PLAYING WITH INFORMATION IN THE STARFLEET ACADEMY

Gamifying a for-credit class

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OUTLINE

• "Gamification" - what and why?
• UNC Wilmington / Honors College context
• Idea and planning
• Course content and structure
• Challenges, opportunities, and lessons learned
• Questions or suggestions?
GAMIFICATION

Using game elements in the learning process in order to motivate and engage students.
INSTITUTIONAL CONTEXT

- University of North Carolina Wilmington Honors College

- **HON 120 Honors Enrichment Seminar (1 credit):** Students study a specialty topic and participate in a variety of related enrichment activities on the campus and in the community.

- **UNCW librarians** are "special faculty"; any faculty can propose an HON 120 course
THE CLASS CONCEPT

Pandemic: Playing with Information, Misinformation, and Disinformation

- What is “regular” (or “vanilla”) Pandemic?
- What are legacy games?
- The idea: Connect in-game concepts each week to relevant aspects of information, misinformation, and disinformation.
THE PLANNING PROCESS

1. Play the game
2. Pull out information-related concepts
3. Determine how to put it all together
STUDENT LEARNING OUTCOMES

1. Be familiar with various types of information and understand their differences and similarities;
2. Be able to use information literacy skills to evaluate various forms of information;
3. Be able to locate and access relevant sources of information;
4. Be able to cooperate in a team to use information to solve problems.
THE CLASS

LOEX Attendees: Please pick up your dossier, but wait for instructions before opening it!
BEFORE DAY 1

LOEX Attendees:

1. Open your dossier.
2. Remove the artifact labeled 1 and read it.
FIRST DAY OF CLASS

Introductory video:
https://www.youtube.com/watch?v=KiuMvXhtE08

LOEX Attendees: AFTER THE VIDEO, remove the artifact labeled 2 and read it.
CLASS TOPICS

- Information types and formats
- Information credibility
- Transmission of scholarly information to the public sphere
- What is the value of scholarly information?
- All about government information
- Medical information for the patient and clinician
- “Fake news”
- Retractions in scholarly literature
- Cultural issues related to health information

LOEX Attendees: After glancing over the above list, remove the artifact labeled 3 and read it.
MAPPING TO THE FRAMEWORK (AUTHORITY IS CONSTRUCTED AND CONTEXTUAL EXAMPLE)

Information credibility topic: students...
- use research tools and *indicators of authority* to determine the credibility of sources
- recognize that authoritative content may be packaged formally or informally and may include sources of all media types

Cultural issues topic: students...
- question traditional notions of granting authority and recognize the value of diverse ideas and worldviews
- develop and maintain an open mind when encountering varied and sometimes conflicting perspectives
LOEX Attendees: Please remove the artifact labeled "4" and read it.

“This week we will be discussing information credibility. Pandemic Legacy as a whole focuses on the different ways information is learned. Each action by the players is based on information discovered from various resources. If the credibility of a certain resource was low, the actions of each player could be useless or even costly.”
SURVIVAL KITS

LOEX Attendees: Please remove the artifact labeled "5" and read it.
STUDENT EXPERIENCE

POSITIVE

- "The game was fun and taught me a lot about the spread of disease and social effects."
- "I liked the peer interaction."
- "It helped me navigate library resources more efficiently."
- "Daily discussions, high quality, large percentage of class participation."

NEGATIVE

- "I would change it to a 3 credit hour class so we could play the game in class."
- "I felt like there were not a lot of analogies made between the game and the topic."
FOR NEXT TIME

Students loved the game and enjoyed the class. But...

- We need to make more explicit connections between the game and the class topic (while making the class topic more cohesive).
- We need to figure out how to simplify the game mechanics.
- We’d like to map everything more deliberately to the Framework.
- We’d like the class experience to be even more immersive.
THANK YOU!

questions? thoughts?
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