In-Service Programme Curriculum

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Table of Contents

Introduction

The NEET-SYSTEM In-service Training Programme and Handbook aim to enhance the skills of adult educators working directly with NEETs in order to be able to harness the potential of the innovative online educational escape room resources that will be developed as part of the project NEE-SYSTEM. As an end result they will be able to help NEET target group members to develop selected key competences that are highly valued in the European labour market and begin to reverse these aforementioned trends in each partner country.

The in-service training programme comprises of a total of 40 hours of learning broken down into 3 different phases as follows:

- Phase 1 - a special 5 hour introductory workshop that will be held in each partner country as a preparation for the transnational training event;
- Phase 2 - a 3 day, 20 hour training programme supporting adult educators to develop the necessary pedagogic skills and competences to deliver training in dynamic online environments and successfully manage the new student/tutor relationships that are a key part of successful learning partnerships; and training adult educators to develop their own online escape room challenge-based learning resources. This 20 hour face-to-face instruction will be delivered at the transnational training event in the UK in month 16.
- Phase 3 - will comprise 15 hours of self-directed learning supported on-line through the e-learning portal.

The In-service training places a significant emphasis on online learning and explores the roles of educators in online interactive environments. In this regards, the NEE-SYSTEM escape-room resources aim to bring a wide range of new environments into the learning process and through the training process it will be ensured that: tutors are comfortable working with the new resources in these non-traditional learning environments; fully bought-in to the benefits that online learning can bring for working with marginalised target groups; and aware of the risks that pertain when working in online environments.

Part 1 - Introductory Workshop

The Introductory workshop will be delivered in all partner countries with 2 participants. These participants will be the ones that will attend the training event in Lancaster, UK and will support afterwards the local training delivery to NEETs in each partner country. The purpose of the workshops will be informational and it will focus on preparing the participants for phase 2, the 3-day 20 hour training programme.

Preparation for the in-Service Training Event	
Aim	The aim of Part 1 is to introduce the philosophy and the basic concepts and terminology of the NEET-SYSTEM project to participants. A special emphasis will also be placed to the role of adult educator in training NEETs.
Learning Outcomes **Upon the completion of the Learning Unit, participants will be able to:**	
Knowledge	• Describe the basic aim and objectives of the NEET-SYSTEM project; • Describe the characteristics and needs of the NEET target group; • Underline the project's importance to the NEET target group; • Discuss issues related to the role of adult educators to NEET's education; • Describe the basic elements of the curriculum that will be followed during the TTE;
Skills	• Demonstrate willingness to participate to the TTE; • Exchange views about the content of the TTE; • Communicate effectively with other participants during the TTE.
Competences	• Participate actively to the TTE; • Work individually and in groups in order to accomplish learning tasks; • Take responsibility for completing all tasks allocated for every activity during the TTE.

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
A1.1	*Introduction of participants & Project Presentation*	Face-to-face	1-2 hours
Overview of the content	**Step 1:** The instructor welcomes participants and conducts an Ice-Breaking Activity in order to get to know each other. (see A1.1_ANNEX 1) – 20 min		

	Step 2: Afterwards, the instructor presents information about the Erasmus+ programs in general and then more specifically about the NEET-SYSTEM project focusing on its philosophy, methodology and available tools and encourages discussion among participants. (see A1.1._ANNEX 2) –40 min
Content delivery methods (lecture, discussions, research, group work, etc.)	
Ice-breaking activity Discussion	
Materials Required	
Computer (Desktop/Laptop) Projector Speakers	
Resources	
PPT presentations (A.1.1_ANNEX 1, A1.1._ANNEX 2)	
Assessment method	
N/A	
References	
NEET-SYSTEM project website: https://neet-system.eu/ NEET-SYSTEM Project FB page: Neet-System Project / https://www.facebook.com/pages/category/Community/NEET-System-Project-257532031614821/	

