There and Back Again: 
Adapting active learning Instruction for
In-person to remote to in-person once more

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LOEX 2022
Way Up North, Eh?

- McGill University, Montréal, Québec
  - Liaison Librarian of Management, Business, Entrepreneurship
  - Outreach & Engagement Coordinator

- Public university with ~30,000 full-time students
Today’s Topics

- Gamification overview
- Active learning during a pandemic
- Gamified Instruction in-person and remote
- Online tools for gamified instruction
Gamification Overview

An Unexpected Journey
Applying game-like elements to non-game things

Gamified Instruction:
- “Players will be able to apply the skills and rules they have learned toward the formation of a plan to successfully overcome anticipated challenges” (Becker, 2012, p.201)
Gaming In Libraries

- Game collections (analog and digital)
- Scavenger hunts
- Badge systems
- Game nights
- Escape rooms
Gaming In The Classroom

- Existing structures like Jeopardy/Bingo are useful for teaching information literacy
- Framing information seeking tasks as missions and using reward systems
- Points based-trivia games
- Card-based game where students duel each other using databases and evaluation criteria
- Card game for business students

- Let’s duel: The gamification of business information literacy for undergraduate students
The ARCS Model

- Motivational design model created by John Keller (2010)
  - **Attention:** Frame quiz questions around topics the students were already required to learn
  - **Relevance:** Students get first-hand experience using the tools they need
  - **Confidence:** Clear instructions and labelling of questions promotes success
  - **Satisfaction:** Students are now able to strategize and select databases effectively
Games for Online Learning

- McGill Library e-Learning Kit by April Colosimo
  - https://libraryguides.mcgill.ca/eLkit/gamingstrategies

- Gamification
- Game Mechanics
- Game Design
Challenges of gamifying one-shots
- Instructor demands or expectations
- Time constraints
- Little-to-no previous relationship with students
- Limited follow-up opportunities
- High prep time
...Would you take it? Or let it pass?

- Rewards of gamifying one-shots
  - Participation
  - Engagement
  - Memorability (for both you and the students)
  - Effective tool for teaching skills
  - Adrenaline!
- Libraries
  - Games and Gamification in Academic Libraries by Stephanie Crowe and Eva Sclippa
  - Game it up! By David Folmer

- General
  - Reality is Broken by Jane McGonigal
  - Hit Makers by Derek Thompson
  - Experimental Games by Patrick Jagoda
Active learning during a pandemic

The Desolation Smaug
How Many Webinars Did You Attend?
Types of Instruction (Shin et al., 2022, p. 9)

- Online One-Shots: 16.80%
- Synchronous Webinar: 28.30%
- Online Flipped Class: 36.10%
- Asynchronous Webinars: 54.10%
- Online One-Shots: 83.60%
Active Teaching Methods (Shin et al., 2022, p. 9)

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Chat</td>
<td>52.90%</td>
</tr>
<tr>
<td>Online Breakout Rooms</td>
<td>48%</td>
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<tr>
<td>Active Learning</td>
<td>41.30%</td>
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<tr>
<td>Flipped Classroom</td>
<td>36.40%</td>
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<tr>
<td>Reflection</td>
<td>23.10%</td>
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<tr>
<td>Game</td>
<td>10.20%</td>
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<tr>
<td>Role-Playing</td>
<td>1.30%</td>
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- How do we actively teach remotely or in a hybrid capacity?
Tools Of Engagement (Ibacache et al., 2021, p. 8)

- Google Forms: 41%
- Poll Everywhere: 25%
- Padlet: 22%
- Kahoot: 18%
- Mentimeter: 10%
- Jamboard: 3%
Gamified Instruction In Practice

There are Avengers and there are puppies
MGCR 352 Principles of Marketing

- Introduction to marketing course
- Open to all undergraduate students, no prerequisites
- Offered in Fall, Winter, and Spring/Summer semesters
- Split into 7 or 8 sections with 60 students per section
Overall goal is to introduce a new product into an existing market with a unique/innovative spin

Research required:
- Consumer and industry profiles, competitor analyses, marketing strategies, financial benchmarks, and foreign entry potential
- https://libraryguides.mcgill.ca/mgcr352
- Guide created in early 2017
- Guide redesign in August 2019
- Designed to match sections of the course assignment
- Guide views:

<table>
<thead>
<tr>
<th>Year</th>
<th>Views</th>
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<tbody>
<tr>
<td>2017</td>
<td>2,258</td>
</tr>
<tr>
<td>2018</td>
<td>3,731</td>
</tr>
<tr>
<td>2019</td>
<td>8,214</td>
</tr>
<tr>
<td>2020</td>
<td>17,373</td>
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<tr>
<td>2021</td>
<td>18,112</td>
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Section 2: Consumer Profile

Using the resources below, find detailed consumer behaviour characteristics about your potential customers, and information about your market segmentation and target market to your marketing plans.

