Education, Design and Practice – Understanding skills in a Complex World

• Paper / Proposal Title:
How to Escape an Illustrated Palace?
Escape Room as a Teaching Tool at the Herzog Collage for Teachers

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• Abstract (300 words):
The world of Teaching and Education has been preoccupied for the last several years with the task of reshaping its methods of action. In the face of rapidly developing world of media and the shrinking to micro-bytes of the spans of attention, Education finally departed from the age-long model of a talking teacher standing in front of a listening class. Different, and better, alternatives were articulated and suggested.

The activity suggested and described here is a shrewd and original answer to the question how to teach without teaching, how can a group of students enjoy acting as a group and expressing their strengths as individuals, face challenge and still obtain new "knowledge", accumulate "learning material"- i.e. be exposed to new facts. The writer has thought up and preformed an escape room concerning the life and works of Nobel Prize winning Hebrew author S.Y. Agnon. This activity, this game, an educational charade was built on pillers of academic knowledge, but this knowledge was well
concealed in the game. The players-students experience the activity as a game but are knowinglessly lured into a world of contance.

The solution here by suggested innovations from the Study of Learning. Memory and learning are a world of ties, thick or thin. The width of the "Net of Meaning" into which new knowledge is embedded determines the likelihood of internalization. The larger the base of facts and practices the learner understands and identifies with, the more likely he is to internalize and later retrieve and apply new fact or skill. Game artificially weaves a factitious net of knowledge. The effort and identification of the player with the game, the creative effort he puts into solving the riddle, fixtures fact and skill obtained through it, even if basic fact was missing in the first place.

• Author(s) Biography (200 words each):

Tzachi Cohen, Lecturer at Ono Academic College and Herzog Academic Collage for Teachers, and Head of the Ono school of Jewish Studies, Jerusalem. He is a researcher of ancient Hebrew Rabbinic literature, and of ancient Hebrew magic. Cohen is a member of the Lev-La'Daat group in Israel's Ministry of Education that researches and distributes new teaching skills and methods. He is also a film critique and published poet. His Hebrew translation of the works of the philosopher Paul Ricoeur will be published this year.