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
A1.2	*The NEET target group: characteristics and needs*	Face-to-face	2-3 hours
Overview of the content	**Step 1:** The instructor asks participants to brainstorm on the characteristics and needs of the NEET target group by writing their ideas on the flipchart. All participants are asked to provide their input. -40 min **Step 2:** Then, the instructor presents information about their common characteristics and needs across the EU. A special emphasis is placed on the role of adult educators (methods and communication approaches that can be used in order to motivate NEET's and which barriers do they need to overcome in the learning process) (see A1.2_ANNEX 1) -20 min **Step 3:** Afterwards, the instructor shares the Learning Outcomes Matrix with the participants. He/She gives participants some time to reflect on the learning outcomes of each competence and understand their importance for the NEET target group. He/She	

	encourages discussion among participants in order to answer questions. (see A1.2 ANNEX 2) -40 min **Step 4:** Participants are asked to discuss about the competences and the learning outcomes and how they can be applicable to educational settings by reflecting on the content of the previous presentation. The instructor also prompts participants to ask questions and/ or express their thoughts and ideas. -20 min

Content delivery methods (lecture, discussions, research, group work, etc.)

Lecture
Discussion

Materials Required

Computer (Desktop/Laptop)
Projector
Flipchart
Markers

Resources

PPT presentation (A1.2_ANNEX 1)
Handouts: Learning Outcomes Matrix (A1.2 ANNEX 2)

Assessment method

N /A

References

- Event MD Studio Team (August 2, 2019). *61 Ice-Breakers for a more Engaged Event*. Retrieved from: **https://www.eventmanagerblog.com/ice-breakers**
- European Commission (n.d.). What is Erasmus? Available at: **https://ec.europa.eu/programmes/erasmus-plus/about_en**

Part 2 – In-service training programme

The In-Service Training Programme will be a 3-day, 20 hour training Programme supporting adult educators to develop the necessary pedagogic skills and competences to deliver training in dynamic online environments. The Programme will include different types of activities mostly suited to adult training techniques and teaching practices. Specifically, it will include hands-on activities that will support learners to engage in meaningful learning experiences and to better understand the potential of escape room resources and the benefits that online learning can bring for working with marginalised target groups. Also, it will allow adult educators to work autonomously and develop their own online escape room challenge-based learning resources. Lastly, the aforementioned event will prepare participants to work during Phase 3, where they will have to follow a 15-hour of self-directed learning which will be supported through the NEET-SYSTEM e-learning portal.

Learning Unit 1: Digital Escape Rooms in Education: Definitions, Characteristics & Use

Digital Escape Rooms In Education: Definitions, Characteristics & Use	
Aim	The aim of Learning Unit 1 is to provide general information on how games can be used in order to transform the teaching practice in educational settings.
Learning Outcomes **Upon the completion of the Learning Unit, participants will be able to:**	
Knowledge	• Describe the concept of a game; • Distinguish between games and escape room games; • Recognize the value of games in educational settings in the digital era. • List the benefits of gamification in teaching and learning.
Skills	• Formulate ways in which games can be integrated in educational settings according to their subject matter; • Plan a lesson that will integrate escape rooms games during instruction; • Provide recommendations on the use of escape room games in educational settings.
Competences	• Be motivated to transform their teaching practices using new learning pathways (escape rooms games); • Integrate escape room games in their instruction; • Develop learning opportunities that will enhance teaching by applying gamification principles.

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
A1.1	*Introduction to the use of games in Education*	Face-to-face	2 hours

Overview of the content	**Step 1:** The instructor welcomes participants and briefly presents an overview of the activity and the learning objectives. – 10 min **Step 2:** The instructor conducts a brainstorming activity about the concept of game and gamification. All participants are asked to provide their input (see A1.1 ANNEX 1) – 40 min **Step 3:** Afterwards, the instructor conducts a detailed presentation about the concept of gamification and introduces its basic elements (see A1.1 ANNEX 2) – 35 min **Step 4:** Participants are asked to discuss about gamification and how it can be applicable to educational settings by reflecting on the content of the previous presentation. The instructor also prompts participants to ask questions and/ or express their thoughts and ideas. – 35 min

Content delivery methods (lecture, discussions, research, group work, etc.)

