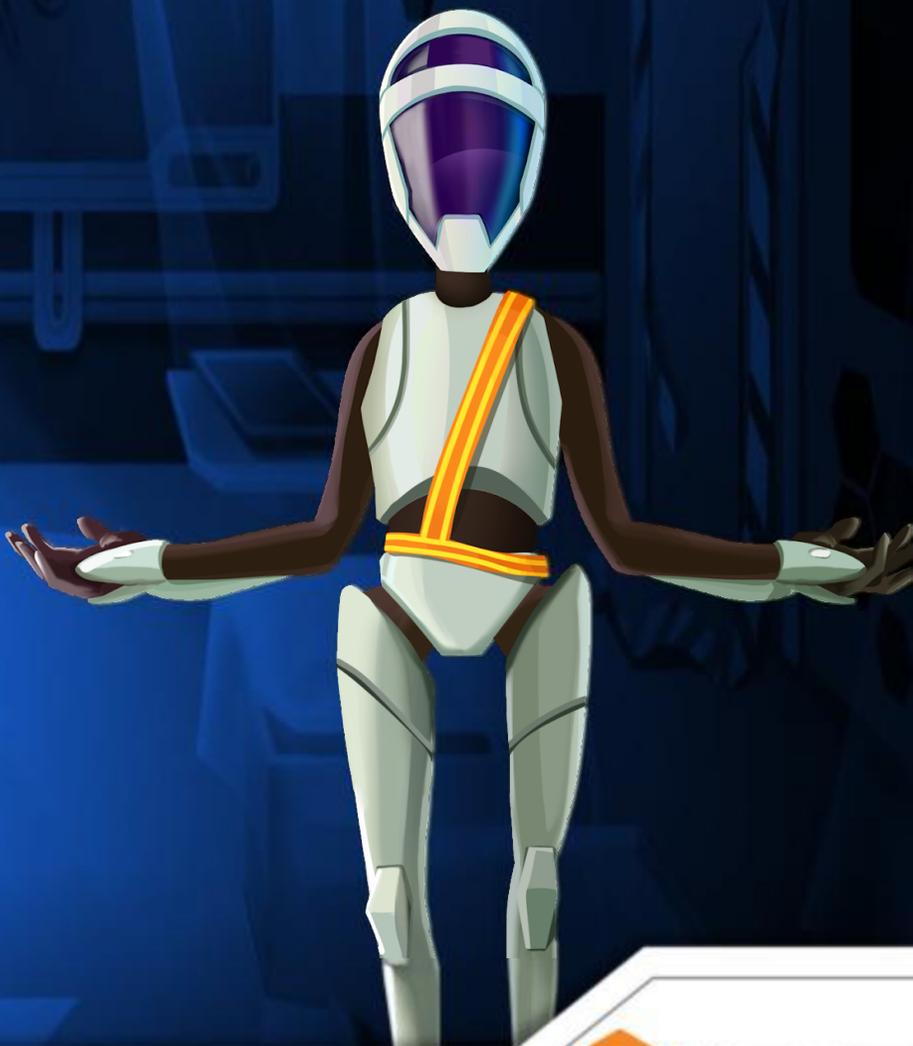


Implementing QUEST: A Case Study

**QUEST SELF-ASSESSMENT
DATA**

SUMMER 2021



Background and Context

When educators are asked about their instructional needs and concerns they face in the classroom today, common struggles include the bureaucratic restrictions, equity and at home support. Additionally, an overwhelming number of educators highlight their challenges with keeping students more engaged in their learning. Specifically, educators need strategies and content to motivate students in order to foster an environment of self-sufficient problem solvers.

Student engagement is defined by the level of attention, curiosity and interest surrounding what students are being taught. The passion students show toward what they are learning directly connects to their level of motivation within their own education. This level of motivation is lacking in today's modern classroom. Educators are teaching a generation raised in a culturally diverse and technologically driven environment. QUEST has set out to embrace the ever changing landscape of education, and prepare the next generation for the workforce. In order to do so, we believe educators need a new approach to teaching and learning. This is where QUEST has come in.

