

# FIRST, CATCH YOUR RABBIT:

Using game-based learning in information literacy teaching

**ELWYN SHEEHAN**





**A. Outline what we will cover**

**B. Spark debate with a question**

**C. Provide concrete examples**

 **D. Get your heads out of your phones**

# PAYING ATTENTION

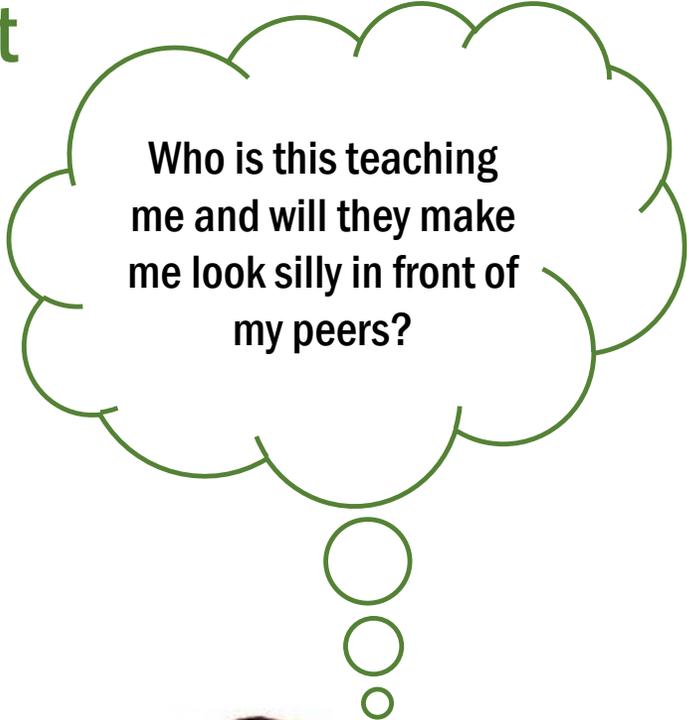


# BARRIERS TO TEACHING INFORMATION LITERACY

## Time

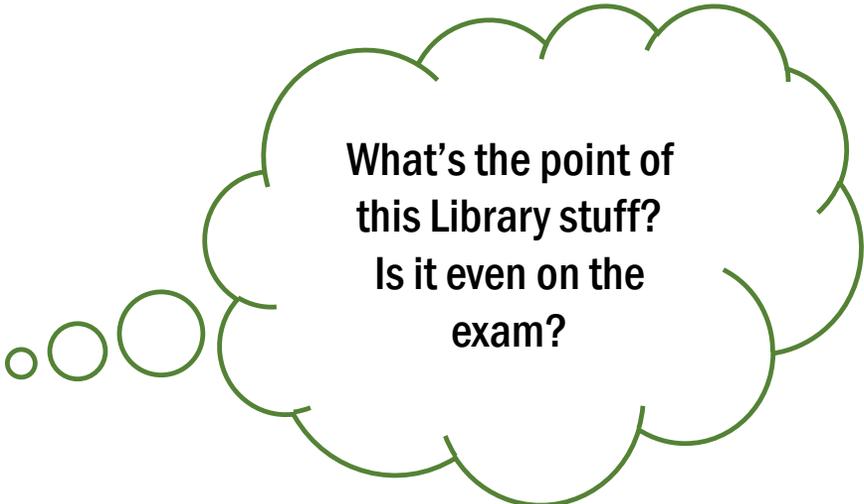
- Comparatively little face to face time with class
- Not much chance to build on or reinforce skills
- Don't have term/semester to get to know them, build rapport, gauge their individual needs

## Trust



Who is this teaching me and will they make me look silly in front of my peers?

## Valuing information literacy



What's the point of this Library stuff?  
Is it even on the exam?





# BENEFITS OF GAME-BASED TOOLS

## Surprising and engaging

- Different from the same old lecture
- Highly visual, and also uses sound, animation and game elements to reward paying attention