Brainstorming
Lecture
Discussion

Materials Required

Flipchart
Markers
Computer (Desktop/Laptop)
Projector

Resources

PPT presentations (A1.1 ANNEX 1, A1.1 ANNEX 2)

Assessment method

Reflection Activity

References

- Clarke, S., Peel, D., Arnab, S., Morini, L., Keegan, H. & Wood, O. (2017). EscapED: A Framework for Creating Educational Escape Rooms and Interactive Games to For Higher/Further Education. *International Journal of Serious Games*, 4 (*3*), 73-86.
- Clarke, S., Arnab, S., Morini, L., Wood, O., Green, K., Masters, A., & Bourazeri, A. (2016, October). EscapED: A framework for creating live-action, interactive games for higher/further education learning and soft skills development. Available at: https://pureportal.coventry.ac.uk/files/11916604/escapedcomb.pdf
- Denning, T., Lerner, A., Shostack, A., & Kohno, T. (2013). *Control-Alt-Hack: the design and evaluation of a card game for computer security awareness and education*. Available at: https://tamaradenning.net/files/papers/ccs479-denning.pdf

- Edwards, K. (2009). Traditional games of a timeless land: Play cultures in Aboriginal and Torres Strait Islander communities. *Australian Aboriginal Studies*, (2), 32.
- Schell, J. (2008). *The Art of Game Design: A book of lenses*. Available at: http://www.aisacademics.com/wp-content/uploads/2017/07/GAD101-Introduction-to-Game-Development.pdf
- Prensky, M. (2001). *Fun, Play and Games: What Makes Games Engaging Useful Resources.* Available at: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjVsc7zqLPhAhUHxoUKHRE3AvkQFjAAegQIBRAC&url=http%3A%2F%2Fwww.marcprensky.com%2Fwriting%2FPrensky%2520-%2520Digital%2520Game-Based%2520Learning-Ch5.pdf&usg=AOvVaw03z1bVuxUfxRtafyplCnwe
- Tang, S. & Hanneghan, M. (2015). Designing Educational Games: A Pedagogical Approach, *IGI Global*, 181-198. doi: 10.4018/978-1-61520-781-7.ch008.

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
A1.2	*Introduction to Escape Rooms*	Face-to-face	2 hours

Overview of the content	**Step 1:** The instructor briefly presents an overview of the activity and the learning objectives. – 10 min **Step 2:** The instructor presents information about the Escape Rooms Games with a focus on their definitions and characteristics. He/She encourages discussion among participants in order to answer questions. (see A1.2 ANNEX 1) – 35 min **Step 3:** Then, the instructor implements an activity with cards for the benefits of using Escape Rooms in education (see A1.2 ANNEX 2_FlashcardsActivityInstructions, A1.2 ANNEX 2_Flashcards Board, A1.2 ANNEX_Flashcards) – 45 min **Step 4:** After the activity with the flashcards the instructor asks participants to take an online quiz and check their knowledge. – 30 min

Content delivery methods (lecture, discussions, research, group work, etc.)
Lecture   Discussion   Game with flashcards   Pens/pencils
Materials Required
Computer (Desktop/Laptop)   Projector   Handouts (Flashcards)   Pens/pencils

Internet Connection (Online Quiz)

Resources
Presentations (A1.2 ANNEX 1, A1.2 ANNEX 2_FlashcardsActivityInstructions,)
Pdf document with flashcards (A1.2 ANNEX 2_Flashcards Board, A1.2 ANNEX 2_Flashcards)

Assessment method
Online Quiz (https://docs.google.com/forms/d/e/1FAIpQLSfctrLPLAQiEvtuQC_azpXCgGKxjz38ixVzISRxI d0hqzBtBQ/viewform)

References
• López-Pernas, S., Gordillo, A., Barra, E., & Quemada, J. (2019). Examining the Use of an Educational Escape Room for Teaching Programming in a Higher Education Setting. Available at: https://ieeexplore.ieee.org/iel7/6287639/8600701/08658086.pdf
• Nicholson, S. (2016). *Ask Why: Creating a Better Player Experience Through Environmental Storytelling and Consistency in Escape Room Design*. Available at http://scottnicholson.com/pubs/askwhy.pdf
• Nicholson, S. (2015). *Peeking behind the locked door: A survey of escape room facilities*. Available at: http://scottnicholson.com/pubs/erfacwhite.pdf
• Wiemker, M., Elumir, E., & Clare, A. (2015). *Escape room games: Can you transform an upleasant situation into a pleasant one?*. Available at: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ua ct=8&ved=2ahUKEwiVurKYn7HhAhULNBQKHSraBOgQFjAAegQIBBAC&url=https%3A% 2F%2Fthecodex.ca%2Fwp-content%2Fuploads%2F2016%2F08%2F00511Wiemker-et-al-Paper-Escape-Room-Games.pdf&usg=AOvVaw3gJRMjw90mMO9gyZlsXaoq