See also: Consumer Research guide

- **Mintel Academic**
  When searching for a consumer topic in Mintel, if available, try using the Interactive Databook. The Interactive Databook is a breakdown of survey responses and can be exported to Excel.

- **Passport**
  In Passport you can get psychographic data via the "Consumers" tab on the top menu. Within here, you can click "Lifestyles" and then Explore the Lifestyles Survey Data. This interactive portal allows you to take a global look at consumer behaviour across many topics.

  *more...*

- **Statista**
  Business-related statistics from a wide range of sources. (International)

- **eMarketer**
Avenge the Library

- Original gamified presentation
- 45 minute class
- Split into groups of three or four students, each group is assigned an Avenger team name
- 9 questions split over all research topics and covering 5 databases
- Poll Everywhere Competition feature
- Candy distributed to winners
Using Mergent Online find the Supply Chain profile for Fitbit Inc. Who are the top 3 competitors with the highest percentage of product overlap?

<table>
<thead>
<tr>
<th>Option</th>
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<tbody>
<tr>
<td>adidas AG, HTC Corp, Apple Inc</td>
</tr>
<tr>
<td>adidas AG, HTC Corp, Under Armour Inc</td>
</tr>
<tr>
<td>HTC Corp, adidas AG, Fossil Group Inc</td>
</tr>
<tr>
<td>HTC Corp, Under Armour Inc, Garmin Ltd</td>
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May 2020 – Attempt 1

- All Spring/Summer sections of this course are taught by PhD students
- Request for teaching was received 1-week prior to class
- Opted for traditional lecture style on Zoom over implementing gamified elements
September 2020 – Attempt 2

- All seven sections taught by professors
- Request was received two months in advance giving us ample time to plan
- All sections were to be pre-recorded and engagement/assessment methods would be graded for the students
- Goal was to find a balance between gamified and active learning
Choosing an Asynchronous Platform(s)

- Videos uploaded to MS Stream
- Videos and quiz embedded in LibWizard Tutorial
- LibWizard embedded in Course Guide & CMS
- Videos posted separately to Course Guide
- Back up quiz in MS Forms (also posted to Course Guide)
MGCR 352 Principles of Marketing

MGCR352 Tutorial Video 1
In this section of the tutorial we are going to look more closely at Mintel. On the Course Guide, scroll to "Section 2: Consumer Profile" and open the database Mintel. If you are unable to use the VPN, please open Mintel a new window as you won't be able to open Mintel within this tutorial activity page and may lose your progress.

Within Mintel, search for and open the report "Coffee and Tea: Incl Impact of COVID-19 Canada" to answer the questions below. For more information on using Mintel, click Prev Slide to go back and watch the video at the start of the tutorial.

Which age demographic consumed the most coffee "out of home" in April 2020?

Make a selection

What percentage of people living in Quebec got their coffee "at home" in April 2020? (required)

Which product category shows the biggest increase in sales by value in April 2020?

Make a selection

Section 1 - Introduce Your Product

When deciding what type of product to introduce or how it might fit into an existing market, you can use some of the resources below to review trends and get inspired.

- Trendwatching
- Branding Research Library

Design, Think, Make, Break, Repeat by Martin Tomitsch and Cara Wrigley
ISBN: 97806911694791
Publication Date: 2018-01-30

Design. Think. Make. Break. Repeat provides a comprehensive collection of 60 methods applicable to any design innovation project. This handbook provides a flexible,
**Anecdotal Lessons Learned**

- Students had a harder time with the LibWizard than the in-person game, despite having more time to complete the quiz.
- We received fewer one-on-one and group consults during the remote year.
- Quality of research submitted stayed at a high level.
- All classes under 100 students moved back to in-person
- Took lessons from Avenge the Library and the LibWizard to create an updated version of the game
- Moved back to Poll Everywhere
- Reduced to 5 questions (one per database)
- Groups are optional
- Spend more time contextualizing our scenario to ground the assignment
Online Tools for Gamified Instruction

Ready Player Two?
What can I use In person and Online?

- Poll Everywhere
- Jamboards
- Kahoot
- Twine
- Scholarly Character Sheet (Martinoli, 2013)
- Blooket
References


Thank you!

Any Questions?