



PLAY

Level Up Your Instruction

Designing Playful Learning
Experiences with Game-Based
Learning and Gamification

CCLI 2024



Who am I?



Amber Sewell (she/her)

Teaching and Learning Librarian at the University of Nevada, Las Vegas

Games are why I became an academic librarian.

I started out designing escape rooms for FYs, and have since worked with AR, board games, TTRPGs, Twine, game jams, and more.

Incoming President-Elect with GameRT, current Programming Co-chair.

Co-founder of the Game-Based and Playful Learning CoP.

At UNLV, I have worked with faculty to incorporate games into their work.



What are we doing?

- Clarify terms & context
- Backward design and games
- Choose your own workshop
adventure!

Why games?

Low stakes

Immersive

Experiential learning

Provide opportunities for exploring theories/information in different contexts



PLAYP

*What's in a
word?*



Gamification

“involves the addition of specific game features, mainly involving the reward system and narrative structure, to an existing (nongame) learning environment in order to make it more motivating”

Game-Based Learning

“design effective learning mechanics...from the ground up, taking advantage of the unique affordances of games...The result encompasses a new pedagogy and a new way of learning that, if successful, would not just be considered a good learning task but also a good game”

Play

“Playful learning takes a different approach, as it is based on the idea that a full game is not always needed when a learning task is redesigned to make it more effective in terms of relevance, meaning, and interest”



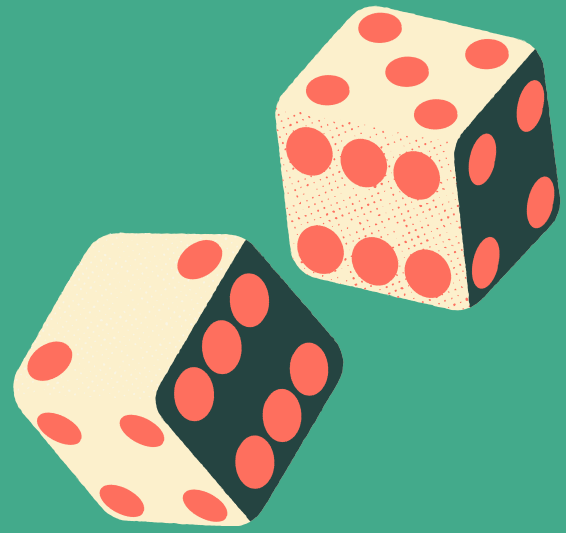
Gamification vs. GBL

Gamification:

- Content itself is not gamified
- Game elements (levels, badges, etc.) add external incentive

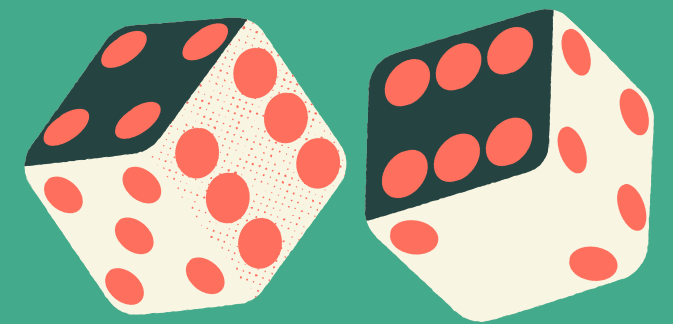
Game-Based Learning:

- Entire system
- Story and mechanics specifically designed for learning content
- Intrinsic motivation



"In [games-based learning], the learning process comes as result of playing the game. Gamification, instead, is about inserting some elements of a game into traditional activities."

