



University of Library Studies and Information Technologies, Sofia



Project **NAVIGATE 2017-1-BG01-KA203-036383**



# **INFORMATION LITERACY OF HUMANITIES STUDENTS IN EUROPE: A GAME-BASED LEARNING APPROACH FOR AVOIDING FAKE CONTENT**

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**Assist. Prof. Marina Encheva, PhD**

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# The Need For Information Literacy (IL)

- Information explosion and the spread of ICT
- Technology has made it easy for everyone to access information and IL is now a basic competence.
- The Lisbon Strategy (EU, 2000) - continuing education
- The Resolution on Information Literacy – UNESCO and IFLA
- European Commission, March 2015 – “Riga Declaration on e-Skills for Job”
- IL – an essential skill for every citizen/student/ to be able to solve problems, to learn how to learn, to have critical thinking, to be able to communicate, participate, share and contribute to society



## *ERASMUS+ Project NAVIGATE*

- **Navigate is a project that originates from important research results in the field of information literacy (IL) achieved in the area of higher education (HE) at European level in the last decade.**
- **The project intends to apply an innovative approach based on digital gaming to the information literacy training of HE students in humanities.**
- **The goal is to create the opportunity for an active involvement of students through research, experimentation, competition and cooperation.**
- **It will also be possible to extend awareness on the issues of information literacy, since game-based training expands the collaborative potential of digital environments.**

# Partners:

09/2017- 08/2020



Fondazione  
Politecnico  
di Milano



UNIVERSITÀ DI PARMA



ERASMUS+ Project NAVIGATE  
2017-1-BG01-KA203-036383

*Project coordinator,  
Bulgaria*

**University of Library Studies and  
Information Technologies**

*Italy*

**Fondazione Politecnico di Milano**

*Italy*

**University of Parma**

*Sweden*

**University of Gävle**

<https://www.navigateproject.eu/>



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## NAVIGATE's main objectives:



- To elaborate a competency tree and a program on core IL skills such as finding, evaluating and using information effectively.
- To develop a game-based model for IL training based on the competency tree.
- To design a model of scenarios for the IL games.
- To develop IL games and implement an online platform to integrate the game-based learning model.
- To elaborate a manual to support future users of the game-based method in the IL training.



- The game-based model of learning is a way to build critical thinking skills in order to detect and exclude **fake information found online**.
- The gamification approach to knowledge is productive in helping students to think more deeply about the information they find and to recognize the appropriate sources they can use online.
- The other important aspect of the implementation of **NAVIGATE** game-based approach to IL training is related to the transformation in the academic environment with the establishment of new teaching methods.
- These methods successfully involve interactive serious games in the learning process.
- **NAVIGATE** will help students keep track of the original source and form lasting and sustainable habits in building information competence.

## NAVIGATE's expected results:



- Traditional models of teaching will be changed through the integration of interactive serious games in the training.
- IL trainers' competences will be improved.
- Students' interest in learning in general will be stimulated.
- The product will be further improved and upgraded by using students' and tutors' feedback.
- The NAVIGATE training model will be applied in other institutions (public and academic libraries).
- Criteria for synchronized learning and assessment will be elaborated.
- IL competences, which are fundamental today for each occupational area, will be improved for students in the participating universities.
- Tutors' motivation for applying innovative methods and forms of education will increase.

# Resources

- American Library Association (ALA). (2017). Resolution on Access to Accurate Information. Chicago: ALA. Available from:  
<http://www.ala.org/advocacy/intfreedom/statementspols/ifresolutions/accurateinformation>
- Encheva, M. (2016). Teaching Information Literacy Courses in the Context of Library and Information Science Education in Bulgaria: Challenges and Innovative Approaches. *Journal of Library Administration*, 56(5), 595-602.
- Encheva, M, P. Zlatkova, N. O. Keskin and I. Vatansever. (2017). Mobile and Information Literacy Perceptions and Skills of Library and Information Sciences and Humanities Students in Bulgaria and Turkey. *International Information & Library Review*, 49(2), 145-161.
- Erasmus+ Projects Results Platform. (2017). Available from:  
[http://ec.europa.eu/programmes/erasmus-plus/projects/#search/keyword=game-based learning approach&matchAllCountries=false](http://ec.europa.eu/programmes/erasmus-plus/projects/#search/keyword=game-based%20learning%20approach&matchAllCountries=false)





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# THANK YOU!

Assist. Prof. Marina Encheva, PhD  
ULSIT, Department of Library Studies,  
[m.encheva@unibit.bg](mailto:m.encheva@unibit.bg)

