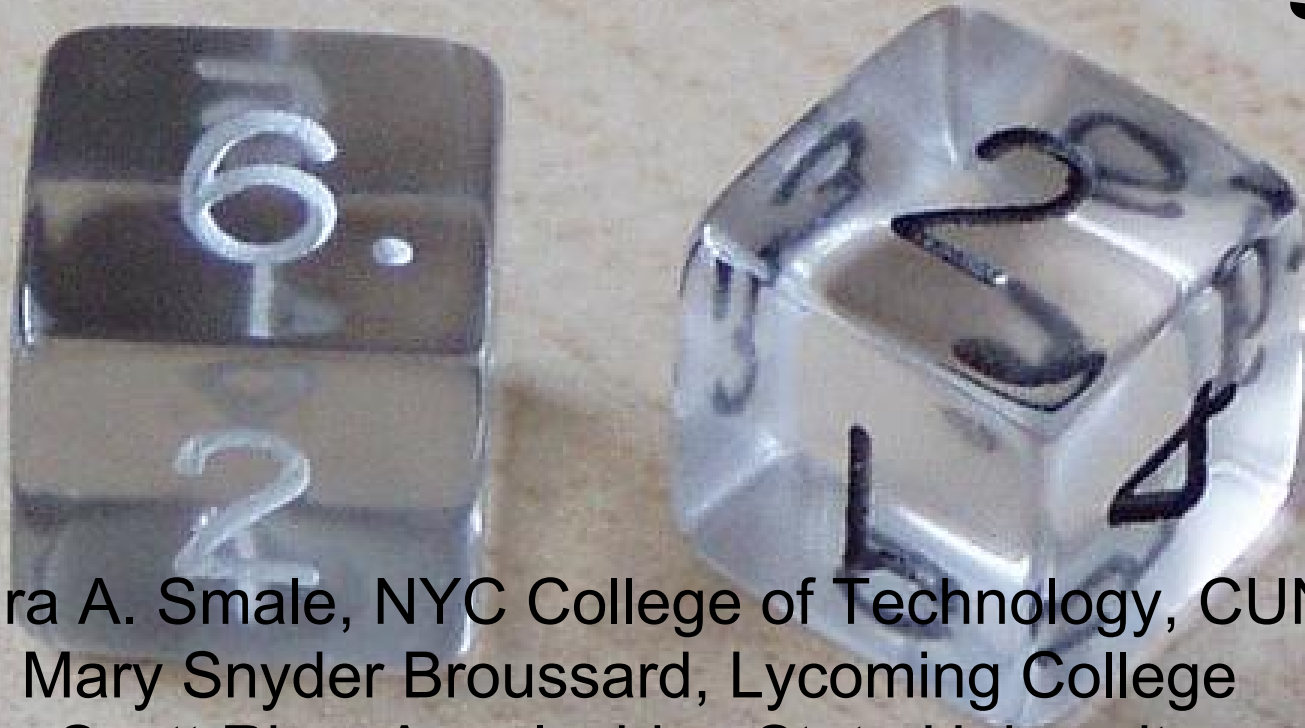


Quest for Engagement: Innovative Library Instruction with Games-Based Learning



Maura A. Smale, NYC College of Technology, CUNY
Mary Snyder Broussard, Lycoming College
Scott Rice, Appalachian State University

ACRL National Conference, Indianapolis, April 2013

Our game plan

- A bit of background
- Using games in library instruction
 - Level 1: Beginner
 - Level 2: Advanced
 - Level 3: Expert
- Tips & best practices



