Jeux sans frontières
It’s a library knockout

Adam Edwards and Vanessa Hill
Game plan

- Issues
- Ideas
- Solutions
- Plans

RULES for GAMES on Carrom GAME BOARDS

Rules for Games Played on the
Styles D No. 2 and E No. 1 Star
Archarena Combination Game Boards
D—59 Games—73 Pieces Equipment
E—57 Games—72 Pieces Equipment
Issues

• Not embedded
• Inconsistent provision
• Repetitive
• Bad timing
• Lack of information skills
• Teaching methods…….
Librarians as teachers

Teaching skills

- Too generic
- Tools based
- Didactic
- Uninspiring
- Too much
- Unfamiliar subject

Montiel-Overall (2007)
Student research

- Answers
- Facts
- References
- Reporting back
- Easy option
- Fear

Librarians reinforce this!

Norgaard (2003)
Get the ball rolling

Move from

“...lifting and transporting textual substance from one location, the library, to another, their teacher’s briefcases.”

To

“...searching, analyzing, evaluating, synthesizing, selecting, rejecting...”

Kleine (1987)
Inspiration

• Less is more
• Cloning
• Discussion
• Learning by doing
• Learners, not the taught

Chen and Lin (2011), also Teaching information literacy in HE workshop, CILIP, 2010
Games should be...

- Fun
- Quick
- Simple
- Easy
- Need or objective

Boyle at LILAC 2011
Tactics

• Collaboration
• Menu
• Problem based
• Interaction & exploration
• Skills not techniques
• Fun

Deep Learning

Game-based activities

- Who we are and what we do
- Thinking about resources
- Keywords
- Hands on try it out
- Evaluation
Thinking about keywords
The real thing

Your first piece of coursework for CCM2426 will be based on the **Cornish Villages 4G trial**

- Keywords
- Alternative keywords
- More specific keywords
- Related subjects

[Image of a map of Cornwall]

[Link to Flickr photo: http://www.flickr.com/photos/sidelong/300188454/]

http://www.flickr.com/photos/sidelong/300188454/
Audience participation

- Thinking about resources
- Evaluation

- Other activities:
  - Evaluation game
  - PG keywords
  - What do you think of it so far?
  - Thinking… written
Measurable impact

- Survey of CCM2426 students
- 66 attendees, 22 non-attend

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<th>Marks</th>
<th>Attendees</th>
<th>Non-attendees</th>
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<tr>
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<tr>
<td>Highest mark</td>
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Smith, Edwards (2012)
Measurable impact 2

% of students

Mark %

Attendee
Non attendee
### Search tools used

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<th>Search tools used</th>
<th>Attendees</th>
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<tr>
<td>Google</td>
<td>68%</td>
<td>63%</td>
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<tr>
<td>Wikipedia</td>
<td>38%</td>
<td>27%</td>
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<td>Summon</td>
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<tr>
<td>Library catalogue</td>
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### Evaluation criteria

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<tr>
<td>Relevant</td>
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<tr>
<td>Academic authority</td>
<td>67%</td>
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<td>Easy to read</td>
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<td>45%</td>
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Smith, Edwards (2012)
Things to consider

• Good students
• Do they remember?
• Impact
  • 2nd year survey again
• Non-attendance
  • Less than 90% is serious

Bevitt et al (2010)
Going the distance

- Roll-out framework
- Develop activities
  - Marking schemes
  - Life after Uni
- Improve attendance
- (Re)validations

http://libguides.mdx.ac.uk/lifeafteruni
Game, set and match

- Successful collaboration
- Changes have worked
- Teaching is more fun
- Impact...

...Library training gets you better marks!
References


References 2

• Kleine, M. (1987), What is it we do when we write articles like this one-Or how can we get students to join us?, *Writing Instructor* 6, 151.


