

Title: Are You in the Game? Harnessing Millennial Learning Strategies to Market Your Library

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Presentation Overview

- Impact of Millennials
- Why Gaming?
- Second Life vs. Gaming
- Game Break
- Lessons Learned from Fletcher Library Game Project at Arizona State University
- Millennial staff
- Questions to ask yourself

http://www.asu.edu/lib/Tammy/Presentation_06172008.wmv

Intro Video

Engaging Millennial Learners

Oblinger, D. "Boomers, Gen-Xers, and Millennials: Understanding the "New Students" *Educause Review*, **July/August 2003.**

Technology

Immediacy **Experiential** Social

Prefer structure over ambiguity

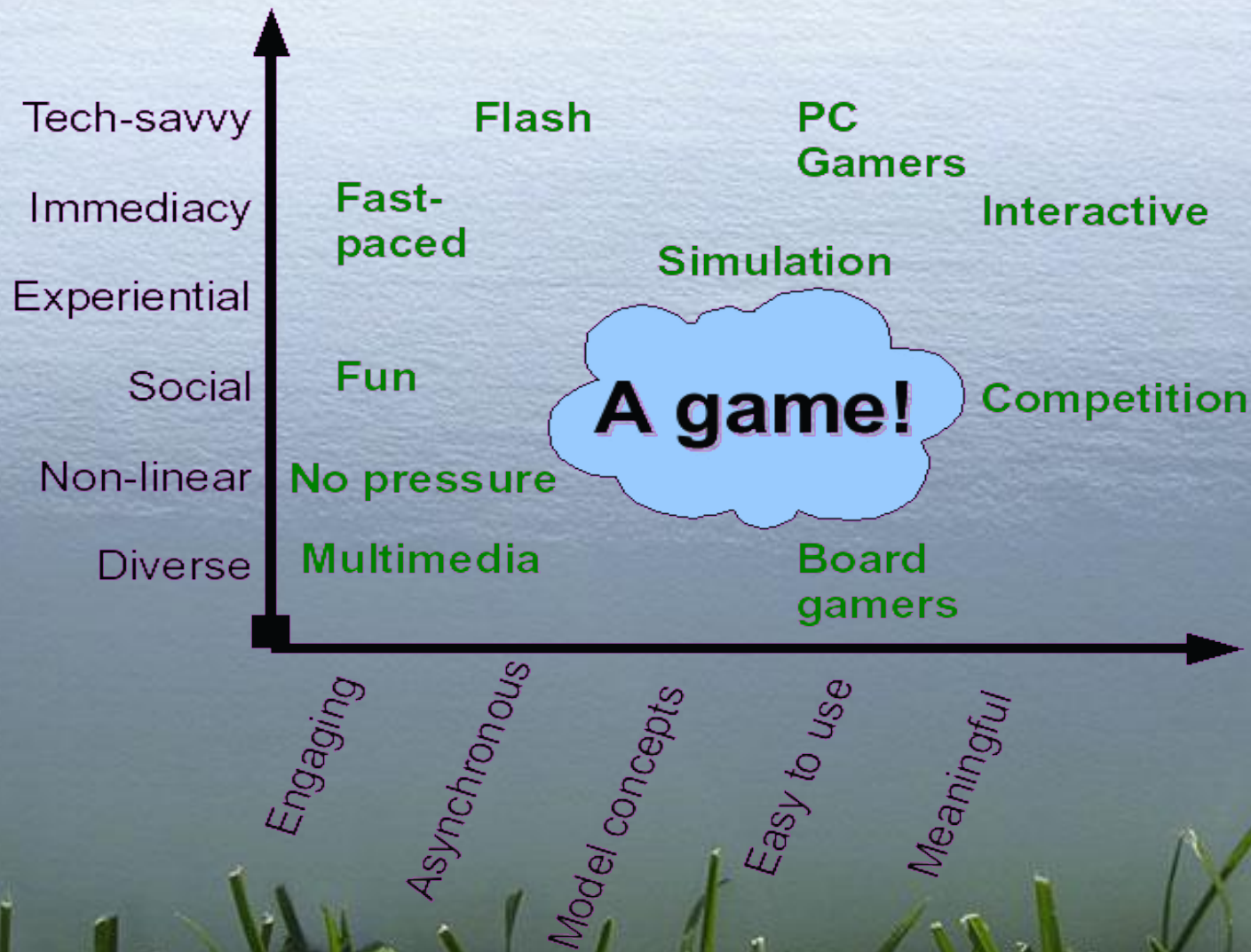
Non-linear learners **Diverse**

Deserving

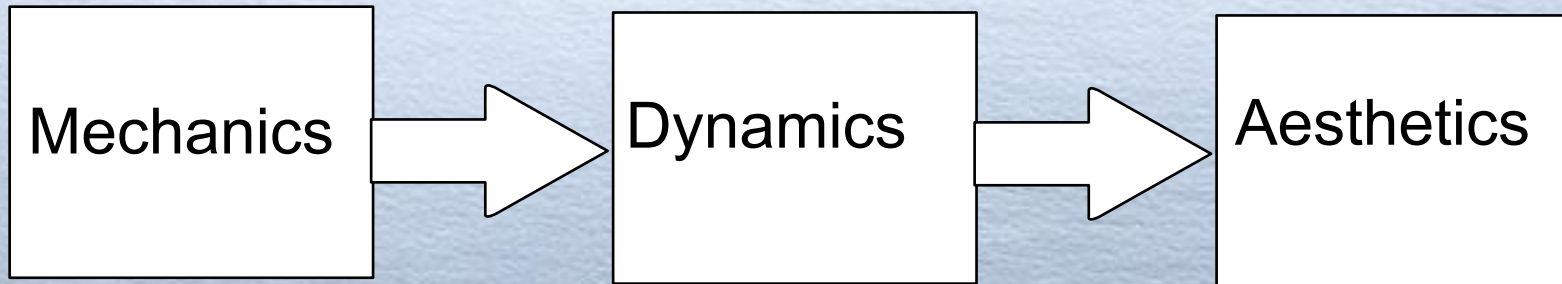
Why gaming?

- **Part of Millennials' multitasking environments**
 - 30% of college students admit playing games in class
 - Digital immigrants, **digital natives** (Prensky, 2001)
- **Evidence suggests games can enhance problem solving skills**
 - "mental paper-folding" (Greenfield, 1984)
 - **Learn by play** (Gee, 2003)
 - Active learning, **problem-based learning** environment

Millennial learners, instructional needs, and games



What is a game?



Mechanics: The rules and concepts that formally specify the game as a system

Dynamics: The run-time behavior of the game as a system

Aesthetics: The desirable emotional responses evoked by the game dynamics

Aesthetic Models

Aesthetic models describe how a game can accomplish aesthetic goals

Goal: Challenge - Provides player with difficult but tractable problems. Players are rewarded.

Goal: Competition - The game is competitive if:

- Some players are adversaries
- Players have an ongoing emotional investment in defeating each other

Goal: Cooperation - The game is cooperative if:

- Some players are working together to a common goal
- Players have an ongoing emotional investment in helping the team achieve its goal

Goal: Drama - The game is dramatic if:

- Its central conflict creates tension
- The dramatic tension builds toward a climax
- Dramatic tension is created by a combination of uncertainty and inevitability

Key Elements of a Game

- **Tools** - cards, tokens, pieces, dice, board, computer
- **Rules** - structure, limits, order, restricted location, fixed time
- **Enjoyment** - desirable emotional responses
- **Fiction** - setting, story or pretense
- **Interaction** - among multiple people or between a person and a device
