ADVANCEMENT COURSES™
A Wiley Brand

Enliven Your Lesson Plans: Escape Rooms and Web Quests

15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Enliven Your Lesson Plans: Escape Rooms and WebQuests

Course Description

Teachers are in a constant competition for their students’ attention. As technology continues to touch every part of our lives, students’ ability to remain focused in class seems to be decreasing. However, rather than going to war against things we might consider distractions, educators should instead use these technologies to their advantage to reach 21st-century learners. Escape rooms and WebQuests combine inquiry, story, puzzles, and riddles to get students excited and motivated to learn.

In this course, you will explore how escape rooms and WebQuests can increase active learning and engagement in your classroom. Through active learning, your students will not only gain a deeper understanding of key academic concepts, but also practice critical thinking skills that will help them in later life. You’ll develop well-rounded lesson plans that incorporate escape rooms and WebQuests to reinforce your curriculum standards. In addition, you’ll explore myriad resources and platforms that can help you build active learning experiences in a way that is accessible and meets the needs of all students.

By using the elements of critical thinking and task-oriented challenges, escape rooms and WebQuests can foster the excitement and engagement all teachers want to see from their students.

Connections to Practice

This course provides the following classroom connections:

- Strategies for using active learning to increase engagement and motivation
- Techniques for maximizing both escape rooms and WebQuests for effective objective-based learning
- Models of and step-by-step guides for creating escape rooms and WebQuests
- Templates and resources to use to begin designing customized escape rooms and WebQuest for your learners

Course Outcomes

In this course, participants will:

- Appraise the value of active learning to further student learning and achievement in the classroom.
- Outline the parts of a WebQuest and its instructional value for students.
- Critique a variety of resources that correspond to current content and propose changes that would better meet the needs of students.
- Develop practices for success by selecting digital tools and classroom routines.
Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1e Designing Coherent Instruction

Domain 3: Instruction
3c Engaging Students in Learning

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
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*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.*
**Assessments**

**Self-Reflection and Goal Setting**
This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

**Concept Practice**
These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

**Discussions**
Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

**Final Project**
The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:
## Course Outline

### Module 1

Learning is more engaging for students when they are involved in the learning process. Students not only retain the information more effectively, but they are able to make stronger connections between their learning and the real world. There are countless advantages to active learning. Students gain not only academic skills but life skills as well. Knowing the difference between WebQuests and escape rooms, as well as their impact on student learning, teachers are able to make well-informed decisions about the direction they should take when planning for a particular concept.

A WebQuest is a type of active learning format where students use an inquiry process to learn new information and work with that information for a specific purpose or audience. Many times a story or task motivates students to learn the information. This takes students from processes of basic recall and answering questions to critically deciding what information is needed to achieve the goal or task. Generally, WebQuests direct students to use resources on the internet to find information. With this said, technology is a crucial component for both teachers and students alike. The platform and devices must be carefully selected to ensure the critical content is accessible to all learners.

### Learning Outcomes

By the conclusion of this module, you will be able to do the following:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
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</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project’s alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
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</tbody>
</table>
• Appraise the value of active learning to further student learning and achievement in the classroom.
• Outline the parts of a WebQuest and its instructional value for students.
• Critique a variety of resources that correspond to current content and propose changes that would better meet the needs of students.
• Develop practices for success by selecting digital tools and classroom routines.

Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

• **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.

• **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.

• **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

• **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

Module 2

Using an escape room in the classroom allows students to work in cooperative groups to solve a problem. By working through a series of puzzles, clues, and riddles, students interact with curricular content collaboratively while synthesizing knowledge to achieve a common goal. As a result, students are engaged and motivated to learn. Students will use critical thinking skills and life skills to learn in a way that builds on their strengths. In order for escape rooms to be effective, teachers must not only create the escape room itself but also put a great deal of thought into students’ knowledge levels in order to challenge but not frustrate students. Grouping of students must also be a consideration in order for students to be able to work effectively. Additionally, teachers must decide upon the best technology that is accessible to all learners in this classroom. When these components are met, escape rooms will ensure a deeper connection with the fundamental concepts and increased student engagement in the classroom.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

• Justify the use of an escape room within the curriculum and how it supports student learning.
• Design an escape room that supports learning standards and curricular goals.
• Evaluate the necessary materials and existing resources for the creation of escape rooms.
• Adapt escape rooms and WebQuests to account for differentiation and accessibility in order to meet student needs.
• Anticipate challenges of using an escape room and determine how to intervene when challenges arise.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 2 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.
- **Final Project**: For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.
- **Course Evaluation Survey**

**Technology Requirements**

Please review the [System Requirements for Moodle](#).

**Netiquette Policy**

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

**Compliance With the Americans With Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their
ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

## Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

*Plagiarize:* “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (*Webster’s new collegiate dictionary*, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

*Cheating:* Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

## References


Brainy Rantz. (2017, July 31). *Why educational escape rooms will benefit students in the long run*.


Createwebquest.com. (n.d.). *What is a WebQuest?*


Hughes, P. (n.d.). *Why I need to know math.*


University Teaching Center. (2016, February 4). *Active learning technology in the classroom* [Video]. YouTube.
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