Gamifying Instruction:

Engagement with Badges, Breakouts & More!

Brenda Boyer, Ph.D.
2019
WARM UP: BOOLEAN AEROBICS!
STAND UP IF . . .
you are a school librarian
STAND UP IF . . .
you are a school librarian OR a public librarian
STAND UP IF . . .
you are a school librarian OR a public librarian OR an academic librarian
STAND UP IF . . .

you are a school librarian OR a public librarian OR
an academic librarian OR a library educator
STAND UP IF . . .

you are a school librarian OR a public librarian OR an academic librarian OR a library educator AND you gamify instruction
STAND UP IF . . .

you are a school librarian OR a public librarian OR
an academic librarian OR a library educator AND you
gamify instruction AND you use badges
Kinesthetic (get them moving!)

Great for:

- Combining Search terms (Boolean)
- Reinforcing location (Dewey/LCC)
- Team relays
- Design thinking ("vertical thinking")
gam·i·fi·ca·tion
/ˌgāmifəˈkāSHən/

noun

the application of typical elements of game playing (e.g. point scoring, competition with others, rules of play) to other areas of activity, typically as an online marketing technique to encourage engagement with a product or service.
"gamification is exciting because it promises to make the hard stuff in life fun"

Wikipedia
What’s your problem?
Content

Research Skills

Advanced Searching
Using Limiters

Databases

Media Literacy Skills

Google Scholar
*Books  *Trends

Thinking: Design;
Critical;Computational

Digital Citizenship
World Survival Skills
Are we getting the job done?

Is our instruction sticking?

What evidence do we have?
Differentiate
Who’s ready to do what?
At what skill level?
How to bring everybody up to speed?
Leveraging digital tools

- Learning Management System (LMS)
- Microcredentials (aka Badges)
- Digital “escape rooms” or “breakout boxes”
- Ready-to-go code!
- Playful strategies to use tomorrow
- Resources!
Digital gamifying...
Leverage your LMS!
Consider BADGES!
Consider BREAKOUT Boxes!
Challenge them!
Digital gamifying...
Leverage your LMS!

Prerequisites
Where to start?

Skills build from 9th grade up…

Current instruction -

What could change?
Welcome to Search App Smackdown!

Database Passwords! 2017.pdf
View

Top Reasons to Use Databases!
View

Destiny Quest
Prerequisites: Welcome to Search App Smackdown!

What is Destiny Quest?
View

Explore!
View

Quick Quiz: Destiny
5 pts | Score at least 5.0
What is Historical Newspapers?

**Historical Newspapers** is a searchable collection of news from years.

What does it do?

Searches for your topic in thousands of old newspapers. You can do a regular search, search gives you the exact image of the original article and the image of the entire page it appeared

Why do I need it?

It's a very easy way to find these primary sources.

Where do I find it?

Historical Newspapers is on our HISTORY, GOVERNMENT LibGuides.

What's the Password?

I

What's a cool feature?

"This Day in History" gives you the news headlines for today's date. You can also search "What happened on any date (like, your birthday, your parent's anniversary, etc.)"
First: Watch this short video to learn how to use this Search App...

Then, hit the NEXT button below to take the Quick Quiz. You must get 100% to unlock your Challenge Questions!
100% on Quiz unlocks the **Challenge**!

Content-related &
Current topics in classes
Dr. B's Destiny Breakout!

Answer the questions using Destiny to discover the lock combos. Good Luck!

