistoric Man" (focusing on the evolution of humans) and "The Great Bone Robbery" (focusing on the evolution of prehistoric animals). Each was built into the exhibition without affecting its function during the day. So the exhibition space functions as a museum by day and an escape room by night. The transformation was designed so that museum guides could easily with a few actions (such as opening hidden doors and engaging electromagnets) transform one into the other.
In the poster session we will show examples of how we went about designing the escape games into the exhibitions. We will also show evaluation data on whether we succeeded in attracting new audiences and some insights based on this data as to which puzzles were most favoured and why.

Ran Peleg is a Lecturer in Education at the University of Southampton researching learning in informal environments. He strives to make science learning a joyful and meaningful experience by investigating the use of games, stories, drama and mime to the learning process. Ran has designed a dozen science escape games in different settings including schools, science festivals and the outdoors.

Ran read Natural Sciences at the University of Cambridge, completed a PhD in Science Education at the Technion and a postdoc fellowship at the University of Haifa. He is also a keen dancer and loves playing games of all kinds.

Co-Authors:
Yael Bamberger
Dorit Wolenitz



Strategies in solving and talking about an Educational Science Escape Room Game

Ran Peleg

Neta Shaby, University of Southampton

Escape rooms are a popular genre of physical games. Following the surge in their popularity as recreational games, the genre has made its way into a variety of educational settings with the aim of introducing specific knowledge, content related skills, general skills or fostering affective outcomes. Yet there is limited evidence whether and how escape games achieve these aims. This study attempts to take a deeper look into the learning experience of participants by investigating strategies adopted by different groups of players, the extent to which subject knowledge is discussed within each group and whether these are affected by the types of puzzles. To do this, an educational science escape room game called "Con-Science Escape" consisting of six scientific puzzles was played by 24 MSc students in a university in the UK. The puzzles focused on chemistry and physics: Four were 'wet' puzzle consisting of hands-on lab activities and 'two' puzzles were 'dry' requiring no lab work. Students were split into groups and each group was video-recorded during their game. The video data were analysed to investigate strategies used by each group and the amount of utterance about the subject knowledge of science during the puzzle solving. Analysis revealed five types of strategies: seeking, individual leadership, doing, collaborating and working with a lack of clear strategy. None of the groups seemed to have exhibited a lot of talk about science. 'Doing' seems to have led to the fastest time solving the puzzles but collaborating led to the most science talk. We discuss the implications of these findings and what future directions we believe research on educational escape rooms should take.

We will aim to bring some of the puzzles to the summer school presentation to allow participants to experience the escape room firsthand.

“The Archivist´s Dream” – A Live Escape Room at the Archives of Contemporary Arts

A special feature of “The Archivist's Dream” Escape Room is that it takes place in the underground visitor rooms of the archives. The players find themselves in an architecturally appealing environment, confronted with archival documents: such as manuscripts, poems, letters and recordings. The focus is not necessarily on conveying content-related topics, but on providing an insight into a cultural archive and encouraging a playful approach to its tasks and activities. The presentation will introduce the specific features of the game from the perspective of the archives.

Hanna Prandstätter studied Comparative Literature and Austrian Studies in Vienna. Since 2017, she is working as a research assistant at the Archives of Contemporary Arts at the University of Continuing Education Krems. Her fields of research include contemporary Austrian literature and archival studies.

Co-Authors:
Brigitta Potz (Archives of Contemporary Arts)
Natalie Denk (Center for Applied Game Studies)

TimeShift – A perspective-shifting Escape Room experience in complete darkness

„TimeShift - Glimpse of Tomorrow“ offers an immersive experience blending storytelling, escape room elements, and technology for a unique adventure in complete darkness. Participants become part of a research team tasked with exploring the simulation of A.I.V.A - Algorithm for Inclusion, Variety, and Alternatives - to gather insights for a better tomorrow.

The new format was developed as an extension of the "Dialogue in the Dark" exhibition by Dialogue Social Enterprise GmbH in collaboration with Dialoghaus Hamburg gGmbH and is part of the Dialoghaus Museum in Hamburg since April 2024. The "Dialogue in the Dark" exhibition serves as a catalyst for social change. Visitors are guided by visually impaired or blind guides through recreated everyday scenes such as a park or a bar - all in complete darkness.
„TimeShift“ builds on this concept and expands it through interactive puzzles, a technical system, and storytelling.

