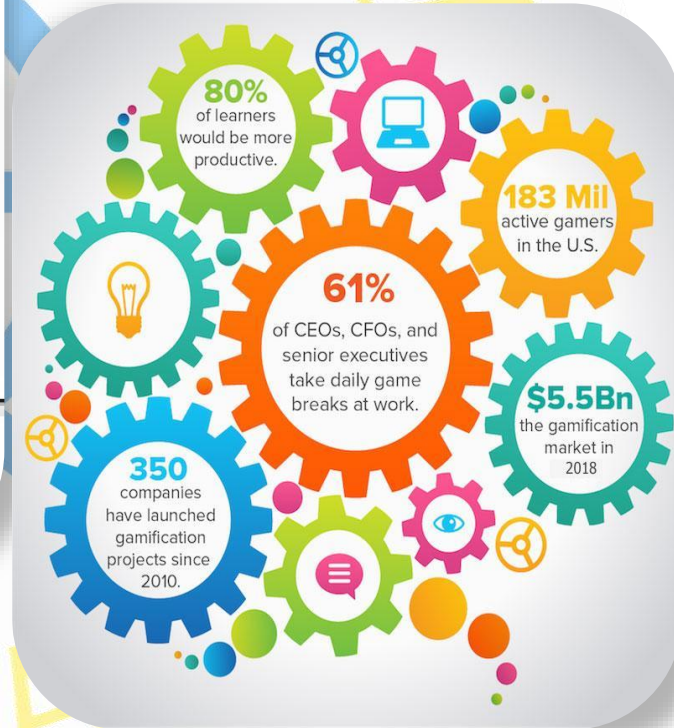
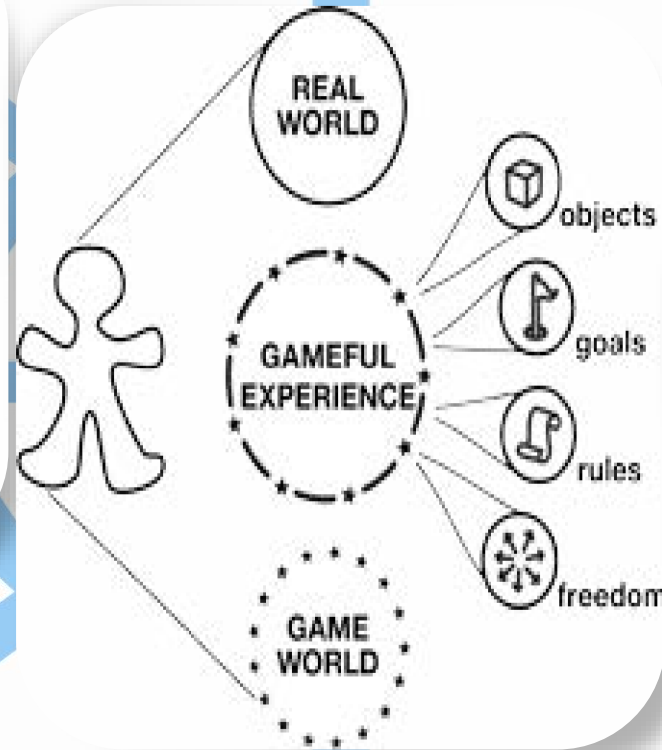


Game-Based Learning: a Cognitive Pedagogical Approach for Improving Students' Information Literacy

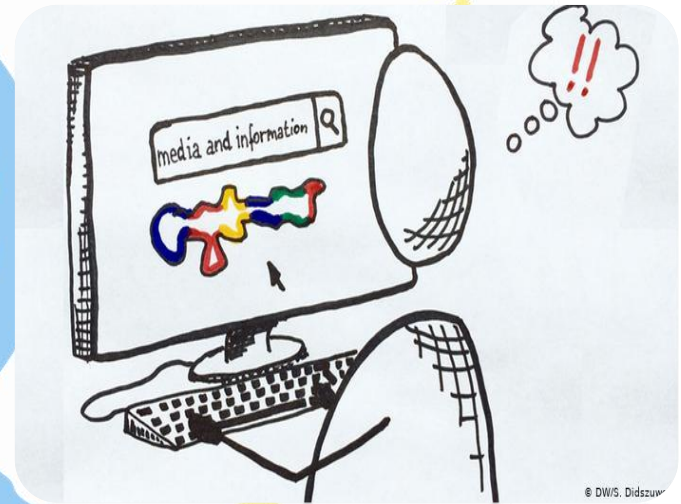


Marina Encheva
Anna Maria Tammaro
Mats Brenner

Introduction: Games based learning definition



Games based learning for Information literacy



Fake content



The definition adopted by the team is as follows: Fake content (print, digital, oral) is considered disinformation, inaccurate and uncertified information.

