

How to organize the debrief

One of your roles as Game Master is to debrief with students after ER gameplay. Debriefing allows for an exchange of feedback and reflects on what students have achieved. The purpose of the debrief is to clarify the course content for students, to implement what was experienced in the game context to the “real world” and to modify the ER if necessary.

Tools needed for the debrief

Track Form where you will write down feedback (refer to the Tool document of the same name)

Structure of the debrief

The chronology of some of these steps, as well as the duration of the debriefing (around 5 – 10 minutes), will be up to you as the educator, based on your learning and pedagogical objectives.

- **Feedback on the game experience:** A “cooling down” period in which students reflect on their first reactions to the ER (see the “Debriefing” section of the Framework and Roadmap for more details).
- **Reflect on language learning goals:** A discussion on the intended learning outcomes (Have they been met by students? Which challenges did they face?).
- **Reflect on soft skills goals:** A discussion to help students identify which interpersonal skills they practiced (communication, teamwork, critical-thinking, etc.).
- **Suggestions for improvement:** Allow student input on how certain elements of the ER could be better (enigmas, parts of the scenario, etc.).
- **Conclusion:** Inquire whether students would repeat the experience, after which homework may be given to confirm that learning objectives have been met.

Further reading

- Lopez-Pernas, S. et al. (2019) ‘Examining the use of an educational escape room for teaching programming in a higher education setting’, IEEE Access, 7, pp. 31723–31737. doi: 10.1109/ACCESS.2019.2902976.
- Rapp, J. et al. (2019) ‘How to set the game characteristics, design the instructional content and the didactical setting for a serious game for health prevention in the workplace’, in Gentile, M., Allegra, M., and Söbke, H. (eds) Games and learning alliance. Palermo, Italy: Springer, pp. 210–221.
- Sanchez, E. and Plumettaz-Sieber, M. (2019) ‘Teaching and learning with escape games from debriefing to institutionalization of knowledge’, in Gentile, M., Allegra, M., and Söbke, H. (eds) Games and learning alliance. Palermo, Italy: Springer, pp. 242–257.
- Veldkamp, A. et al. (2020) Escape education: a systematic review on escape rooms in education. preprint. SOCIAL SCIENCES, pp. 1–19. doi: 10.20944/preprints202003.0182.v1.
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