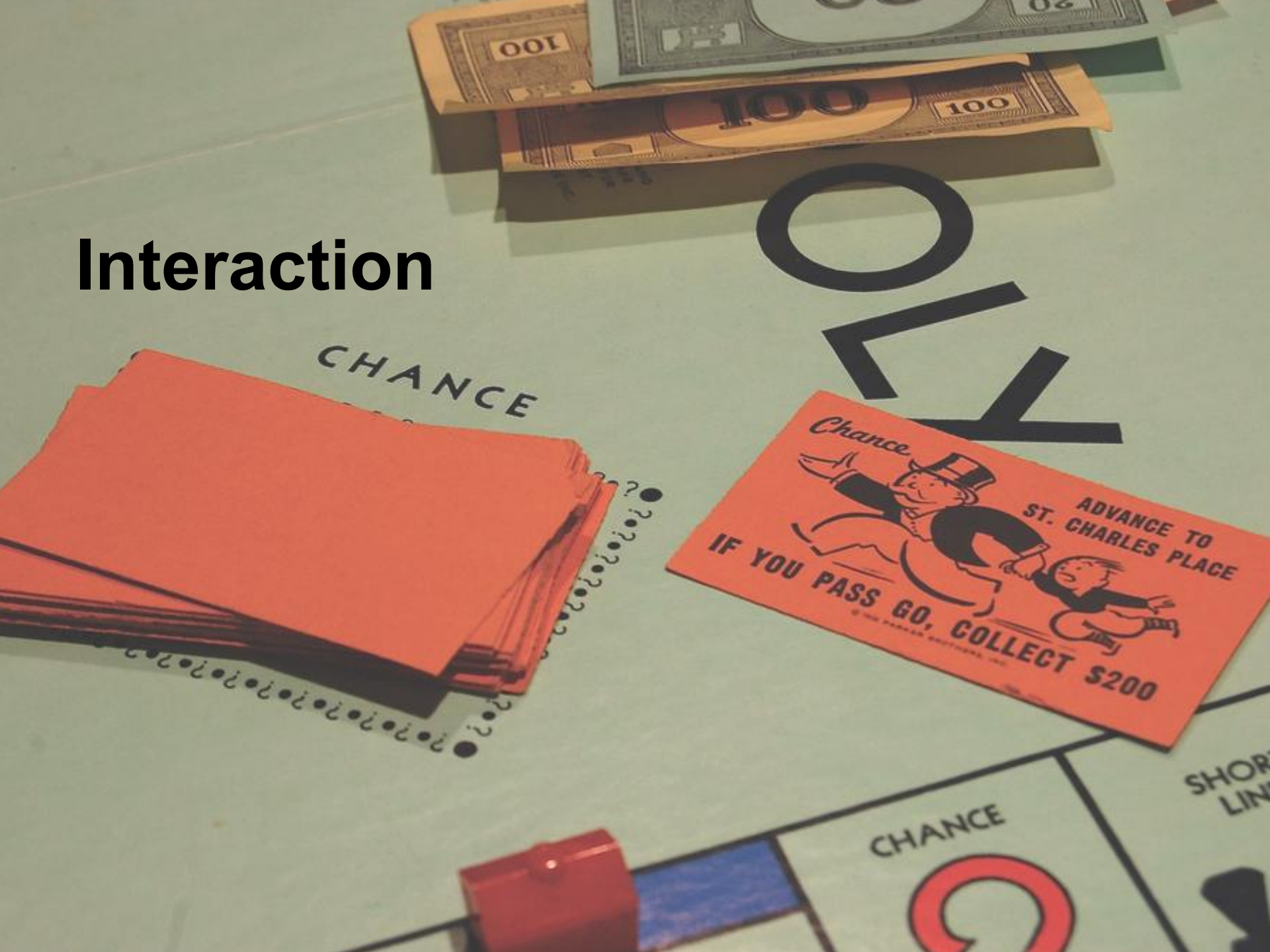


Learning Principles in Good Games

Identity



Interaction



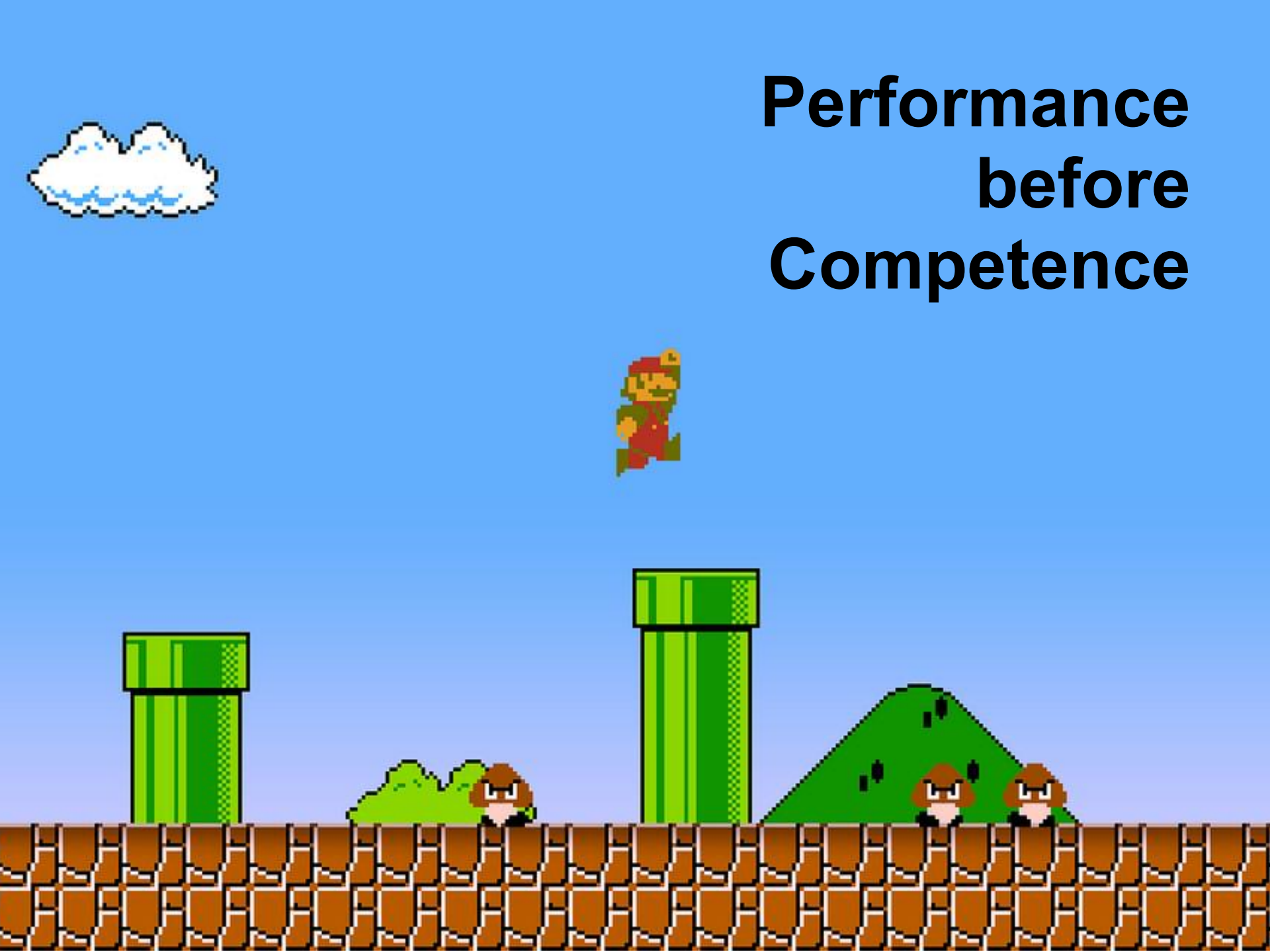


Risk-taking

Well-ordered problems



Performance before Competence



Why use games in library instruction?



+





Active Learning

Competition





Research

Embedded Assessment



Level 1: Beginner



**Quality Counts:
a game of
evaluating internet sources**

