

## Get Ready!!!

1. Sit at a table and make sure you have 4 – 6 people there total by the time we start!
2. Get out a laptop or tablet and get online – one per a table.
3. Load a discovery tool of your choice , or use ours – SmartSearch at <https://www.ferris.edu/library>
4. Make sure you enter our drawing to win a copy of **Search&Destroy!!** We'll pick at the end.

## Search&Destroy:

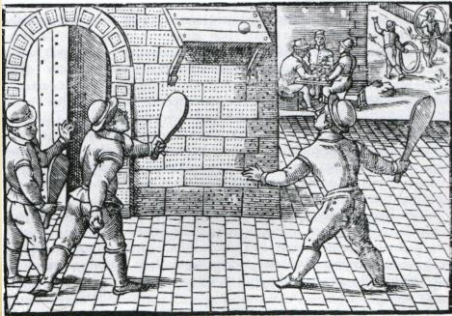
### Action-Packed Gaming for Self-Directed Research Skills

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– Ferris State University

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– Ferris State University

Sarah Rescoe: Instructor of English  
– Ferris State University

## Why game in collegiate library instruction?



## Just who's in charge here?

### ○ Instructor-led games:

Games that cannot be played without an instructor guiding them. Examples include trivia style games, bingo, or races.

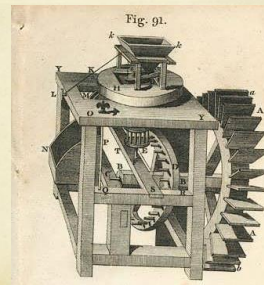
### ○ Student-led (self-directed) games:

Games that can be played without any need for an instructor. It may help to play an example round, or teach the rules to the whole class at once, but these aren't requirements.

## Basic Game Design Concepts

- Creating an Experience/Purpose
- Player Agency
- Win Condition/Lose Condition
- Randomized Elements
- Rules/Mechanics

## The Development of Search&Destroy



## Learning Outcomes

- Database Use
- Faceting
- Boolean Searching
- Search String Development
- Materials Identification and Selection
- Introduction to Peer-Review Concepts

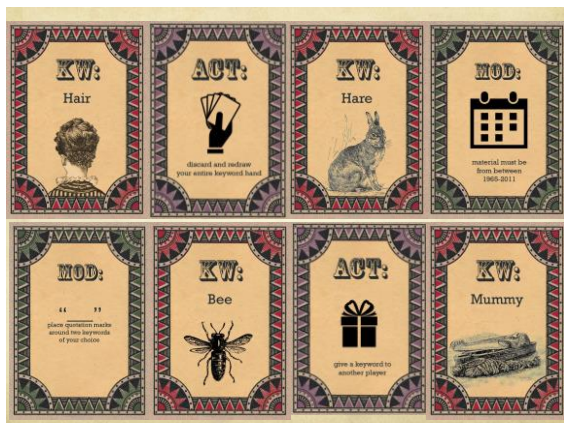
## Design Goals for Search&Destroy

- Quick to learn
- Fast player turns, with meaningful choice
- "Dead time," kept to a minimum
- "Screw your neighbor," style interactions
- Searching in the database as much as possible
- Educational elements intimately tied to mechanics

## Game Mechanics of Search&Destroy



## The Look & Feel of Search&Destroy



## A Game Self-publishing Process



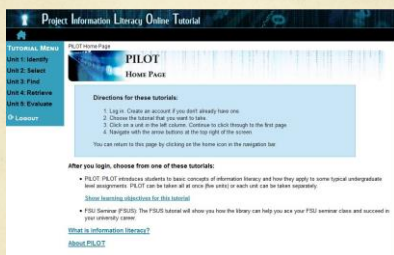
90+ copies, 50+ locations, 4 continents



## Searching for then Destroying Classic Classroom Instruction

- Close connection between teaching faculty and librarian with assignment development & research needs
- 5 years collaboration and information literacy assessment data (Fall 2012 - present)
- Multi-class visits to target point-of-need instruction: resource evaluation, database searching, citations, and in-depth project work
- Use of online tutorial with pre- and post- testing scores

## PILOT



## Classroom Application - Fall 2017

Search & Destroy applied in 3 English 150 courses

- One dual enrolled, "high-risk" section (n = 17)
- One developmental section (n = 22)
- One standard, prerequisite-met section (n = 23)

**The course: ENGL 150 - English Composition I**

- 3 credit, general education (required) course
- Course description: Develop papers for diverse audiences and purposes; including how to discover and focus on a topic, develop ideas, gather support, and draft and revise papers effectively. Fundamental language skills and introduction to library research and argumentation.

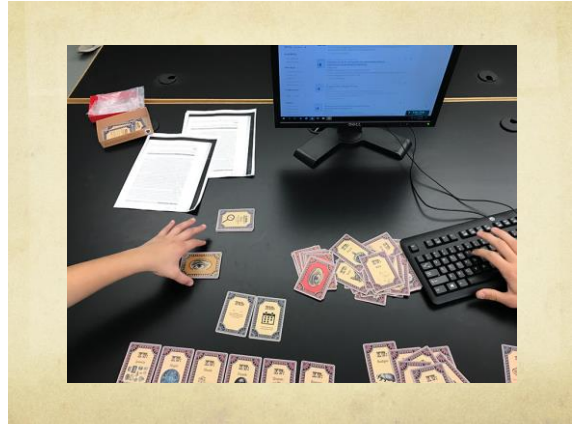
## Students' Learning Profile

	Dual Enrolled	Developmental	Standard
<b>Background</b>	73.34% believed that their background DID NOT prepare them well for this course's requirements.	26.67% believed that their background DID NOT prepare them well for this course's requirements.	31.58% believed that their background DID NOT prepare them well for this course's requirements.
<b>Confidence</b>	46.67% believed that (when this course began) they could master its content.	53.34% believed that (when this course began) they could master its content.	57.9% believed that (when this course began) they could master its content.
<b>Motivation</b>	40% said they put forth more effort than other students on academic work.	60% said they put forth more effort than other students on academic work.	47.37% said they put forth more effort than other students on academic work.

