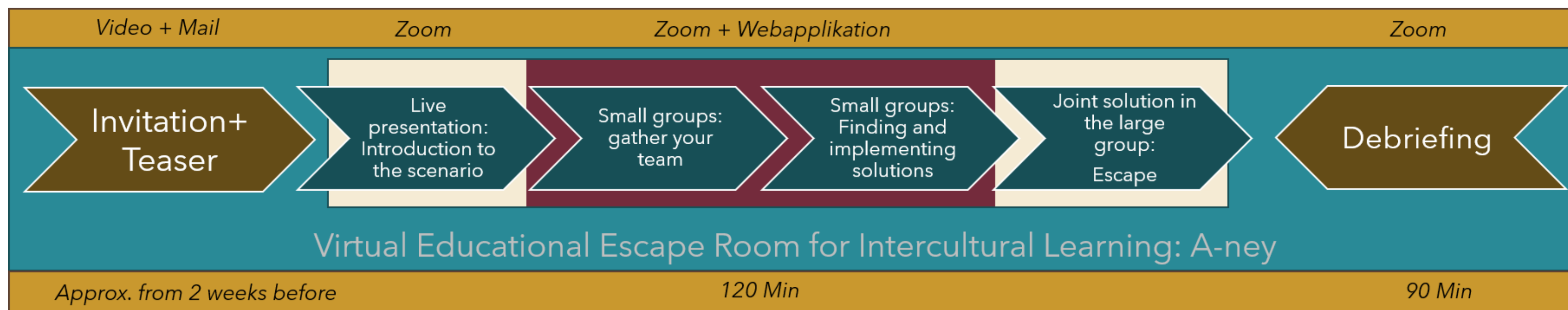


# VIRTUAL EDUCATIONAL ESCAPE ROOM FOR INTERCULTURAL LEARNING (VEERIL)

## Experience-based intercultural learning using the example of the virtual escape room game „A-ney“



Procedure of the virtual intercultural educational escape room A-ney

### ESCAPE ROOM AS A METHOD FOR INTERCULTURAL LEARNING

The A-ney Escape Room offers an introduction for those who are unfamiliar with interacting in intercultural contexts. The aim is to motivate those who are less experienced with internationalisation processes to act interculturally and to help them see intercultural situations less as a threat and more as an opportunity.

The focus of the Education Escape Rooms is on experiencing the solution path as a motivating learning process and on becoming curious to further deepen the acquired and applied knowledge after completing the Escape Room activities.

#### Learning takes place on two levels:

##### a) The experience of interculturality

By playing the Escape Room together with previously unknown participants from different (university) cultures, the participants experience what it feels like to enter a new cultural field of action in which no conventions or rules for interaction and communication have yet been negotiated. Interculturality arises from the heterogeneity of the participants with different ways of thinking and communication habits and from the often unknown learning setting of a virtual escape room. Furthermore, indeterminacy is created by exercises in which the participants are confronted with foreign/multilingual situations, implausible or ambiguous contexts of action, disruptive developments and seemingly intransparent facts. By interacting, the participants learn to first perceive and en-



...dure the uncertainty of an unfamiliar situation and then to reach the goal together with foreign group members from different contexts. An important prerequisite for solving tasks is the willingness to share and communicate knowledge; to find out, in constant teamwork and exchange, which of the existing competences or perspectives of the participants can be used most effectively (and in the best case: synergetically). This requires a willingness to deal constructively with uncertain and unfamiliar situations. The positive experience of „We did it“ / „We mastered the Escape Room together“ motivates future cooperation in intercultural contexts.

##### b) The joint reflection in a debriefing session:

After the game, the concrete experience is reflected upon. In this way, learners work out together which strategies can be helpful in intercultural situations, so that intercultural competence can be transferred as an action competence to future intercultural situations.

### INTRODUCING „A-NEY“

#### PROJECT BACKGROUND

The Escape Room „A-ney“ was created as part of the Daad project Virtual Educational Escape Room for Intercultural Learning (see [vigil.uni-jena.de](http://vigil.uni-jena.de)) in collaboration with partners from Friedrich-Schiller-University Jena Germany, Alexandru Ioan Cuza University Iași /Romania, University of Poitiers/ France and Adam Mickiewicz University / Poland. It is directed by [interculture.de](http://interculture.de) e.V. - <https://www.interculture.de> and it is currently being revised in the project „Multilingual Intercultural Learning“ (MIL)/ BMBF-funded third-party project of FSU Jena and University of Kassel.

