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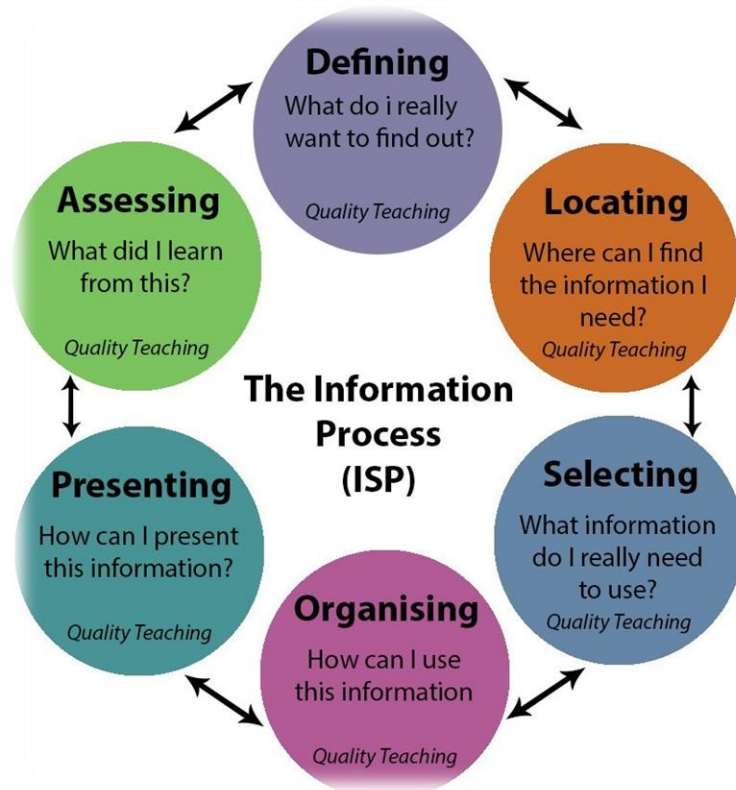


Games and Information Literacy Training

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Why is it important to be information literate?



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Table 1: Main keywords that feature the proficiency levels

Levels in DigComp 1.0	Levels in DigComp 2.1	Complexity of tasks	Autonomy	Cognitive domain
Foundation	1	Simple tasks	With guidance	Remembering
	2	Simple tasks	Autonomy and with guidance where needed	Remembering
Intermediate	3	Well-defined and routine tasks, and straightforward problems	On my own	Understanding
	4	Tasks, and well-defined and non-routine problems	Independent and according to my needs	Understanding
Advanced	5	Different tasks and problems	Guiding others	Applying
	6	Most appropriate tasks	Able to adapt to others in a complex context	Evaluating
Highly specialised	7	Resolve complex problems with limited solutions	Integrate to contribute to the professional practice and to guide others	Creating
	8	Resolve complex problems with many interacting factors	Propose new ideas and processes to the field	Creating

FIVE LAWS OF MEDIA AND INFORMATION LITERACY (MIL)



LAW 3

Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.

LAW 2

Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all - women and men equally - and a nexus of human rights.



LAW 4

Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.

LAW 1

Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be ever treated as such.



LAW 5

Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.

Alton Grizzle and Jester Singh

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Aims and objectives

NAVIGATE aims at enhancing students' competencies in recognising 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.

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 learning material such as games included in the syllabus, working modules with specific game tasks, game-based learning activities.

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Information literacy of humanities students in Bulgaria, Italy and Sweden - a gap between the perceptions and self-evaluation of students, and reality



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

- Have a set of skills to identify different types of information sources 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 Strategy