## Classroom Application - Procedure

- Writing to persuade and information literacy course unit
- Multi-class visits to target point-of-need instruction
  - Session 1: Information literacy instruction
  - Session 2: Search & Destroy game
    - Learning outcomes
      - Identify types of sources & source credibility
      - Select resources for academic writing
      - Use library databases
- Instructor observation, assessment, and student surveys used to explore value of Search & Destroy



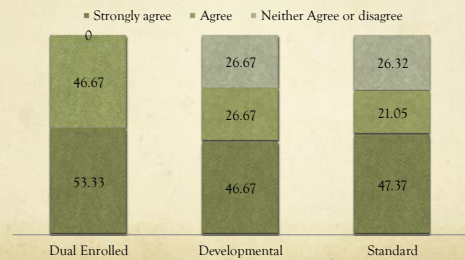


## Instructor Assessment

- Improved tactical knowledge of research/SmartSearch/databases
- Improved application of knowledge
  - Grade increases on annotated bibliography & papers
  - Essays had more correctness and accuracy in use of sources
  - Significant differences between scores on assignments and quizzes in the game learning/online tutorial learning groups vs traditional conditions
- Improved ability to navigate their assignments with confidence and in overall research experience

## Student Evaluation

Search & Destroy helped me understand the concepts of SmartSearch and keywords discussed in class



## Student Evaluation

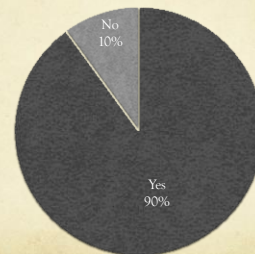
Search & Destroy added interesting discussion and enhancement to the regular class meetings.

	Dual Enrolled	Developmental	Standard
Strongly Agree	33%	27%	37%
Agree	47%	40%	42%
Neither Agree/Disagree	20%	33%	21%

The Search & Destroy game components were clear and organized.

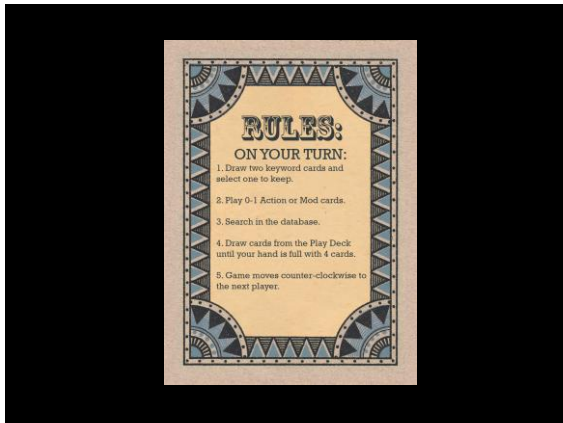
	Dual Enrolled	Developmental	Standard
Strongly Agree	33.3%	27%	32%
Agree	53.3%	40%	32%
Neither Agree/Disagree	13.3%	33%	32%

Did you enjoy playing Search&Destroy? (n=49)



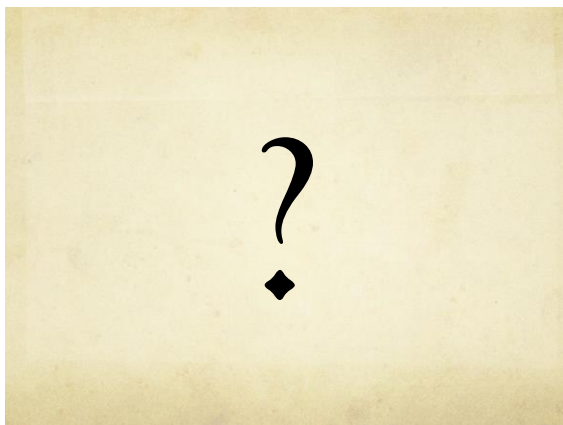
## Student Reactions

- "I honestly would play this game [in] my free time, it was a lot of fun."
- "It was really fun and helped me learn how to use SmartSearch better."
- "Fun learning game."
- "I love this game!"
- "I thought it was a fun way to learn how to use Smart Search."
- "I truly loved this game. I want to purchase it for my family. I wish it were sold in stores! I truly learned a lot about research online. There is much more out there than I had previously known."
- "Very helpful."



## Post-Play Class Discussion

- Follow-up discussion points to have with a class:
  - Boolean Operators
  - Faceting
  - Longer and more complex search strings vs. Shorter.
  - Materials selection
- Student self-evaluations of what they learned from play.



## Ordering Info

<http://bit.ly/2pCmw0e>

OR

<https://www.thegamecrafter.com/games/search-destroy>