The project aims to raise awareness of inclusion, disability, and positive future visions. Visitors immerse themselves in a completely dark room where they

Anna Sieroslawski is a Project Manager in exhibition development at Dialoghaus Hamburg gGmbH and Dialogue Social Enterprise GmbH, specializing in crafting interactive and engaging exhibits. She holds a Master's degree in Media and Game Design from Harz University of Applied Sciences, where she focused on exploring game design and the immersive world of escape rooms. Her master's thesis delved into the potential of augmenting traditional escape rooms with augmented reality and virtual reality. Since then, she has been involved in conceptualizing and developing various escape room projects and interactive exhibitions.

must complete tasks together. Communication and teamwork take on a new dimension which creates a shift in perspective and leaves a lasting impression. Special emphasis is placed on the playful exploration of accessible technology, with visitors receiving special devices to complete tasks they would normally rely on their eyes for.
As in all Dialogue formats, the encounter with a person with disability takes center stage in „TimeShift". The blind or visually impaired guide not only takes on the traditional role of guiding visitors through the exhibition but also serves as a game master, able to oversee up to 12 people at once in a mission.

Utilizing the methodologies of Dialoghaus's formats, the project reimagines these approaches into playful interactions, prioritizing a supportive group dynamic and feelings of safety within the darkness. Integrating interactive puzzles, linear storytelling, and technology, „TimeShift" introduces a fresh immersive experience in the dark that brings participants closer to an inclusive future.

Furthermore, „TimeShift" can be seen as an escape room concept that can be played by blind and visually impaired people without relying on support from sighted players.

On your marks, get set, go: research on an educational escape game

Is it possible to impart knowledge sustainably with an escape game? This question was the starting point for the development of a digital educational escape game for an informal learning setting. The aim of the game "Project Pollination: A buzzing rescue" of the Leibniz Institute for the Analysis of Biodiversity Change, Museum Koenig Bonn is to foster the understanding on what biodiversity is why it is important and what players themselves can do to preserve it - especially with regard to pollinators on our doorstep. In order to find an answer two versions were developed: one with a more elaborate feedback

Since April 2021, Dr. **Inga Specht** is the head of the department of visitor and educational research at the Leibniz Institute for the Analysis of Biodiversity Change (LIB), Museum Koenig Bonn (Germany). She did her Ph.D. on conflicting information in museums and she likes playing board games.
The development of the game was possible because of the funding by the European Union as part of the Union's response to the COVID-19 pandemic.

on the quests and one with only correctness of response feedback. Moreover, some log file data of the players are automatically stored and can be linked to a questionnaire. Consequently, some of the foundations for research have been laid, but what now? The presenter like to discuss the planned scientific research with the summer school participants by taking into account the challenges of such a project (e.g. informal context) and the preliminary results of an evaluation of the first version. Therefore, data from 50 players that filled-in an evaluation questionnaire voluntary were presented.

Workshops:

(sorted alphabetically by surname of the speaker)

Escaping IN- or OUTdoors: A Workshop on Creating Location-Based Games

In this workshop we invite you to create your own prototype of a location-based escape game - inside or around the Campus Krems. The games will be created in groups and can revolve around a self-chosen game theme. For the game creation, various prototyping materials are provided (locks, cards, craft supplies, upcycling materials and many more). A central aspect of location-based games is that players move from one location to another as the game progresses. Alternatively, the groups can choose to work on a stationary or mobile escape game, like an escape box.

In the second part of the workshop, we will have the pleasure to try out the created escape games. Participants will share their experience and insights. Through this collaborative exchange, creators will gain valuable perspectives on how to further enhance their games.

Michaela Kempter created her first GPS treasure hunt in 2009. Fifteen years later she is still doing it and also passes on her knowledge to pedagogues and interested people. She studied Bildungswissenschaft (Education) at the university of vienna with the main emphasis on media education, adult education and cultural studies. She wrote her thesis about the transfer of computer game content of kids into their daily life. Afterwards she was working in the biggest board game library of austria, in wienXtra-spielebox, as a media educator. She designed workshops and leisure events for children and adults on the subject of computer and console games and also carried them out herself.

