

Teaching **Team Dynamics** with an **Escape Room**

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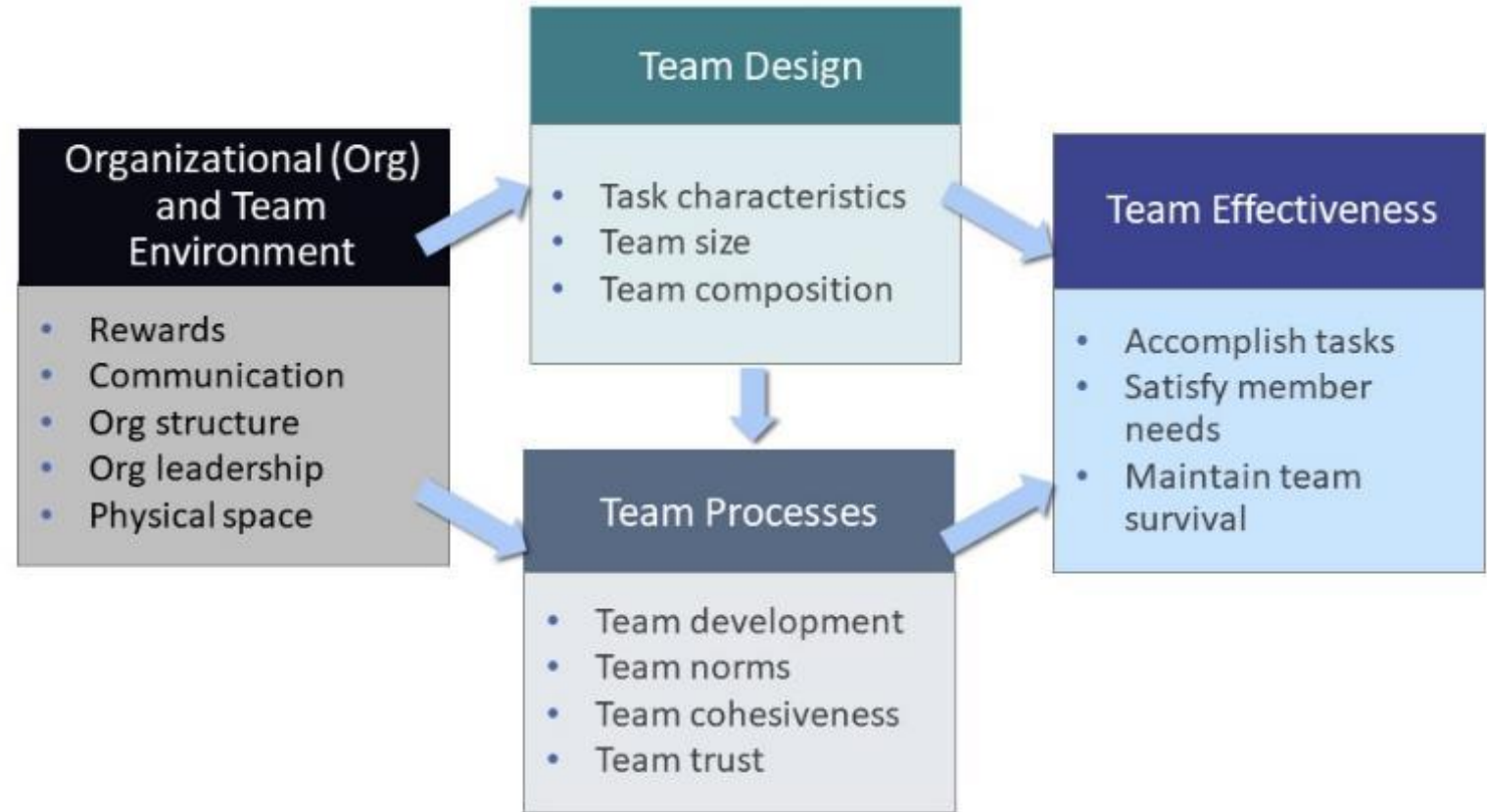