QUEST Overview

QUEST is an interactive classroom gameplay subscription, designed to motivate students through problem solving while challenging students to persevere as a team. Preparing students for the future job market will demand a higher depth of knowledge, in which QUEST fosters. Among these aforementioned skills, QUEST focuses on **Critical Thinking, Creativity, Collaboration, and Communication**- otherwise referred to as the 4C's. These skills are essential for students to stay competitive in a constantly changing job market.

QUEST actively develops these 21st century skills, as well as social and emotional learning, for both educators and students. Each year a new season of QUEST is launched, immersing students in a new storyline. Each season contains seven 90-minute episodes designed to be played over the course of the class' year. Students are faced with challenges to debate, problems to solve and decisions to make. Through the hands-on experience of QUEST, teachers increase engagement in the classroom, and students prepare and develop their own skills necessary for success in their future. Hundreds of educators and students have shared their experiences and opinions of QUEST during the 2021 Summer. Below you will find data collected from these educators and students.

QUEST implementation and Measurements

Student engagement can be measured through a variety of methods. This case study has collected data through experience sampling and survey rating scales. Both students and educators completed a self reflection before and after their QUEST experience. The QUEST self reflection focuses on three key measurements:

1. Classroom Engagement
2. Social and Emotional Development
3. Career and College Readiness.

When analyzing student engagement, these elements are the key indicators to acknowledging both successes and next steps for QUEST. The data in this case study has been collected from 1,123 students, educators and administrators from various ages, races, genders , socioeconomic and cultural backgrounds across the country.

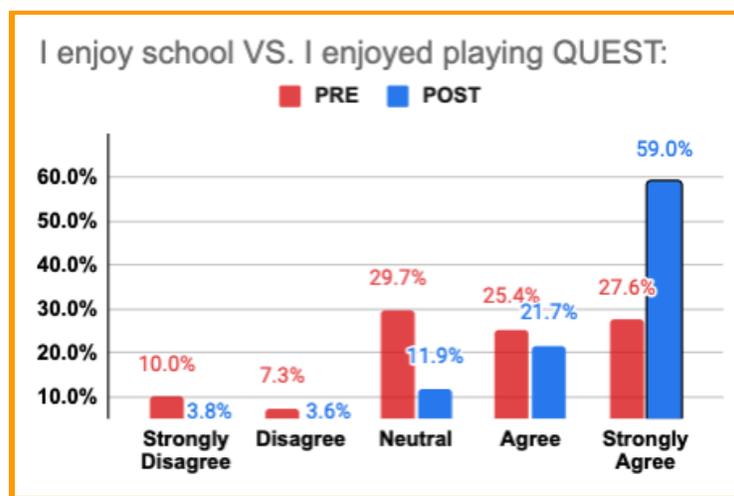


Figure 1: 81% of students enjoyed playing QUEST, twice as many students engaged.

“The QUEST experience was thrilling, with tons of mysteries and excitement. I love everything about QUEST, the challenges, the puzzles, the episodes, etc.” - Student, Anaheim Elementary School District

“One of my favorite parts of QUEST was watching the students take on different roles throughout the journey. Some of the quiet students really became involved as they became more comfortable. I also loved hearing the student conversations. My class really took time to analyze their choices and had deep discussions about their choices and theories.” - Teacher, Panama Buena Vista School District

1. Student Engagement Results

1,090 Students were asked several questions pertaining to the level of engagement they felt before the program, in addition to how they felt after playing QUEST. According to Figure 1, 28% of participants strongly agreed that the students' level of classroom engagement increased after experiencing QUEST. Additionally, the number of students who reported positive engagement results increased 100%. This directly correlates to students' overall rating of QUEST, an average score of 9.1 out of 10. Closely connected, teachers rated QUEST an average of 8.0 out of 10. This data supports educator engagement reviews in Figure 2, which shows that 90% of teachers indicated a positive increase in the levels of student engagement.

Positive Impacts

The data shown is a clear indicator that QUEST yields a remarkable increase in student engagement, no matter the method of monitoring. One school may monitor engagement through observable behaviors such as attending class, listening attentively, participating in discussions, turning work in on time, and following expectations. While another school may gauge student engagement through observation of enthusiasm, curiosity, optimism, motivation, or interest.