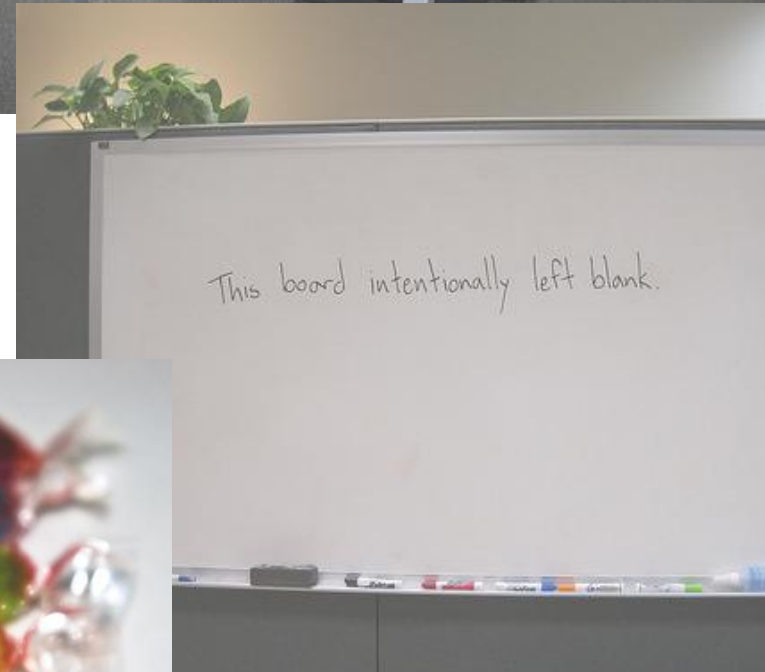
Learning Objectives

After playing Quality Counts, students will:

- Understand the importance of critically evaluating information used in their coursework.
- Identify appropriate criteria for evaluating information sources.
- Evaluate information sources using appropriate criteria.
- Recognize that reference librarians can provide assistance with evaluating information and other research questions.

