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In Pursuit of Information Literacy

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How to Play the Travel Version

- For 2-5 players.
- Progress around the board clockwise.
- Role the die to determine which Standard question to answer.
- Each player must correctly answer 2 questions for each Standard of Information Literacy.
- The player will receive a card for the corresponding Standard pile and answer the question that is listed.
- If the player answers the question correctly, they will keep the card. If they answer incorrectly, they will discard the card.
- The first player to collect 5 cards for each Standard will win.

Why a game?

- Embracing games is a natural way to connect learning and fun. And learning is fun, right?
- Using the learning potential of games to make more efficient use of limited time for instruction helps keep learning from getting cumbersome and dreary.
- Games provide an avenue for libraries to participate directly in the need for play and learning.
- Games can support learning by:
  - Providing an “authentic experience” for students
  - Meeting students where they are
  - Help forge skills important in today’s environment
  - Promote information literacy

The ACRL Standards

A task force was created in July 2011, with the purpose of reexamining the ACRL Information Literacy Standards. The de facto definition of information literacy was implemented in 2000 and the task force advised that they be revised. Steven Bell, then president of ACRL, created the ACRL Information Literacy Competency Standards for Higher Education Task Force, with the charge to update the standards. With that update, this game will also need to be revamped.

Sample Question

You are doing a project on current events. What format will you use to find the most up-to-date information?

ACRL Information Literacy Standards

| Standard 1 - The information literate student determines the nature and extent of the information needed. |
| Standard 2 - The information literate student accesses needed information effectively and efficiently. |
| Standard 3 - The information literate student accesses information and its sources critically and incorporates it into his or her knowledge base and value systems. |
| Standard 4 - The information literate student, individually or as a member of a group, uses information ethically and legally. |
| Standard 5 - The information literate student understands why the economic, legal, and social issues surrounding the use of information and access to information are important. |

Sample Question

You are writing a paper on the history of sales. Where will you expect to find the most success in your information gathering?