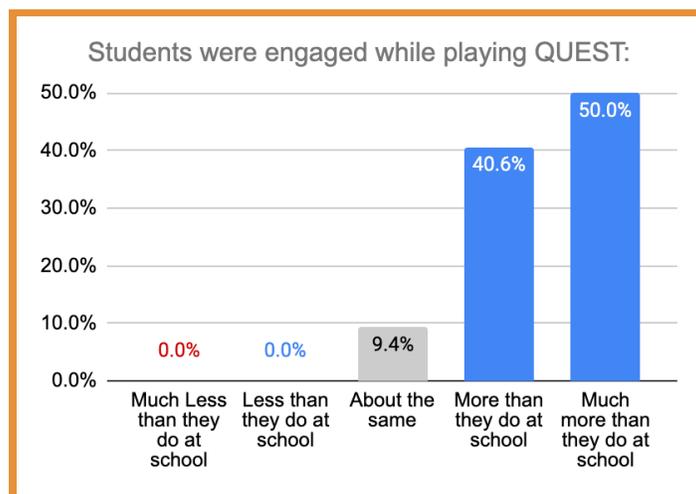


Figure 2: 90% of educators saw an increase in engagement during QUEST

“Several students told me throughout the summer school that they loved playing Quest and wished they could do it during the regular school year!” - Administrator, Buena Vista Unified School District

2. Social and Emotional Development Results

Social-Emotional wellness includes the knowledge, attitudes, and skills necessary for students to recognize and control their emotions and behaviors. Before experiencing QUEST, students were asked what motivates or drives their desire to learn. 93% of students were unable to answer. The majority of students responded that they simply must, or are told to. A handful of students were career driven and saw the benefit in order to advance to the job market. When asked about the strengths students brought to a collaborative group environment, 50% of students did not see the value of working in groups nor did they see the value they could bring to a group. These results bring to light a lack of confidence and social emotional development.

It is important for students to establish and maintain positive relationships while learning how to make responsible decisions and solve challenging situations. QUEST focuses on preparing students to achieve these positive goals. After completing QUEST, 56 % of students found value and personal strength in group collaboration. When students were asked to self reflect after experiencing QUEST, there was a 7% increase in student self efficacy.

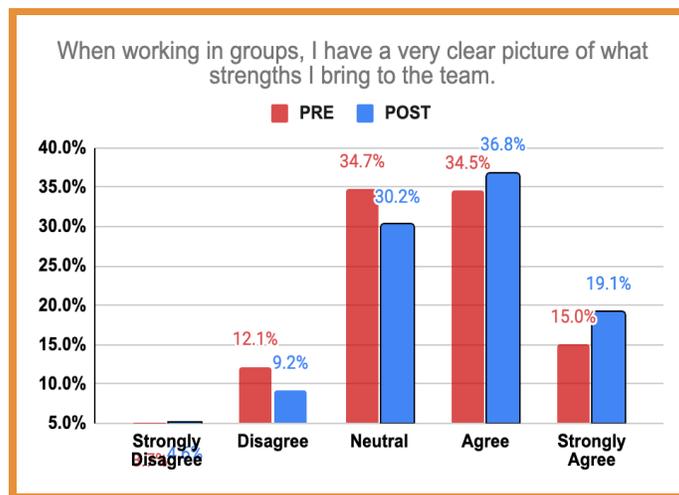


Figure 3: 56 % of students know their strengths after experiencing QUEST.

*“I now believe that I am awesome and smart. thank you for boosting my self esteem :)”
- Student, Union School District*

“The impact for our special ed students’ feeling included with the general education lessons. Opportunities for students who have never been tapped as a leader to show their leadership qualities.” - Teacher, Oro Grande School District

Positive impacts

Figure 4 shows that 61% of educators shared that QUEST allowed them to develop strong relationships with their peers. This is a great indicator towards student increase in self confidence within group settings. There is a clear shift from negative and neutral self worth to positive self worth. This is a valuable outcome in social emotional learning of QUEST. Coincidentally, 60% of educators saw an increase in the collaboration skills as well as relationships developed while participating in QUEST. Multiple facilitators noted that many groups were unable to function together at the start of the program, then ended stronger, more motivated, and communicative by the end of their QUEST experience.

