

# Unboxing Information Literacy: A Gamified Constructivist Approach to First Year Experience Library Sessions



Presented by Devon Cozad MA, MS  
Co-developed by Andrea Sullivan MLS, MHS  
Daemen University

# Our Plan For Today:

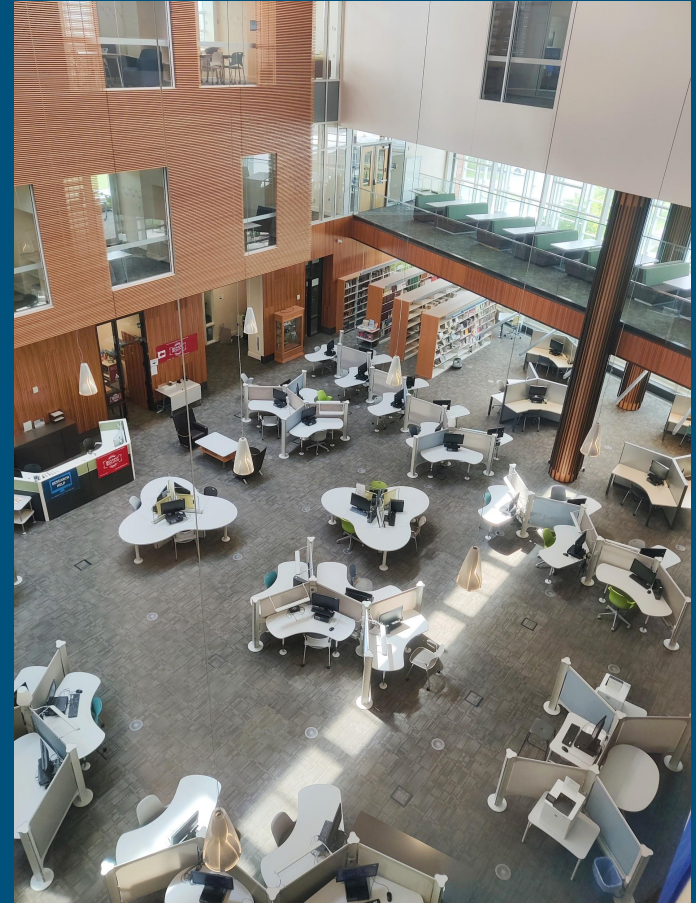
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Part 1: What is FYE at Daemen?

Part 2: The Activity

Part 3: Our observations and breakdown of pedagogical practice

# The Research & Information Commons



# The Library Component: Information Literacy

- **Asynchronous module:** introductory research concepts such as creating a topic, academic honesty, plagiarism, and navigating library resources. Students ideally complete before class.
- **In-person session:** basic library search skills, as well as brainstorming, topic formation, pre-research, and research (and is evolving). Scheduled during regular class time.



# Evolution of FYE

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- First year: traditional, database modeling, follow-along
- Second year: WNY Higher Ed Camp, Thinking Routines, student-led discussion
- Third year: Mystery Box Activity



# Process: Thinking Routines

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- Inspired by the [Thinking Routines](#) of Harvard Graduate School of Education's Project Zero and the WNY Higher Ed Camp
- "A thinking routine is a set of questions or a brief sequence of steps used to scaffold and support student thinking.
- PZ researchers designed thinking routines to deepen students' thinking and to help make that thinking 'visible.'
- Thinking routines help to reveal students' thinking to the teacher and also help students themselves to notice and name particular 'thinking moves,' making those moves more available and useful to them in other contexts."

# Method: Active Learning

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- According to Cornell University's [Center for Teaching Innovation](#), “Active learning methods ask students to engage in their learning by thinking, discussing, investigating, and creating. In class, students practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion.”
- “Applying new knowledge helps students encode information, concepts, and skills in their memories by connecting it with prior information, organizing knowledge, and strengthening neural pathways.”



# FYE: Thinking Routine

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Key words, pre-research, and search  
strategies with library tools



# Our Goals Today:



## Review Library Resources

Library Home Page, Database searching



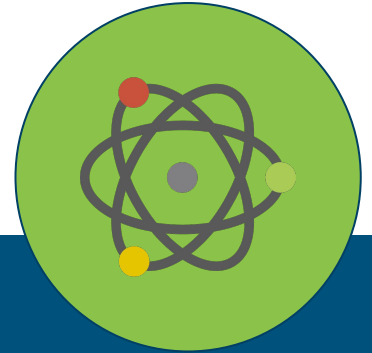
## Pre-Research

- Brainstorming
- Key word identification
- Preliminary searching
- Topic identification/research question formation



## Research

- Database identification
- Keyword searching
- Article locating
- Find 3 articles of interest



## Presentation

- What key words did you write down?
- What topic did you land on?
- What were your search strategies?
- What did you find?

# Learning the Library

Library research involves:

- Learning Home Page tools
  - Database searching
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Please form groups of 3-5  
people!

# Pre-Research (10 min)

## List Key Terms

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As a group, write a list of your key terms that come to mind when examining your objects.

