



Ethical Escape Room

Introduction

Escape rooms have drawn the attention of educators due to their ability to foster teamwork, leadership, creative thinking and communication in a way that is engaging for students. When students solve a complex problem, even one seemingly not related to their future career, they are able to learn about problem solving in their current environment, implement critical thinking strategies, gain insight into how individuals' values and ethics impact decision making, and learn how to effectively guide a team through the decision-making process. The natural push toward creative problem solving and teamwork, set up by the rules and context of the game, also facilitate effective learning consistent with conclusions about the effectiveness of games in establishing not just motivation but also problem solving and social collaboration.

Objectives

1. Students will explore ethical issues as it relates to data.
2. Students will use critical thinking strategies to solve the mystery such as divergent thinking.
3. Students will become more competent at creative problem solving in the classroom
4. Students will attempt to learn how individuals' values and ethics impact decision making
5. Students will learn how to effectively guide a team through the decision-making process.

Agenda

1. Attendance & Explanation of Module (+/- 5 min)
2. Split into groups of either 3 or 4 and play the escape room (45 or 50 min)
3. Wrap up discussion of module (+/- 5 or 10 min)

Facilitator Notes

1. Make sure to go into each breakout room during the module to see how they are doing.
2. For splitting up the rooms, follow the logic chart below:

A1 12	A1 13	A1 15	A1 16	A1 17	A1 19	A1 21	A1 23	A1 29	A1 33	A1 35	A1 47	A1 48	A1 49	A1 50	A1 51	A1 52
13	14	14	14	14	13	14	14	14	14	13	14	14	13	14	14	15

3. This is how to split up classes:
 - a. 13 students (1 group of four, 3 groups of three) =4 codes
 - b. 14 students (2 groups of four, 2 groups of three)=4 codes
 - c. 15 students (5 groups of three)=5 codes

Attendance & Introduction (5 minutes)

1. Take attendance
2. Explain this module is about the concept of the Panopticon and then share your screen to show the video [introduction](#).
3. Explain that students will have about 45 minutes to solve the mystery in groups. They will have to enter a code to enter the room and then will enter their name and choose a secret mission that only they will know about.
4. One student should create a google doc and share it with the other group members so they can take notes during the game but they do not need to share their screen since they have a secret mission to complete on their own.
5. Send students the website: <https://ethicsescape.github.io/panopticon/> and their codes:

Room	Codes	Room	Codes
A112	<ul style="list-style-type: none"> • U8JCJ9EC • Q0AUW76L • 7Z7XKBZU • NP14NPHO 	A133	<ul style="list-style-type: none"> • A00F2XG9 • W95YIQNM • OG436CT6 • UG54KW5R

A113	<ul style="list-style-type: none"> ● C2XDIE7F ● FOLPIJB1 ● Z8NOOIZN ● 6TIP6S1S 	A135	<ul style="list-style-type: none"> ● 1IUI8EAP ● G32U5CZC ● MGFQYJKW ● TIRQZLIL
A115	<ul style="list-style-type: none"> ● 4EWMJZ5Q ● LM2HKM4F ● I9HLWIRF ● B2IH27QZ 	A146	<ul style="list-style-type: none"> ● SNHERJ5C ● GBEIKFWX ● NMSESBQF ● JJ36L06N
A116	<ul style="list-style-type: none"> ● B1VTA5IQ ● AB344I7N ● 187F4KFJ ● AQ40Y72G 	A147	<ul style="list-style-type: none"> ● X3MI3TD7 ● NLUCOG83 ● O7TDN5DM ● S4NX85IQ
A117	<ul style="list-style-type: none"> ● HAH2UTPS ● RQOGCDVG ● PPZ6H3XW ● FG5QY7E0 	A148	<ul style="list-style-type: none"> ● MMA9HJCD ● 5G863JA4 ● OGBSU5KX ● IGINSS5K
A119	<ul style="list-style-type: none"> ● PY3AHFK3 ● 4RP5DKRX ● 58NPSKA8 ● COICB894 	A149	<ul style="list-style-type: none"> ● 73IS08XH ● WPJKRZ6R ● 2CKTMCQU ● 6C6RRKXG

A121	<ul style="list-style-type: none"> ● 05J5DANC ● CG66876U ● FIFLDSCE ● IOJWBKL8 	A150	<ul style="list-style-type: none"> ● KIX3GTWC ● F7S1OVKN ● 793E3MYL ● RN38X567
A123	<ul style="list-style-type: none"> ● DKEIINY2 ● 78PJ1GWF ● KP6I2637 ● TBW5BHOP 	A151	<ul style="list-style-type: none"> ● EKRIKG3B ● 7I8F6MPU ● VT4320JP ● T6S47OZ6
A129	<ul style="list-style-type: none"> ● L5N3MJWV ● QYYLFVOC ● J7CWRCZN ● G7P8G9B4 	A152	<ul style="list-style-type: none"> ● 8M25NCYC ● MYKKBTGI ● OLPK3E3I ● FKEXXZGH ● ANUBRR2H

Ethical Escape Room (45 or 50 minutes)

1. Students will see how they did against the other groups on here: Leaderboard <https://ethicsescape.github.io/panopticon/party?c=u8j9ec> (rooms A112-A146)
2. Students will see how they did against the other groups on here: Leaderboard <https://ethicsescape.github.io/panopticon/party?c=x3mi3td7> (rooms A147-A152)

Wrap up (5 to 10 minutes)

1. Ask students the following questions:
 - a. Did individuals take certain roles in the team? What was yours?
 - b. What was motivating you to finish the activity?
 - c. What skills were necessary to succeed in this activity?
 - d. What would you have done differently?
 - e. Who did you think was the culprit and what guided that decision?

2. Share additional resources with them
 - a. [Post Reading List](#)
 - b. [Bonus Content](#)
3. Before you go, let students know that next week 11/24 that they will be in DIFFERENT zoom rooms for the INTRO TO ELECTIVES module. Andrea will email out the attendance to them after class on 11/17 and will send them a calendar invite for their zoom room.