

# WELCOME to ...Gamification in the One-Shot...

Please begin by rolling the  
**BLUE** or **GREEN** Icebreaker Cube with a neighbor.

Award yourself **one token**  
for every question you answer!

# Using Gamification in the One-Shot Instruction Session

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# Agenda

- ▷ Define gamification for library instruction one shot
- ▷ **Play Cube/Card/Kahoot! Game**
- ▷ **Play Library Research Game**
- ▷ Analyze and evaluate game components
- ▷ Challenges and Successes
- ▷ Student/Instructor feedback



# What is Gamification?

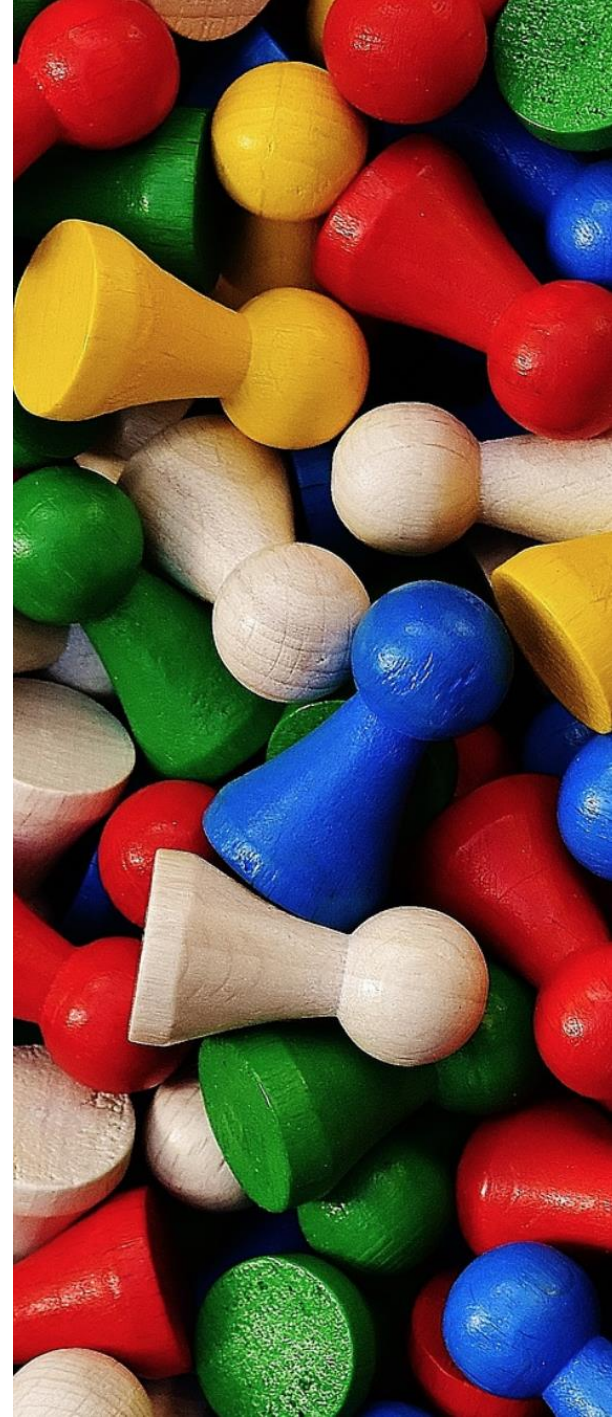
- Uses game design elements and techniques
- Creates playful experiences in a non-game environment
- Engages users and supports value creation

Card/Cube  
Game

Kahoot.it

**Class code:**

**Name:**





# Library Research Game

- ▷ Combines elements of board & role-playing games
- ▷ Goal = gain experience points (XP) by adventuring through 6 Realms of library research
- ▷ Players work cooperatively within teams
- ▷ Team with most XP wins