* Required

6 Digit Number Lock *
NO SPACES, NO decimal point

Your answer

5 Letter Word Lock *
ALL CAPS, NO SPACES

Your answer

Directional Lock (7 directions) *
U = Up, D = Down, R = Right, L = Left, (ALL CAPS NO SPACES)

Your answer

- ME Kerr book, Fell---- ; Gail Giles book, ---- Behind You; Mark Bowden book, Black Hawk ----;
- Gene Luan Yang book, Level ----;
- Lois Duncan book, ---- a Dark Hall;
- Booker T Washington book, ---- from Slavery; Willo Davis Roberts book, The One ---- Behind
<table>
<thead>
<tr>
<th>Name</th>
<th>Badge</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to Search App Smackdown!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Destiny Quest</td>
<td><img src="image" alt="Destiny Quest" /></td>
<td>x</td>
</tr>
<tr>
<td>U.S. &amp; World History in Context</td>
<td><img src="image" alt="US &amp; World History" /></td>
<td>x</td>
</tr>
<tr>
<td>Historical Newspapers</td>
<td><img src="image" alt="Historical Newspapers" /></td>
<td></td>
</tr>
<tr>
<td>Science in Context</td>
<td><img src="image" alt="Science in Context" /></td>
<td>x</td>
</tr>
<tr>
<td>Novelist</td>
<td><img src="image" alt="Novelist" /></td>
<td>x</td>
</tr>
<tr>
<td>Opposing Viewpoints</td>
<td><img src="image" alt="Opposing Viewpoints" /></td>
<td>x</td>
</tr>
<tr>
<td>Issues &amp; Controversies in American History</td>
<td><img src="image" alt="Issues &amp; Controversies in American History" /></td>
<td>x</td>
</tr>
<tr>
<td>Ferguson's Career Guidance</td>
<td><img src="image" alt="Ferguson's Career Guidance" /></td>
<td>x</td>
</tr>
<tr>
<td>Challenge Round: Best App for the Job</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Why Badges?

- Skills, knowledge dispositions that not readily evident on transcripts
- Granular level of skills
- Incremental measurements of growth
- Gamify learning ("unlock" the next level)
- Personalizes (jump ahead, enrich content)
Why Badges?

- Communicates learning success
- Entices & Engages Learners
- Makes learning outcomes evident
- Makes our work transparent
- Reinforces relevance of our content
Wait! Aren't badges just *digital stickers*?!?

Represent:
- Skill competencies
- Learning benchmarks
- Personal interest competencies
- Verifiable metadata
Advance Research Qualifier for SRP (Boyer)

Phillip Donner (AdvResearch)

Roles:
- Student

Course profiles:
- Experatory Spanish (Groller), American History - Eighth grade, KU/KAMS Book Journaling,
- 10th Grade Environmental Science, Spanish 2, 3, 4 Honors, 5 Honors (Schunk), Guidance
- Office Moodle, AP English Literature and Composition 12 (Westgate), LA 10 Academic and
- Honors (Westgate), Advance Research Qualifier for SRP (Boyer), Information Fluency 1: 9th
- Grade (Boyer), Algebra II - Honors (Mika), Calculus (Sandler), Mathematica (Sandler), Pizz
- Geometry, AP Physics 1 (Kinney), AP U.S. History, AP Government (Schumacher), U.S. His
- 10 Honors, Student Council, ALL KAHS STUDENTS, ...

Badges from eCougar:
- Course Completed!
- Original research
- Strategic reading
- Thesis writing
- Advanced Search Databases
- Evaluating Sources
- Twitter
- Google
- MLAAPA Style
- OPACS
OPEN BADGES
ANATOMY

Badge image

Badge name
Description
Criteria
Issuer
Evidence
Date issued
Standards
Tags

Image by Kyle Bowen / CC
Apps / Tools for Getting Started...

Classroom Badge Maker

iDoceo

Award, Display, Share

Credly

Badgr

Open Badges
Earn

Earn Open Badges for skills you learn online and in person

Issue

Anyone can create & issue Open Badges to recognize the achievements of others

Display

Share your Open Badges as verifiable records of your learning

Understand

Verify Open Badges and accept them as records of achievement.
Getting started: What’s your problem?

Plan for badge implementation?

**ASK:** Curriculum? Fit in your environment?

Define the Badges?

**ASK:** Value? Measure the impact?
Focus on qualitative measures (in lieu of just quantitative)?

Provide feedback for continued motivation and growth?

