Watch Out for that Zombie!

Escape Rooms in Information Literacy Instruction

Kristen Lemay     OLA Super Conference 2017
Do you have a favourite escape room experience?
Complements IL session which introduces students to the concepts that they will be putting into practice. 

Instructor delivers a compelling tale to introduce the theme, goals and rules for the room.

Students begin with clues in envelopes.
The object holds a combination lock number

Students complete tasks to find an answer and then locate an object in the room that relates to the answer

Together, the groups use their numbers to unlock the first box

Inside this box, there is another set of clues to be solved and a second box
Escape Room Activity

Which elements are we borrowing?

- Narrative
- Discovery and Play
- Clues! Locks! Props!
- Timed Event
Motivating Factors

- *Active* Learning
- Teamwork
- Time Crunch
- Getting Lost in a Story
Getting Started

- Consult with Course Instructor
- Design the Clues
- Set the Stage
- Facilitate and Reflect
Consult with Course Instructor

- **Content**
  - Learning Outcomes, room theme, clues
- **Timing**
  - 30 minutes for activity and discussion
- **Location**
  - Space, internet access, devices
- **Number of Students**
  - Types and number of locks, number of groups
Design the Clues

Build clues which align with Learning Outcomes.

- Will students be gathering information to assess authority?
- Will they be finding channels for scholarly conversation in their field?
- Will they be testing keywords and filters in databases?
- Will they be learning how to navigate the catalogue?
### Master Clue Sheet

<table>
<thead>
<tr>
<th>Clue</th>
<th>Answer</th>
<th>Object &amp; Number</th>
<th>Skill / Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which superhero is like a microwave dinner? A: Captain America! He is more effective when thawed.</td>
<td>Board Member 1, Brock University</td>
<td>Brock University mug</td>
<td>Become familiar with channels for scholarly conversation</td>
</tr>
<tr>
<td>1. Find the website for the journal which published this review for Captain America: The Winter Soldier.</td>
<td>Board Member 2, University of British Columbia</td>
<td>Blue lock: 30</td>
<td>Identify experts in the field</td>
</tr>
<tr>
<td>2. Look at Journal Information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Which two Canadian universities are represented by members of the journal’s editorial board?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Batman as a terrorist or feudal lord? Well, that’s one perspective!</td>
<td>Subject Heading: Superheroes - Films History and Criticism</td>
<td>Spider-Man Frisbee</td>
<td>Navigate the catalogue</td>
</tr>
<tr>
<td>Marc Di Paolo wrote a book about superheroes and propaganda in films.</td>
<td><em>Spider-Man and Philosophy: The Web of Inquiry</em></td>
<td>Purple lock: 00</td>
<td>Become familiar with subject headings</td>
</tr>
</tbody>
</table>

1. Using the **UWO catalogue** (lib.uwo.ca), find the record for this book.

2. Click on the **fourth subject heading**.

3. Under this subject heading, which book can be found **online**?
What’s the story, Wishbone?
Set the Stage
Facilitate and Reflect

- Time the activity
- Observe
- Give hints
- Trouble-shoot locks

- Have each group discuss clues and tasks
- Have each group reflect on the purpose of each task
Thanks for listening!

Any questions?

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