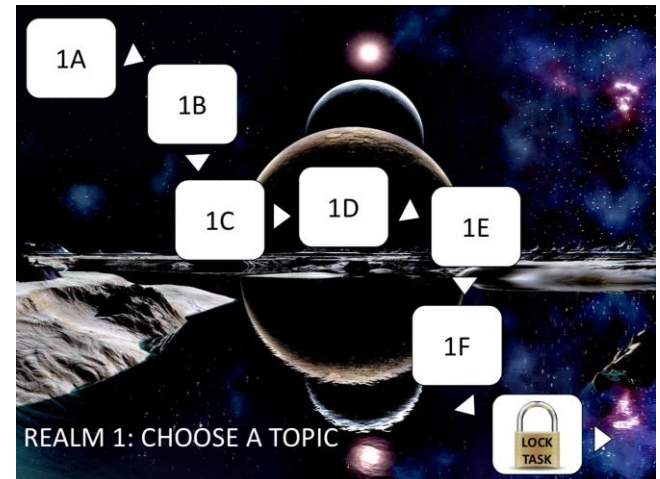
# Six Realms

- ▷ **Realm 1: Choose Topic**
- ▷ **Realm 2: Brainstorm**
- ▷ **Realm 3: Create Search Strategy**
- ▷ **Realm 4: Search for Resources**
- ▷ **Realm 5: Evaluate Resources**
- ▷ **Realm 6: Use Information**
- ▷ **Reward Realm: Reflect and Grant Bonus XP**



# Game Setup

- ▷ Form teams of 2
- ▷ 1 Scorecard per player
- ▷ 1 Gameboard per team
- ▷ Baggie:
  - 1 Research topic per player
  - 1 Die per team
  - 1 Pawn per team
- ▷ 1 Help flag per team
- ▷ 1 Laptop/smart device per player



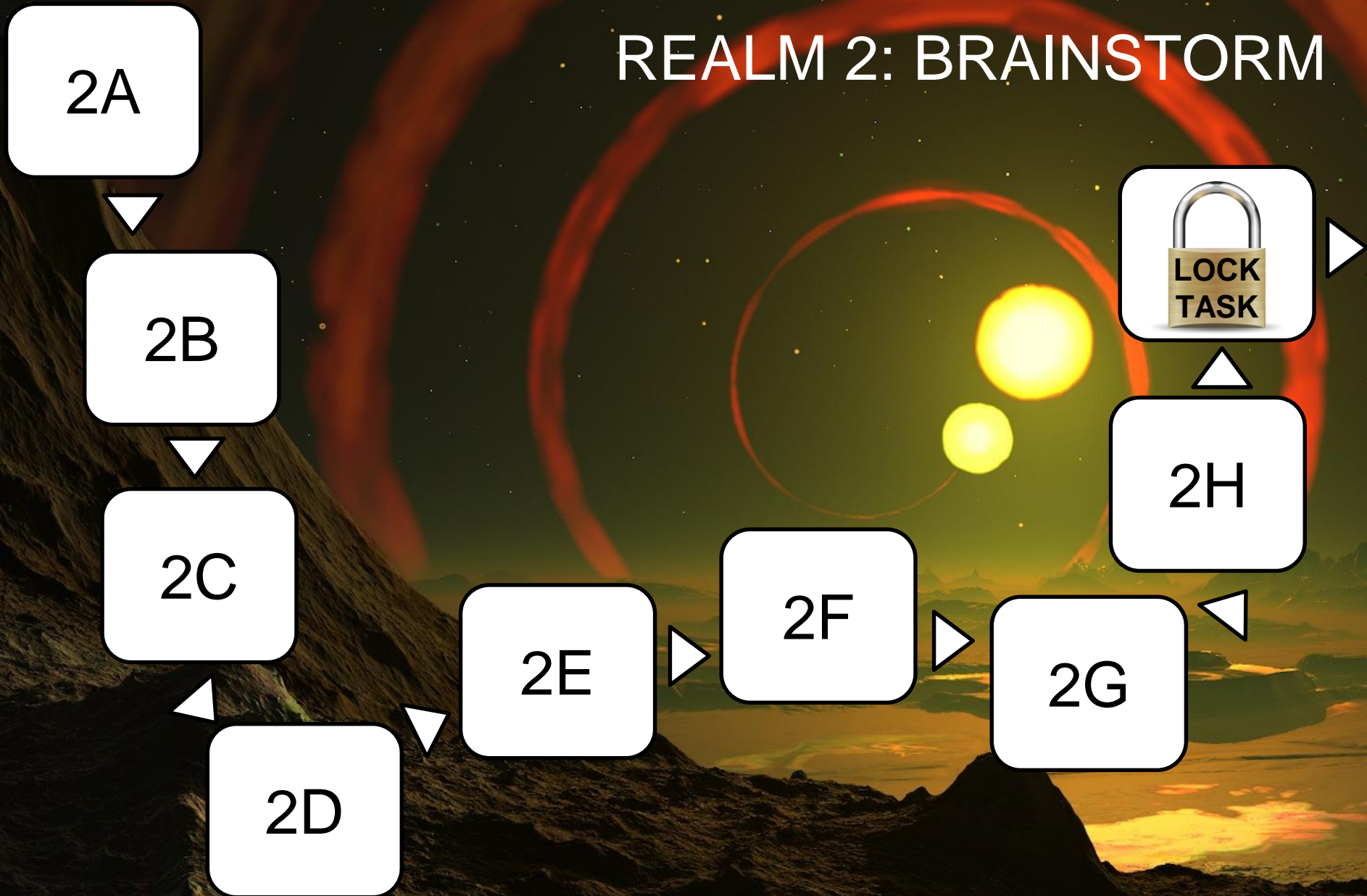
Research Game: Scorecard

|       |  |       |  |
|-------|--|-------|--|
| Date: |  | Time: |  |
| Name: |  |       |  |

