

Washington State University

College of Education

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Will defend the dissertation on

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Time: 1:00 P.M.

Pullman Campus – Cleveland Hall 353

Zoom available upon request to coe.gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

**AT-RISK UNDERGRADUATES' PERCEPTIONS OF LEARNING AND
ENGAGEMENT IN AN EDUCATIONAL ESCAPE ROOM**

Chair: Joy Egbert

Limited research exists that focuses on at-risk undergraduate students' engagement during their use of educational escape rooms (EER). There is even less literature on the actual processes and outcomes of their EER engagement. This study utilized a qualitative methodological framework, incorporating descriptive and numeric data, to explore at-risk undergraduates' perceptions of their learning and engagement in an EER, their attributions of these outcomes, and actual learning outcomes. The study concluded that at-risk undergraduates' perceptions of learning and engagement revealed positive benefits from participating in the EER, that the at-risk undergraduates' perceived gains in the areas of interest in learning about commas, and self-rated ability levels before and after the EER experience and actual learning gains were increased. Implications of this research are that EERs could engage at-risk undergraduates academically and could provide support for learning. Further, EERs can be used as a tool for educators to quickly build students' perceived abilities.

Keywords: at-risk undergraduate; engagement; educational escape room; task engagement