To filter fake content, the measurable characteristics of quality information include: authority, purpose, format (accuracy), relevance, documentation and timeliness.

Aims and objectives

NAVIGATE aims at enhancing humanities bachelor students' competencies in recognising fake content.

The project objectives are:

- To develop a game-based model for information literacy training consisting of a syllabus based on the competency tree;
- To elaborate games included in the syllabus, working modules with specific game tasks, game-based learning activities.

Methodology



NAVIGATE Framework: the Competency tree



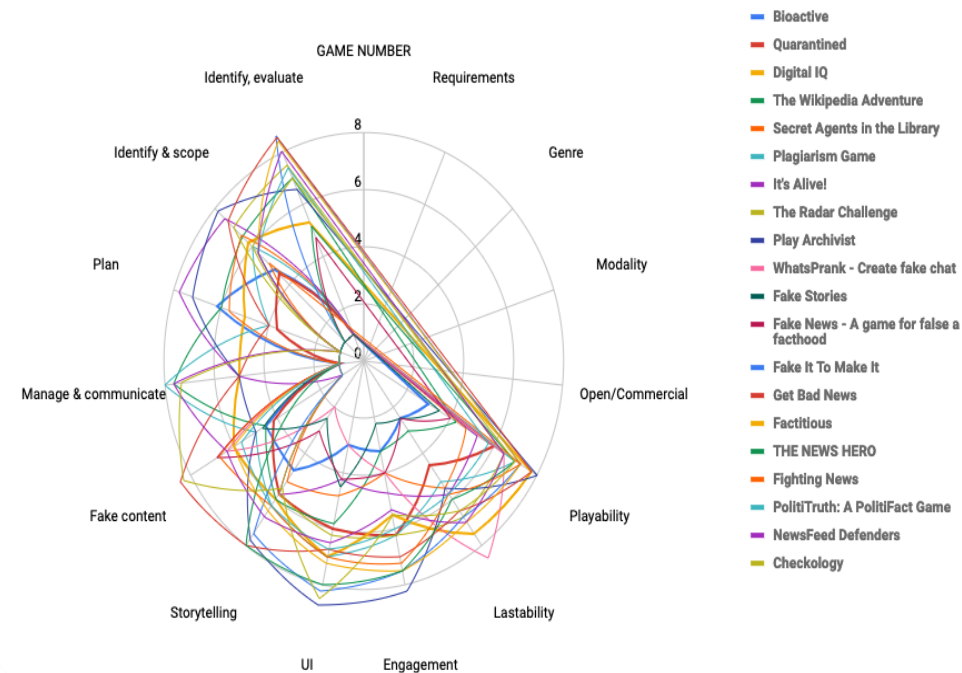
<https://www.navigateproject.eu/o1/>

Ranking existing IL games

Radar

Platform

Game Analyze - Radar diagram



<https://www.navigateproject.eu/navigamesearch-tool/>

NaviGAMESearcher Search and Play the best games for IL learning



Quick Explore All Games

Type to Search... ..

Advanced Search

Search

i.e. android AND NOT ios

Sort

Default

Filters

BIOACTIVE
Brought to you by the UF Smathers Libraries

Bioactive

Bioactive will test puzzle solving skills as the player searches through a library. The purpose of this game is related to problem solving and fake news disclosure.

Fake Content...	6%
Management...	0%
Plan...	34.2%
Identify & Scope...	42.8%

Playability	30%
Lastability	25%
Engagement	32.5%
User interface	30%

Quarantined:
Aid Wise and the Information Outbreak

Quarantined

Quarantined is a 2-D graphic game where the player acts as a Axl, a reporter for. The purpose of this game is related to problem solving and fake news disclosure.