Natalie Denk is acting as head of the Center for Applied Game Studies at the University for Continuing Education Krems, where she has been involved in various national and international research projects since 2014, focusing on game-based education, educational game design and the gender dimension of digital gaming culture. Furthermore, she is the course manager of the Master's programme "Game Studies" and the Certificate Program "Game-based Education". Together with her team, she designed and created the Escape Room “Der Traum der Archivarin” for the Archives of Contemporary Arts at the University for Continuing Education Krems.

Digital Escape Room as a way to learn about social media, AI and information overload

In the workshop we will show how a digital escape room, implemented via a mobile app and played by teams of students outdoors, can be used as a playful and immersive way to learn about the social media, artificial intelligence and information overload.

We will discuss an example of 'The Whistleblower' game, developed by Grow Trails, in which the players play a detective and solve a mysterious disappearance of an employee at a fictitious social media giant. As the story of the game unfolds, players solve puzzles to gather evidence, deal with AI's face recognition powers, spot fake images, and explore tricks that 'the algorithm' plays on human minds.

Participants of the workshop will get to try some of the in-game puzzles hands-on and together we will discuss how to create a good and immersive educational escape room: how to make a good storyline, appropriate puzzles and how to integrate the learning content seamlessly into the game.

About us: Grow Trails are outdoors Schnitzeljagd-type games for teams that focus on learning about critical thinking in the digital era. The goal is to promote skills needed in the current era of information overload, such as dealing with social media or AI. The games are outdoors and the teams of players are navigated by a mobile app; they find quests that must be fulfilled before the app gives them clues or tells them where to go next.

The Grow Trails project was among the winning projects of the Future Wings Challenge in 2023 and its development has also been supported by IST Austria.

Zuzka Masárová and Josef Tkadlec have always been fascinated to discover how humans learn and advance most effectively. Zuzka looked for answers in her Education studies at Cambridge, while Josef modeled rationality in his game theory research at Harvard. We both love the process of discovery, and especially through a gamified context. We believe that critical thinking is a key skill in the era of information overload and AI. We both did our PhDs at ISTA and organized educational events in ten different countries.

No one is too old to learn, and we invite you to do so through playing our games.

Special thanks goes to Yunzhe Li and Valentin Hübner from ISTA who helped us create The Whistleblower game, as well as the many testers on ISTA campus who playtested the game and contributed with cool suggestions.

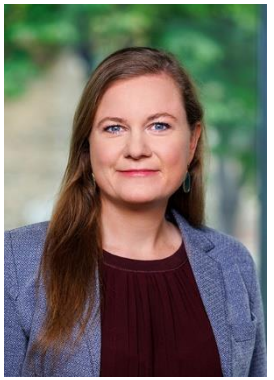
Virtual Escape Room as a tool for e-learning courses

Through the Bologna Process, higher education in Austria was opened up and made more flexible, but this also made the transition between bachelor's and master's programs more complex. The cohorts at the beginning of a master's program are heterogeneous groups with sometimes significantly divergent prior knowledge and skills especially when it comes to research methods. This poses significant challenges for students and instructors in the master's program. While some students must quickly catch up on missing competencies, others are under-challenged. The courses intended to convey the skills of academic work at the master's level must sometimes be used to build missing foundational knowledge and align the competency levels of students with different backgrounds. This is time-consuming and only possible to a limited extent.

Therefore, the University of Applied Sciences for Management & Communication is PI of a research project for the development of self-paced e-learning bridging courses for research methods. As part of this project, innovative teaching tools should be used to support and engage students in their learning process. Especially courses about research methods and content including statistics always face challenges when it comes to students' understanding and interest. Therefore we suggest this workshop to think about interactive and gamified solutions to provide Virtual Escape Rooms for research methods/Statistic courses in order to improve student engagement and enhance learning outcomes.

Dr. **Larissa Neuburger** is Research Associate at the University of Applied Sciences for Management & Communication in Vienna. In this position she is part of a research project and responsible for developing self-paced e-learning courses for research methods. Her research interests include e-tourism, tourism marketing and immersive technologies in higher education. She publishes regularly in academic journals and peer-reviewed books, presents her research at national and international conferences and is editor in chief of the academic journal 'Journal of Tourism Science'.