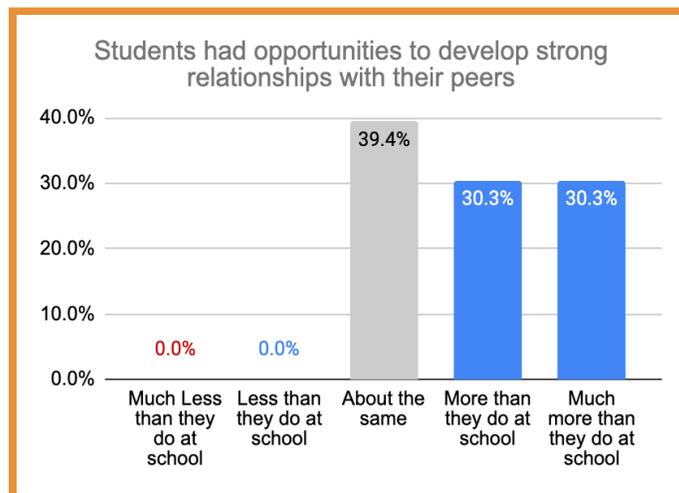


Figure 4: 61% of educators believe that students built strong relationships due to QUEST.

“I benefited from playing QUEST because when I was working with my group I can open myself and share my opinion and become better friends and rely on myself more and think harder and become less shy.” - Student, Union School District

“It helped me to learn how to work with other people to get something done. I am not one to work in groups. I like to work independently. But it has helped me to learn about how to make friends and work in groups which helped me benefit for the future.” - Student, Anaheim Elementary School District

“Facilitating and watching the students play to their strengths was cool to see. They knew which challenges they would be better at completing. Seeing their teamwork and excitement whenever they got a code or unlocked a new part was awesome!” - Teacher, Richland School District

Career and College Readiness

The area of Career and College Readiness yielded various positive results that specifically connected to the skills QUEST fosters. The results within this category show the effectiveness of QUEST, and how it can manifest into various learning outcomes. The results also show the readiness of the students to engage in activities that are essential to future careers. According to the World Economic Forum's, 2018 Future of Jobs Report, the following soft skills are essential to the 21st century worker:

- Problem Solving
- Emotional Intelligence
- Persistence/Grit
- Social and Cultural Awareness
- Initiative and Intrinsic Motivation
- 4 C's: Critical Thinking, Communication, Creativity, Collaboration,

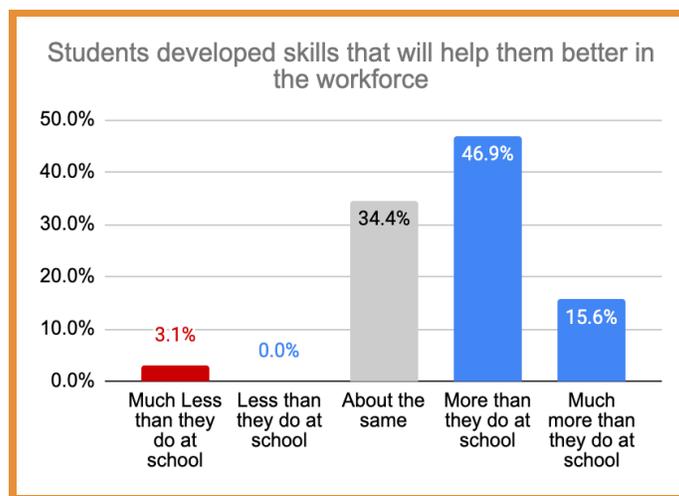


Figure 5: 62% of teachers believe that QUEST helped prepare students for the workforce.

