

# Chapter 11

## Exploring the Landscape of Digital Educational Escape Rooms: A Bibliometric Analysis and Scoping Review on Contexts, Purposes, and Benefits

**John Paul P. Miranda**

 <https://orcid.org/0000-0003-2059-972X>  
*Don Honorio Ventura State University, Philippines*

**Kathleya Vianca P. Habon**

 <https://orcid.org/0009-0005-9237-0256>  
*Don Honorio Ventura State University, Philippines*

### **ABSTRACT**

*This chapter presented a comprehensive bibliometric analysis of the academic literature on digital educational escape rooms (DEER). The analysis utilized the PRISMA protocol to identify scientific articles from major indexing databases. It explored various aspects, including research authors, countries, document types, keywords, and subject areas. Through this analysis, it became evident that there was a growing interest in publishing and citing studies on DEER. The surge in popularity of DEERs during the COVID-19 pandemic was noteworthy, as they emerged as effective pedagogical strategies in response to the challenges posed by the pandemic. These escape rooms were employed as alternative methods to enhance*

DOI: 10.4018/979-8-3693-0716-8.ch011

## **Exploring the Landscape of Digital Educational Escape Rooms**

*learning outcomes across various educational domains. To further advance the field, future research was suggested to delve deeper into the existing literature and explore different devices, platforms, and educational domains where DEERs were being applied. Other potential undertakings relevant to the results of this chapter were also discussed.*

## **INTRODUCTION**

Educational Escape Rooms (EERs) are pedagogical activities that are problem based and time-pressured. They are intended to gamify and improve the total learning process (Sanchez, 2023). As technology penetrated the educational scape, the word digital was attached to the term, since EERs became no more physical rooms, but virtual ones. The idea of escape rooms was to trap an individual in a physical or virtual space where he needs to solve problems, riddles, and the like, or in the case of education unlock learning so he may successfully pass through the exit door. Essentially, the teacher as the facilitator will structure the entire digital room from the learning objective, to the learning topic, to the game style (it could be a puzzle, a maze, a cryptic message, a code), to the design and layout, the time frame, and the platform to use such as Google Form, Google Slides, among others. DEERs compared to EERs require less preparation as the materials needed are aided by technology. DEERs are presented as fun activities for students to encourage engagement and collaboration in the classroom.

In recent years, the use of digital educational escape rooms (DEERs) has emerged as a promising approach to engage students and to enhance their learning experiences. As educators increasingly incorporate digital escape rooms into their teaching practices, it is important to understand the current state of research on this topic. Bibliometric analysis is a powerful and valuable research method that can be employed in the analysis of existing literature on digital escape rooms in education by examining the number of publications, citations, and collaborations in the field. It can provide insights to research trends, impact, collaboration networks, and best practices. In this context, this paper aims to explore the existing literature on the use of DEERs in education through a bibliometric analysis. The insights from this analysis can provide valuable information to educators, policymakers, and other stakeholders in the education sector for evidence-based actions, decision making, and future research.

DEERs have gained increasing popularity as a tool for enhancing students' learning experiences by engaging them in their educational journey. With this new development in educational technology, it is essential to understand the state

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/exploring-the-landscape-of-digital-educational-escape-rooms/340058](http://www.igi-global.com/chapter/exploring-the-landscape-of-digital-educational-escape-rooms/340058)

## Related Content

---

**Video Games and Indirect Learning: A Study of 12 Games That Can Teach**  
Monica Miller (2021). *Esports Research and Its Integration in Education* (pp. 69-84).  
[www.irma-international.org/chapter/video-games-and-indirect-learning/285083](http://www.irma-international.org/chapter/video-games-and-indirect-learning/285083)

**Teachers Using Disruptive Methodologies in Teaching and Learning to Foster Learner Skills: Technological, Pedagogical, and Content Knowledge**  
Abueng R. Molotsi and Leila Goosen (2022). *Handbook of Research on Using Disruptive Methodologies and Game-Based Learning to Foster Transversal Skills* (pp. 1-24).  
[www.irma-international.org/chapter/teachers-using-disruptive-methodologies-in-teaching-and-learning-to-foster-learner-skills/295628](http://www.irma-international.org/chapter/teachers-using-disruptive-methodologies-in-teaching-and-learning-to-foster-learner-skills/295628)

**The Future Potential of Combining Educational Data Mining With Stealth Assessment**  
Stefan Slater and Katie Bainbridge (2023). *Games as Stealth Assessments* (pp. 240-254).  
[www.irma-international.org/chapter/the-future-potential-of-combining-educational-data-mining-with-stealth-assessment/333590](http://www.irma-international.org/chapter/the-future-potential-of-combining-educational-data-mining-with-stealth-assessment/333590)

**Implications of Gamification and Virtual Reality in Higher Education**  
Ricardo Godinho Bilro, Sandra Maria Correia Loureiro and Fernando José de Aires Angelino (2022). *Research Anthology on Developments in Gamification and Game-Based Learning* (pp. 1676-1686).  
[www.irma-international.org/chapter/implications-of-gamification-and-virtual-reality-in-higher-education/293725](http://www.irma-international.org/chapter/implications-of-gamification-and-virtual-reality-in-higher-education/293725)

**GraphoGame: A Computer-Assisted Reading Acquisition Tool – An Enabling Support to Reading in the African Classroom**  
Pamela Jennifer February (2022). *Handbook of Research on Acquiring 21st Century Literacy Skills Through Game-Based Learning* (pp. 431-454).  
[www.irma-international.org/chapter/graphogame/294940](http://www.irma-international.org/chapter/graphogame/294940)