

Welcome to

**Using games creatively to enhance
Information Literacy sessions**

By
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Support : Julia Barrett and Sean Hughes



Theme: Creativity in IL

LILAC 2011

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Have you tried Games?



Workshop Plan

- **Presentation (15 min)**
- **Game play (4 min)**
- **Create a take-away game (18 min)**
- **Feedback - the games created by delegates during this workshop (20 min)**
See slides 30-34 !



Presentation Segment

15 minutes



*Pedagogy should be focused on
arousing student imagination
and engagement.*

Terry Barrett



Games are wonderful pedagogical tools....

**Ice breakers
&
Peer learning
devices**

**Active
learning**

**Induce feelings of
accomplishment
& success**

**Good for dipping
points in**



Thoughts on Games & Creativity

One cannot legislate for creativity, but one can create the conditions in which creativity is more likely to thrive.. Idea Generation, Determination to succeed, Self-confidence



Paul Kleiman

*The key is to think **EDU-tainment** as opposed to **Enter-tainment**.*



Felicia Smith

The Library image benefits from innovative practice



Image Source Crystl flickr (2005)

“Surprising customers with new and interesting services can make them come back, even just to see if something else new is happening”

Rossiter, Nancy (2008)

Games release the learning hostage

By including a gaming element in library teaching skills I believe the potential exists to excite this millennial generation about information literacy and to infuse them with lifelong library skills.

Doshi, Ameet (2006)

Games as an innovative technique in IL?

Universal	Add variety & Spice	Connect learning and connect with different learners
Arouse Curiosity	Engage students	Avoid boredom add interesting highlights into IL

Literature on games and fun learning

Many games teach skills that have been identified as necessary for learning or for post-higher-education life: teamwork, information seeking, self-assessment, communication, numeracy, spatial literacy.

Alexander, Bryan (2008)



Dr Stephen Covey Game play

Do the big rocks first - Video

With Kind Permission of the Franklin Covey Foundation



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Dr Covey Workshop Game Video

Big Rocks Game

- Rocks = tasks
- Learning Objective

Time management - how to prioritise tasks in your life



Did you Notice?



Simple



Engaged the audience



**Reached Learning objectives
(Priorities, do the big tasks first)**



Fun = Relaxed learning



My Game Tips

- ✓ Fun
- ✓ Quick
- ✓ Simple
- ✓ Easy to play & grasp
- ✓ Designed around a specific learning objective
- ✓ Follow up with correct play
- ✓ Reflect on the game play after the session

**Please acknowledge
the original game
designer if you are
using their game in
your session!**



Non-digital game ideas

Stepping Stones Game



A screenshot of the UCD Library website. The page is titled "The Library at UCD" and features a search bar with the text "findit @UCD Library". Below the search bar, there are navigation tabs for "Home", "My Library", "News", "IT Services", "Administrative Services", "My UCD", and "UCD Web". The "My Library" tab is highlighted with a red box. Below the navigation tabs, there is a "My Calendar" section showing "February 2010" and a "My Email Inbox" section showing "INBOX folder has (7082) messages, (1546) unread". The main content area is titled "findit @UCD Library" and includes a "Subject Search" section with a search bar and a "Search" button. The search bar contains the text "cinahl" and is highlighted with a red box. The "Search" button is also highlighted with a red box.



