AN EDUCATIONAL GAME FOR INFORMATION LITERACY AND STUDENT ENGAGEMENT

Myungjae Kwak  
*Middle Georgia State College, myungjae.kwak@mga.edu*

Dana Casper  
*Middle Georgia State College, dana.casper@mga.edu*

Caleb Talmage  
*Middle Georgia State College, caleb.talmage@gmail.com*

Sarah Hollifield  
*Middle Georgia State College, sarah.hollifield@mga.edu*

Chris Nylund  
*Middle Georgia State College, chris.nylund@mga.edu*

See next page for additional authors

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/gaintlit](https://digitalcommons.georgiasouthern.edu/gaintlit)

Recommended Citation

Kwak, Myungjae; Casper, Dana; Talmage, Caleb; Hollifield, Sarah; Nylund, Chris; and Brooks, Jamila, "AN EDUCATIONAL GAME FOR INFORMATION LITERACY AND STUDENT ENGAGEMENT" (2015). *Georgia International Conference on Information Literacy*. 18.  
[https://digitalcommons.georgiasouthern.edu/gaintlit/2015/2015/18](https://digitalcommons.georgiasouthern.edu/gaintlit/2015/2015/18)
AN EDUCATIONAL GAME FOR INFORMATION LITERACY AND STUDENT ENGAGEMENT

MYUNGJAE KWAK PH.D., DANA CASPER, CALEB TALMAGE, SARAH HOLLIFIELD
CHRIS NYLUND, JAMILA BROOKS, AND JOSHUA HOLLAND

MIDDLE GEORGIA STATE UNIVERSITY
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.
DISCUSSION – PLANNING & INITIAL CONCEPTS
DISCUSSION – CHALLENGES & ISSUES
DISCUSSION – NEXT STEPS & ANTICIPATED RESULTS
DISCUSSION – FUTURE WORK & SUGGESTIONS
DEMO GAME DOWNLOAD LINK