Falciani 2020



Context & Agency



Play:


- Low time/agency demands
- Good starting place for getting into games

Gamification:

- Medium time/agency demands
- Good for tweaking existing lessons and activities

Game-based learning:

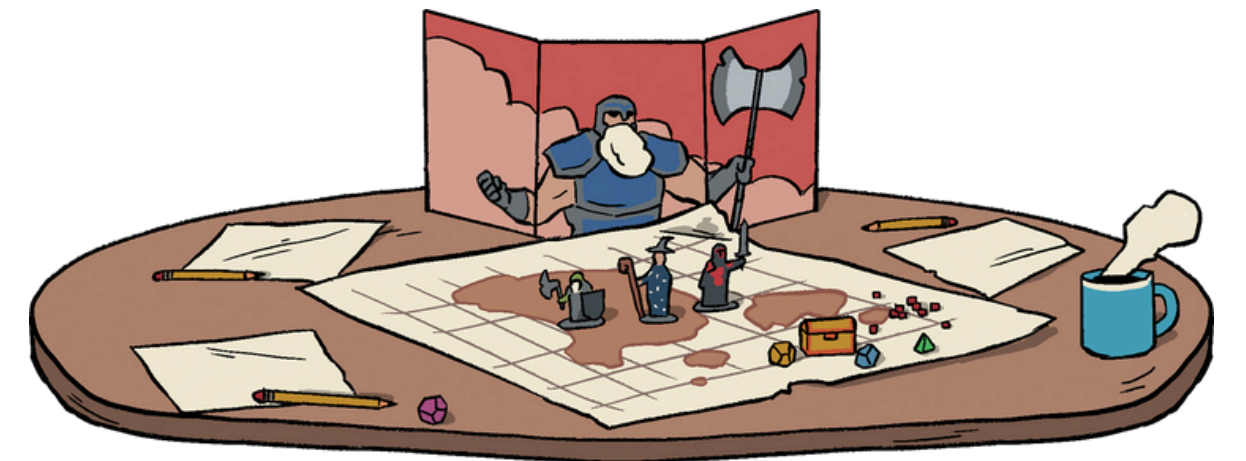
- High time/agency demands
- Best utilizes affordances of games and play to support learning



SELECT



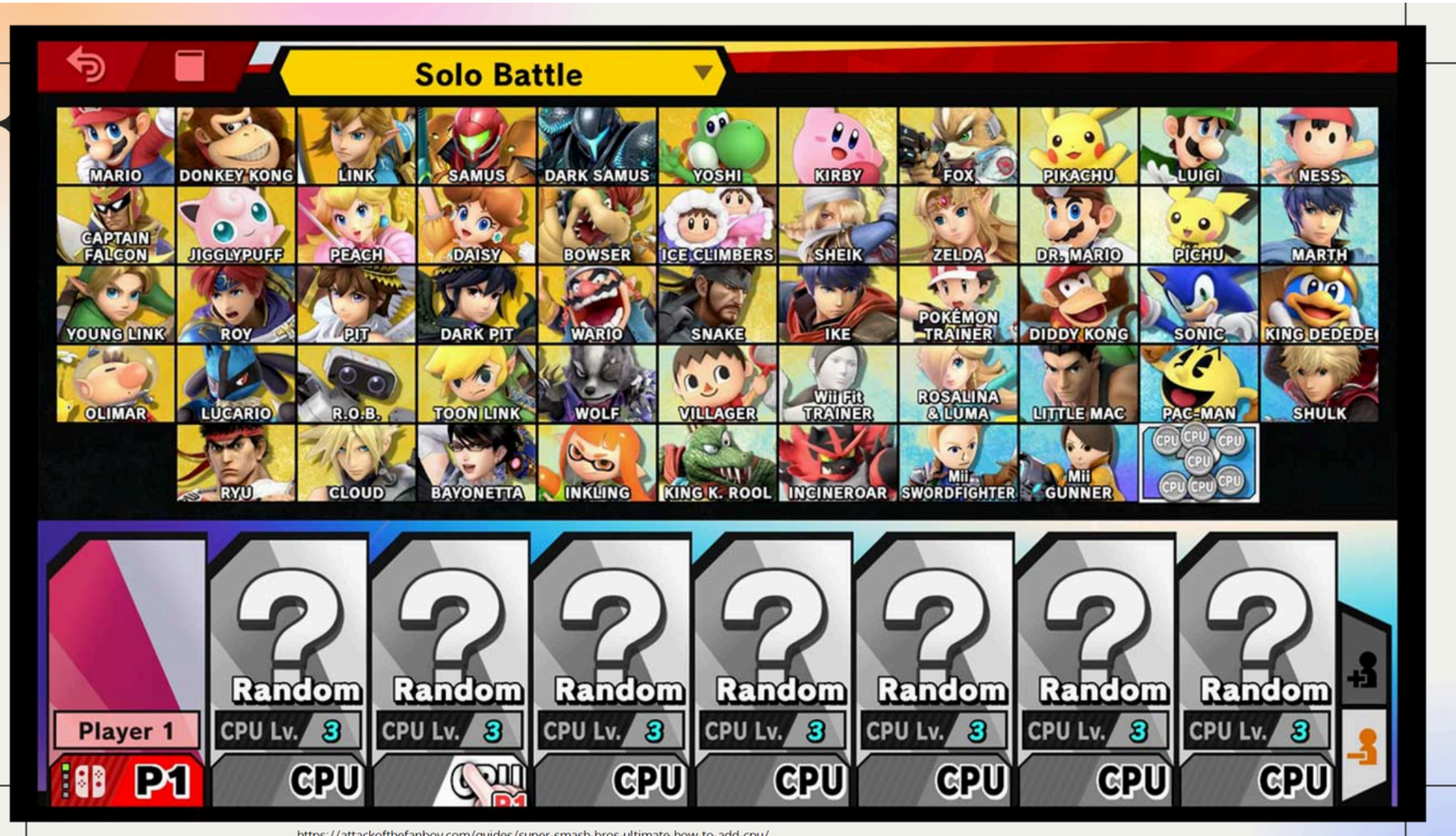
What does this look like?