Supplies Needed

- Classroom with computers and internet access
- Whiteboard
- Small candies, stickers, or other prizes (optional)



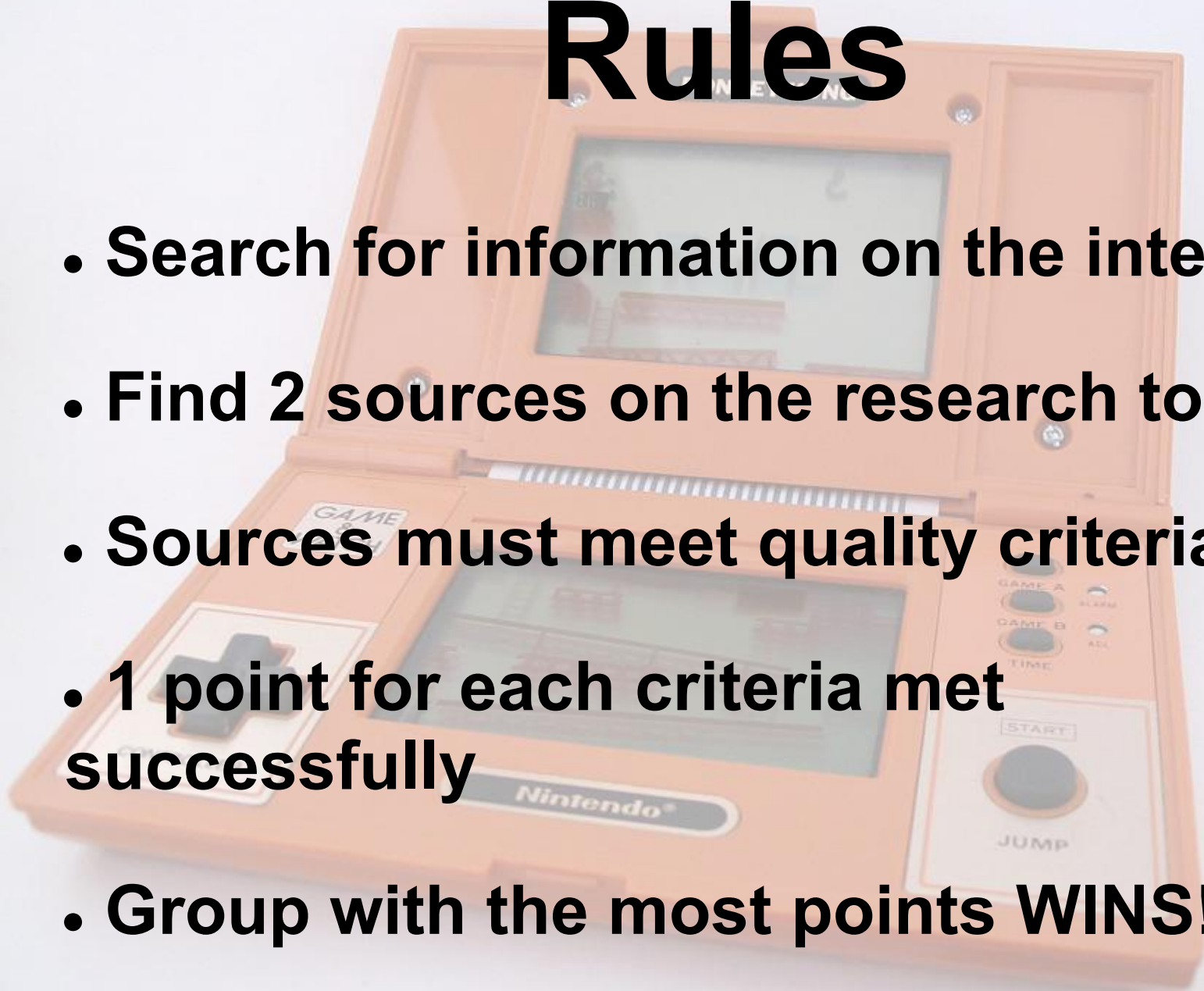
Gameplay

A vintage orange Nintendo Game Boy is shown from a top-down perspective, slightly angled. It features two monochrome LCD screens. The top screen displays a simple game scene with a character and some text. The bottom screen shows a more complex game interface with various elements. The control pad is visible on the left side of the bottom screen, and the 'JUMP' button is on the right. The 'Nintendo' logo is printed on the bottom bezel. The device is set against a plain white background.