| Realm 1: Choosing a Topic |   |                      |          |                   |                |
|---------------------------|---|----------------------|----------|-------------------|----------------|
| Step                      | Description   | Landed Here Insert X | Activity | Experience Points | Awarded Points |
| A.                        | Go to <a href="#">Issues and Controversies</a> and pick a topic from the front page.                                  |                      |          | 100 XP            |                |
| B.                        | Choose a boring topic.  |                      |          | -50 XP            |                |
| C.                        | Go to <a href="#">Points of View Reference Center</a> and pick a topic from the front page.                           |                      |          | 100 XP            |                |
| D.                        | Pick a topic using <a href="#">Google</a> . Wikipedia?  |                      |          | 25 XP             |                |
| E.                        | Instructor reviews topic: is it too narrow; too broad; the right size?  |                      |          | ±100 XP           |                |
| F.                        | Choose a topic from list from library website or provided by professor, such as <a href="#">Famous New Mexicans</a> . |                      |          | 75 XP             |                |
| G.                        | Review your assignment guidelines with a partner.   |                      |          | 25 XP             |                |
| LOCK TASK                 | Choose a topic that meets the needs of the assignment, is interesting to you, and is appropriately sized.             |                      |          | 500 XP            |                |
| Total                     |   |                      |          |                   | 0              |



# REALM 2: BRAINSTORM



# REALM 2: BRAINSTORM

2A

2B

2C

2D

2E

2F

2G

2H

LOCK  
TASK





# REALM 2: BRAINSTORM

2A



2B



2C

LOCK  
TASK

2H

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2F

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2D

# REALM 2: BRAINSTORM

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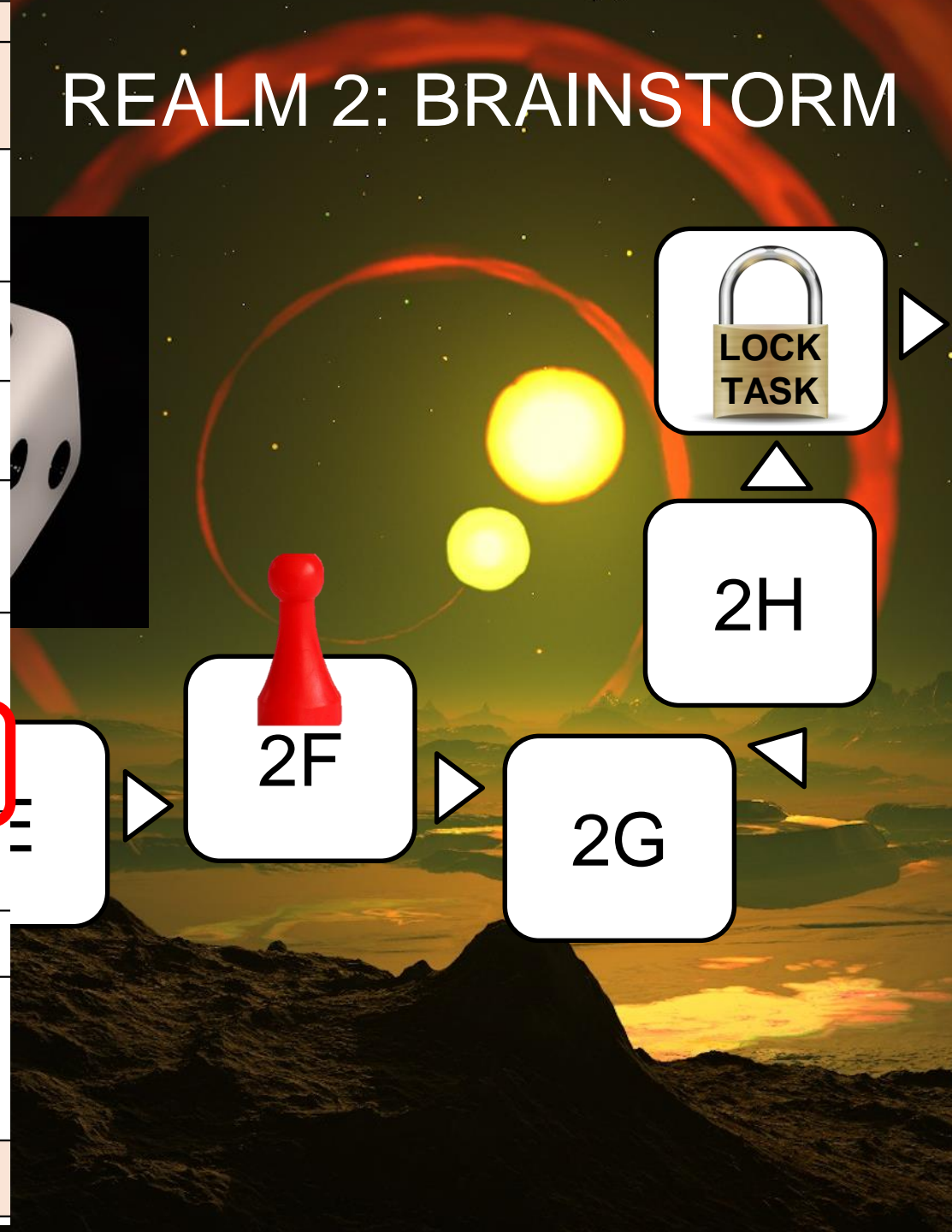