#### LEARNING OBJECTIVE

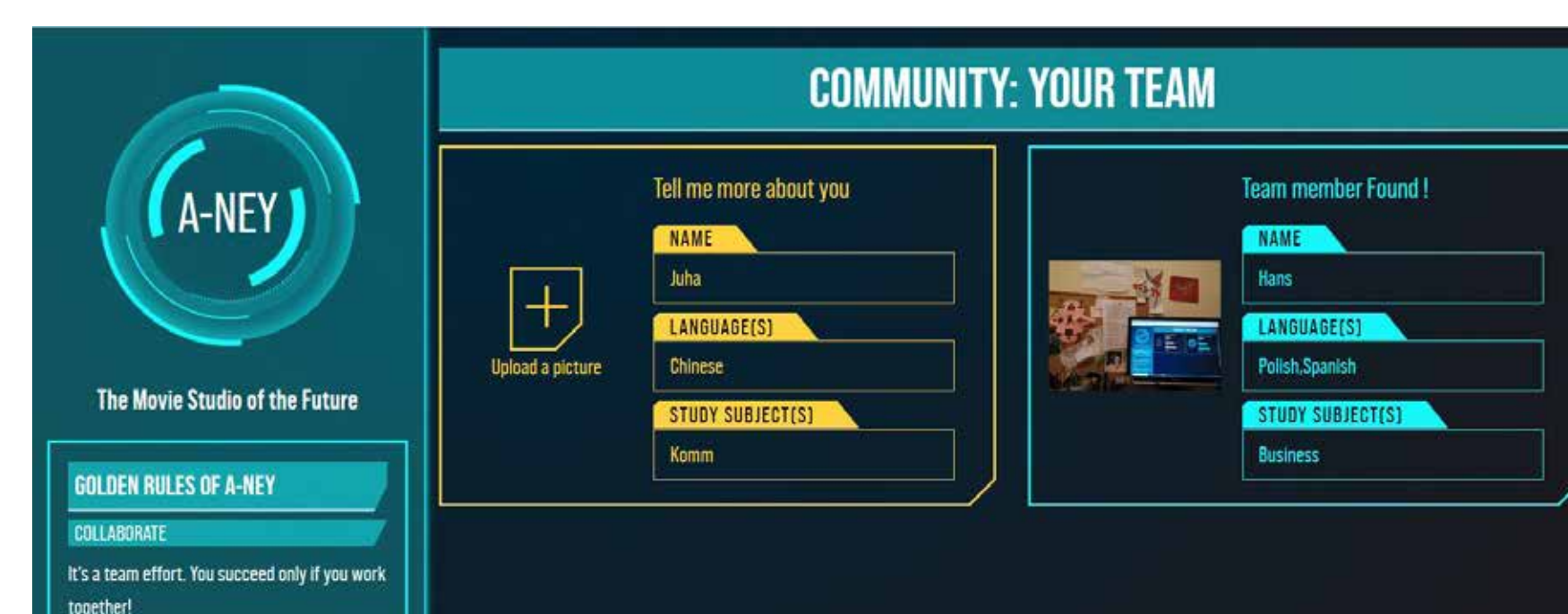
The Educational Escape Room is intended as a „teaser“, as a motivation to engage in more intercultural encounters/collaborations, to deal constructively with intercultural situations (=unfamiliar contexts).

