

EUROPEAN ACADEMY ON YOUTH WORK - WORKSHOP REPORT

Eduesc@peroom

Gabi Steinprinz, Netherlands, president of Youth Exchange Service [YES] and owner of UNSQUARE Playful Learning, Coaching and Training. Gabi is a freelance trainer and consultant on European level, and a member of the SALTO Training of Trainers team and of the Dutch trainers' pool.

Contact: gabstein@gmail.com

THE TOOL: EDUESC@PEROOM

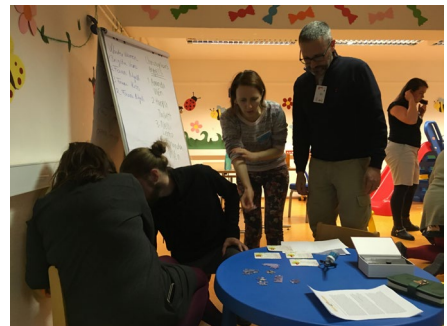
The workshop for the EAYW edition 1 was based on the development of the eduesc@peroom, an escape room developed for various educational settings as a practical learning tool to foster creative learning processes. The eduesc@peroom was part of a KA2 Strategic Partnership project called Looking at Learning or L@L.

CHALLENGES IN EDUCATION

This was the answer to the challenge to find new and relevant ways to change education. Education needs to change as it is not anymore suiting the learning needs of young people. This concrete hands-on tool for youth workers contributes to this paradigm shift. The project gives responsibility to learners and uses creativity to create interesting and challenging learning environments, with new roles for educators and learners.

The eduesc@peroom supports youth workers in putting learning on the agenda, and switching perspective on their role from being activity organisers to being educators or more specifically supporters of learners. This contributes to the recognition of youth work and the development of some specific youth workers' competences, linked to learning processes.

The eduesc@peroom has been developed for a broad variety of topics and educational settings like youth centres, cultural centres, elementary and secondary schools, special education, universities, or care centres for people with diverse abilities.



Eduesc@peroom at the EAYW

EDUESC@PEROOM AT THE EAYW

At the EAYW, a real eduesc@peroom was built in the children's playroom. The workshop was carried out four times, because the group size was limited to 10 participants and the duration was 60 min. In total, 39 people took part in the four editions. In the room, a combination of a broad variety of tasks, riddles and puzzles was waiting for the participants or, better said, the group of participants. In this case, variety means a combination of logical, linguistic, verbal, mathematical, musical, colourful, fast, slow, digital, scientific and collective tasks. The eduesc@peroom tries to be inclusive and offer a creative learning environment for all types of learners.

Solving the riddles, puzzles and tasks took more time than expected. This meant that there was not enough time for debriefing. The debriefing focused on:

@ **Change (needed) in education.** Education in formal settings, but even in non-formal settings is often based on what has worked for years already, what worked years ago. But young people's learning needs are changing, the transmission of information / knowledge changes.

@ **Role of the learner (self-directed learning, experiential learning, autonomous learning).** How can we as educators best support young people in their development, in their learning today? What do they need? How can an educational escape room be a creative learning environment for a school, a youth centre, a youth organisation, a university, a day-care centre, scouting etc.?

@ **Role of the educator (changing from content provider to learning supporter and facilitator).** How difficult is it to let go and hand over responsibility for learning to the learners? How can educators at the same time be involved and have a good supporting (coaching) role?

@ **What makes an eduesc@peroom educational?** Here we reflected mainly on the issue that not only the topic (like bullying, school subjects- like biology, mathematics or history-, drug abuse, homosexuality, competence development etc.) should be educational, but so should be the structure (include debriefing, monitoring), a conscious way of support and the variety of tasks and riddles.

@ **Role of team work.** In some teams, teamwork was not going well, and some people doubted the learning potential of such an escape room, as team work was hindering the learning. We talked about the team as a resource (learning from and with each other) and that it is a precondition. In some cases, the workshop leader gave the team the possibility to develop a strategy to use the group.

@ **Easibility of making escape rooms in your educational setting.** Moneywise, it is very doable. Simple escape rooms can be done with little money (under € 50) and lots of creativity. More challenging is the time investment needed; it takes time to design and build an escape room for educational purposes.

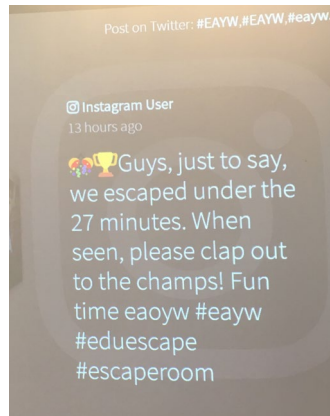
@ These four escape room teams confirmed that 10 people are too many and inefficient in an escape room. **Smaller groups work better.**



THE EDUESC@PEROOM GIVES RESPONSIBILITY
TO LEARNERS AND USES CREATIVITY TO CREATE
INTERESTING AND CHALLENGING LEARNING
ENVIRONMENTS, WITH NEW ROLES FOR EDUCATORS
AND LEARNERS.

QUOTES FROM PARTICIPANTS

- *"I did not learn anything- I was so frustrated about the team and the strategy we agreed on beforehand, but did not do at all".* This quote is important, because if we want learning to happen, we need to make sure this condition is taken care of. This is part of the development of the Eduesc@peroom.
- *"We thought of doing something similar, but we did not know how to start and do it. Now I do!".* This participant was already thinking about making changes in the educational setting. This tool showed her a practical way of how to do it.



LINKS TO FURTHER RESOURCES OR INFORMATION ABOUT THE PROJECT AVAILABLE ONLINE

- Further information about this tool can be found on: <https://lookingatlearning.eu/>
- or on the Facebook page <https://www.facebook.com/lookingatlearning/>.



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*More information about the EAYW:
www.eayw.net*