Examples



Play



Gamification



How to play Authority Argle-Bargle

- Arrange into your teams
- Choose a spokesperson for your team
- Argue why your information source has the most authority

Game-Based Learning

What do you need to know?



What's your information source?



bit.ly/dols2022game

We know things look a little different this semester. To help you succeed in your classes, we've created this choose-your-own-adventure style game to demonstrate the many ways you can navigate UT Libraries' resources and services.

Throughout the game, you'll be presented with options to guide your journey (links in green will move you through the game, links in blue will open to a new tab outside the game). The choices you make determine what library service or resource you interact with. This game should take no more than 20 minutes, although the length of time will vary with the choices you make.

[Click here to get started.](#)



How have you used
games and play in
your work?





Backward design & games





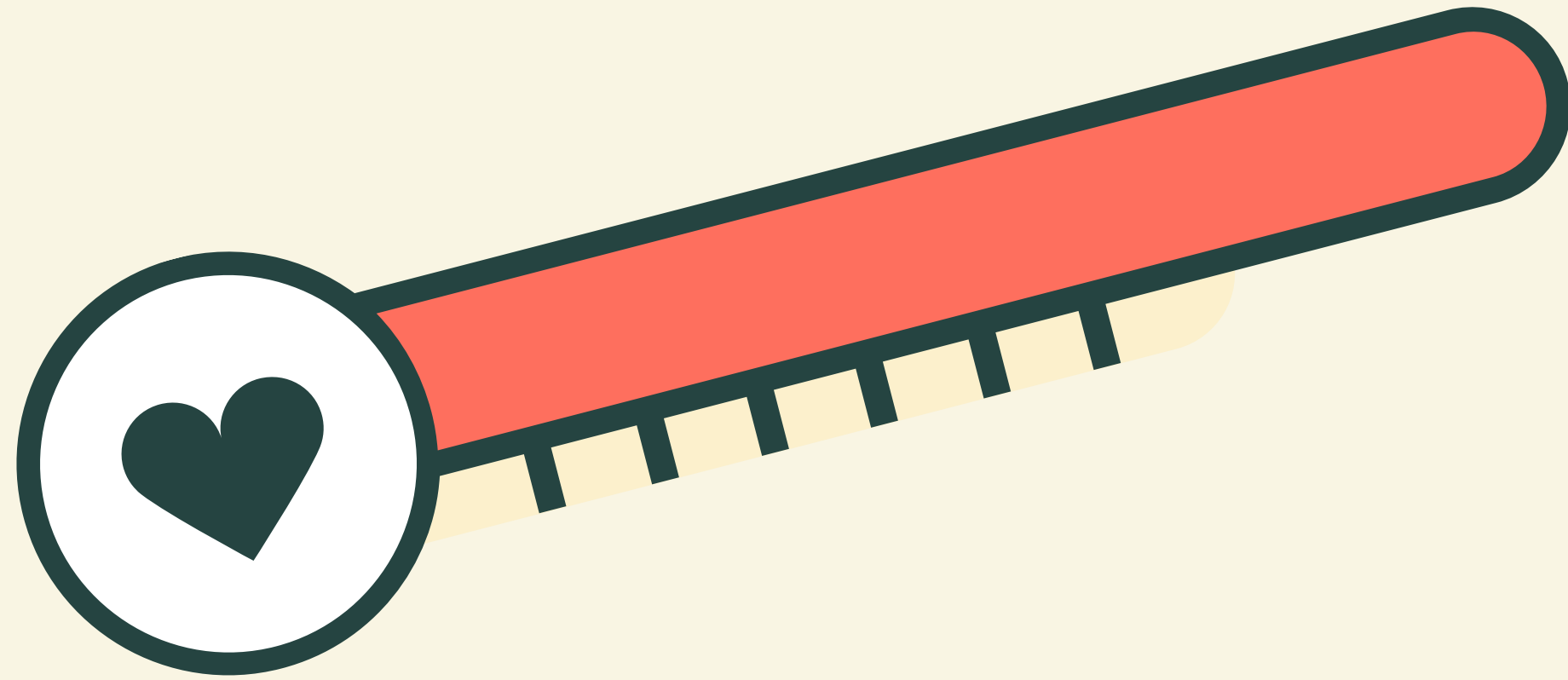
Step 1:

Learning objectives

Step 2:

Use





Step 3:

Assessment



Step 4: Game mechanics

Step 5: Accessibility & inclusivity



Step 7:

Inspiration

librarians...
WE'VE BEEN HERE
THE WHOLE TIME!

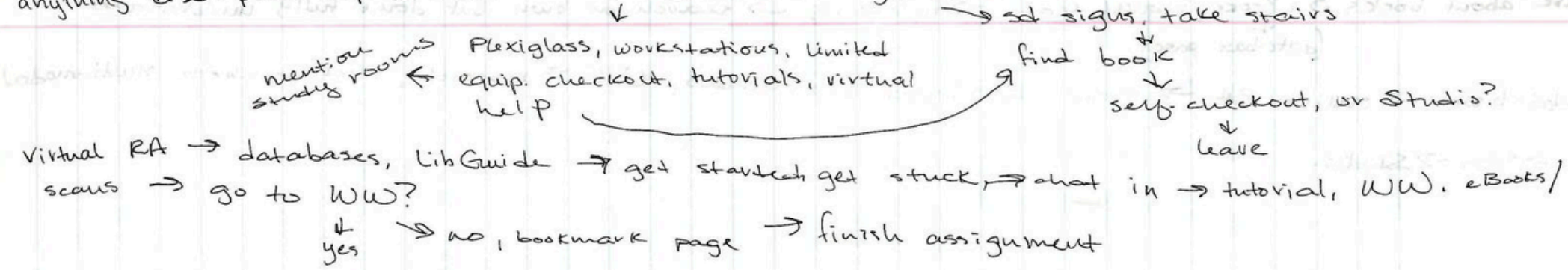
Step 6:

Theme & tone



Hodges

floor signage, masks → plexiglass, no in-person RA. Would you like to schedule virtual? → anything else? print map to book → stop by Studio, or get book?