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## Realm 2: Brainstorm

| Step      | Description  |
|-----------|--|
| A.        | Write 2 potential questions you want to answer about your topic that include an individual or a group/class of people related to your topic. <b>(WHO)</b>      |
| B.        | Write 2 potential questions you want to answer about your topic that begin with "what." <b>(WHAT)</b>  |
| C.        | Write 2 potential questions you want to answer about your topic that begin with "why." <b>(WHY)</b>  |
| D.        | Are you doing a historical survey of your topic? Is your topic a current issue? During what timeframe does your topic occur? <b>(WHEN)</b>                     |
| E.        | What geographic locations are important to your topic (e.g., Australia, Oklahoma)? <b>(WHERE)</b>  |
| F.        | Write 2 potential questions you want to answer about your topic that begin with "how." <b>(HOW)</b>  |
| G.        | Talk with another player to identify 3 pieces of information you should know about your topic.   |
| H.        | Do a <a href="#">concept map</a> of the main ideas for your topic. Show your instructor.   |
| LOCK TASK | Identify 5 keywords and/or synonyms that you will use to search for information. (Think about what concepts are important: Who, What, Why, When, Where, How?). |
| Total     |  |

# REALM 2: BRAINSTORM



| Realm 2: Brainstorm |  |                         |  |                   |                |
|---------------------|--|-------------------------|--|-------------------|----------------|
| Step                | Description  | Landed Here<br>Insert X | Activity   | Experience Points | Awarded Points |
| A.                  | Write 2 potential questions you want to answer about your topic that include an individual or a group/class of people related to your topic. <b>(WHO)</b>      |                         |  | 50 XP             |                |
| B.                  | Write 2 potential questions you want to answer about your topic that begin with "what." <b>(WHAT)</b>  |                         |  | 50 XP             |                |
| C.                  | Write 2 potential questions you want to answer about your topic that begin with "why." <b>(WHY)</b>  |                         |  | 50 XP             |                |
| D.                  | Are you doing a historical survey of your topic? Is your topic a current issue? During what timeframe does your topic occur? <b>(WHEN)</b>                     |                         |  | 50 XP             |                |
| E.                  | What geographic locations are important to your topic (e.g., Australia, Oklahoma)? <b>(WHERE)</b>  |                         |  | 50 XP             |                |
| F.                  | Write 2 potential questions you want to answer about your topic that begin with "how." <b>(HOW)</b>  | X                       | How is noise pollution produced?<br>How do marine animals react? | 50 XP             |                |
| G.                  | Talk with another player to identify 3 pieces of information you should know about your topic.   |                         |  | 50 XP             |                |
| H.                  | Do a <a href="#">concept map</a> of the main ideas for your topic. Show your instructor.   |                         |  | 100 XP            |                |
| LOCK TASK           | Identify 5 keywords and/or synonyms that you will use to search for information. (Think about what concepts are important: Who, What, Why, When, Where, How?). |                         |  | 100 XP            |                |
| Total               |  |                         |  |                   |                |