"I benefited from quest because it showed me how to become stronger and more aware of the real-life problems that are going on in the world right now and it was also fun because it showed me how to be more aware of my surroundings and in all, quest is a really great game I would surely want to play again =)" - Student, Anaheim Elementary School District

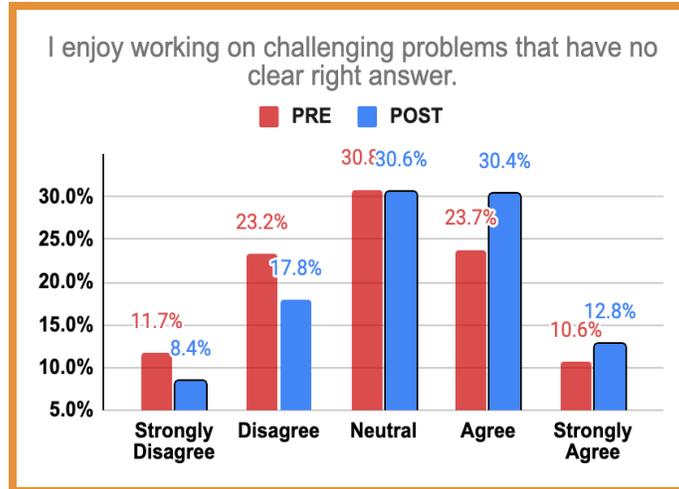


Figure 6: Students reported a 9% increase in their desire to solve difficult problems. Additionally there was a 19% increase in the use of imagination when solving problems.

“It was very challenging! I had to use my brain SO MANY TIMES and it helped because I was on zoom for a year so it was kind of hard to use my brain when I did school virtually but now it is so much easier and fun! I loved Quest!”

- Student, Union School District

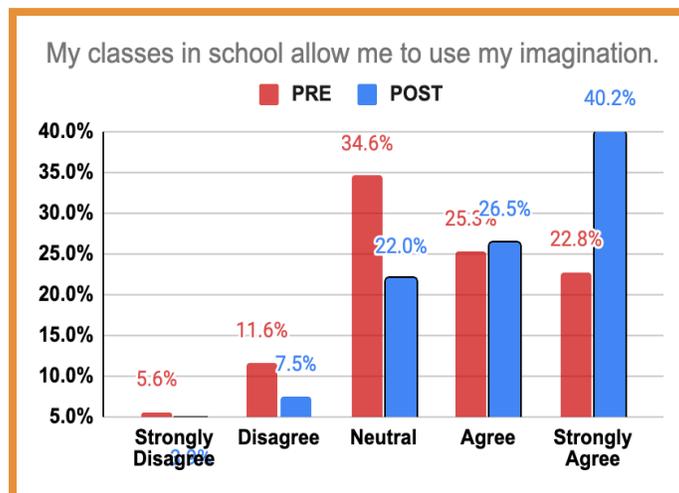


Figure 7: This increase in creativity, problem solving, and persistence indicates that those students involved in the QUEST experience are better prepared for success in the future college and career market.

“I believe Quest has assisted me in my lack of collaboration, lack of creativity, and lack of critical thinking. I most definitely recommend this program!” - Student, Oro Grande School District

Our assessment data reveals that both students and educators rate highly regarding the effectiveness of the QUEST experience toward attaining necessary skills.