In-person → look for book.

set up consultation → find book

no book

- Q's:
- ↳ how to request consultation?
 - ↳ Studio - how telling ppl about tutorials?

Virtual

chat in → getting started! walk through searching & online options → walk through OneSearch → ask about books → eBooks/request scans → tutorials → search on own, but don't fully understand (database page)

databases → online RA → show databases, Lib Guides, WW → research, chat in about multi-modal assign → Studio.

- Q's
- ↳ include option to request scans?

Step 8: Prototyping

Choose Your Own Workshop Adventure!





Start designing your own game using the designing games for learning worksheet



Use an example of common info lit LOs to play with backward design



Explore games used in libraries to get inspiration



Play a game!



Discussion / extended Q&A

START



bit.ly/DGLWorksheet

[_mac](#)



Common Info Lit LOs

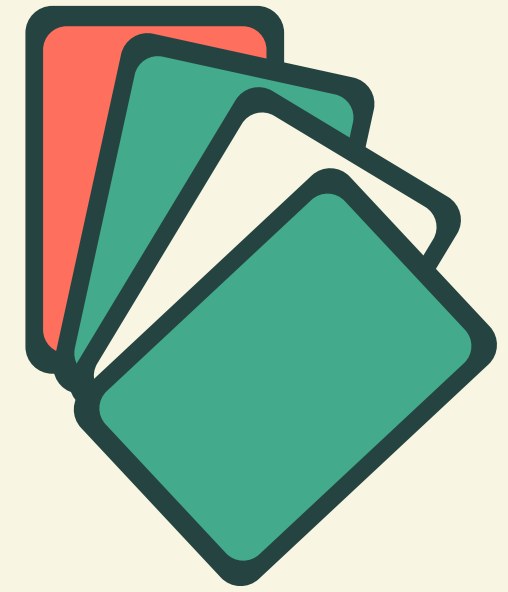


1. Develop a research question
2. Learn to navigate a database
3. Evaluate sources
4. Develop keywords
5. Read an academic article





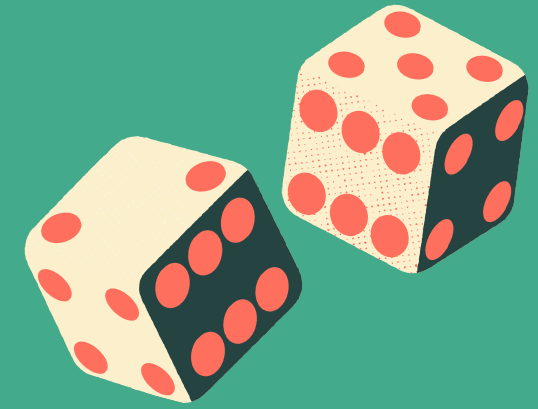
Games in Libraries



- Research as inquiry CYOA game
- Library Vocab Headband Game
- Veracity TTRPG (printed copies available)
- Source evaluation immersive storytelling game
- Who Said It? source evaluation game