| Realm 2: B |  |   |  |                   |                |
|------------|--|---|--|-------------------|----------------|
| Step       |  |   |  | Experience Points | Awarded Points |
| A.         | Write to a...<br>include of p...   |   |  | 50 XP             |                |
| B.         | Write to a...<br>with  |   |  | 50 XP             |                |
| C.         | Write to a...<br>with  |   |  | 50 XP             |                |
| D.         | Are your...<br>issue your  |   |  | 50 XP             |                |
| E.         | What impo...<br>Australia, Oklahoma)? (WHERE)  |   |  | 50 XP             |                |
| F.         | Write 2 potential questions you want to answer about your topic that begin with "how." (HOW)   | X | How is noise pollution produced?<br>How do marine animals react? | 50 XP             | 50             |
| G.         | Talk with another player to identify 3 pieces of information you should know about your topic.   |   |  | 50 XP             |                |
| H.         | Do a <a href="#">concept map</a> of the main ideas for your topic. Show your instructor.   |   |  | 100 XP            |                |
| LOCK TASK  | Identify 5 keywords and/or synonyms that you will use to search for information. (Think about what concepts are important: Who, What, Why, When, Where, How?). |   |  | 100 XP            |                |
| Total      |  |   |  |                   |                |



# REALM 2: BRAINSTORM

2A

2B

2C

2D

2E

2F

2G

2H

LOCK  
TASK





# REALM 2: BRAINSTORM

2A

2B

2C

2D

2E

2F

2G

2H



# Rules of Play

- ▷ Roll die, advance pawn the number of spaces rolled
- ▷ Find activity on Scorecard corresponding to square
- ▷ All players do activity for their topic, record needed information on own Scorecard, and report accomplishment to team
- ▷ Players who complete activity receive full XP for that activity on Scorecard
- ▷ Players that roll higher than number of squares left in a Realm are sent to LOCK TASK, which must be completed before unlocking next Realm