- **Skill, strategy, and chance**
- **Challenge** - physical or intellectual, stimulation, conflict
- **Competition** - winner, loser, scores, levels
- **Goal** - outcome, end, objective

What is Second Life?

Avatars represent members

Created entirely by its membership

Space for social interaction and creativity

3-D online virtual world

Players do just about everything we do in the real world (with the addition of flying)



Second Life is Not a Game

Offers a space for gaming, rather than being a game in and of itself

No levels



No end-strategy

No objectives

No winners or losers

Not a controlled environment

No scores

Linden Lab, the company that created Second Life says their creation is not a game. "There is no manufactured conflict, no set objective. It's an entirely open-ended experience." - spokesperson Catherine Smith

Second Life vs. WOW

Second Life

- Average Age of Members = 33
- Fairly steep learning curve
- Requires documentation
- Residents build everything



WOW

- Average Age of Players = 28
- Players able to do many things right away
- Players usually learn from doing rather than reading documentation
- Controlled environment



Game Break! - COOL BEANS

1. 6 players per table
2. Choose a mission card. Do not disclose.
3. The player with the longest last name goes first.
4. The person to the left takes a trivia card from the top of the stack and reads the question aloud. If the player gets the question right, he or she gets to take two beans from the BeanBag.
5. Play resumes, clockwise.
6. Once any player has sufficient beans, he or she may buy Resource Cards at the beginning of their turn (before they answer a trivia question).
7. If a player answers a trivia question incorrectly, and has at least one bean, he or she must put the bean back into the BeanBag.
8. When there are no more desirable Resource Cards left and a winner has not been named, rival players can take one Resource Card away from any other player by answering trivia questions correctly. When this is done, the player taking the card must pay the required beans to the BeanBag.

Are You in the Game?

- **Who has gaming** at their library?
- Who **wants** gaming at their library?
- What are **three things** you learned from this game?
- What do you think was the **purpose** of us making you play this game?
- Who thinks their **library is ready** to reach out to Millennials through gaming?
- Who's the **RAFFLE WINNER**?!!