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Team Dynamics

An Important Lesson in OBHR101 Course

Model of Team Effectiveness



Escape Rooms

- “Team-based games where players discover clues, solve puzzles, and accomplish tasks in a limited amount of time” (Nicholson, 2015, p. 1)
- Increasingly used to deliver team training and interventions (Anderson, Lioce, Robertson, Lopreiato, and D’iaz, 2021)

My Crazy Thought in 2019

Create an escape room game to teach team dynamics 😊



DESIGN
OF GAME



EXECUTION
OF PEDAGOGY



IDEAS
FOR YOU

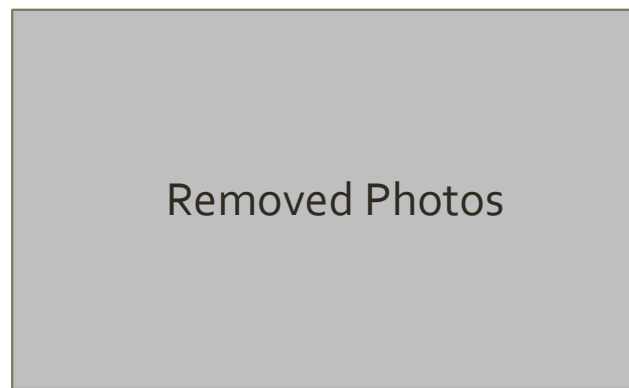
Design of Game

Theme

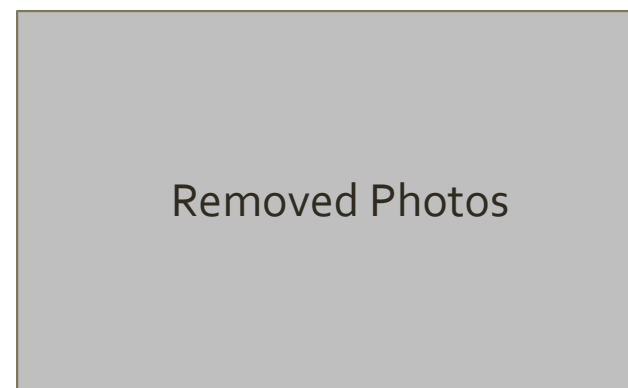
- Relatable backstory
- Adventure narrative

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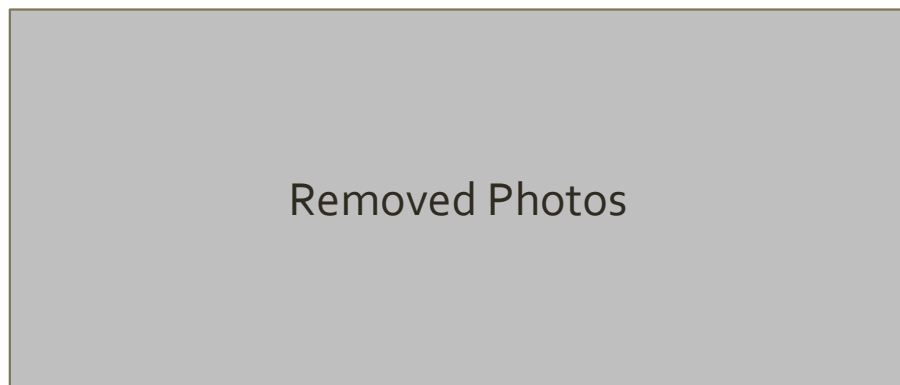
And the story goes like this...



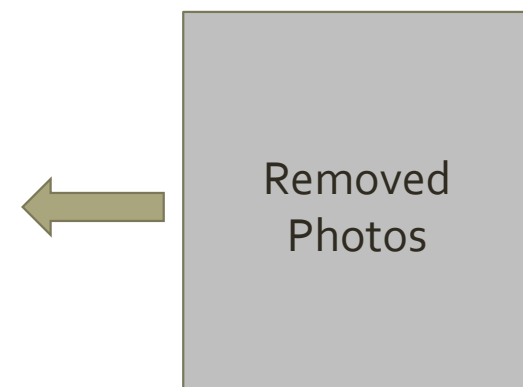
Valley of the Kings



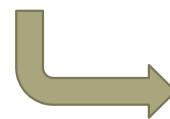
Ramesses' Tomb



Secret Chamber



Mysterious Hieroglyphs



IT'S A TRAP!