- I will divide you into groups
- Groups will search for information
- Your group will report back to the class

Rules

- Search for information on the internet
- Find 2 sources on the research topic
- Sources must meet quality criteria
- 1 point for each criteria met successfully
- Group with the most points **WINS!**



Evaluation

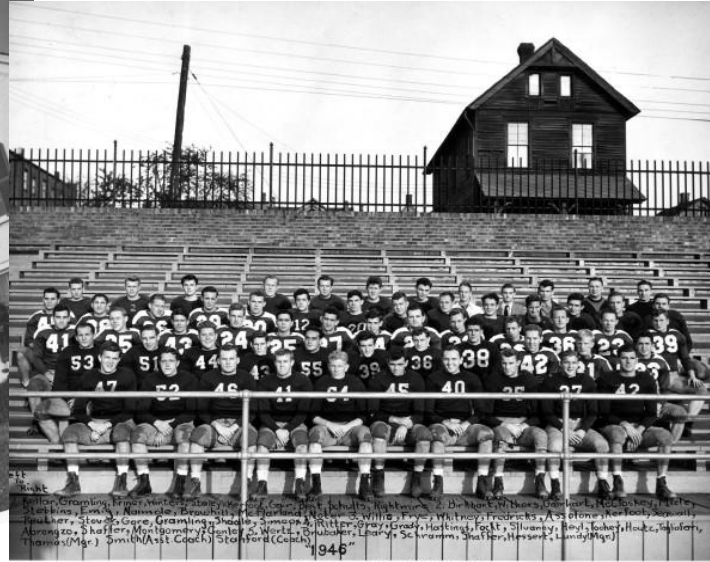
- Crowdsourcing criteria creates buy-in
- Organic discussion of source quality
- Partial credit is a gray area
- Some students don't want to play a game in class!