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
A1.3	*Gamification & Escape Rooms*	Face-to-face	1.5 hours

| **Overview of the content** | **Step 1:** The instructor briefly presents an overview of the activity and the learning objectives. – 10 min
Step 2: The instructor conducts a World Café activity about gamification techniques in Escape Room Games. (see A1.3 ANNEX 1) – 55 min
Step 3: Participants are asked to discuss about gamification and how it can be applicable to educational settings by reflecting on the findings from the world café activity. It also presents an example of the NEET-SYSTEM project resources. The instructor also prompts participants to ask questions and/ or express their thoughts and ideas.- 25 min |
|---|---|

Content delivery methods (lecture, discussions, research, group work, etc.)
Group work
Discussion

Materials Required

Flipchart Markers	
Resources	
PPT presentation (A1.3 ANNEX 1)	
Assessment method	
Reflection activity	
References	

- Nicholson, S. (2016). *Ask Why: Creating a Better Player Experience Through Environmental Storytelling and Consistency in Escape Room Design*. Available at http://scottnicholson.com/pubs/askwhy.pdf

- Nicholson, S. (2015). *Peeking behind the locked door: A survey of escape room facilities*. Available at: http://scottnicholson.com/pubs/erfacwhite.pdf

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- Van Eck, R. (2006). Digital game-based learning: It's not just the digital natives who are restless. *EDUCAUSE review*, *41*(2), 16.

- Wiemker, M., Elumir, E., & Clare, A. (2015). *Escape room games: Can you transform an upleasant situation into a pleasant one?*. Available at:
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwiVurKYn7HhAhULNBQKHSraBOgQFjAAegQIBBAC&url=https%3A%2F%2Fthecodex.ca%2Fwp-content%2Fuploads%2F2016%2F08%2F00511Wiemker-et-al-Paper-Escape-Room-Games.pdf&usg=AOvVaw3gJRMjw90mMO9gyZlsXaoq

Learning Unit 2: Instructional Considerations for the Development of Digital Escape Rooms

Instructional Considerations for the Development of Digital Escape Rooms	
Aim	The aim of Learning Unit 2 is to provide information in regards to the creation, development and implementation of escape room games by placing an emphasis on narration techniques and instructional strategies. It also aims to provide information about the risks and possible negative factors associated with online learning.
Learning Outcomes **Upon the completion of the Learning Unit, participants will be able to:**	
Knowledge	• Describe the characteristics of engaging escape room narratives • List the principles of game-based learning; • Identify successful pedagogical approaches for the incorporation of escape room games in the teaching practice. • Describe the risks pertaining the online environment; • Safeguard against possible negative factors associated with online learning.
Skills	• Adapt a training session so that it introduces a gamified approach; • Apply game-based learning principles to create their own escape room games; • Transform their teaching practices by developing fun, challenging and creative digital games; • Stimulate their classrooms' interest in the subject matter; • Develop creative narratives to introduce a concept.
Competences	• Experiment during the design of the teaching practice in the development of escape room game narratives; • Incorporate meaningful escape room challenges in everyday instruction; • Solve instructional problems by applying gamification principles to simplify the subject matter; • Establish engaging learning environments for their classrooms through the use of escape room games.

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
B1.1	*Escape Rooms Narratives*	Face-to-face	1.5 hours

Overview of the content	**Step 1:** The instructor welcomes participants and briefly presents an overview of the activity and the learning objectives. – 10 min
	Step 2: Firstly, the instructor implements an activity with Dos and Dont's flashcards in regards to Escape Room Narratives and asks participants to work in pairs. The instructor also prompts participants to ask questions and/ or express their thoughts and ideas. (see B1.1 ANNEX 1_Narrative Dos&Donts_ActivityInstructions, B1.1 ANNEX 1_Narratives Dos&Donts_Flashcards, B1.1 ANNEX 1_Narratives Dos&Donts_Flashcard board) – 20 min
	Step 3: Then, the instructor conducts a presentation about the narration techniques that can be applied to the development of Escape Room narratives. (see B1.1 ANNEX 2) – 15 min
	Step 4: Participants are asked to discuss about the narration techniques by reflecting on the content of the previous presentation. They are also being presented an example of the NEET-SYSTEM project resources. – 15 min
	Step 5: After the activity with the flashcards the instructor asks participants to take an online quiz and check their knowledge. – 30 min

Content delivery methods (lecture, discussions, research, group work, etc.)