#### TARGET GROUP

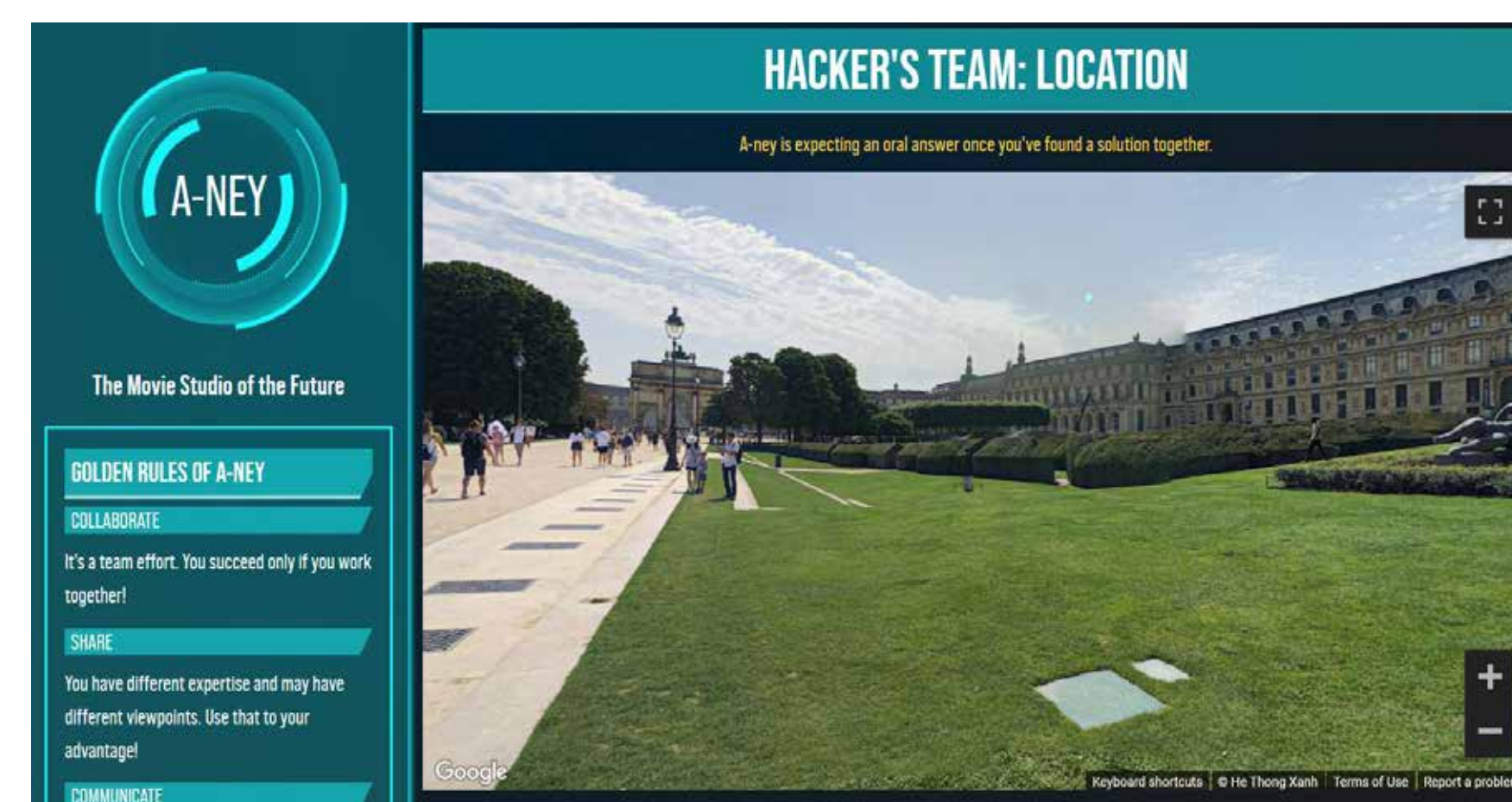
The target groups of this introduction to intercultural dynamic-synchronous contexts are students who have little experience of intercultural cooperation, as well as teachers and administrative staff in different university contexts who are key figures in internationalisation processes: Staff in international offices, language centres, secretariats and administrative departments.

#### STORY OF THE ESCAPE ROOM

An Artificial Intelligence is presented to a group of participants. A hacker team attacks the AI and the participants have to counter the attack and “rescue” the AI. Only if they pull together will they be able to do this.

