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AN EDUCATIONAL GAME FOR INFORMATION LITERACY AND STUDENT ENGAGEMENT

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Presenter Information

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AN EDUCATIONAL GAME FOR INFORMATION LITERACY AND STUDENT ENGAGEMENT

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CONTENT

- Introduction
- Demonstration
- Panel Discussion
 - Planning stages & initial concepts
 - Challenges & issues in the development process
 - Next steps & anticipated results
 - Future work & suggestions
- Q&A

INTRODUCTION

- Games are not just for entertainment but also for various other purposes such as learning, health and fitness, politics, marketing, and so on.
- This panel discussion focuses on an educational game developed by a group of IT students and librarians at a university to teach information literacy to undergraduate level students.
- In the game, the player sets out on a quest to discover who destroyed the library. The research they discover along the way further knits the story into one cohesive fun-filled adventure.

GAMES AND INFORMATION LITERACY

- Many of the games that librarians have been using to teach information literacy lack interaction, and more closely resemble quizzes than games (Van Leer 2006)
- The principles of sound game design and sound instruction are remarkably similar (Schiller 2008)
- A “good game” is interactive and exposes the player to “well-ordered” problems. (Gee 2005)
- Games can be a means of making failure visible to the user, something that federated searching has taken away due to a focus on ease of use (Schiller 2008)
- Games that are long and difficult are rated as more enjoyable because of the sense of achievement at overcoming an obstacle (Gumulak & Webber 2011)

LEARNING OBJECTIVES OF THE GAME

- The student will be able to brainstorm related terms within the game.
- The student will be able to select the appropriate resource that would answer a specific question from a list.
- The student will exhibit familiarity with the use of keywords in a search.

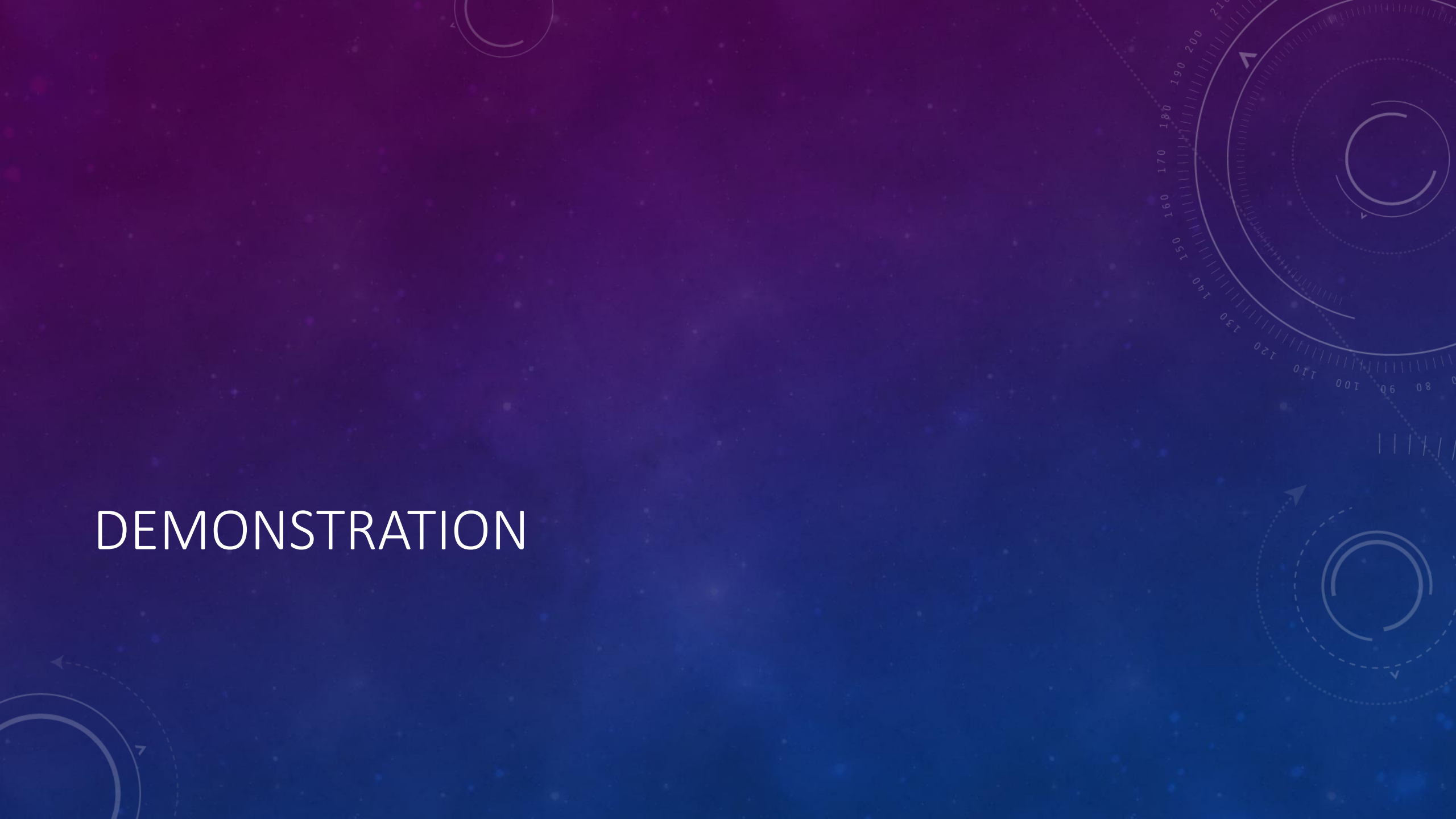
DESIGN AND DEVELOPMENT

- Myungjae Kwak, Ph.D., IT Faculty – Project Management
- Dana Casper & Chris Nylund, Librarian – Game Content
- Jamila Brooks, English Student – Game Script Writing
- Caleb Talmage, Sarah Hollifield, & Joshua Holland, IT Students – Game Design and Programming

PILOT TEST

- Subjects: 6 undergraduate students & 2 library staff members
- Playing time: 14 ~ 20 minutes & 22 ~ 30 minutes
- 3 pre-test questions (one open-ended) and 4 post-test questions (two open-ended)
 - “You must write a paper on poverty in the United States. In 3~5 sentences, describe your research process.”
 - The pilot test shows that the answers of the post-test includes more specific terms and detailed description.

DEMONSTRATION



DISCUSSION – PLANNING & INITIAL CONCEPTS

DISCUSSION – CHALLENGES & ISSUES

DISCUSSION – NEXT STEPS & ANTICIPATED RESULTS

DISCUSSION – FUTURE WORK & SUGGESTIONS

DEMO GAME DOWNLOAD LINK

Q&A