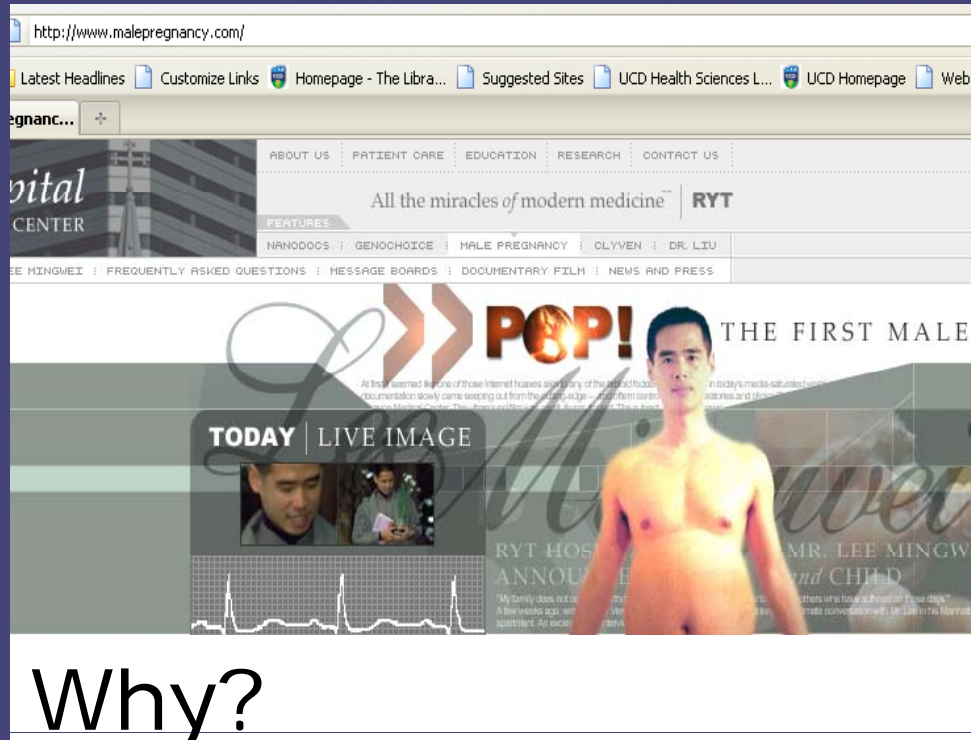
Image Source: http://2.bp.blogspot.com/_FfXkHFSe-m0/Sv9BAdonH1I/AAAAAAAAABSM/Hj3ambZeSY/s400/steppingstone.jpg

Stepping Stones Game Susan Boyle(2010)

© Susan Boyle 2010

Non-Digital game ideas

Bin or Basket



Why?

Image Source : <http://www.malepregnancy.com>



Source : Lukáš Malý (2008)



Source : T P Martins (2005)

Bin or Basket Game concept

Susan Boyle (2011)

Non-digital game ideas

Citation Shuffle

(2011)

14,(3)

Murphy, Rosen,

Asthma control,

British Journal of Nursing.

p.32-53.

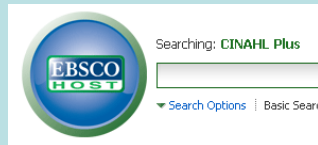


Citation Shuffle Game
Kathryn Smith (2011)

Non-digital game ideas

Sticky Databases

Cinahl



Science Direct



PubMed



Top 25 articles

Nursing articles

Clinical Trials

Technology

**Evidence Based
Care sheets**

Hot Topics



Sticky Databases Game
Susan Boyle(2011)



My experience..



Intuitive

Break out

**Good
reaction**

**Identify learning
objectives &
look for
game models**

**Correct
Play**

**You will have
more time for
Game design**

**Learning?
Scale 1-10**

**Success with
4th yrs, PG's &
PBL students**

My Matching Pairs Game

AND

Used to narrow a search.

Results return both or all words in the search



Matching Pairs Game
Susan Boyle(2011)

The Matching Pairs Game Design Form

Student Group:

Nursing 4th years

Learning Objective :

To understand searching techniques

Name of Game:

Matching Pairs

Aim of the Game:

Match the search technique name to what it does

Game Design Form continued

Playing time: 10 minutes

Game Format: Special Cards

Game Description:

Students in small groups discuss which search tool goes with which search function and arrange the cards into matching pairs.

Game Rules:

Students are not allowed to consult other materials during the game.