## Anonymous

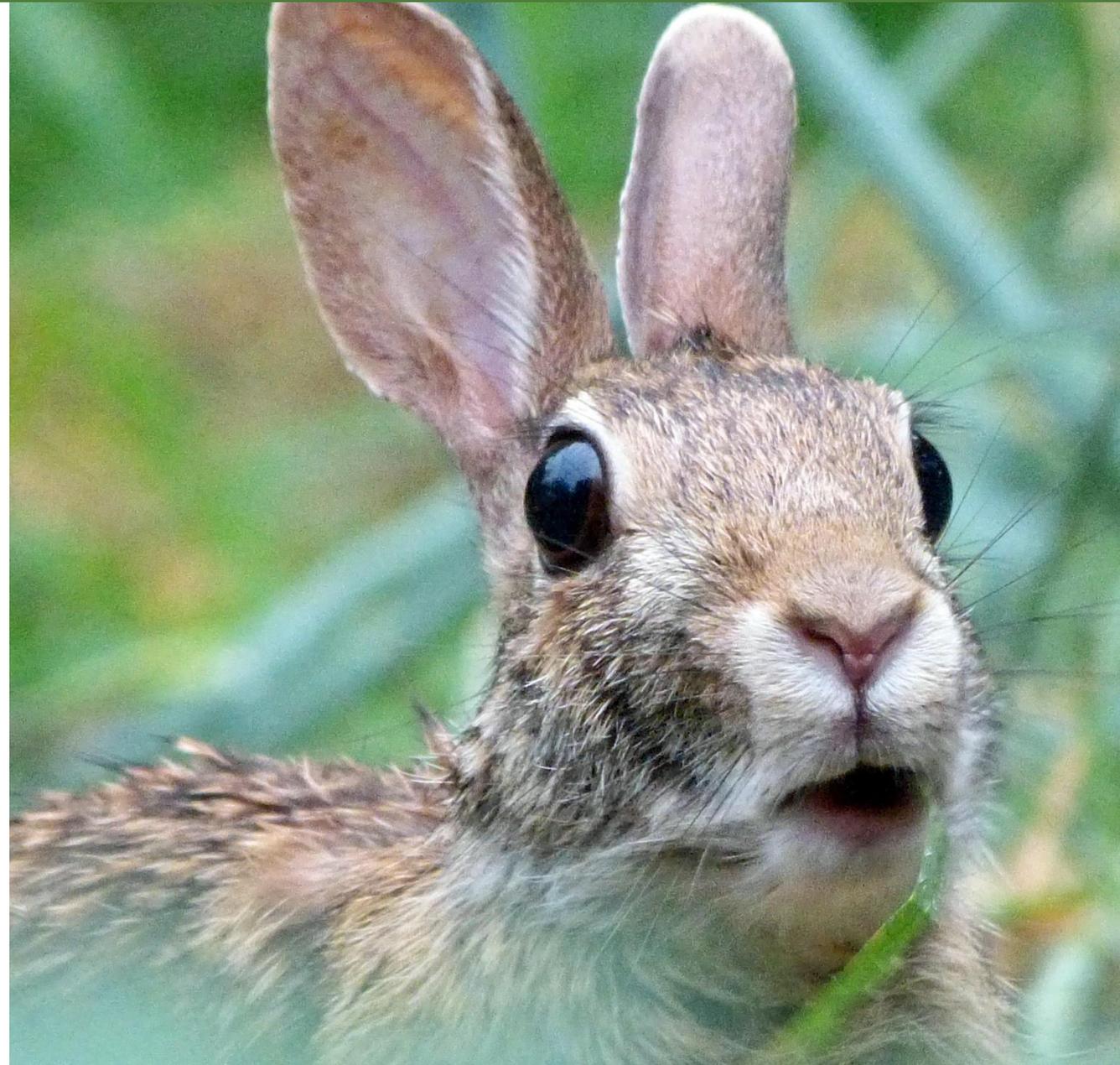
- Avoids fear of standing out or looking silly
- Low emotional stakes

## Enable deep learning

- Experiment, reflect, evaluate, uses instant feedback

Listening to a talk < Watching a demo < Doing yourself

## Prompts discussion and reflection



# OTAGO UNIVERSITY STUDY OF KAHOOT IN THE CLASSROOM

**“Exploring the answers and understanding **why** they were right or wrong generated a **deeper understanding** that strongly aided participants’ engagement and retention of knowledge.”<sup>1</sup>**

1. Sherlock A. Licorish, Helen E. Owen, Ben Daniel, and Jade Li George, “Students’ Perception of Kahoot!’s Influence on Teaching and Learning,” *Research & Practice in Technology Enhanced Learning* 13, no. 1 (July 21, 2018): 1, <https://doi.org/10.1186/s41039-018-0078-8>.

# REFERENCES

## Images

Slides 1, 3, & 9: *Running Rabbit*, n.d., photograph, <http://pngimg.com/download/3790>. CC BY-NC 4.0.

Slide 2: Robobobobo, *Rabbit!/ Kaninchen!*, July 16, 2009, photograph, <https://flic.kr/p/7ncB3g>. CC BY-SA 4.0.

Slide 4: Peter Griffin, *Buying Bread*, n.d., photograph, <https://www.publicdomainpictures.net/en/view-image.php?image=117060&picture=buying-bread>

Slide 5: *Students Thinking*, n.d., photograph, <http://pngimg.com/download/1584>. CC-BY 4.0.

Slide 7: Monique Haen, *A Rabbit Looks Surprised*, June 15, 2012, photograph, <https://commons.wikimedia.org/wiki/File:Rabbit Looks Surprised by Monique Haen.jpg>. CC-BY 4.0.

## Texts

Bowen , José Antonio, and C. Edward Watson. *Teaching Naked Techniques: A Practical Guide to Designing Better Classes*. San Francisco: John Wiley & Sons, 2016.

Brookfield, Stephen. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. 3rd ed. San Francisco: Jossey-Bass, 2015. ProQuest eBook Central.

Licorish, Sherlock A., Helen E. Owen, Ben Daniel, and Jade Li George. “Students’ Perception of Kahoot!’s Influence on Teaching and Learning,” *Research & Practice in Technology Enhanced Learning* 13, no. 1 (July 21, 2018): 1-23, <https://doi.org/10.1186/s41039-018-0078-8>.