

Measuring Our Information Literacy Footprint: Assessing Games-Based Learning in Library Instruction

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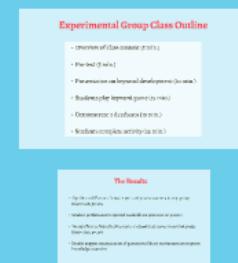
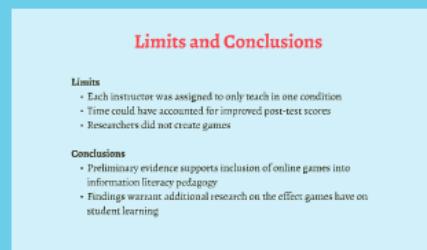
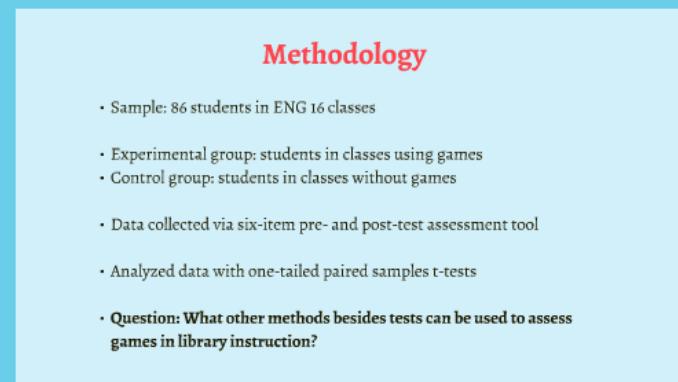


The Games

Identifying Keywords
When you are given a research topic, the first thing you have to do is to identify the most important words that describe it and are unique to your topic.
Click and drag the following words into the correct boxes:
The, Research, Database, Women, or, Film, etc.
<https://engg.lib.jmu.edu/tictactoe>

Doing Research: Keywords (UIC)
<http://www.uic.edu/depts/lib/reference/services/tutorials/Tutorial-Final%20Version.swf>

Citation Tic Tac Toe (JMU)
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Games-Based Learning (GBL)

- Increasingly popular in public & academic library settings
- Digital, non-digital, and hybrid approaches



Research Skills	Parts of a Book	Internet Smarts
100	100	100
200	200	200
300	300	300



- Key characteristics: competition, challenges, active participation

Our Project's Origination

- Considering incorporating GBL into instruction
- Review of the literature and GBL activities
- Few answers to the question at hand:

Does playing games impact student learning in academic library instruction?

Library Instruction at LIU Brooklyn

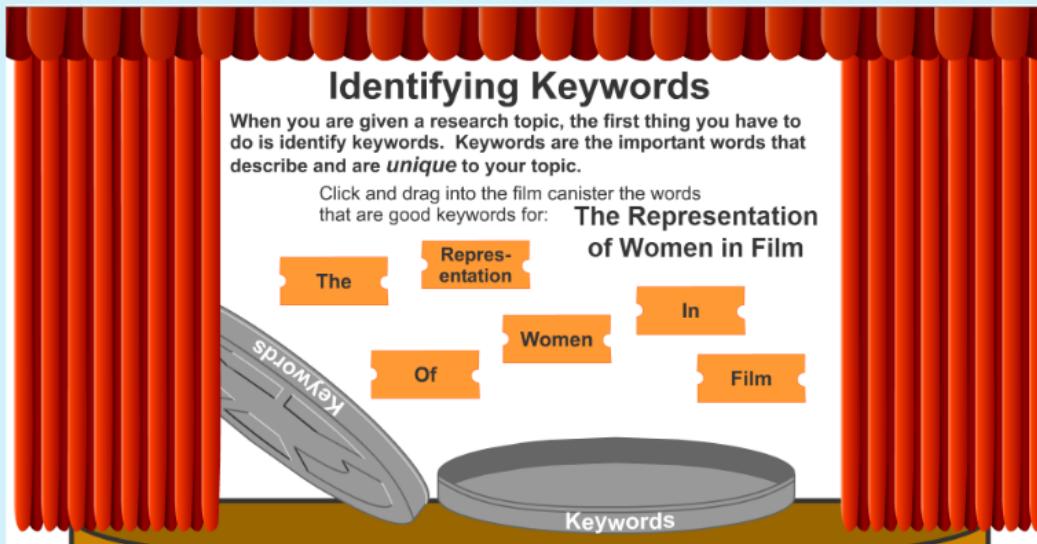
- Well-embedded at freshmen level: 1300 students/year
- Instructional opportunities:
 - 1 session in Orientation Seminar
 - 2 sessions in Core Seminar
 - 2 sessions in English Composition (ENG 16)
- **Question: Are some instructional scenarios better equipped for games than others?**

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library instruction:

The Games

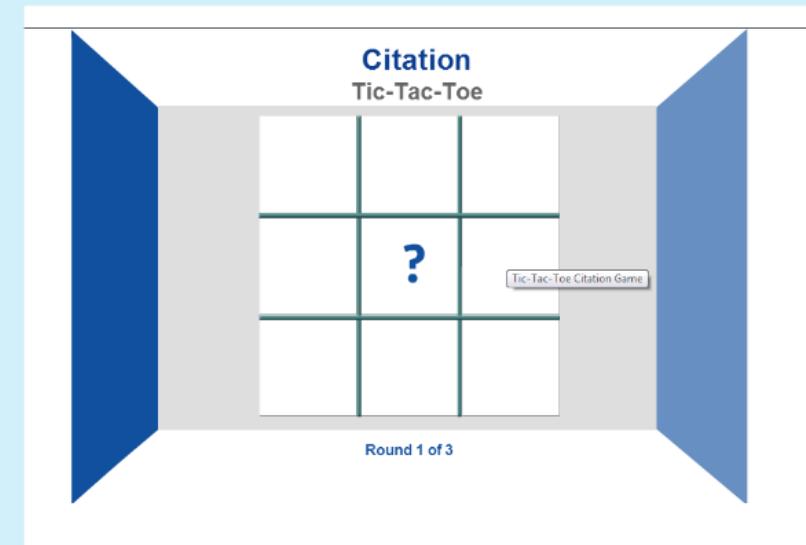


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Methodology

- Sample: 86 students in ENG 16 classes
- Experimental group: students in classes using games
- Control group: students in classes without games
- Data collected via six-item pre- and post-test assessment tool
- Analyzed data with one-tailed paired samples t-tests
- **Question: What other methods besides tests can be used to assess games in library instruction?**

Experimental Group Class Outline

- Overview of class content (5 min.)
- Pre-test (5 min.)
- Presentation on keyword development (10 min.)
- Students play keyword game (15 min.)
- Demonstrate 2 databases (15 min.)
- Students complete activity (25 min.)

The Results

- Significant difference between pre- and post-test scores in exp. group
 $t(42)=-3.06$, $p=.002$
- Student performance improved markedly on post-test (10 points)
- No significance found between pre- and post-test scores in control group
 $t(42)=-.506$, $p=.308$
- Results suggest incorporation of games into library instruction can improve knowledge retention

Limits and Conclusions

Limits

- Each instructor was assigned to only teach in one condition
- Time could have accounted for improved post-test scores
- Researchers did not create games

Conclusions

- Preliminary evidence supports inclusion of online games into information literacy pedagogy
- Findings warrant additional research on the effect games have on student learning

Thank you!

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Slides: tinyurl.com/games-assess