# Design to Application

## Components

- ✓ Play/Entertain
- ✓ Motivate/Engage
- ✓ Challenge/Teach
- ✓ Mechanics

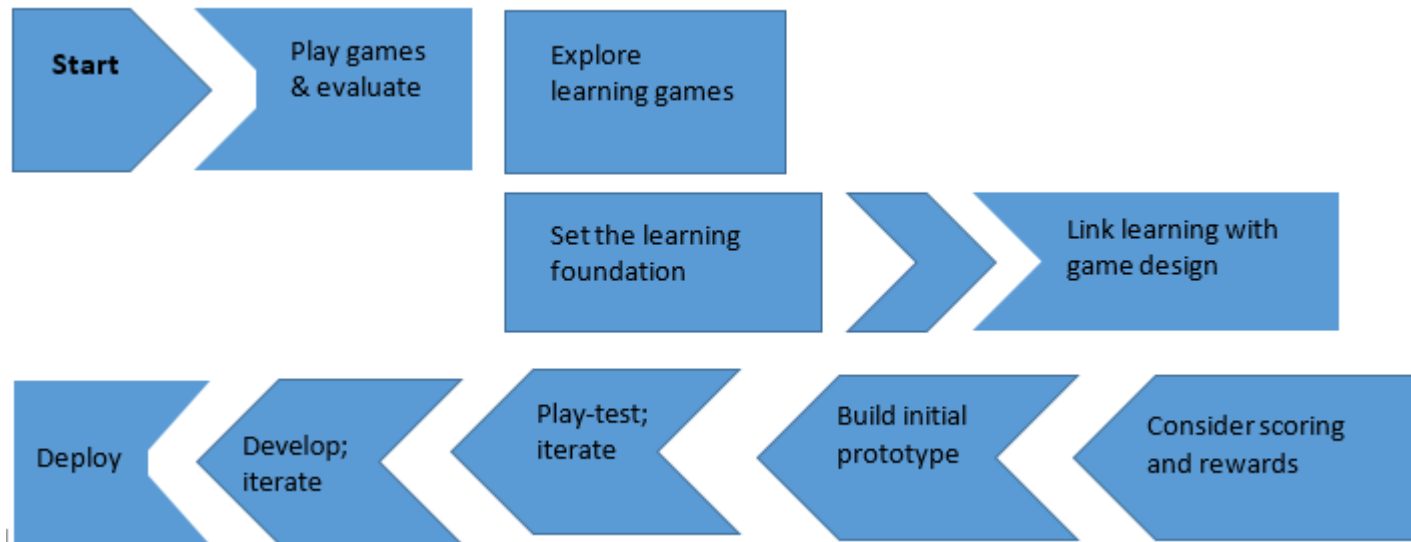


|   | Research Game | Card/Cube Game | Online Games (Kahoot) | Components You Could Use Locally |
|---|---------------|----------------|-----------------------|----------------------------------|
| <b>Play/Entertain</b><br>1. Fun (Lazzaro 2004)<br>2. Social Interaction (Chou 2017)<br>3. Discovery (Chou 2017)<br>4. Unpredictability (Chou 2017)  |               |                |                       |                                  |
| <b>Mechanics (Kapp 2012)</b><br>1. Leaderboards<br>2. Points/Tokens<br>3. Badges<br>4. Levels<br>5. Story<br>6. Narrative<br>7. Theme<br>8. Character<br>9. Avatar  |               |                |                       |                                  |
| <b>ACRL Framework</b><br>1. Authority Is Constructed and Contextual<br>2. Information Creation as a Process<br>3. Information Has Value<br>4. Research as Inquiry<br>5. Scholarship as Conversation<br>6. Searching as Strategic Exploration                                  |               |                |                       |                                  |
| <b>Engage/Motivate</b><br>(Lepper 1987, Malone 1987, Malone 1981)<br>1. Intrinsic<br>a. Challenge<br>b. Curiosity<br>c. Control<br>d. Fantasy<br>e. Cooperation<br>f. Competition<br>g. Recognition<br>2. Extrinsic<br>a. Failure<br>b. Punishment<br>c. Success<br>d. Reward |               |                |                       |                                  |
| <b>Challenge/Teach (Boller 2017)</b><br>1. Game Goals/Learning Outcomes<br>2. Feedback/Assessment<br>3. Classroom Management/Rules<br>4. Active Learning<br>• Critical Thinking<br>• Reflection<br>• Problem solving  |               |                |                       |                                  |