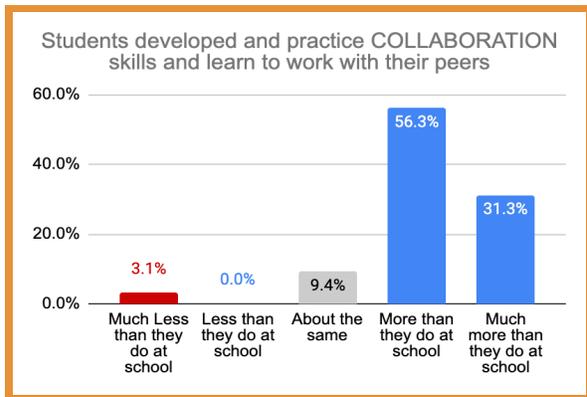


Figure 8

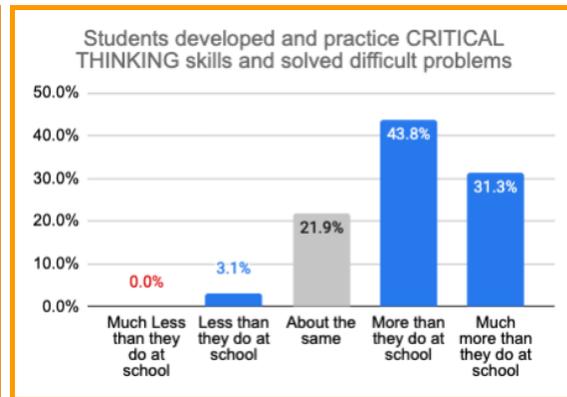


Figure 9

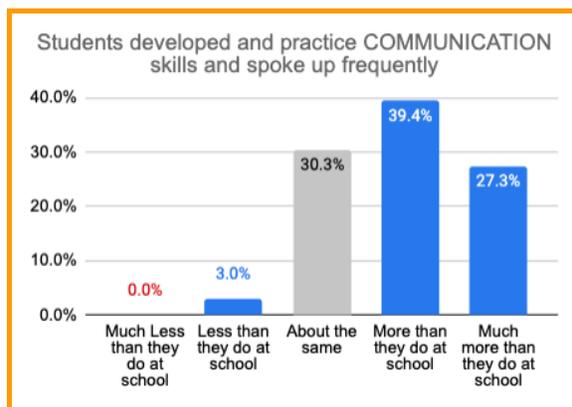


Figure 10

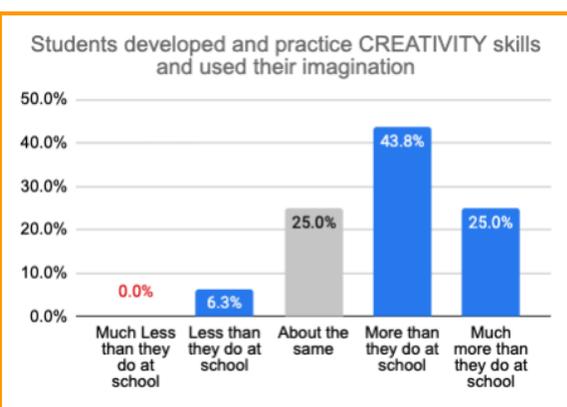


Figure 11

Teachers reported:

- Figure 8: 87% increase in collaboration
- Figure 9: 75% increase in critical thinking
- Figure 10: 66% increase in communication skills
- Figure 11: 69% increase in creativity

“The level of academic language use during discussions was tremendous. Student engagement was at the highest level in the classrooms. The inclusivity of “Tribes” bridged social and emotional gaps between students of all levels.” - Teacher, Panama Buena Vista School District

“I think the many team building skills instilled throughout the program. Students had to really step up their game, pay attention and help their tribe to succeed. These skills are lifelong and necessary when working both independently and with a group in a professional environment.” - Teacher, Union School District

Conclusion

QUEST offers a unique and engaging experience to prepare students for the future. QUEST incorporates technology to engage students and educators, develops social and emotional wellness through team building challenges, and prepares students for the workforce by building critical thinking and problem solving skills. Students who experience QUEST feel better prepared and confident to thrive today and in their future. QUEST allows students to build skills necessary to become engaged in their own educational path. Student engagement is paramount to any effective education program, and our QUEST data yields clear results to support increased student achievement and educator success.

“By playing QUEST, I learned how to critically think in short amounts of time. I also learned how to manage real world problems. When using QUEST I worked with allies and teams to work past problems.” - Student, Union School District

“I enjoyed seeing my students so engaged and truly having fun within the classroom, since COVID and school closures it has been difficult to regain student engagement and I feel that QUEST was a great way to reignite their interest in learning and working together.” - Teacher, Richland School District

“I observed teachers learning to embrace a world of student-led learning and realizing project-based learning is not hard to facilitate.” - Principal, Anaheim Elementary School District

“My students had to tap into their creativity and critical thinking skills more than they get the chance to during regular school. This program caused them to think about more than just basic arithmetic and ELA skills that they are used to doing during the school year; they had to use problem solving skills in a real-life fictional situation. I feel like it was way more beneficial and enjoyable than the typical summer school curriculum.” - Teacher, Panama Buena Vista School District

“QUEST have inspired me to work with people instead of trying to struggle by myself.” The experience was super fun because I made a new best friend and we got to do lots of team work which means you will get to know those people in your group better. - Student, Oro Grande School District