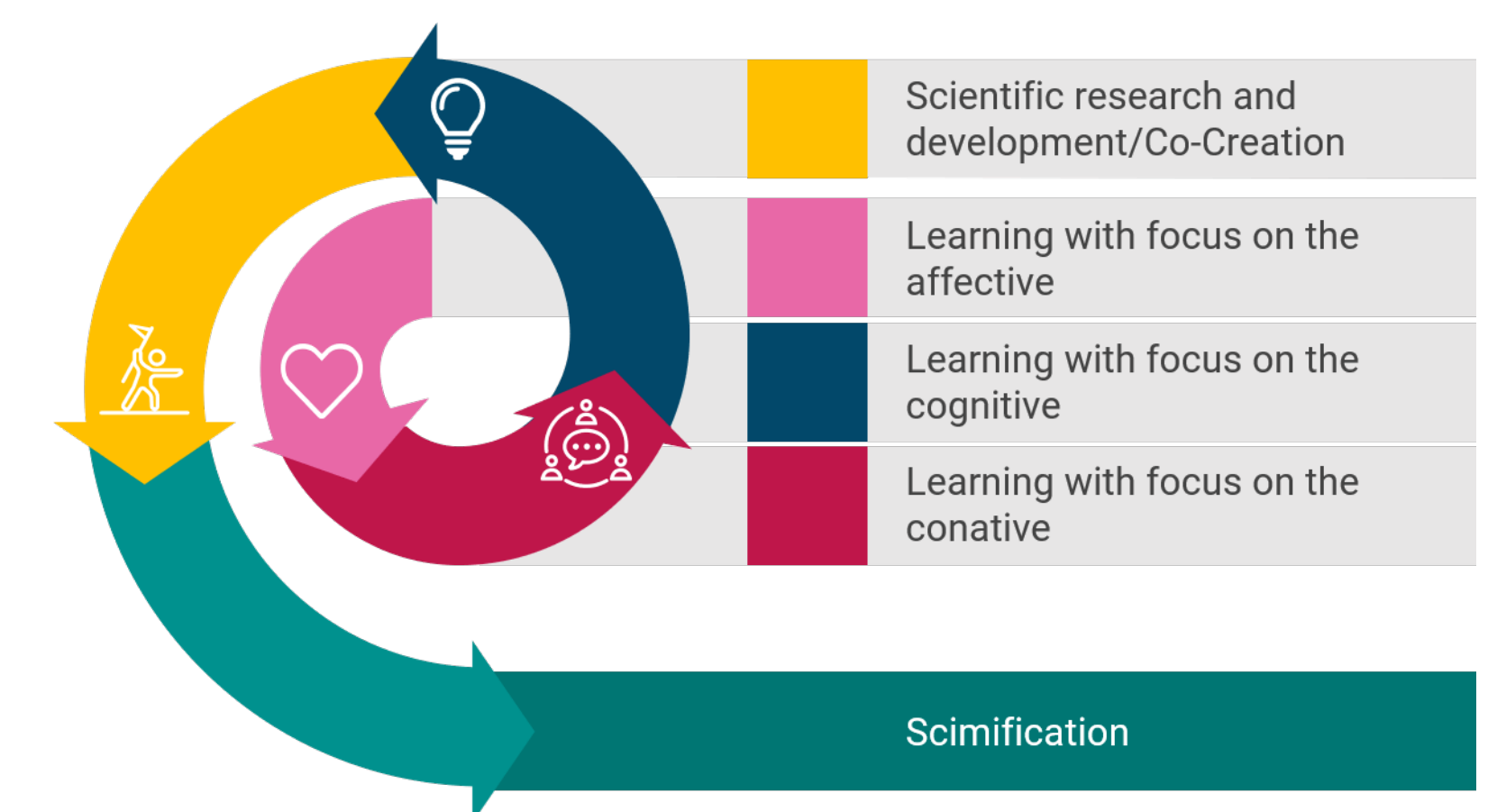


Task from the escape room A-ney: Form a team



Task from the escape room A-ney: Use different perspectives

### SCIMIFICATION APPROACH



Scimification approach is the context for the escape room activity:

„Scimification“ is a neologism and is composed of the words „science“ and „gamification“. It refers to a holistic and gamified learning process that involves the competence levels of knowledge (cognitive), ability (conative) and will (affective) in equal measure in a university context with the aim of motivating students and educators to scientifically deal with intercultural topics.

#### ORGANISATIONAL DETAILS

- Virtual meeting on Zoom + Web Application
- 2 sessions: 120 mins game and 90 mins debriefing
- Implementation in German or English
- Target group: beginners in intercultural communication
- 6-36 participants from 3 institutions

### TESTEMONIAL

*„This virtual escape room class is fantastic and has motivated me to study new things in an intercultural setting. It's great that the designers aimed to improve cross-cultural communication by capitalizing on the participants' linguistic diversity. By working as a team, I witnessed how we were able to put ourselves in each other's shoes, be patient with one another, and make the most of our individual strengths in order to solve problems. This would be a very valuable experience in my future workplace.“*  
(participant from Turku/Finland, April 2023)



Task from the escape room A-ney: Share information



Task from the escape room A-ney: Multilingualism