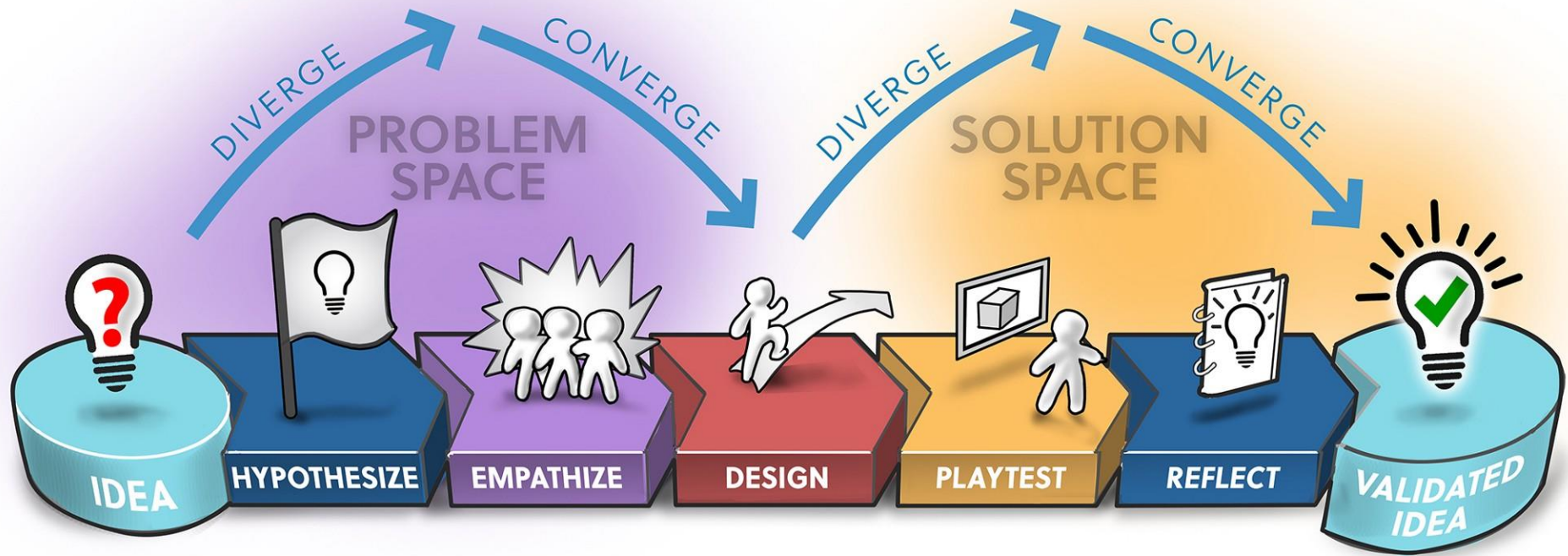
## Analyze Components of Games



# Design Models—Boller/Kapp

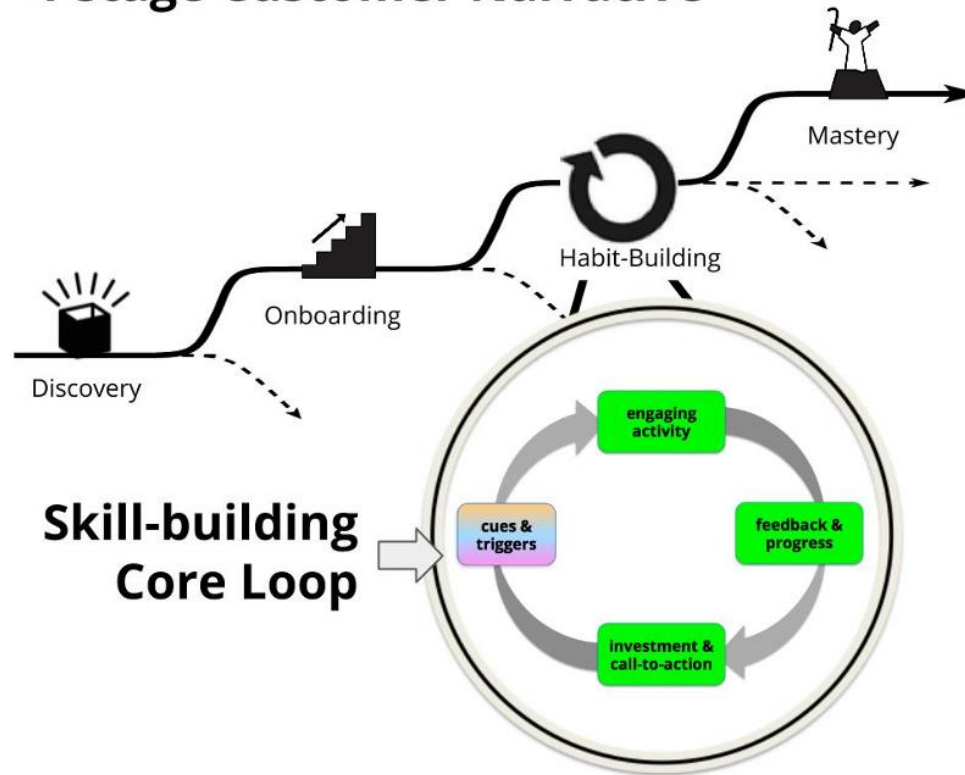


# Design Models--Kim



# Design models--Kim

## 4-stage Customer Narrative



# Challenges

- ▷ Time
  - Classroom management
  - Allow more time for planning
- ▷ Rules must be very, very clear
- ▷ It gets chaotic!





