

INCLUSIVE LEARNING SPACES

Summary of the Research on Inclusive Classrooms

More information | <https://lookingatlearning.net/escape/>

"Escape Exclusion" is a long-term Strategic Partnership project on Innovation supported by Erasmus+ School Education field. This long-term cooperation is implemented by 7 organisations from Latvia, Spain, Netherlands and Italy and focuses on the topic of Creative Learning Environments, using the escape room and gamification elements in the educational institutions - schools and youth centres. With this project we address the needs of increasing schools capacity to include inclusive and innovative methods and non-formal education to create (more) inclusive classrooms and more inclusive schools.

The aim of this intellectual output is to monitor, analyse and evaluate the impact and inclusivity aspect of a new method created in frames of the project - escape adventure implemented in formal and non-formal education fields.

All partner organisations have shared the experiences and data on how the aspect of inclusion and inclusive learning spaces is understood in their organisations, as well as on a national level (all partner countries). Educators and learners reflections are gathered to evaluate the potential of inclusivity of the escape adventures.

RESEARCH IN NUMBERS

33 34 552 119

educators were involved in the creation of escape formats, modules and intellectual outputs

educators were involved in the testing of formats and modules

learners participated in the testing of formats and modules

other stakeholders (mentors, seminar participants, observers, families) got acquainted with formats and modules

METHODOLOGY AND PRINCIPLES OF THE RESEARCH

New educational tools

Created and tested innovative educational tools - escape adventures based on escape room and gamification elements

Principles of the Methodology

Supported different learning styles and variety of methods, ensured inclusive physical and emotional learning environment, learning fostered by the supportive educator, pre-escape game process and debriefing

Data Gathering

The inclusivity aspect was tested in two phases using the data gathered in diaries of educators, as well as quantitative surveys of learners who participated in the escape adventures



The innovative aspect of the escape adventure is engaging learners with different learning styles and multiple intelligences: intrapersonal, visual-spatial, musical, bodily-kinesthetic, interpersonal, verbal-linguistic, logical-mathematical, naturalistic



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Project homepage

ESCAPE ADVENTURES CREATED

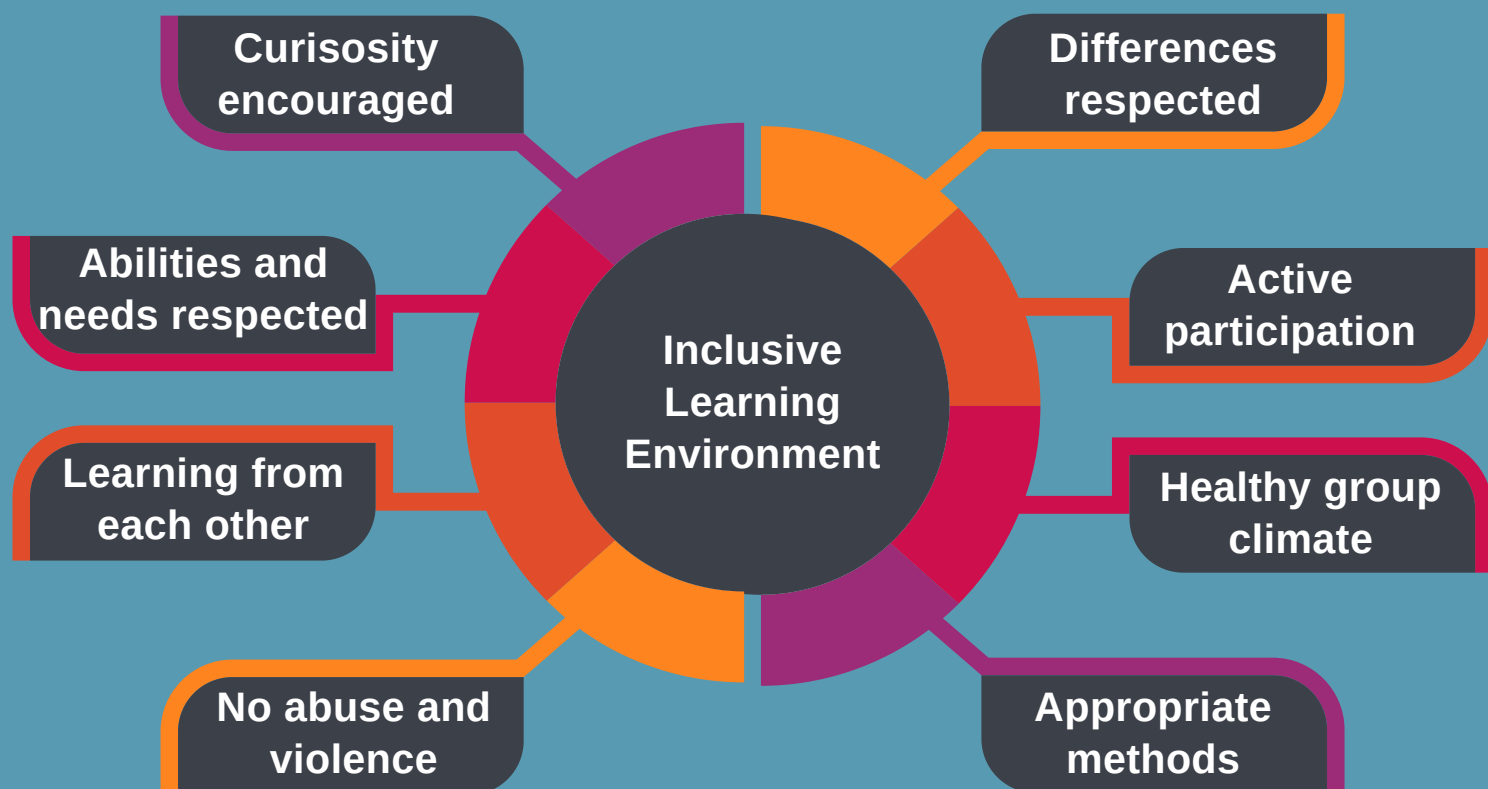
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escape adventure formats - a board game, a suitcase, a card game, a box, a book, a folder, a puzzle, a space divider, and a map - have been developed and tested in the first testing phase

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modules have been developed and tested during the second testing phase based on the structure of escape formats and including different topics tackling the inclusivity issues, such as self-esteem, emotional abuse, generation gap and others

EDUCATORS' REFLECTIONS: FEATURES OF AN INCLUSIVE ENVIRONMENT



EDUCATORS' AND LEARNERS' REFLECTIONS ON THE ESCAPE ADVENTURES

Educators appreciated the new methods that encouraged teamwork, fostered the inclusion of all learners in the learning process, corresponded to different learning styles. Educators mentioned the variety of inclusiveness topics that should be included in the formal and non-formal curriculum, such as generational diversity and agism, gender diversity and others. Special importance has to be allocated to the reflections after escape adventures. This is an integral part of the learning activity and fosters the awareness of the topic and importance of inclusion.

The escape adventure testing results show that learners appreciate the opportunity to work in a team, find solutions and learn together using such innovative non-formal learning approaches. Many participants admitted that teamwork was one of the key elements that raised joy and challenged the cooperation. This makes us appreciate the importance of working in teams in creating an inclusive learning environment. Learners enjoyed the participative aspect of the approach, the importance of tackling the inclusivity issues.