Group work
Lecture
Discussion

Materials Required

Handouts
Pens/pencils
Computer
Projector
Internet Connection (Online Quiz)

Resources

Pdf Documents - Handout with the Dos and Don't's list (B1.1 ANNEX 1_Narratives Dos&Donts_Flashcards, B1.1 ANNEX 1_Narratives Dos&Donts_Flashcard board)
PPT Presentation (B1.1 ANNEX 2)

Assessment method

Online quiz (https://docs.google.com/forms/d/e/1FAIpQLSdH2pA2ySvTk1qR58hspWaknhhp3ak7brQ5RzEED2p1rHhfhg/viewform)

References

- Howard, J. (2008). *Quests: Design, theory, and history in games and narratives*. Available at: https://content.taylorfrancis.com/books/download?dac=C2010-0-47512-0&isbn=9781439880814&format=googlePreviewPdf
- Nicholson, S. (2016). *Ask Why: Creating a Better Player Experience Through Environmental Storytelling and Consistency in Escape Room Design*. Available at http://scottnicholson.com/pubs/askwhy.pdf

- Nicholson, S. (2015). *Peeking behind the locked door: A survey of escape room facilities*. Available at: http://scottnicholson.com/pubs/erfacwhite.pdf
- Schell, J. (2008). *The Art of Game Design: A book of lenses*. Available at: http://www.aisacademics.com/wp-content/uploads/2017/07/GAD101-Introduction-to-Game-Development.pdf
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Activity Code	Activity Title	Activity Type	Learning Time for the Activity
B1.2	*Creating meaningful Escape Room challenges*	Face-to-face	2 hours

Overview of the content	**Step 1:** The instructor briefly presents an overview of the activity and the learning objectives. – 10 min **Step 2:** The instructor shares handouts that include a Case Study about the creation of meaningful escape room challenges and asks participants to work in pairs on the handout exercises. The Case Study will be an example of the NEET-SYSTEM project resources. (see B1.2 ANNEX 1) – 50 min **Step 3:** Then, the instructor asks participants to share their results from working in pairs with the rest of the class. – 30 min **Step 4:** Participants are asked to discuss about the creation of meaningful escape room challenges by reflecting on the previous activity. – 30 min

Content delivery methods (lecture, discussions, research, group work, etc.)

Group work
Discussion

Materials Required

Handouts
Pens/Pencils

Resources

Word document - Handouts with the Case Study (B1.2 ANNEX 1)

Assessment method

Reflection activity

References

- López-Pernas, S., Gordillo, A., Barra, E., & Quemada, J. (2019). Examining the Use of an Educational Escape Room for Teaching Programming in a Higher Education Setting. Available at: https://ieeexplore.ieee.org/iel7/6287639/8600701/08658086.pdf

- Wiemker, M., Elumir, E., & Clare, A. (2015). *Escape room games: Can you transform an unpleasant situation into a pleasant one?*. Available at: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwiVurKYn7HhAhULNBQKHSraBOgQFjAAegQIBBAC&url=https%3A%2F%2Fthecodex.ca%2Fwp-content%2Fuploads%2F2016%2F08%2F00511Wiemker-et-al-Paper-Escape-Room-Games.pdf&usg=AOvVaw3gJRMjw90mMO9gyZlsXaoq

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
B1.3	*Instructional Considerations for the design of Escape Room Games*	Face-to-face	1,5 hours

Overview of the content	**Step 1:** The instructor briefly presents an overview of the activity and the learning objectives. – 10 min **Step 2:** The instructor shares handouts that include practical examples and exercises about the instructional considerations for the design of escape room games and asks participants to work in pairs. (see B1.3 ANNEX 1) – 40 min **Step 3:** Then, the instructor asks participants to share their results from working in pairs with the rest of the class. – 20 min **Step 4:** Participants are asked to discuss about the design of escape room games and how it can be applicable to educational settings by reflecting on the content of the previous exercises. The instructor also prompts participants to ask questions and/ or express their thoughts and ideas. – 20 min

Content delivery methods (lecture, discussions, research, group work, etc.)