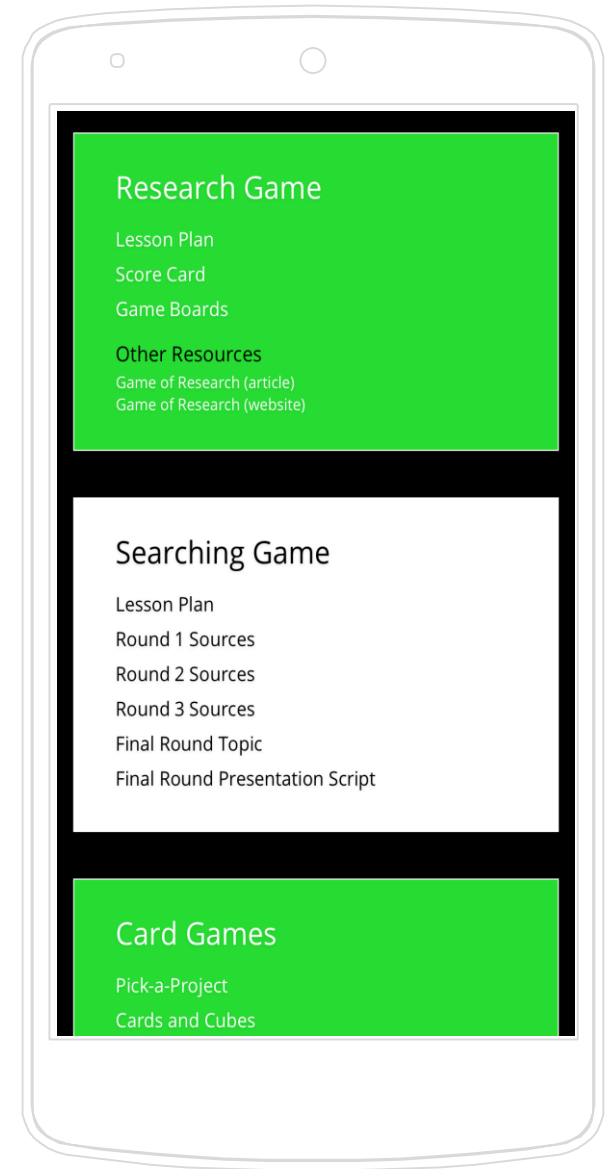
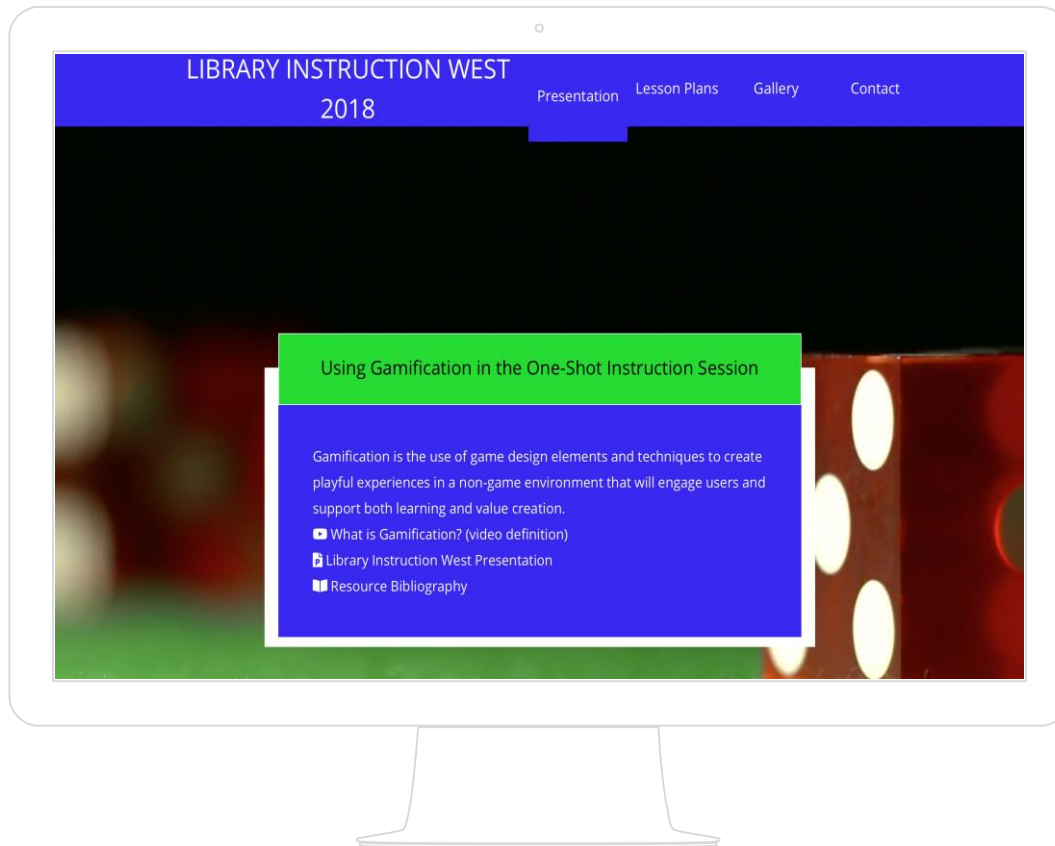
# Successes

- ▷ Learning objectives met
- ▷ Students found games fun & engaging
- ▷ Most students enjoyed competition & collaboration
- ▷ Instructors found sessions useful to students, would use again



# Student & *Instructor* Comments

- ▷ “I liked racing against the clock!”
- ▷ It was fun “interacting with others and hearing their opinions and ideas.”
- ▷ “Teaches you how to use certain tools to find materials for papers.”
- ▷ “*Engagement is a struggle with the traditional student. This really helps.*”



# Presentation Website

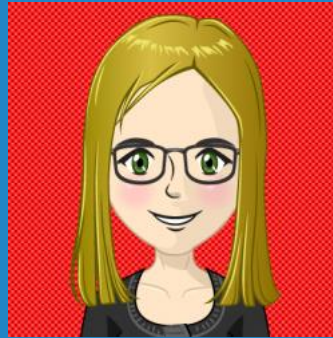
[www.unm.edu/~lweller1/liw2018.html](http://www.unm.edu/~lweller1/liw2018.html)

- ✓ Any questions?
- ✓ Award Prizes
- ✓ Evaluation Form

# Thanks!



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