**ASK:** Access their digital backpack of badges? What comes next?
So what do the badges mean?

MEANINGFUL Connections?

Measurements of *Growth* as well as *Mastery*?

What are the levels within specific skill sets? (Basic/Emerging/Proficient/Advanced)

What about teamwork, leadership, communication?
Caveats...

Not just for participation!

Not just for something they would do anyway

Have a reason for adding the extra layer of the badges...

Content is integral to LEARNER NEEDS!

Mix up the rewards… Badges + ?

Plan for lower levels of performance - Feedback
OPACS: Getting to the Good Stuff!

Evaluating Sources
How do I know if this stuff is any good? Use CRAP detection!

More Google Goodies...
Google Books, Google Scholar & Google Advanced

Documenting in Style...
MLA, APA, What's the difference, anyway?
Searching Databases
Using Limiters for More Relevant Results

Thesis Writing
Setting the Stage for a Great Paper

Conducting Original Research
Search, Surveys, & Interviews
Strategic Reading for Topic Analysis
Getting the Most out of Your Resources

Scholarly Writing with Synthesis
Building on the Literature to Construct New Ideas

Scholarly Writing & In-text Referencing
Providing Evidence and Attribution to Support your Reasoning
Badge
Our Standards!
New Standards
Guiding Principles

What are the skills and dispositions?
What are the specific, observable traits representing skills?
What are observable benchmarks K-12?
Table of Contents

Science in Context

* What is Science in Context?
  View

* Explore!-4
  View

* Quick Quiz: Science in Context
  5 pts | Score at least 5.0

* Science in Context Challenge!
  View

* SCIENCE BREAKOUT CODE
  10 pts | Score at least 10.0

Google Form:

Dr. B's Science in Context Breakout

Use the clues to unlock your Badge!

7 Digit Number Lock *
NO SPACES

Your answer

8 Letter Word Lock *
ALL CAPS, NO SPACES

Your answer

9 Letter Word Lock *
ALL CAPS
Dr. B's Science in Context Breakout

Use the clues to unlock your Badge!

7 Digit Number Lock *
NO SPACES

Your answer

8 Letter Word Lock *
ALL CAPS, NO SPACES

Your answer

9 Letter Word Lock *
ALL CAPS

Clues on the Canvas page:

FIRST: Open a new tab or window, Go to the SCIENCE LibGuide, and Select the Science in Context box.

First Lock: The Fukushima nuclear accident happened on this date (date, year), because of an earthquake of this magnitude

Second Lock: When "Dead stars collide" it's called a ____

Third Lock: Go to the "Extreme Weather" Topic. Harvey, Irma and Maria were all these

Fourth Lock: Which disease (Zika, Aids, Hepatitis, Ebola) does this: causes inflammation of the liver; comes from a mosquito bite; destroys the immune system; causes birth defects; virus that makes victims bleed?
Dr. B's Science in Context Breakout

Use the clues to unlock your Badge!

* Required

7 Digit Number Lock *
NO SPACES

Your answer

8 Letter Word Lock *
ALL CAPS, NO SPACES

Your answer

9 Letter Word Lock *
ALL CAPS

Your answer

Dr. B's US & World History Breakout

Use your answers to the questions as CLUES to the lock combinations:

* Required

8 Digit Number Lock *
NO SPACES

Your answer
Metacognitive reflection

Growing Your Research Skills
Brenda Boyer

As a senior in high school, you are just beginning to grow in your skills as a researcher and scholarly writer. As you approach the task of researching and writing your SRP (senior research paper), reflect on the skills you practiced in this course. What are your two main strengths? What will you do to grow in these strengths? What are your two main weaknesses? What will you do to improve on these?
**MLA 8 - the elements of a citation**