Design of Game

Class Layout

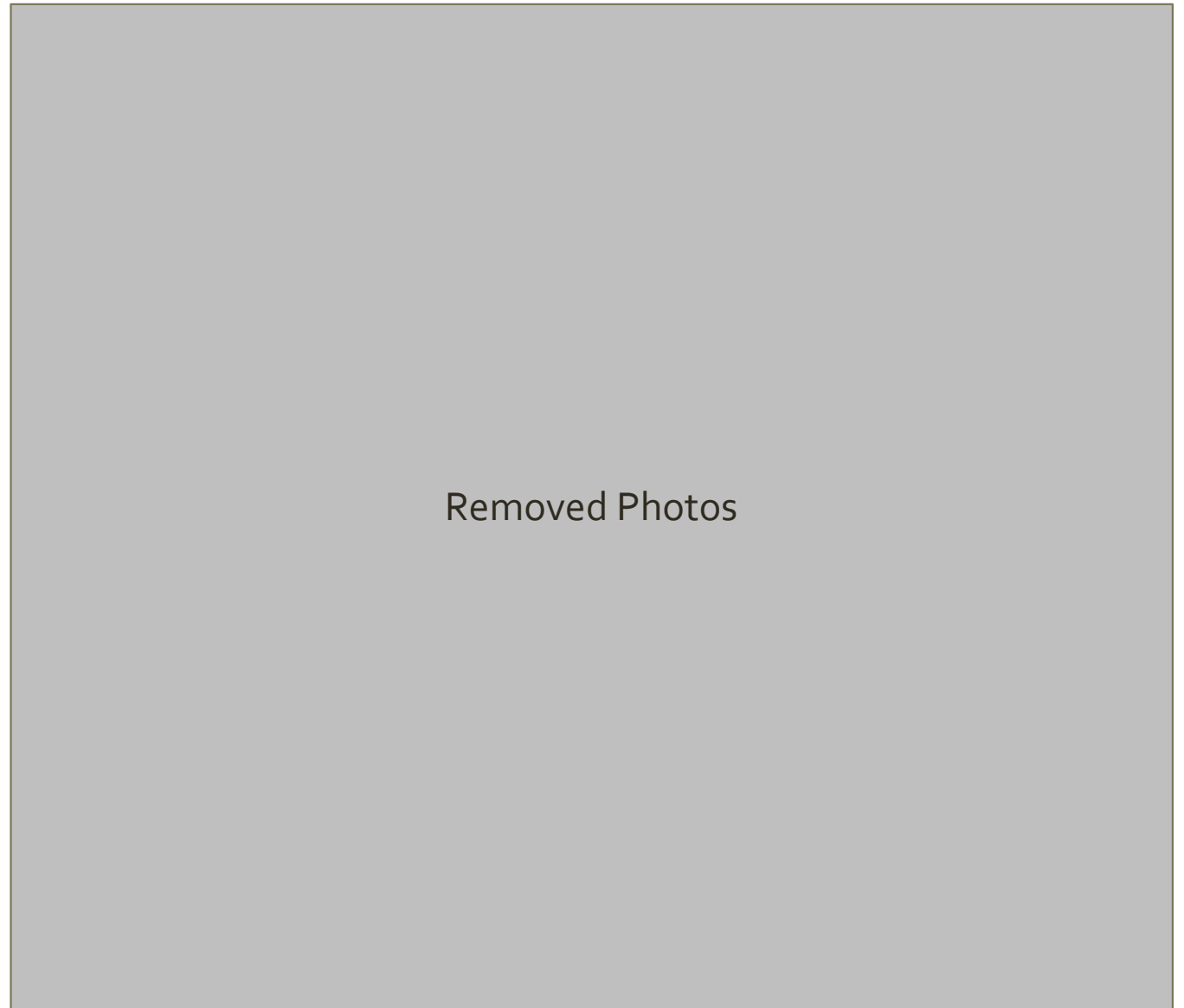
- 7 project teams
- 5-6 students per team