Game Design Form continued

Instructor Guidelines:

- **Arrange students into small groups**
- **Identify Reader, Chair, Timekeeper**
- **Follow up with correct play**
- **Include question on game in assessment**
- **Use game as form of assessment.**

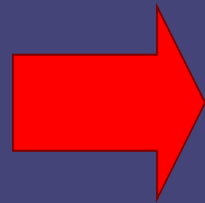
You have 4 minutes

Play the matching pairs game
....match the pairs



Correct Play

Wildcard



Makes a single letter in a word a variable.

Example: wom*n

Results returned would include records containing woman, women



Brainstorming & Create a Game Segment

18 min



Instructions

- Read your scenario
- Brainstorm ideas for a Game
- Fill out a game design form
- Prepare to feedback your design form.
- Pick a feedback representative



Brainstorm



Time allowed
8 minutes



Game Design Form



Time allowed
10 minutes



Feedback Segment

20 min –

4 min per table

The following slides detail the games developed at each table by delegates during this workshop agreed to be for common use in IL.



Table 1 Take away Game: Catalogue shopping

Game Design Form

Student Group: 1st year Engineering

Learning Objective :To teach students about the catalogue

Name of Game: Catalogue shopping

Aim of the Game: Identify the different resources available on the catalogue. Place Correct resource items in basket.

Playing time: 15 mins.

Game Format: Cards + bin + basket

Game Description: Set of 12 resource format cards listing books, journals, dvds, bones etc. 2 cards are duds the rest are real. Players work out 10 real and 2 duds.

Game Rules: Not allowed use of actual catalogue (second stage...)

Instructor Guidelines: Organise students into groups maximum of 6 per group. Reader & timekeeper follow up with correct play. (Eg: bones).

Table 2 Take away Game: Can we build it yes we can

Game Design Form

Student Group: Masters Humanities students

Learning Objective: How to approach a literature review

Name of Game: Can we build it, yes we can

Aim of the Game: To understand the scope of the search, types of information resources and keywords as part of the process

Playing time: 20 minutes

Game Format: Lego...building blocks

Game Description: Student in small groups, create visual representation of the process involved in starting a literature review based on given example. Give them blocks and boards, different colours, sizes. Then describe process.

Game Rules: not completed

Instructor Guidelines: not completed

Table 3 Take away Game: Library Fortunes

Game Design Form

Student Group: Mature PG Dip Social Science

Learning Objective : To teach students how to focus a search

Name of Game: Library fortunes

Aim of the Game: Focus your search using keywords suggested by team broaden your search (should involve understanding and thinking about keywords. Brainstorming keywords. Narrowing, broadening)

Playing time: Egg/sand timer, 3 minutes per round or table

Game Format: big quiz cards for main term to brainstorm. (6 keywords, right and wrong answers. Like family fortunes, bonus words, audio clues)

Game Description: Students in groups of 4. 1 Key concept per group if time possibly play again.

Game Rules: Cannot consult other materials. no computers

Instructor Guidelines: Check you have the right terms in advance. prepare in advance, round 1 then feedback, then repeat rounds.

Table 4 Take away Game: Lucky Dip Bingo

Game Design Form

Student Group: Final Year Life Science students

Learning Objective : To teach the importance of using quality assured evidence for study & work & real world working practice

Name of Game: Lucky dip bingo

Aim of the Game: To retrieve the resources, that meets all the evaluation criteria / checklist

Playing time: 10 minutes

Game Format: Bin full of folded paper indicating different information resources. Eg: lists of sources, invalid and valid. Discuss in group. Tick off criteria, bingo.

Game Description: Discuss evaluating resources first. Small groups pick paper out of basket and discuss- tick off a checklist- like a bingo form. Full house wins.

Game Rules: Group decision / no consultation with other groups. Quick.

Instructor Guidelines: Prepare in advance. Instructor given checklist

Table 5 Take away Game: To cite or not to cite that is the question

Game Design Form

Student Group 2nd Year architecture students

Learning Objective : To understand plagiarism and how to avoid it.

Name of Game: To cite or not to cite , that is the question.