Co-Authors:
Ilona Pezenka, FH Wien der WKW / University of Applied Sciences for Management & Communication



How to value an object - stories and riddles behind a tomato can

The aim of the workshop is to explore the different perspectives we can take on the question of value. Together with the participants, we want to explore how escape rooms could be used to provide students with experiential learning formats in which they can deepen their understanding of how the different practices of producing, consuming, desiring and valuing things shape our economy and society. To engage our participants in designing possible puzzles for an educational escape room on value, we choose a simple object embedded in three different narratives: a tomato can.

- In our first story, the object appears as a tin can telephone used by our fictional player in his or her childhood. It represents memories of growing up in the family (our protagonist plays with tin cans used by the protagonist's grandmother for cooking), but also the transition from valuing an object in a playful way to being initiated into adult work, the world of producing and trading goods. In fact, as a young person, the protagonist begins to work in a tin can factory.
- In our second story, the tin can appears together with a recipe often used by the grandmother. So it refers to the value of care work, the unpaid work that is mostly done by women.
- In our third story, the tomato can appears in conjunction with a mysterious note on a pad left by the fictional player's grandmother. The note says something like "Factory 33 U.S. NY?" and leads us to a hidden, never-told story about the true origin of Warhol's Campbell's Tomato Soup can, a $10 million work of art (which we will not reveal here).

The participants are divided into three groups and work simultaneously on the three stories. They will be given materials and the task of designing one or two puzzles for the stories. In the context of the workshop, our aim is that by combining storytelling with the form of the Escape Room, the participants will learn to use the dynamic of transformation for the design: the "true" value of the object is only revealed at the end, and the didactic aim is to broaden the players' perspectives on the issue of value.

Klaus Neundlinger, head of Research of in scope GmbH and of the institute for cultural excellence research

Ines Häufler, story consultant and author: https://www.ineshaeufler.com

Access to Escape - An Immersive Virtual Reality Escape Room for Accessibility Education

As digitalization progresses, so does the importance of accessibility in digital contexts since it determines the participation of a large number of people. So, there is a need to raise awareness among stakeholders about the importance of accessibility. To address this challenge, we developed an immersive Virtual Reality (VR) escape room called Access to Escape to educate computer science students about digital accessibility.

To convey the learning content in a playful way, the format of an escape room is a very suitable approach: Each puzzle within the game represents a barrier that needs to be eliminated. Within this scenario, they get in touch with the difficulties which occur whenever digital content is not accessible. By solving the puzzles, the participants learn methods to remove barriers.

VR has the potential to create an immersive learning environment as the user dives into a whole new world as they put on the VR-headset. Immersion is known to increase motivation and escape distractions helping to create a positive learning experience. With the help of this technology, barriers can be made more tangible and thus, offer a realistic perspective on the topic.

Our workshop combines interactive activities with insightful discussions to empower participants with practical knowledge. We are excited to introduce Access to Escape to interested participants to explore its captivating mechanics and educational content. The participants get to know one of our five puzzles. They will need to figure out approaches to remove the presented barrier and may transfer the solution to future real-life situations.

Our objective is to sensitize the participants to the importance of digital accessibility.

Paula Wiesemüller is an academic researcher from studiumdigitale - innovation unit for technology-supported teaching and learning at Goethe University Frankfurt. She has a masters degree in computer science and is part of the media technology department of studiumdigitale. Her primary research emphasis centers on virtual reality connected with accessibility. Paula Wiesemüller and her colleague Saba Mateen developed the virtual reality escape room "Access to Escape" as the outcome of their masters thesis.

Co-Author:
Saba Mateen, studiumdigitale - Goethe University Frankfurt

Mobile escape box for up to 20 players

I would like to introduce my escape box that can be played simultaneously bzw up to 20 players. The main goal of this game is to create a dynamic situation, where everyone is involved and invited to work together to solve all the puzzles. Therefore I put the focus on puzzle solving in working groups and also in interaction with the other groups. And I tried to gain a much space as possible out of one box by Separating it into 5 pieces.

Michael Wiktora

Game Designer from Vienna, who started building escape rooms in 2018. I wrote concepts for several escape games in vienna and for the last 3 years I focussed on building transportable escape game boxes.