Fake Content...	16.7%
Management...	0%
Plan...	28.3%
Identify & Scope...	38.9%

Playability	60%
Lastability	45%
Engagement	62.5%
User interface	60%

Games design process



- Games based strategy
- Learning outcomes
- Strengths/ Constraints we must work within
- Game storyboard
- Style and theme of the game
- Prototyping and testing

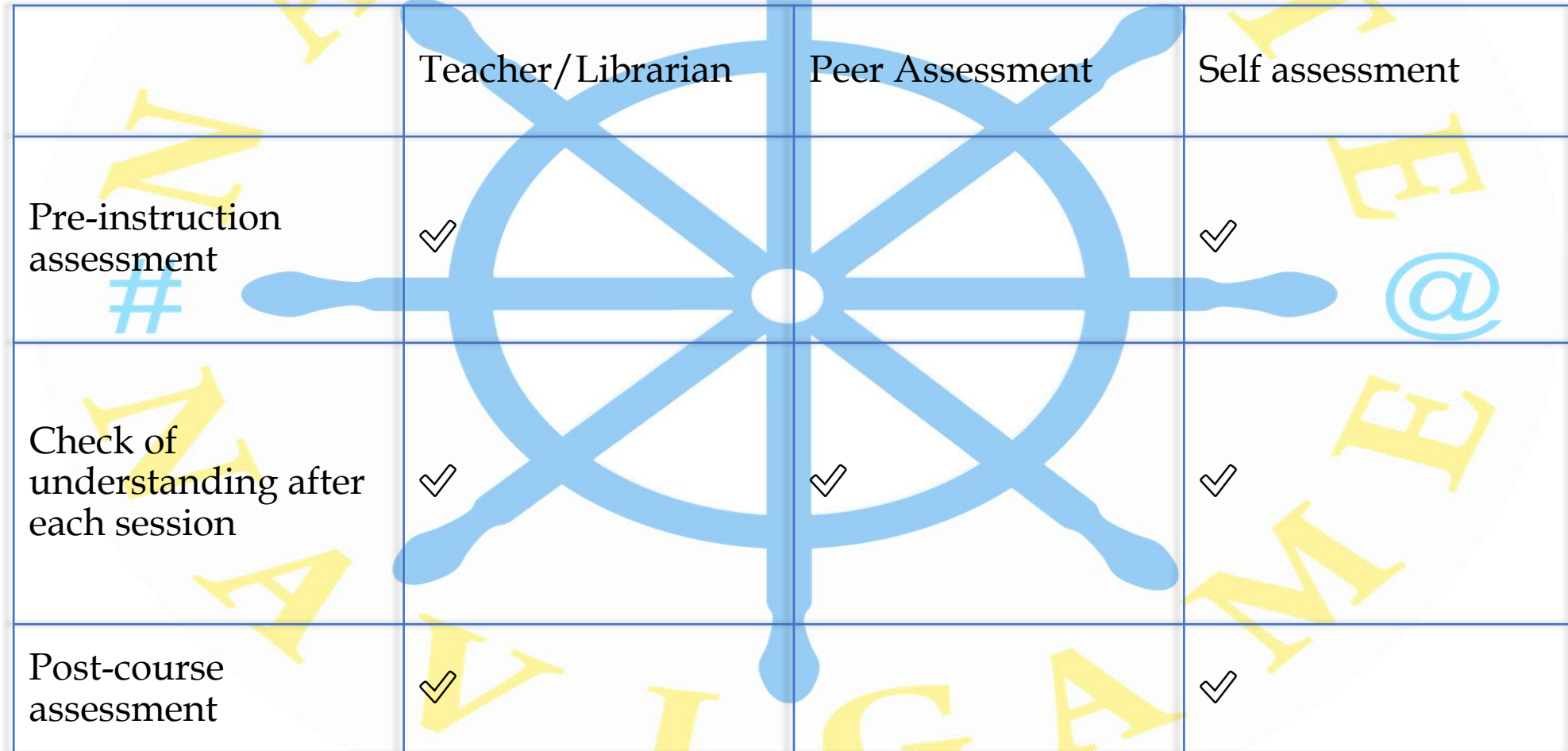
Games based model Strategy: Outcomes

The important learning outcomes for NAVIGATE project are the students to:

- Have a set of skills to identify different types of information sources, identify them and work with different text formats;
- Apply a set of criteria for analyzing and evaluating information from different sources (e.g. social networks), including critical analysis to avoid fake content;
- Have and apply critical thinking in the educational process;
- Be able to build effective information search strategies, using different approaches and techniques;
- Know the term "plagiarism" and techniques for its prevention;
- Be able to create own content and present it;
- Integrate new knowledge into the scope of already accumulated knowledge.



Games based model: Assessment



	Teacher/Librarian	Peer Assessment	Self assessment
Pre-instruction assessment	✓		✓
Check of understanding after each session	✓	✓	✓
Post-course assessment	✓		✓



Conclusions

Questions?

The challenge of the NAVIGATE Project is now however to develop games for situated rather than literal meanings. Situated learning is the kinds of meanings that underpin now the deep understanding and critical thinking competence, whether in work practices or academic disciplines.

Thank you for your attention!