Student Role

- Work as team to solve all puzzles in 20 minutes
- Thus rescue instructor and themselves

Puzzles

- Overarching "Egypt" theme
- Each group gets packet of 3 different puzzles
- Puzzle packets are different from each other (i.e. 21 unique puzzles)



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Teams of students attempting the collective "escape"

Execution of Pedagogy

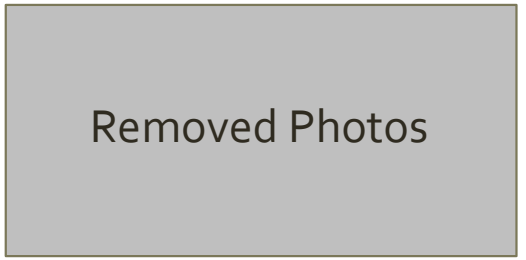
Debrief

- Puzzle solutions and guided reflection on team dynamics experienced
- Students' internalisation of experience as insights on Team Effectiveness Model
- Effective learning through **Concrete Experience** → **Reflective Observation** → **Abstract Conceptualisation** → **Active Experimentation** à la Kolb's (1984) Experiential Learning Cycle



Team Design

Task characteristics (analyzability & variability)
Team size (task complexity vs. no. of team members)
Team Composition (member roles)



Each team's puzzles come with mix of task complexity; require different skills to solve

Organisational & Team Environment

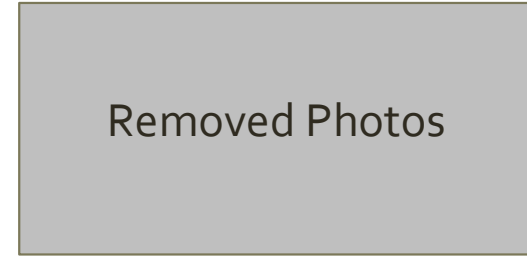
Communication (task interdependence)
Organisational structure/ Physical space/
Organisational leadership
Rewards (intrinsic motivation)



Team Effectiveness

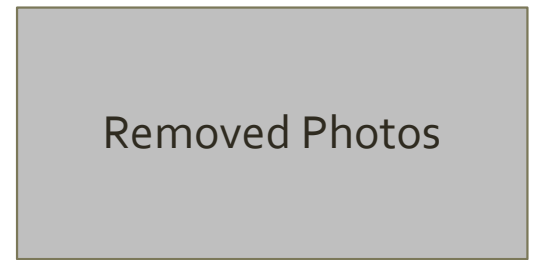
Accomplish task/ Satisfy member needs
Team survival (self-directed teams vs. task force)

Interdependent puzzles held by different teams



Team Processes

Team development (sequential or not, process losses)
Team norms (tendency toward modus operandi)
Team cohesiveness (in relation to task performance, e.g. speed of execution)
Team trust (calculus-, knowledge-, identification-based trust)



After action review of teamwork

Positive Student Feedback



Ideas for You

Escape Room for Teaching Purposes

- Connect outcomes to lesson objectives (let students experience them; not just say them)
- Identify a theme that is unique to and fun for you
- Enjoy the puzzle-design process (pop culture stuffs really help)
- Vary the difficulty level of each set of puzzles
- Explore tactile games beyond escape room for additional inspiration

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Thank you

Citations mentioned here

Anderson, M., Lioce, L., Robertson, J. M., Lopreiato, J. O., & D'iaz, D. A. (2021). Toward defining healthcare simulation escape rooms. *Simulation&Gaming, 52*(1), 7-17. <https://doi.org/10.1177/1046878120958745>

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice-Hall.

Nicholson, S. (2015). *Peeking behind the locked door: A survey of escape room facilities* [White paper]. Wilfrid Laurier University. <http://scottnicholson.com/pubs/erfacwhite.pdf>