Level 2: Advanced

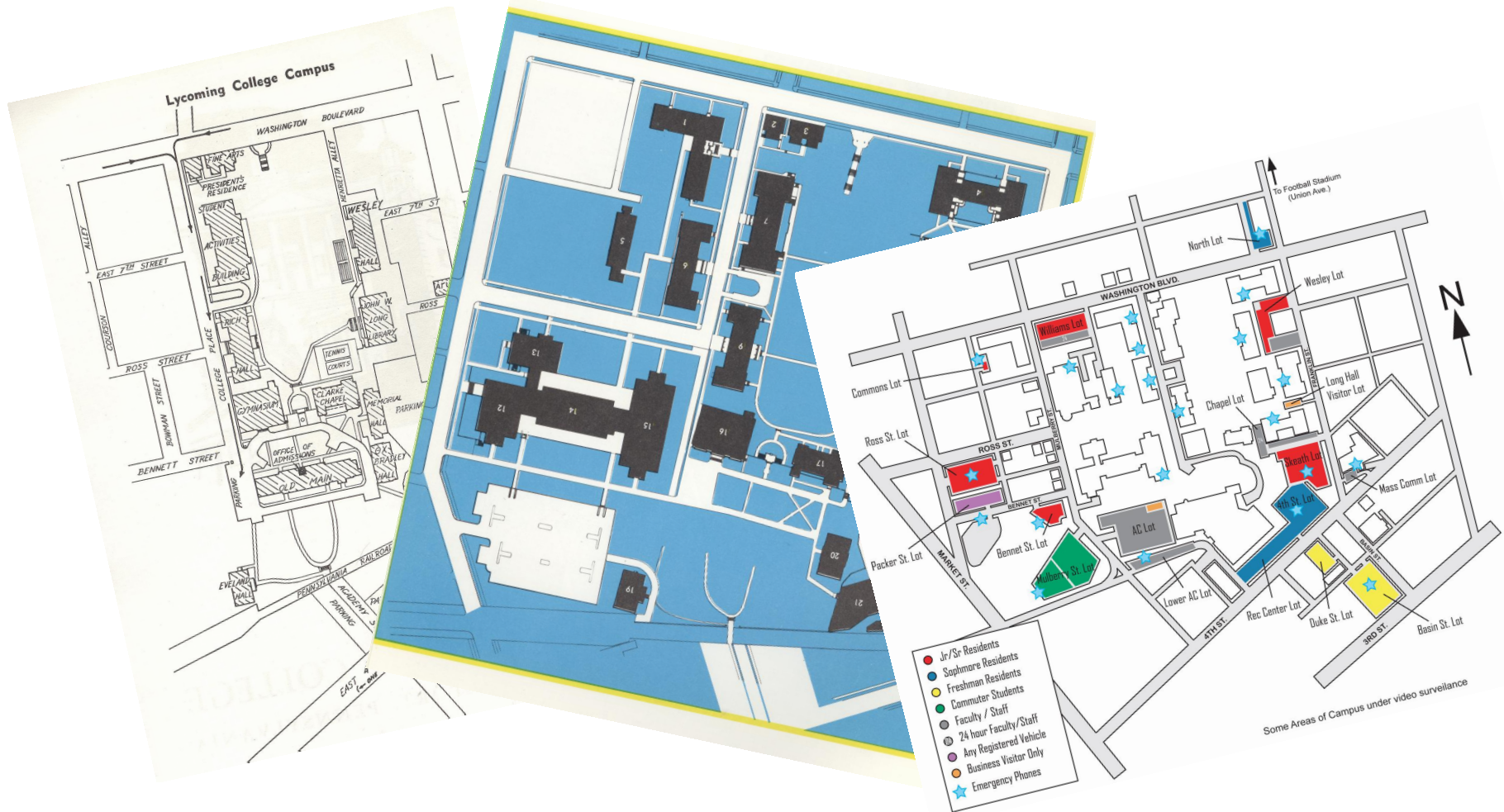


Lyco Map
Game

Lycoming College, 1812-2012



Lycoming College, 1812-2012



Learning Objectives

After playing the *Lyco Map Game*, students will:

- Be able to identify the approximate locations of campus buildings, present and past

Supplies Needed

For Game Development:

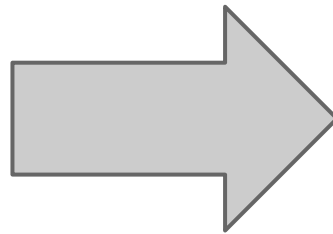
- Adobe PhotoShop & Illustrator
- Basic HTML & CSS skills
- Server space to host online map
- Picasa account
- QR Code maker

Students:

- One smart phone per group

Backbone

flickrTM



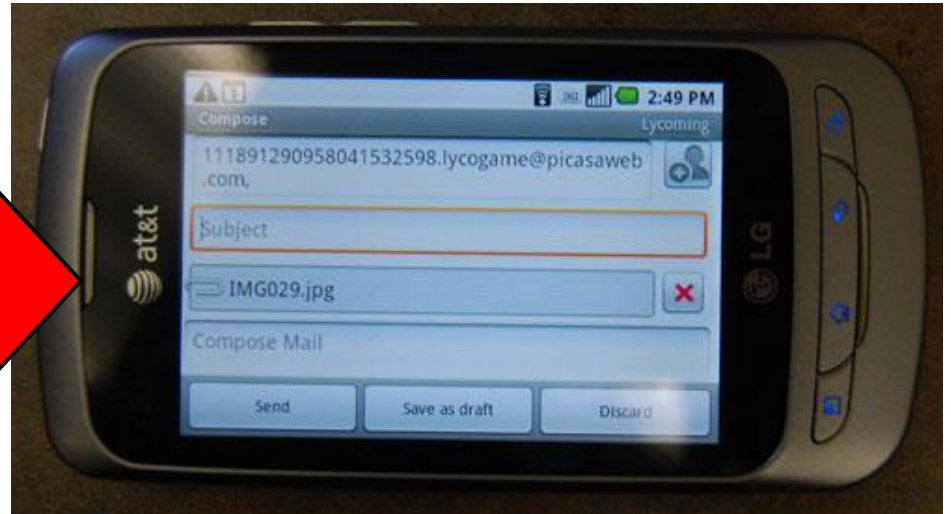
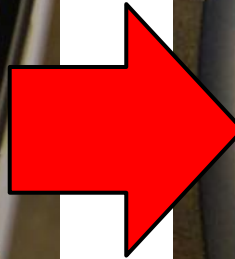
Avatars