Aim of the Game: To identify copyrighted images and whether or not they need to be cited

Playing time: 8 minutes

Game Format: Matching cards

Game Description: Copyrighted images introduce concept. Students receive image cards with different sources and must categorize in "no use, cite or no cite"

Game Rules: Students are in small groups (5) each have a set of cards. Group members can help card placer.

Instructor Guidelines: Not given

If there had been more time at the workshop, I would have opened the floor for discussion/questions on the games and captured ideas on the following discussion cloud.....



Workshop Discussion cloud...

Benefits

Challenges

Uses

Triggered
Ideas



Game Based Learning Blogs & Conferences

<http://kiili.wordpress.com/>

Game Based Learning
Research blog by Kristian Kiili

Call for educational game design patterns

2009 OCTOBER 9

by kiili

In spite of increased interest in game-based learning, the development of educational game design methods has been insignificant. Apparently, this lack has negatively influenced the quality of published educational games and the diffusion of game based learning. One of the biggest problems of educational games has been the inadequate integration of educational and game design principles. Furthermore, it is common that the multidisciplinary nature of the design teams also arouse problems - there are too many chief cooks with their own recipes without having a common language to collaboratively mix the masterpiece. Good educational games just

<http://egenfeldt.eu/blog/>

Future of game-based Learning
Discussions, ideas & thoughts on the future of game-based learning

Innagate (seminar & initiative)

February 12, 2010

Was at an interesting seminar giving a talk in connection with the Danish initiative Innagate that tries to look at the potential of serious games. It was funny because quite a few of the companies there go some years back, and have build a lot of experiences over the last years. There was a number of valid points in relation to barriers for using games for more than entertainment. It is somewhat depressing sometimes that "boring" stuff keeps the world from changing for example the lack of flash and Unity 3D plugins, the difficulty with security settings in corporate environments and similar stuff. But I guess at some point it will become easier, but then it will probably be the challenge of not being able to use new input devices and similar.

play think learn
thoughts on computer games for learning

ARGs in institutions

February 19th, 2010

Just a quick post to highlight a new alternate reality game meta-site, looking at ARGs in institutions: museums, libraries, schools and beyond. This site contains a whole range of resources on ARGs in different fields, including research, articles, discussion and links to the games themselves. Well worth a peruse if you have a couple of spare hours.

ECGBL 2010
21-22 October, Copenhagen, Denmark

4th European Conference on Games Based Learning

The Danish School of Education, University of Aarhus, Copenhagen, Denmark
21-22 October 2010

Conference Chair: Birgitte Holm Sørensen, University of Aarhus, Denmark
Programme Chair: Bente Meyer, University of Aarhus, Denmark

This is the 4th Annual Conference and it will be hosted by The Danish School of Education, University of Aarhus.

<http://playthinklearn.net/>

<http://www.academic-conferences.org/ecgbl/ecgbl2010/ecgbl10-home.htm>

Interested in this Topic?

Alexander, Bryan (2008) *Games for higher education* EDUCAUSE Review, (43) 4 (July/August 2008) Available at <http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume43/GamesforHigherEducation2008/163066>

Barrett, Terry and Donnelly, Roisin (2008) Encouraging Student Creativity in Higher Education. In Higgs, B & Mccarthy, M (Eds.) *Emerging Issues II. The Changing Roles and Identities of Teachers and Learners in Higher Education*. 115-130

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Fuszard, B. (2001). Gaming. Fuszard's Innovative Teaching Strategies in Nursing. A. J. Lowenstein, M. J. Bradshaw and B. Fuszard. Gaithersburg, MD, Aspen Publishers: 112-120.

Jaffe, L. (2007). Games Amplify Motivation in Education. Innovative Teaching Strategies in Nursing and Related Health Professions. M. J. Bradshaw and A. J. Lowenstein. Sudbury, Mass., Jones and Bartlett Publishers: 161-172.

Paul Kleiman (2005) Beyond the Tingle Factor: creativity and assessment in higher education Presented at ESRC seminar, University of Strathclyde, Scotland.



**Thank you for your
participation!**

**For more information
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