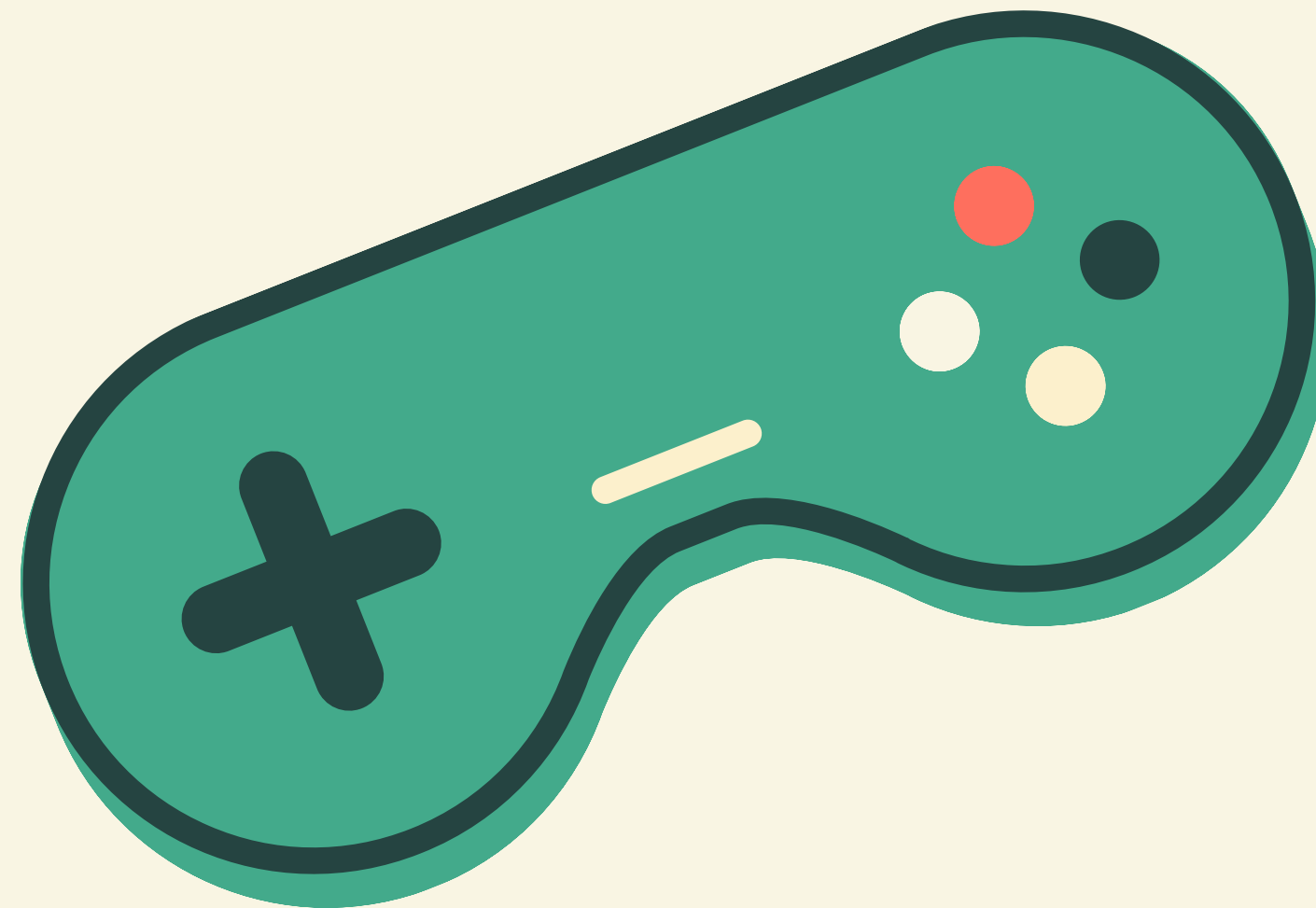
Play a Game!



There are games around the room; feel free to grab one and start playing with others! Pay attention to the mechanics being used. What kind of play experience are they creating? How would you use them to gamify a lesson plan or activity?

Join our community of practice!

Our first meeting is
June 3rd, 12pm PST.
Register here:



Join our Discord!



<https://bit.ly/GamesPlayCOP>

What questions do you
have?



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References

Falciani, I. (2020). Game-based learning: What is it? GBL vs gamification: Types and benefits. *Europass Teacher Academy Blog*, <https://www.teacheracademy.eu/blog/game-based-learning/>.

Kapp, K. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. Pfeiffer: San Francisco, CA.

Plass, J. L., Homer, B. D., Mayer, R. E., & Kinzer, C. K. (2019). Theoretical foundations of game-based and playful learning. In Plass, J. L., Mayer, R. E., & Homer, B. D. (Eds.) *Handbook of game-based learning*. The MIT Press: Cambridge, MA.

https://bit.ly/CV_Sewell