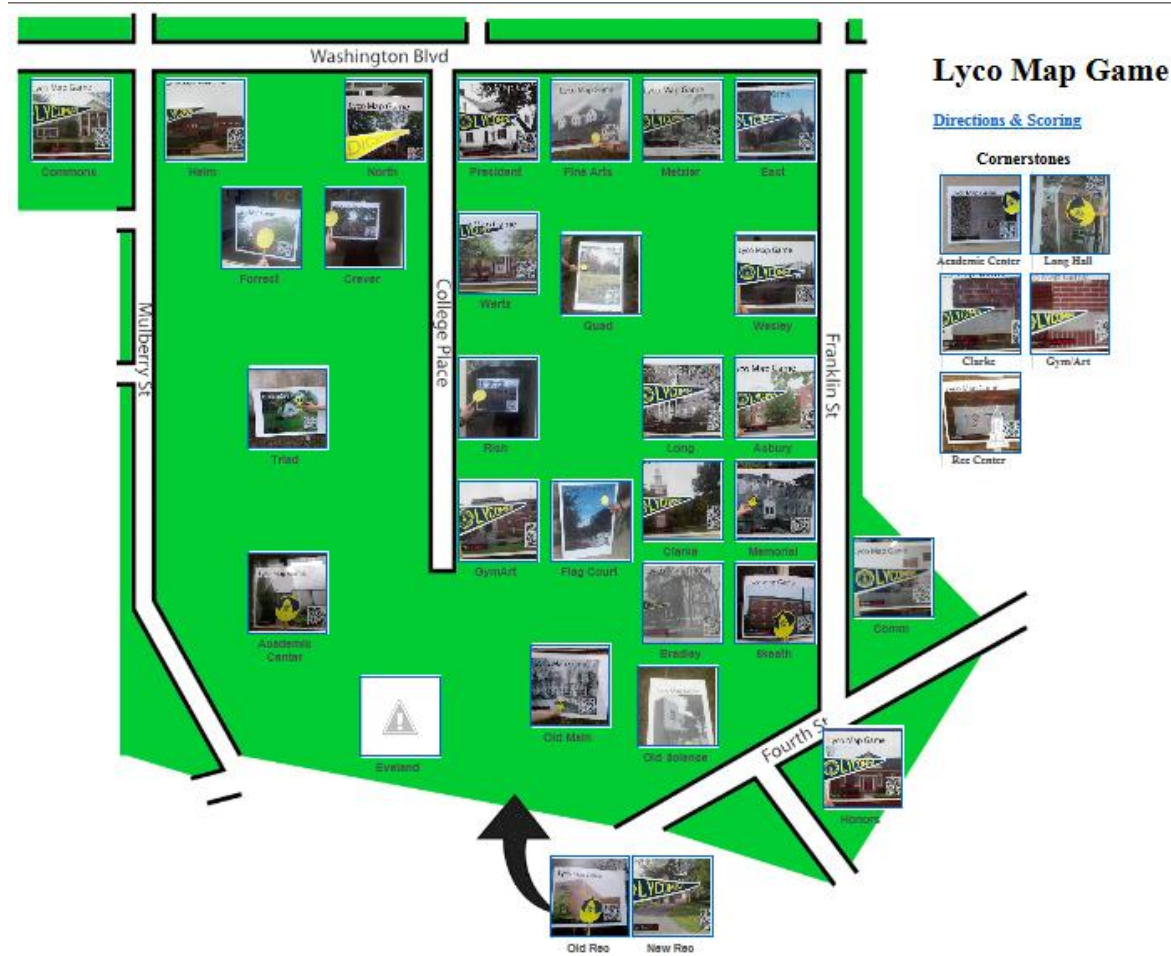
Poster found at each location



Getting pictures to Picasa



Online Map



Evaluation

- Didn't get used as planned
- Not many players
- Those who played seemed to have fun
- Could be transferred well to other orientation activities

Level 3: Expert

<http://guides.library.appstate.edu/games>

Welcome to the IMC Tour




Welcome to the Justice-Query Instructional Materials Center (IMC), a model pre-K through 12 school media center. You are about to begin an online orientation designed to help you learn about the IMC resources and services available to all education majors.

Step 1: Begin the orientation by [taking the tour](#).

Use the left and right arrow keys on your keyboard to tour the IMC virtually. Visit each of the 4 numbered stations in the IMC. As you visit each station, a movie will play to give you an idea of how using the IMC will be helpful to you. Move your mouse around the photos to locate each one of 16 "hotspots" on the tour to learn about IMC resources. When you find a hotspot, click on it. As you click on each hotspot you will acquire a puzzle piece. When you have collected all 16 puzzle pieces, you will be given the call number and title of an item in the IMC.

Step 2: Come to the IMC and find the item using the title and call number you were given.

Step 3: Look in the back of the book to find the barcode. It will look like this:



Choose
your
adventure!