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Author</td>
<td>The name of the author.</td>
</tr>
<tr>
<td>2. Title of source</td>
<td>The title of the work.</td>
</tr>
<tr>
<td>3. Title of container</td>
<td>The title of the container (e.g., book, journal).</td>
</tr>
<tr>
<td>4. Other contributors</td>
<td>Additional contributors not listed as the author.</td>
</tr>
<tr>
<td>5. Version</td>
<td>The version or edition of the work.</td>
</tr>
<tr>
<td>6. Number</td>
<td>The number of the part or issue.</td>
</tr>
<tr>
<td>7. Publisher</td>
<td>The name of the publisher.</td>
</tr>
<tr>
<td>8. Publication date</td>
<td>The date of publication.</td>
</tr>
<tr>
<td>9. Location</td>
<td>The place of publication.</td>
</tr>
</tbody>
</table>

**Example**

- **Author:** Egan, William.
- **Title of source:** *Sierra Leone.*
- **Title of container:** World Factbook, United States, 12 Jan. 2017.
The Metaliteracy Badges

- Producer & Collaborator
- Global Contributor

[Images of Metaliteracy Badges]

Information Literacy Links
- Badges FAQ for Students
- Badges FAQ for Faculty
- Metaliteracy Badges
- Metaliteracy MOOC on Coursera

Research Resources
- Research Guides
- Subject Librarians
- Personalized Assistance with Searching (PAWS)

University Libraries, University at Albany, SUNY.
1400 Washington Avenue, Albany NY 12222 USA. (518) 442-3600.
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Page maintained by achosier - Last updated Monday, November 12, 2018
How do we help students create meaningful connections to our content?
RESOURCES & PLAYFUL OPPORTUNITIES
Portals: Game Fodder
PRIMO is a means to promote and share peer-reviewed instructional materials created by librarians to teach people about discovering, accessing, ethically using and evaluating information in networked environments. The Committee hopes that publicizing selective, high quality resources will help librarians to respond to the educational challenges posed by still emerging digital technologies.
WHEEL OF SOURCES

the game show about primary and secondary sources.

*applause*

UCLA Libraries

OER Commons is a public digital library of open educational resources. Explore, create, and collaborate with educators around the world to improve curriculum.

...and tons of other OER repositories!
The library is being overtaken by zombies! Use your APA skills to create an antidote, cure the zombies, and save the library.

Ready to play?

Let's go!
No thanks...

APA Style
Here at Hodges, you will use APA style for most of your research assignments. APA style is a system of organizing your research so anyone who reads your paper can find the source of your information. When you use information from some other source (other than your own thoughts), you have to cite (or give credit to) the source of your findings!

Think of an APA citation as the address for your information; you have to provide enough detail about your source that a reader could find it. If you left off the street name or the state in addressing a letter, the post office would probably have a hard time delivering it. The same goes for APA! If you leave out information about where you found a quote or idea you used in your paper, your reader may not be able to find where you got it. APA organizes your research and makes it more accessible!

Let's go get some zombies!
How do I evaluate a "born digital" photograph?

A photograph can be both a fine art and a visual record, but it is never entirely objective. A photographer has a point of view and makes visual choices (time, place, perspective, color and lighting) for a purpose or to make an argument.

We view a photo from our own frames of reference, shaped by cultural and personal meanings. To "read" and evaluate a photograph, ask:

- What do I see (observations)?
- What might it mean (inferences)?
- How does it make me feel?
- Why might this photo have been taken?
- What might be the photographer's intent (e.g., to persuade, analyze, record or document, or as an artistic expression)?
- What is out of the picture? What might be missing?

Use a Show Me module to enhance your teaching and guide students in information evaluation. What constitutes credible information? How does source type contribute to relevance, authority and point-of-view? How do I evaluate and cite born-digital images and online sources? All modules incorporate common core concepts.
20 SHEG Assessments