What are they literally?

What could they be representative of?

What topic could you pursue?

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Using Google and the library home page search bar, see if your idea is viable.

Are you adjusting your terms based on your results?

Is the topic immediately successful?

# Research (10 min)

- Navigate to Databases on the library home page
  - Using the drop down menu, select a field of study
  - Choose a database to search in
  - Locate at least three articles of interest
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# Present (10 min)

- What keywords did you start with?
  - What topic did you think would work at first?
  - Did this change as you scoped?
  - What databases did you use?
  - What articles struck you as possibly useful?
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# ACRL Frameworks for Higher Education

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- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration



# Discussion

# Our Student's Experiences

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- Students made connections with other library sessions
  - Shows us scaffolding possibilities
  - TRI Scholars, CMP 101
- Most students participated, were enthusiastic, humorous, and found at least one source if not all three
  - Some lists more extensive but all successful

Plant Husbandry

Botany

Business

Making of plants

Working methods

Onlines ornaments

Success

Self & future

Quality

Health

Success

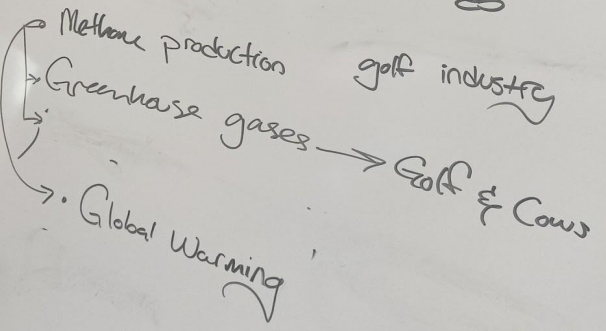
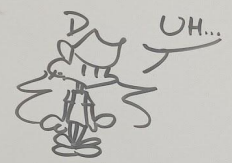
Quality

- Art-man
- Rashi fabric
- Plant propagation
- Cheap ornaments
- Mass-produced goods
- Carrying the plants
- Wild ferns
- Increase in quality
- Farming
- Desert plants
- Fungus gardens
- Carnivorous plants
- Life of spider
- Bad patterns
- Conservation of water
- Irrigation
- Waste-making
- The pattern wheel
- Gravity Falls flashlight
- Man, Plant, Marker

Fields

- County
- Golf fields vs Agriculture

- Corporate "beef" vs Nature



## Key Terms:

- Pancho - Sleep Gambling
- Poker Chip -
- Gambling
- Money Problems
- Pancho/Rain
- Gambling Addiction
- House Deed
- Tamale
- Old Lady
- Bingo
- Poker Player

① Attitudes towards  
Gambling, Gambling  
Problems, and treatment  
Among Hispanics  
in Imperial County, CA

② Unexpected online  
gambling disorder in late-  
life: A Case Report.

3. The bingo Queens of Oneida  
How two moms started  
tribal gaming in Wisconsin  
- Wisconsin Hist. Society Press

Topic: How does gambling  
addiction affect the elderly  
population?

- bird

- Seashell

- nature

- lake / pond / sea

- environment

- stronger? → seashell > beak?

- robin

- conshell

- peck

# What We've Learned

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- Scope your object pairings ahead of time
- Some item combinations didn't work well
  - Occasional straightforward pairings are okay!
- Pre-research was a challenge.
- Accessibility considerations
  - “Plus-one principle” of Universal Design
- Faculty pointed out that groups of 5 might be too large
- We're not hearing or seeing students scaffold the online module with their in-person FYE session
- Importance of peer mentors

# Pedagogical Theory: Social Constructivism

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Constructivist theory promotes:

- “Students learn best when engaged in learning experiences rather than passively receiving information.
- Learning is inherently a social process because it is embedded within a social context as students and teachers work together to build knowledge.
- Because knowledge cannot be directly imparted to students, the goal of teaching is to provide experiences that facilitate the construction of knowledge” (Office of Curriculum, Assessment and Teaching Transformation).
- Supports Cooperative Learning

# Social Constructivism (cont.)

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	<u>Materials include primary sources of material and manipulative materials.</u>
Learning is based on repetition.	<u>Learning is interactive, building on what the student already knows.</u>
Teachers disseminate information to students. Students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing and correct answers.	<u>Assessment includes student works, observations and points of view, as well as tests. Process is as important as product.</u>
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	<u>Students work primarily in groups.</u>

# Process: Gamification and Game-Based Learning

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- Distinctions between terms
- A natural extension of wanting to be more active and engaging in the classroom
- Not about inserting apps and tech into courses to appease or appear modern
- Support and be an element of multimodal learning (Centre for Teaching Excellence)

# Approach: Being Asset-Minded

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- Helps our students meet the high standards of their university setting while recognizing and honoring their personal strengths and contexts
- Not deficit-driven, but strength-driven
- Reinforces the values of Equity and Diversity
- Centers students in the room; asks you to observe and listen, especially across neurodiversities (ACUE, 2022).

# References

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*Literacy for Higher Education*. (2016, January 11). American Library Association.

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