ESCAPE ROOM TEAM DEBRIEF

As a group, discuss your experience along the six deeper learning competencies (identified by the National Research Council as crucial for solving complex, novel problems like you'd find in an escape room). Focus on how you performed as a team, not just as an individual. Note examples where you succeeded and could further improve as a team, and then predict what you would want to if you had a chance to do an escape room again as a team.

Working with Knowledge: Content
We drew on our collective content knowledge (facts, processes, theories) and applied them to the "real world" problems of the puzzle room.

Strongly Disagree | Strongly Agree
--- | ---
Examples of when we drew on our whole group's academic knowledge were when we ... Examples of when we missed opportunities to draw on our academic knowledge were when we ...

To improve, next time we will ...

Working with Knowledge: Critical Thinking
We collectively drew upon inquiry, reasoning, analysis, creative and non-linear thinking (vs. just brute force and random activities) when appropriate.

Strongly Disagree | Strongly Agree
--- | ---
Examples of when we used logic and analysis well were when we ... Examples of when we didn't use logic and analysis well were when we ...

To improve, next time we will ...

Working with Others: Collaboration
As a group, we developed a plan for how to solve the puzzles together, incorporated multiple points of view, and maximized use of each other's knowledge and skills.

Strongly Disagree | Strongly Agree
--- | ---
Examples of when we collaborated best were when we ... Examples of when we didn't collaborate well were when we ...

Examples of when we learned what to do were when we ... Examples of when we didn't learn what to do were when we ...

To improve, next time we will ...

Working with Others: Communication
We all effectively and appropriately shared information with the whole team or relevant members, listened well to each other, and gave and received feedback well.

Strongly Disagree | Strongly Agree
--- | ---
Examples of when we communicated well were when we ... Examples of when we didn't communicate well were when we ...

Examples of when we persevered were when we ... Examples of when we didn't persevere were when we ...

To improve, next time we will ...

Working with your Mind: Learning to Learn
We monitored the ways we learned, recognized confusion and obstacles, diagnosed our barriers to solving, and selected appropriate strategies to work through them.

Strongly Disagree | Strongly Agree
--- | ---
Examples of when we persevered were when we ... Examples of when we didn't persevere were when we ...

Examples of when we learned what to do were when we ... Examples of when we didn't learn what to do were when we ...

To improve, next time we will ...

Working with your Mind: Learning Mindsets
As a group we sustained our ability to put in the time and effort to solve the puzzles, and believe the ability to solve problems is something each of us can get better at.

Strongly Disagree | Strongly Agree
--- | ---
Examples of when we persevered were when we ... Examples of when we didn't persevere were when we ...

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To improve, next time we will ...
ESCAPE ROOM SELF-REFLECTION

My name is _______________________

Think about the escape room experience. Overall, how do you feel you did? Was there a moment where your talents shined? Was there a moment where you struggled?

Now as you dig deeper, think about your experience along the six deeper learning competencies (identified by the National Research Council as crucial for solving complex, novel problems... like you'd find in an escape room!). Focus on your talents and struggles. Note examples where you succeeded then predict what you would want to if you had a chance to do an escape room again.

**Working with Knowledge: Content**
I drew on my collective content knowledge (facts, processes, theories) and applied them to the "real world" problems of the puzzle room.

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To improve, next time I will ...

**Working with Others: Collaboration**
As an individual, I developed a plan for how to solve the puzzles together, incorporated multiple points of view, and maximized other's knowledge and skills.

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To improve, next time I will ...

**Working with your Mind: Learning to Learn**
I monitored the ways I learned, recognized confusion and obstacles, diagnosed my barriers to solving, and selected appropriate strategies to work through them.

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To improve, next time I will ...

**Working with Knowledge: Critical Thinking**
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To improve, next time I will ...

**Working with Others: Communication**
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To improve, next time I will ...

**Working with your Mind: Learning Mindsets**
I sustained my ability to put in the time and effort to solve the puzzles, and believe the ability to solve problems is something I can get better at.

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