Learning Through Play, the Old School Way

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Learning Through Play, the Old School Way

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Millennials & Active Learning

• Student centered
• Experiential, hands-on
• Can include problem solving, role-playing, discussion & debate.
• Teacher as facilitator, student is responsible.

Active vs. Passive

Declaré et al. (2012) compared the effectiveness of active and passive teaching methods in information literacy instruction and determined that active methods were more effective. The researchers noted that students are more engaged and remember more information when involved in active learning, versus those who experienced a passive environment.

In Fall 2013 the author created a game to help students learn about information ethics based on the board game Candy Land. The layout of the game was simple. It provided immediate feedback, was fast-paced, competitive and encouraged discussion. Elements of humor and sarcasm were included to cement and retain the information presented to each student.

Case Study: Background

Old Dominion University (ODU) is a mid-size university, enrolling just under 25,000 students. As part of the general education requirements for undergraduates, ODU students are required to take an information literacy course. The information literacy courses are designed and offered by individual colleges. The department of STEM & Professional Studies within the College of Education offer multiple sections of STEM 251G (Computer Literacy, Communication & Information) to fulfill the requirement, and the Education Reference Librarian assists with the class.

The Library component of the STEM 251G class includes two library instruction workshops for each section, one addressing information retrieval and resource evaluation and the other addressing information ethics.

The Pilot

During the Fall of 2013 students were given extra credit for attendance at the information ethics workshop. For sections of STEM 251G classes. The workshop was offered twice, on two different times and days. Thirty-one students attended the two sessions. Students played in groups of four or five. The author observed that students were varying in their willingness to discuss the scenarios with their group members and were passionate about sharing their thoughts. Students were engaged in the scenario, asking questions about specific scenarios and expressing surprise at some of the answers.

The Second Episode

During the Spring of 2014, instructors required students in the five sections of the course to come to the information ethics workshops. A total of 110 students attended. The format of the game remained the same with some slight tweaking to specific questions and scenarios. Assessment was done by informal observation and by asking students to write down one thing they learned about ethical issues to be turned in at the end of class. The author observed that students were willing to talk openly to their peers. The immediate feedback provided throughout the game encouraged the students to engage in conversation with the librarian as well as each other.

It's Really Nothing New

• Education has been using games in the classroom for years, for many elements of gamification are based on well-established research in educational psychology (Kopp, 2012).

• In early grades, teachers use games to teach numbers, multiplication, colors, patterns and more (Maling, 2006).

• Millennials have been using elements of gamification in making for centuries (Kopp, 2012).

Time For Games?

Games don't have to take up a lot of time. Incorporating a short activity into a multi-hour lecture can help to keep students engaged.

21. Regarding students in physically to a great way to address different learning styles and regain attention

Smith (2007) created a two-minute tutorial piece about Boolean.

Smith (2007) created a Tic Tac Toe game about citations.

Licensing at the University of Auckland redesigned their info lit instruction and gamified it with a student centered approach (Auckland, 2013). For example: they give students only 10 minutes at the beginning of class and had them write down questions about the topic. At the end of the class, students were asked to answer the questions.

What Did Students Think?

• Filled the game format, it made it more innovative and encouraged social interaction. I like my group mates.
• It is more fun to learn while playing. I liked it, even though some might think it’s childish.
• The game was a creative way to get the information across effectively, while keeping everyone’s attention.
• I thought the game format was very effective.
• Games work better in regards to interaction but made me feel like a preschooler.
• More interesting than sitting through a lecture or slide show.
• I thought it made it more fun and made everyone feel involved and interested. I liked it.
• Definitively thought this was a good way to do this. It was a good reminder of what is right and wrong.
• I really liked the game.
• It was a fun way to learn and interact with our classmates.
• Filled the game. It made learning fun and you can also collaborate with other people in your group.

What Did Students Learn?

• How to use class notes
• Rear of papers
• Necessity of citations
• Copyright
• A lack of citations and information
• Copyright legalities
• About intellectual property
• You should bring a rough draft of
• It's Really Nothing New
• Case Study: Background
• The Pilot
• The Second Episode
• It’s Really Nothing New
• Time For Games?
• What Did Students Think?
• What Did Students Learn?