

# Increasing Student Engagement Using Virtual Escape Rooms

## Amy Smith MSN RN CNE, Dawn Terzulli DNP RN PCCN, Kathryn Kinyon DNP MSN PPCNP-BC AHN-BC, & Tina Klein MSN RN Education

### PROBLEM / OPPORTUNITY

In the ABSN program at MUSC CON, with a transition to virtual learning, does the use of virtual escape room gaming as compared to current practices enhance student engagement?

### IDEA SUMMARY

This idea emerged as faculty began networking innovative ways to engage students during virtual learning. Gaming allows an alternative and fun opportunity for active learning (Billings & Halstead, 2014). As faculty became more skilled building the rooms and preliminary feedback from students indicated they were a valuable tool for our courses, we are now seeking a more professional approach to creating the experience. Virtual escape rooms have great potential. More research is needed to validate the innovation (Comparing the Effectiveness, 2020).

### VALUE PROPOSITION / BENEFITS

The value of gaming education tools in a virtual learning environment has yet to be realized. Smith (2020) highlights the potential benefits of enhanced clinical judgment with virtual escape rooms.

In-person escape rooms and gaming have show great promise as innovative teaching tools. It is time to extend those advantages to our current virtual teaching environment (Reed, 2020).

### IMPLEMENTATION PLAN

Faculty have experimented and created low budget, DIY escape rooms.

Room development has advanced from idea sharing, to basic google forms, to google slides with sound, video, and pictures

Virtual rooms are now used in three courses throughout the ABSN program

With funding, faculty may seek expert consultation and enhance the development/functionality of the escape rooms.

### RESULTS

Common themes noted among informal feedback included the themes of :

- A fun experience
- An experience that students would like to do more
- An experience that was valuable as a learning tool
- Would be fun as individual or Team activity



### BUDGET / FINANCIALS

Web Design: TBA. Professional game creation starts at \$1000

Explore funding for dissemination of findings and continued learning

### LESSONS LEARNED

Each game requires clear learning objectives and specific instructions on how to navigate the room and solve the puzzle

Faculty must have a basic understanding of google forms and google slides

Bit Mojis are a fun and personalized approach to catch the attention of your audience

### REFERENCES

Billings, D. & Halstead, J. (2014). *Teaching / nursing: A guide for faculty* (4th ed.). Elsevier.

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