1. Record Nr. UNINA9910787991803321 Autore Markey Karen **Titolo** Designing online information literacy games students want to play // Karen Markey, Chris Leeder, and Soo Young Rieh Lanham, Maryland:,: Rowman & Littlefield,, 2014 Pubbl/distr/stampa ©2014 **ISBN** 0-8108-9143-3 Descrizione fisica 1 online resource (303 p.) Disciplina 028,7071 Soggetti Information literacy - Study and teaching Educational games - Design and construction Educational games Lingua di pubblicazione Inglese **Formato** Materiale a stampa Monografia Livello bibliografico Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Contents; Illustrations; Preface; Acknowledgments; Ch01. The Promise of Games for Information Literacy Instruction; Ch02. The Needs Assessment; Ch03. The Design of an Information Literacy Game; Ch04. The BiblioBouts Administrator Interface; Ch05. The BiblioBouts Game; Ch06. The Methods Used to Evaluate BiblioBouts; Ch07. Preparing Students to Play BiblioBouts: Ch08. How Students Played BiblioBouts: Ch09. How Students Evaluated BiblioBouts Sources; Ch10. How BiblioBouts Influenced Students' Research Papers; Ch11. How Students Benefited from Playing BiblioBouts Ch12. Best Practices for Building Information Literacy GamesCh13. Best Practices for Administrator, Instructional, and User Support Services; Ch14. The Future of Information Literacy Games; Appendix A. Game Diary Form for Students; Appendix B. Pre-Game Questionnaire for Students; Appendix C. Post-Game Questionnaire for Students; Appendix D. Focus Group Interview Questions for Students; Appendix E. Follow-Up Interview Questions for Students; Appendix F. Game Logs; Appendix G. Personal Interview Questions for Instructors; Appendix H. Personal Interview Questions for Library Liaisons

Designing Online Information Literacy Games Students Want to Play

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Sommario/riassunto

sets the record straight with regard to the promise of games for motivating and teaching students in educational environments. Drawing from their own first-hand experience, research, and networking, the authors feature best practices that educators and game designers in LIS specifically and other educational fields generally need to know so that they build classroom games that students want to play.