Group work

Materials Required

Handouts
Pens/Pencils

Resources

Word document with practical examples and exercises (B1.3 ANNEX 1)

Assessment method

Reflection activity

References

- Clarke, S., Peel, D., Arnab, S., Morini, L., Keegan, H. & Wood, O. (2017). EscapED: A Framework for Creating Educational Escape Rooms and Interactive Games to For Higher/Further Education. *International Journal of Serious Games*, 4 (*3*), 73-86.
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- Van Eck, R. (2006). Digital game-based learning: It's not just the digital natives who are restless. *EDUCAUSE review*, *41*(2), 16.

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
B1.4	*Risks and possible negative factors associated with online learning*	Face-to-face	1.5 hour
Overview of the content	**Step 1:** The instructor briefly presents an overview of the activity and the learning objectives. – 10 min **Step 2:** The instructor asks participants to brainstorm on the risks and and possible negative factors associated with online learning by writing their ideas on the flipchart. All participants are asked to provide their input. – 30 min **Step 3:** Then, the instructor conducts a presentation about the risks and possible negative factors associated with online learning. The instructor also prompts participants to ask questions and/ or express their thoughts and ideas. (see ANNEX B1.4 ppt) – 20 min **Step 4:** After the activity with the flashcards the instructor asks participants to take an Online safety in digital world exercise. – 30 min (see ANNEX)		

Content delivery methods (lecture, discussions, research, group work, etc.)

Brainstorming
Lecture
Discussion

Materials Required

Flipchart
Computer
Projector
Markets
Internet Connection (Online Quiz)

Resources

PPT presentation (see ANNEX)

Assessment method

Online safety in digital world exercise (see ANNEX)

References

Riva G., Wiederhold B.K. & Cipresso P. (2015). The Psychology of Social Networking Vol.1, Personal Experience in Online Communities. Walter de Gruyter GmbH & Co KG Place. Retrieved from:

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eSafety Commissioner. Your digital reputation. Retrieved December 19th, 2019 from https://www.esafety.gov.au/young-people/your-digital-reputation

Applied educational systems. What Is Digital Citizenship (& How Do You Teach It)? Retrieved December 19th, 2019 from https://www.aeseducation.com/career-readiness/what-is-digital-citizenship

How To be Professional on Social Media! (2016)
https://www.youtube.com/watch?v=VynmGy6GLEs

Know-how and Technical Considerations for the development of Digital Escape Rooms	
Aim	The aim of Learning Unit 3 is to provide information in regards to the methodology and technical development of the digital escape room games.
Learning Outcomes **Upon the completion of the Learning Unit, participants will be able to:**	
Knowledge	• Describe the process of developing a digital escape room using Google Forms Software; • Identify the basic functions of the Google Forms Software and how they can be applied during the development of digital escape room games; • List the benefits of using the Google Forms Software for developing digital escape room games.
Skills	• Apply different set of questions to create digital escape room games; • Create multimedia representations of the subject matter content in the form of digital escape room games; • Provide feedback depending on the students' responses; • Share online the digital escape room games with colleagues and/or students.
Competences	• Create digital escape room games for their classrooms that will include at least 3 challenges; • Align digital escape room games with the subject matter content; • Measure student's achievement through the digital escape room games.

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
C1.1	*The methodology for creating Digital Escape Room Games*	Face-to-face	1 hour

Overview of the content	**Step 1:** The trainer welcomes participants and briefly presents an overview of the activity and the learning objectives. – 10 min **Step 2:** Trainer is presenting one example of escape room developed in NETT SYSTEM project– 30 min **Step 3:** Then, the instructor asks participants to share their experiences and questions regarding escape rooms development. – 10 min

	Step 4: Participants are asked to discuss about the methodology escape room challenges by reflecting on the previous exercises and presentation. – 10 min

Content delivery methods (lecture, discussions, research, group work, etc.)