- **Evaluating Wikipedia**: Students evaluate the trustworthiness of an article on Wikipedia, assessing whether they can reason about the specific features that make a Wikipedia article more or less reliable.
- **Claims on YouTube**: Students watch a short video and explain why they might not trust a video that makes a contentious claim.
- **Claims on Twitter**: Students read a tweet and explain why it might or might not be a useful source of information.
- **Webpage Comparison**: Students examine two websites and select the one that they would use to begin research on gun control, assessing their ability to identify the strengths and limitations of websites for learning about political topics.
- **YouTube Evaluation**: Students evaluate a YouTube video and identify reasons why it may be unreliable.
- **Claims on Social Media**: Students consider the sources of a tweet and the information contained in it in order to describe what makes it both a useful and not useful source of information.
- **Social Media Video**: Students watch an online video and identify its strengths and weaknesses.
- **Website Reliability**: Students determine whether a partisan site is trustworthy.
- **Researching a Claim**: Students search online to verify a claim about a controversial topic.
- **Comparing Articles**: Students determine whether a news story or a sponsored post is more reliable.
- **Evaluating Evidence**: Students decide whether to trust a photograph posted on a photo-sharing website.
- **Facebook Argument**: Students consider the relative strength of evidence that two users present in a Facebook exchange.
- **News on Facebook**: Students identify the blue checkmark that distinguishes a verified Facebook account from a fake one.
- **Argument Analysis**: Students compare and evaluate two posts from a newspaper’s comment section.
- **Homepage Analysis**: Students identify advertisements on a news website.
- **News Search**: Students distinguish between a news article and an opinion column.
- **Comments Section**: Students examine a post from a newspaper comment section and explain whether they would use it in a research report.
- **News on Twitter**: Students consider tweets and determine which is the most trustworthy.
- **Article Assessment**: In this exploration of “cloaked” websites, students confronted with an article from one such site can determine its sponsorship. For more information
- **Article Analysis**: Students read a sponsored post and explain why it might not be reliable.
80% of middle schoolers got this wrong even though it is labeled “sponsored content”
Activity Tools
Create your own interactive learning activity.

Turn your students into historians with primary-source based activities. Provide them the unique web address for an activity, or compile a Classroom full of activities.

Each activity-creation tool helps students develop historical thinking skills. Pick the one that best fits your assignment, set up the activity, and write instructions for your students. You can include questions, prompts to set the stage, or write a lead-in sentence. Students can submit and save their responses and can access them in My Students’ Responses, or have them emailed to you if desired.

You may wish to follow our Guide to Creating Your DocsTeach Activity. Once you’ve registered for an account, create a new activity in My Activities.

Interpreting Data
Introduce students to primary source documents containing historical data and encourage them to consider the source, the presentation style, and the intended impact of the material.
KnowledgeQuest is a fund of clever activity ideas!

March Book Madness: A Library Tournament

BY KARIN GREENBERG on 03/26/2019 • 1

One of the most frustrating aspects of being a high school librarian is failing to increase the level of leisure reading among the teenagers who frequent my library. There are a handful of dedicated readers who are as enthusiastic as I am about books; these students, mostly 9th and 10th graders, immediately notice when I change a book display and often linger by my desk openly chatting with me about their latest reads. But the majority of students—and there are dozens of them in the library each period throughout the day—are too tied down with school work to even think about taking a break to read something unrelated to their academic life.

The month of March presents an exciting opportunity, one that gives me hope for the future of readers. I am a huge fan of the NCAA March Madness basketball tournament and love creating a bracket and competing with family members and friends as we watch the college players perform their magic. So when I began working in my school last year, it was a natural progression for me to extend my love of this tournament into a library event.
Gamestorming is a set of co-creation tools used by innovators around the world.

Get the playbook. Subscribe for news, tips and tools. Check out our web app, Boardthing.
Discussion strategies for your pedagogical toolkit

JANUARY 14, 2019 BY JOYCE VALENZA

Each semester I think about how I might create more engagement in both my online and on-campus courses. I want more students thinking. I want more students talking.

Across the years, I’ve gathered a number of go-to websites I visit for inspiration and I revisit a few old favorite discussion techniques. I’ve found that these strategies work from K through 20, not only to engage my students or workshop participants, they also serve to temper regularly overactive contributors, allowing more voices to be heard.