Fletcher Library Game Project

- Spring 2004 - Lower Division instruction program created at ASU at the West campus
- Recognized need to make instruction more engaging and interactive
- Millennials
- Games as instructional tool
- ENG101

Learning Objectives

Introduce first year students to:

- Library as a physical and virtual place
- Library services
- Types of resources
- Basics of the online catalog
- Differences between types of sources
- Reading, understanding, and using citations to retrieve information

Two Games

Board Game

- Creation Time: A couple of months
- Cost:
 - A few hours per week of staff time
 - Boards, die, spinners, color copies, sticky paper, card stock



Online Game (Axl Wise)

- Creation Time: Two years
- Cost: Approximately \$18,000 plus 20s per week of staff time

<http://library.west.asu.edu/game/quarantined/login.cfm>



Student Comments: Board Game

- “This was a great way to learn about the library!”
- “Thanks for the great time and the game although I lost.”
- “The game was intense, a fun way to learn about my ASU West Library.”
- “I learned things about the library that I didn’t know before.”
- “The workshop was very informative and was also fun with the addition of the game. I feel like I know the library services and layout better.”

Student Comments: Online Game

- “It was ok”
- “The game was kind of interesting because it was a good way to learn rather than a long class. Also I wish that we had copy and paste.”
- “I found this very helpful. Last semester in another course I had people from the library come in and teach the class about this stuff. But I feel I learned more this time because of the step by step instructions and the game was fun and helpful as well.”
- “I did not get the point of the game. I did not learn anything from it. The instructor explaining everything was better. That is where I learned everything.”
- “I would have found the game more helpful if I knew what i was doing. But overall it was fun. I don't know if I learned anything but it was better then being sitting in class for 45 minutes while the librarians talk. The game needs some improving but it was fun.”
- “Over all the game was interesting. At some point it did get a bit confusing...”

Game Pre Test Fall 2007

12. Select the type of source for each citation.				
	Book	Journal Article	Book Chapter	Newspaper Article
Vik, P. (2000). Detecting college binge drinkers. <i>Addictive Behaviors</i> 25(4), 601-659.	15.3% (26)	31.8% (54)	47.1% (80)	5.9% (10)
Rogers, D. (2006). <i>From Africa to America</i> . New York: Pearson.	71.8% (122)	17.1% (29)	2.9% (5)	8.2% (14)
Cure Found for Cancer. (2006, July 6). <i>The Independent Register</i> , p. B7.	6.5% (11)	27.6% (47)	15.3% (26)	50.6% (86)
Compton, M. (2005). The Use of Games in Instruction. In Mayer, J. K. (Ed.). <i>Technology and Education in the Twenty First Century</i> . (pp. 296-312). Berkeley: Stanford University Press.	19.4% (33)	30.6% (52)	18.8% (32)	31.2% (53)

Game Post Test Fall 2007

12. Select the type of source for each citation.				
	Book	Journal Article	Book Chapter	Newspaper Article
Vik, P. (2000). Detecting college binge drinkers. <i>Addictive Behaviors</i> 25(4), 601-659.	18.2% (28)	33.1% (51)	46.1% (71)	2.6% (4)
Rogers, D. (2006). <i>From Africa to America</i> . New York: Pearson.	69.5% (107)	20.8% (32)	4.5% (7)	5.2% (8)
Cure Found for Cancer. (2006, July 6). <i>The Independent Register</i> , p. B7.	7.1% (11)	23.4% (36)	11.7% (18)	57.8% (89)
Compton, M. (2005). The Use of Games in Instruction. In Mayer, J. K. (Ed.). <i>Technology and Education in the Twenty First Century</i> . (pp. 296-312). Berkeley: Stanford University Press.	15.6% (24)	27.9% (43)	24.7% (38)	31.8% (49)

Millennials work in the library!

Millennial staff

- **Tech-savvy, tech enthusiasts**
- Enthusiastic
- Tough to manage
- Need structure
- Anti-hierarchy
- "Spoiled" or "impatient"
- Ambitious
- **Is the library relevant anymore?**

Millennial library users

- **Tech-enthusiasts**
- Need to be engaged
- Short on time
- Social
- Anti-lecture
- Need structure
- **The library takes too much time!**

Technology is a mirror for how your organization operates.

All tech projects REQUIRE a well-defined project plan.

If you want your project to be maintained, it MUST fit into the strategic plan and the technology plan.

Free Good for everyone!

Saves time and money!

Less manpower

Hallmarks of unplanned projects

- No project manager
- Scope creep
- High project staff turnover
- Continually changing timeline
- No documentation
- High levels of internal strife or sabotage
- No maintenance plan
- Low-quality end product, i.e. "broken" or not usable

Stress Reduction Kit



Directions:

1. Place kit on FIRM surface.
2. Follow directions in circle of kit.
3. Repeat step 2 as necessary, or until unconscious.
4. If unconscious, cease stress reduction activity.

Questions to Ask

- What exactly are your goals?
- What is the best way of reaching those goals?
- Are you just doing something because it's trendy?
- What is doable within your organization with the resources you have?
- Is this a project that is sustainable into the future?
- What will the impact be?
- Are the costs worth the benefits?

Stop, Think, Plan Before You Act!

Computer/ Web 2.0 = Technology

Technology = An innovation that improves efficiency

Computer/ Web 2.0 \neq An innovation that improves efficiency

"Plan your progress carefully; hour-by-hour, day-by-day, month-by-month. Organized activity and maintained enthusiasm are the wellsprings of your power." (P. Meyer)



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