Group work
Lecture
Discussion

Materials Required

Computer (Desktop/Laptop)
Projector
Handouts
Pens/pencils

Resources

NEET SYSTEM Handbook

Assessment method

Reflection activity

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
C1.2	*User Guide to Google Forms*	Face-to-face	2 hours

Overview of the content	Step 1: The trainer briefly presents an overview of the activity and the learning objectives. – 10 min Step 2: The trainer is following Handbook instructions in section "Brief User Guide to Google Forms" and present step by step how to create and edit google forms. Trainees following the process on their computers. - 90 min Step 3: Presentation of created forms and quizzes – 20 min Step 4: Discussion and problem solving. – 10 min

Content delivery methods (lecture, discussions, research, group work, etc.)

Demonstration

Materials Required

Computer (Desktop/Laptop)
Projector
Internet Access
Gmail Account

Resources

NEET SYSTEM Handbook

Assessment method

Product development (Escape Rooms Game)

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
C1.3	*Develop my own Digital Escape Room Game*	Face-to-face	4.5 hours

Overview of the content	**Step 1:** The trainer briefly presents an overview of the activity and the learning objectives. – 10 min **Step 2:** The trainer is following Handbook instructions in section "Creating an Escape Room Challenge in Google Forms" and present step by step how to create and edit google forms. The participants in pairs are following the process and going to prepare own escape room. Trainer will use Handbook where is whole process described step by step and go through the process together will all participants – 20 min **Step 3:** Then, the instructor asks participants to share their results from working in pairs with the rest of the class. – 20 min **Step 4**: Presentation of created forms and quizzes – 20 min **Step 5**: Discussion and technical problem solving. – 20 min

Content delivery methods (lecture, discussions, research, group work, etc.)

Group work
Discussion

Materials Required

Computer (Desktop/Laptop)
Projector
Internet Access
Gmail Account

Resources

NEET SYSTEM Handbook

Assessment method

Product development (Digital Escape Room Game)

References

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- Nicholson, S. (2016). *Ask Why: Creating a Better Player Experience Through Environmental Storytelling and Consistency in Escape Room Design*. Available at http://scottnicholson.com/pubs/askwhy.pdf
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- Tang, S. & Hanneghan, M. (2015). Designing Educational Games: A Pedagogical Approach, *IGI Global*, 181-198. doi: 10.4018/978-1-61520-781-7.ch008.

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Part 3 – Self-directed online learning

During this part of the training all participants will have to study the In-Service Training resources and apply what they have learned during an instructional task. The instructional task will include the selection of a competence area of their interest and the application of instructional and technical skills in order to develop at least 2 Escape Room Challenges by completing a 15-hour work based on the Learning Outcomes Matrix of the NEET-SYSTEM project. Specifically, their tasks will include:

Design, Creation and Development of Escape Rooms Challenges	
Aim	The aim of Part 3 is to allow participants to study the In-Service Training resources so to be able to build competences and finally develop their own digital escape rooms during self-paced learning.
Learning Outcomes **Upon the completion of the Learning Unit, participants will be able to:**	
Knowledge	• Define the concept of a digital escape room game; • Describe the methodologies, strategies and instructional approaches in regards to the development of digital escape room games; • List some successful narration techniques for creating digital escape room games; • List some principles of game-based learning.
Skills	• Apply principles of game-based learning to create digital escape room games; • Use the Google Forms Software in order to develop digital escape room games that include different types of questions and exercises; • Incorporate multimedia representations to their digital escape room games in order to enhance the understanding of a concept; • Share the digital escape room games.
Competences	• Develop fun, challenging and creative digital escape room games for four levels: Introductory, Intermediate, Advanced and Expert depending on the level of competence that is to be addressed.