If you are new to practice, or just want a little refresh, let’s explore a few options and resources and let’s consider them as low-tech or higher-tech strategies for encouraging deeper thinking and more active, student-centered learning and to build your own pedagogical toolkit. They might also refresh your approach to professional development.

Hatful of quotes: (to reinforce and prompt responses from a reading or viewing and ensure focus on the text) Select several provocative or key quotes from the source and print them on strips of paper or index cards. Each quote should appear on more than one strip. Place the strips in a hat or other type of container. Ask students to select a strip and gather with others who share their quotes. Groups discuss the meaning of the quote and its importance and report back to the large group to lead further discussion. Ideas for remix: Include the quotes on a digital board with columns. Padlet would work nicely. You might randomly assign the quotes or make each first-come-first-serve with a limited number of students working on each quote—threaded discussion style.

Digital tweaks: Begin a Flipgrid discussion for each quote with students either choosing or assigned their quote. The class watches these video threaded discusses and either comments live in class or continues the video comments.
Big List of Discussion Strategies (Jennifer Gonzalez, Cult of Pedagogy)
Rethinking Whole-Class Discussion (Todd Finney, Edutopia)
Interactive Techniques (Kevin Yee)
50 Ways to Hold Discussion (Columbia Center for Teaching and Learning Teachers’ Lounge)
Teach Like This Playlist (Alex Maslak)
Teacher Toolkit (Texas Education Service Center Region 13)
Facing History Teaching Strategies (Facing History and Ourselves)
Teaching Methods Online
The Discussion Book (by Stephen Preskill, Stephen D. Brookfield, O’Reilly, 2016) See several other books by these prolific discussion experts!
Backchannel conversation tools
Teaching Strategies and Tips Wakelet
Shark Tank Junior

Students will use a variety of online tools to develop a business/product idea and pitch it to classmates.

Ken E.
District Technology and Digital Learning Coach

OBJECTIVES
Students will be able to: come up with an idea for a new product or business and create a marketing/sales/early website and website to put the product(s) on business up and running.

SUBJECTS
English Language Arts
Arts

STEPS
1. What's Your Plan?

GRADING
Y

CREATE LESSON PLAN
& websites
CREATE, SHARE AND REUSE INTERACTIVE HTML5 CONTENT IN YOUR BROWSER
Find the Hotspot
Create image hotspot for users to find

Flashcards
Create stylish and modern flashcards

Guess the Answer
Create an image with a question and answer

Iframe Embedder
Embed from a url or a set of files

Image Hotspots
Create an image with multiple info hotspots

Image Juxtaposition
Create interactive images

Image Pairing
Drag and drop image matching game

Image Sequencing
Place images in the correct order

Image Slider
Easily create an Image Slider

Impressive Present...
Create a slideshow with parallax effects
Mark the Words
Create a task where users highlight words

Memory Game
Create the classic image pairing game

Multiple Choice
Create flexible multiple choice questions

Personality Quiz
Create personality quizzes

Questionnaire
Create a questionnaire to receive feedback

Quiz (Question Set)
Create a sequence of various question types

Single Choice Set
Create questions with one correct answer

Speak the Words
Answer a question using your voice

Speak the Words Set
A series of questions answered by speech

Summary
Create tasks with a list of statements
Drag images from the left to match them with corresponding images on the right.
Find Multiple Hotspots

Submitted by lukemuller on Thu, 03/30/2017 - 16:19

A free HTML5 based question type allowing creatives to create an image based test where the learner is to find the correct solutions. This content type with the H5P plugin for WordPress, Moodle or Drupal to challenge your users.

Find all the vegetables in this picture

- Apples
- Broccoli
- Pumpkin
Educational Scavenger Hunts for the 21st Century

Blend together the tried-and-true fun of hunts with mobile technology and create an experience like no other.

SIGN UP FREE

or LEARN MORE
A game that tests your news sense by JoLT and AU Game Lab

can you tell real news from fake news?

