WHEN ACTIVE LEARNING GOES FLAT:
Using Gamification to Motivate Student Learners

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PART ONE

Planning instruction
INSTRUCTION PROGRAM

FIRST YEAR SEMINAR

Evaluate sources for quality by learning how to differentiate between popular and scholarly sources.

Use the library catalog and electronic databases to retrieve books or articles, whether in print or online.

Online Tutorial

RHETORICAL ARTS

Conceptualize an effective research strategy and then collect, interpret, evaluate, and cite evidence in written and oral communication.

Distinguish between types of information resources and how these resources meet the needs of different types of scholarship and disciplines.

Hybrid Instruction
RHETORICAL ARTS CHALLENGE

1273 First Year Students
72 One-Shots
6 Librarians

ANNOTATED BIBLIOGRAPHY

Students need to find appropriate sources
Students need to critically evaluate sources
HYBRID INSTRUCTION

Homework

In-Class

Research Strategies Tutorial

Discussion

Active Learning
PART TWO

Increasing student engagement with gamification
WHAT MAKES IT ACTIVE?

ACTIVE LEARNING

EXPERIENCES

Doing
Observing

REFLECTION

On what one is learning and how one is learning
Alone & with others

RECEIVING INFORMATION AND IDEAS

PASSIVE LEARNING

## EVALUATING SOURCES WORKSHEET

- Students were given an excerpt of a journal article to evaluate
- Using the worksheet the student answered questions about the source they were given
- Discussion with the librarian after completing the worksheet

### Rhetorical Arts: Source Matrix Exercise

<table>
<thead>
<tr>
<th>Type of Source (scholarly, popular, or trade?)</th>
<th>Example</th>
<th>Source 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion Piece in a book. Publisher is leader in high school publishing market.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary, Secondary or Tertiary?</th>
<th>Secondary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Authority of Author</th>
<th>ExxonMobil</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rationale/Motive for Writing/Bias</th>
<th>Bias towards the gas industry (author has a vested interest)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Position on Main Idea A</th>
<th>Cite evidence that supports or disputes this statement:</th>
</tr>
</thead>
</table>
| “Fracking increases water pollution.” | • safe since 1940’s
• natural gas= environmentally responsible
Natural gas = cleaner-burning energy source |

<table>
<thead>
<tr>
<th>Position on Main Idea B</th>
<th>Cite evidence that supports or disputes this statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Fracking is regulated by the government.”</td>
<td>• Exxon supports public disclosure of fracking chemicals</td>
</tr>
</tbody>
</table>

Gamification is:

“is using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems”

Gamification is not:

“the superficial addition of points, rewards, and badges to learning experiences.”

Kapp (2012)
GAME MECHANICS & GAME THINKING

- Incorporating Friendly Competition (points)
- Motivational Feedback (stars)
- Measure Progress (showing star count)
- Reward effort (getting the answer right on the first try earns more points)
GAME MECHANICS & GAME THINKING

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- Measure Progress (showing star count)
- Reward effort (getting the answer right on the first try earns more points)

Earn a Diamond Star if you answer the question correctly on the first try. Diamond Stars are each worth 100 points.

Earn a Gold Star if you answer the question correctly on the second try. Gold Stars are each worth 50 points.

Earn a Silver Star if you answer the question correctly on the third try. Silver Stars are each worth 25 points.
PART THREE

Student & Librarian Survey Results
STUDENT SURVEY RESULTS

Did you play the RADAR Game during your library visit?

YES  NO  I DON'T REMEMBER

The RADAR Game helped me evaluate sources.

Agree  Neutral  Disagree  Strongly Agree  Strongly Disagree
STUDENT SURVEY RESULTS

What did you like about the RADAR Game?

WHAT THE STUDENTS SAID

“It made learning how to evaluate sources fun!”

“It gave you practical experience to test your knowledge about evaluating sources. It was hands on and showed you how much you really know and understand what you are doing.”

“It was fun and actually extremely informative”

“It made it fun to play with a partner and I’m competitive, the stars helped me to actually try.”

“I liked winning and getting the different stars.”

“It was a fun and interactive way to understand/determine and become familiar with the various types of sources.”

Total Responses: 32
LIBRARIAN SURVEY RESULTS

RATING THE RADAR GAME

- Strongly Agree: The RADAR Game increased student engagement.
- Agree: The RADAR Game increased student participation during the class discussion.
- Strongly Agree: The RADAR Game increased the quality of class discussions.

100% of librarians surveyed “Strongly Agreed”

The RADAR Game increased student motivation.
What was the most useful thing that resulted from incorporating the RADAR Game into your library instruction session(s)?

"Participation was definitely better and more enthusiastic. Also, the 'cool' aspect. Students were impressed that the library was able to create this game just for them."

"The discussion that occurred after the exercise was greatly improved. Students were really clear on what they didn't get right in the game and they asked more direct questions about what confused them."

"Students do their own work and don’t sit there and do nothing at all, which happens with handout exercises."

"It made the class go faster and captured the attention of the students. By doing the game first, they seemed more attentive in the second half of class, which involved the database demo."
## ADDITIONAL MATERIALS

### ONLINE LEARNING OBJECTS

- RADAR GAME
- RESEARCH STRATEGIES

### FLIPPED CLASSROOMS

- ASSESSING GAMES-BASED LEARNING IN INSTRUCTION
- THE FLIPPED CLASSROOM FOR LIBRARY INSTRUCTION
- KEEPING UP WITH FLIPPED CLASSROOMS: AMERICAN LIBRARY ASSOCIATION
- KEEPING UP WITH... GAMIFICATION: AMERICAN LIBRARY ASSOCIATION

### ONLINE RESOURCES

- PRIMO
- MERLOT
- ACTIVE LEARNING LIBGUIDE
- TUTORIAL DESIGN RECOMMENDATIONS
- ARTICULATE TECH SPECIFICATIONS
REFERENCES