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
3.1	*Design, Creation and Development of Escape Rooms Resources for the Introductory Level (Optional)*	Online	3-6 hours (including self-directed learning, design & development)

Overview of the content	The Escape Room Challenge for the Introductory Level that will be produced will include: • the learning outcomes to be achieved • an Introductory Narration • a Challenge in media rich format, e.g. pics, gifs etc. • a Congratulations message based on the narrative
Content delivery methods (lecture, discussions, research, group work, etc.)	
Online Learning Self-paced learning	
Materials Required	
Computer (Desktop/Laptop) Internet Access Gmail Account	
Resources	
NEET-SYSTEM Handbook for Training Professionals to the Use of Digital Escape Room Games in Educational Settings	
Assessment method	
Product development (Digital Escape Room Game)	
References	
NEET-SYSTEM Handbook for Training Professionals to the Use of Digital Escape Room Games in Educational Settings	

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
3.2	*Design, Creation and Development of Escape Rooms Resources for the Intermediate Level (Optional)*	Online	4-8 hours (including self-directed learning, design & development)

Overview of the content	The Escape Room Challenge for the Intermediate Level that will be produced will include: • the learning outcomes to be achieved • an Introductory Narration • a Challenge in media rich format, e.g. pics, gifs etc. • a Congratulations message based on the narrative
Content delivery methods (lecture, discussions, research, group work, etc.)	
Online Learning Self-paced learning	
Materials Required	
Computer (Desktop/Laptop) Internet Access Gmail Account	
Resources	

NEET-SYSTEM Handbook for Training Professionals to the Use of Digital Escape Room Games in Educational Settings

Assessment method

Product development (Digital Escape Room Game)

References

NEET-SYSTEM Handbook for Training Professionals to the Use of Digital Escape Room Games in Educational Settings

Activity Code	Activity Title	Activity Type	Learning Time for the Activity
3.3	*Design, Creation and Development of Escape Rooms Resources for the Advanced Level (Optional)*	Online	4-8 hours (including self-directed learning, design & development)
Overview of the content	The Escape Room Challenge for the Advanced Level that will be produced will include: • the learning outcomes to be achieved • an Introductory Narration • a Challenge in media rich format, e.g. pics, gifs etc. • a Congratulations message based on the narrative		

Content delivery methods (lecture, discussions, research, group work, etc.)

Online Learning
Self-paced learning

Materials Required

Computer (Desktop/Laptop)
Internet Access
Gmail Account

Resources

NEET-SYSTEM Handbook for Training Professionals to the Use of Digital Escape Room Games in Educational Settings

Assessment method

Product development (Digital Escape Room Game)

References

NEET-SYSTEM Handbook for Training Professionals to the Use of Digital Escape Room Games in Educational Settings

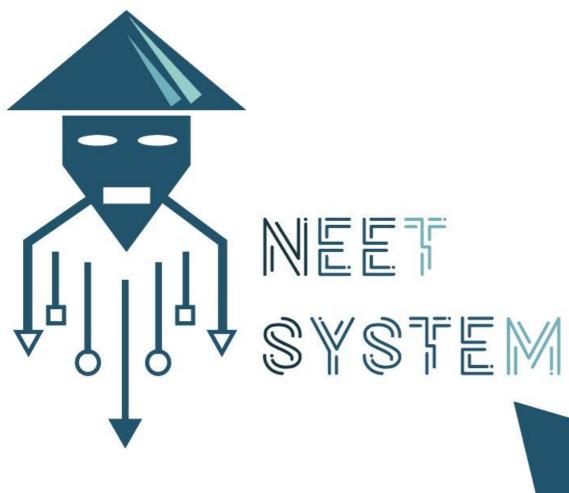| Activity Code	Activity Title	Activity Type	Learning Time for the Activity
3.2	*Design, Creation and Development of Escape Rooms Resources for*	Online	4-8 hours (including self-directed learning, design & development)

	the Expert Level (Optional)		
Overview of the content	The Escape Room Challenge for the Expert Level that will be produced will include: • the learning outcomes to be achieved • an Introductory Narration • a Challenge in media rich format, e.g. pics, gifs etc. • a Congratulations message based on the narrative		

Content delivery methods (lecture, discussions, research, group work, etc.)
Online Learning   Self-paced learning
Materials Required
Computer (Desktop/Laptop)   Internet Access   Gmail Account
Resources
NEET-SYSTEM Handbook for Training Professionals to the Use of Digital Escape Room Games in Educational Settings
Assessment method
Product development (Digital Escape Room Game)
References
NEET-SYSTEM Handbook for Training Professionals to the Use of Digital Escape Room Games in Educational Settings

All participants will have to submit their work to the partnership in order to get their certificates. A deadline for this task will be set after the end of the training event which will be held in the UK.

NEET SYSTEM

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