Swipe right or click if you think the article is real
Swap left or click if you think the article is fake

Factitious 2019

There are six different game levels to play based on reading levels.

Easy: Middle school
Medium: High school
Hard: College

Teachers - Please click the button on the bottom to let us know how you're using Factitious in your classes.
Featured Games
Games For Change curates digital and non-digital games that engage contemporary social issues in a meaningful way. The list below contains over 175 games from the Games for Change Community including past G4C Awards nominees and winners. Some games are free to play and others have fees that can be paid on external sites.

WHAT REMAINS OF EDITH FINCH
A collection of strange tales about a Washington state family.

TREE
Tree transforms you into a majestic rainforest tree.

MYOBEATZ
A music-based rhythm game for neuromuscular prosthesis

1979 REVOLUTION: BLACK FRIDAY
Decide who to trust and what you stand for — as the...

3RD WORLD FARMER
Illustrates the plight of poor farmers in impoverished countries.

80 DAYS
Travel our alternative world, in less than 80 days

A CLOSED WORLD

ABOUT US
Founded in 2004, Games for Change empowers game creators and social innovators to drive real-world change using games and technology that help people to learn, improve their communities, and contribute to make the world a better place. We convene stakeholders through our annual G4C FESTIVAL and foster the exchange of ideas and resources through workshops and consulting projects. We inspire youth to explore civic issues and learn 21st-cent...
PBS KIDS Games

Play free learning games with your favorite PBS KIDS characters anytime, anywhere. PBS KIDS Games features top shows and new games that are continually being added encouraging learners to engage in skills related to science, math, creativity and more in gameplay alongside their favorite characters!

Platform: iOS, Android  Grades: Preschool – 3rd
On wrapping it up with a meme: reflecting on the semester

MAY 9, 2018 BY JOYCE VALENZA  •  3 COMMENTS (EDIT)

Each semester I ask my Search and the Information Landscape sections to reflect on their learning by thinking about it figuratively and metaphorically, visualizing the landscape and their place in it. This year, I added the option of a meme to the visualization menu.

I wonder what would happen if you asked your students to wrap up their year in the library, their year of learning, or their year in a particular class with a visualization of some sort.

Why visualize learning?

If you are a constructionist, you believe learning is an active process. Learners construct their new understandings by integrating them into their existing knowledge structures. When we ask learners to construct visually, we literally ask them to see a bigger picture—to synthesize, to prioritize, to consider patterns, connections, and relationships. Because students each come to the learning from different contexts, their schema are different and more personally meaningful.

Having some type of spatial mnemonic aids in organizing our memories for later retrieval. Asking learners to choose a strategy for communication of information enhances multichannel processing.

Sample visualizations

Here are some examples of my students’ semester summaries that demonstrate how personal and different these creative syntheses might be.

When you find the right LibGuide for your research

From Jamie Anderson, who explains the meme:

This meme of the Bifrost Bridge along with the tag about LibGuides is meant to convey the feeling someone may have once they successfully locate a LibGuide containing information pertinent to their research goal(s). (Note: Our final project was a LibGuide to support an inquiry need.)
Time to Share!
Learn more...

**A Lively Database Instruction Game Gets an Upgrade with Digital Badges**
Brenda Boyer, Mar 12, 2018

A high school librarian improves her popular Search App Smackdown! challenge with badges and breakouts.

**Goodbye, Boring Database Instruction. Hello, Search App Smackdown!**
Brenda Boyer, Mar 01, 2018

How a high school librarian turned "uncool" database lessons into a fun, challenging, and competitive game.

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**Teacher Librarian**

Badges for Information Literacy: Not Just Digital Stickers
By Boyer, Brenda

---

**Our Pearltrees resource list**

https://tinyurl.com/gamifyinglibrary
Brenda Boyer

Email: boyer.brenda@gmail.com
twitter: @bsboyer

Kutztown Area High School, Librarian
Instructional Designer
Rutgers University, SC&I