[Traditional Treasures](#)

[Homework Horror](#)

[Methodical with Periodicals](#)

[Perplexed by Texts](#)

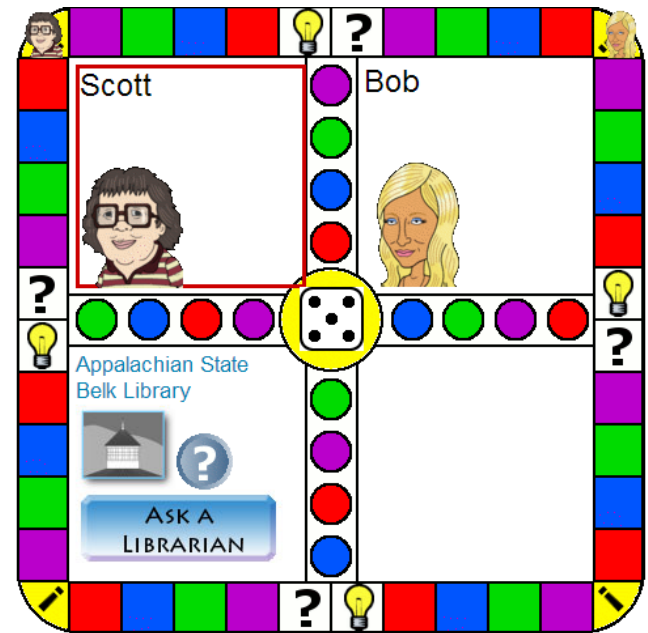
[Keepin it Real](#)

[Lesson Up](#)

[On the Reading Level](#)

[Stumped in the Stacks](#)

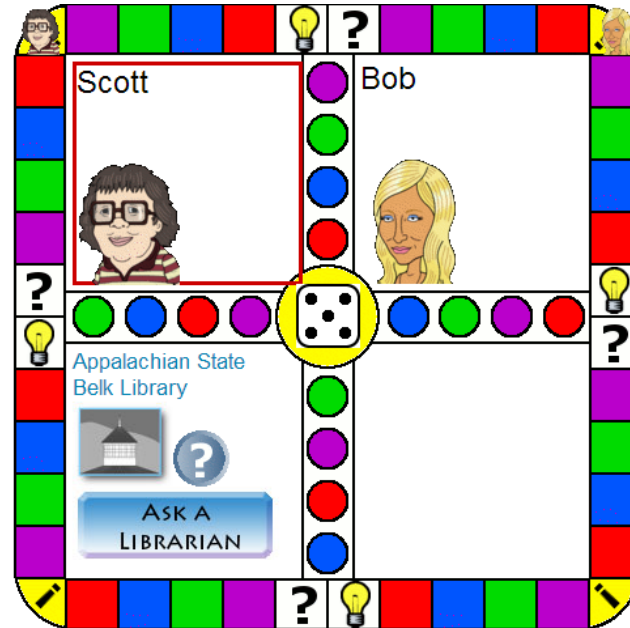
Information Literacy Game



- Original game includes
 - 4 categories questions
 - Web evaluation questions
 - 2 websites/1 website
 - Links to Help/Library website
- Purpose to provide reinforcement of library instruction

Information Literacy Game

- Uses Javascript, XML, JSON
- Up to 6 categories of questions
- Can personalize almost everything
 - Sounds
 - Images
 - Gameboard
 - Text
- Currently reworking the code



Library Adventure Game



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- Choose Your Own Adventure
- Uses Javascript and XML
- Simulation to develop and practice skills
- XML generator
- Scripts and media!

Library Adventure Game

- Random/sequential/player choice order of adventures
- Rating/grading and feedback
- Cutscenes
- Flash



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Virtual Scavenger Hunt

- Can be used as a virtual tour and/or scavenger hunt
- 360 degree panoramas
- Sense of place
- Javascript, JQuery

Welcome to the IMC Tour

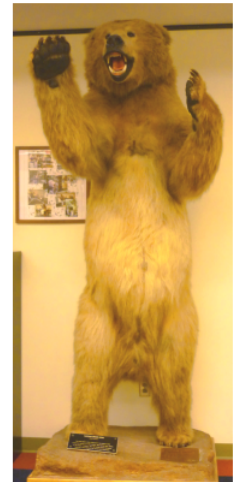
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Why expert?

- Familiarity with Javascript and/or HTML
- XML
- Edit images, Flash, sound
- Virtual Scavenger Hunt uses Hugin, open-source panorama stitcher



Evaluation

- Most successful personally was Virtual Tour
- Most successful for others was Info Lit Game
- Used Library Adventure for training, classes
- Publicity matters
- Audience for game



Tips and Best Practices

- Iterate, iterate, iterate
- Fail forward
- Level up: start small, build to big
- Base game on learning objectives
- Have a plan for getting players
- Include assessment of players' skills
- Make it fun
- Find a friend

Questions?





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Scott Rice, ricese@appstate.edu

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