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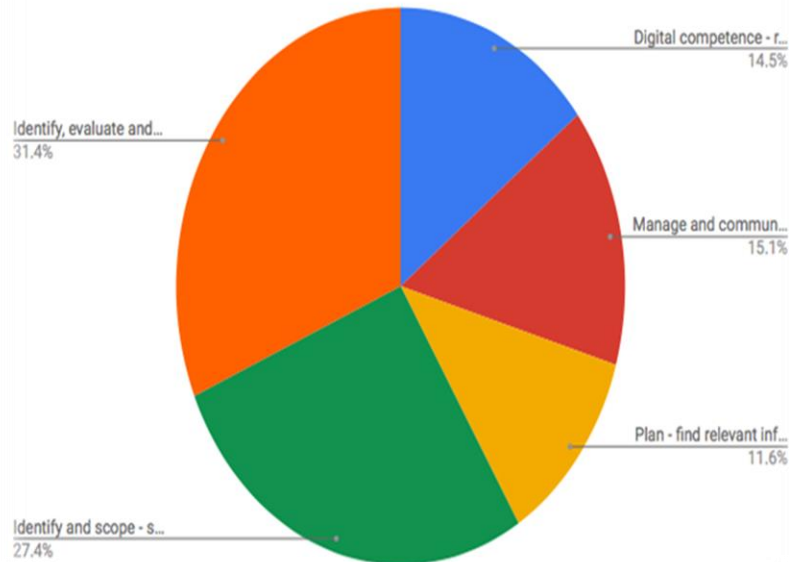


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The way to the development of original IL games in the framework of NAVIGATE

Totals / Category (Line 6)



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Learning Outcomes, IL Domains (Skills from the Competency Tree) & Types of Knowledge Matrix

IL Topics / domains/ Skills from the competency tree	Learning Outcomes				
	Plan - Find Relevant Information	Identify and Scope - Search Information	Manage and Communicate Information	Digital Competence Regarding Content	Identify, evaluate and avoid fake information
<p>Declarative Knowledge - an association between two or more objects – facts, jargon, and acronyms. Content must be memorized.</p>		<p>*The learner will be able to search for the background information on a specific topic and to analyze the already available sources</p> <p>*The learner will be able to recognize information sources and identify the different text formats</p>		<p>*The learner will be able to apply information integrity criteria to analyze information and disclose fake content</p>	<p>*The learner will know how to check the facts and to find the sender of the information</p> <p>*The learner will know how to analyze the purpose of the information and who is benefiting from it</p> <p>*The learner will be able to use critical thinking in order to detect fake news</p>

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Competences - Matrix (regarding the content, activities and assessment areas)	Learner needs and priorities for the NAVIGAME game/s to develop – to give high priority to
Digital competence - regarding fake content	“Disclose fake content - my safety rules of surfing?”, “Problem solving - my awareness?”, “Safety - my competences?” and “Communication - my competences?”
Manage and communicate information	“Reference management software - you use it?”, “Cite and refer sources - a must!” and “Copyright and Creative Commons - aware?”
Plan - find relevant information	“Search techniques and specialist search tools - do you have a clue?”, “Vocabularies and taxonomies - your knowledge?” and “Define a search strategy and search tool”
Identify and scope - search/find information	“Do you know the scientific sources?”, Use Library guides - research and topic guides, Apply the principles of effective searching?” and “Identify a search topic - using keywords and search words?”
Identify, evaluate and avoid fake information	Almost no (Note: Newer custom games are available on the market)

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NAVIGATE – INFORMATION LITERACY GAMES



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INFORMATION TRAP MANAGER



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YOUR NAME

Player Name

English

NEXT

unity WebGL

Information Trap Manager

BOBO



0



14:25



HOW TO PLAY

X

Your mission in this game

- 1- To move as much as you can around the board.
- 2- To explore the information that will be provided at each location about information literacy.
- 3- To collect points and get the highest score.



BACK

1

NEXT



unity WebGL

GAME1



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Models of use of the NAVIGATE Framework (Teacher Embedded Games)

- The teacher uses the games based on the NAVIGATE Competency Framework for a hierarchy of the sources of the course (discipline) Recommended (directed) use of the games for avoiding Plagiarism and understanding IPR and Creative Commons in the NAVIGATE Framework
- Instruction by teacher and librarian to use dictionaries based on quality criteria and avoiding fake content
- Instruction via teacher in workshop as practice exercise for practice game and informing students of avoiding creating fake info
- Integrated learning modules for written or group assignment regarding avoiding creating fake information complementary and additional course material
- Teacher brings the value of the context with games on the line time to the subject information
- Integrated learning modules for specific designed assignment regarding avoiding fake information as instructed and additional course material
- Assessments with integrated learning modules for specific designed assignment regarding information literacy of avoiding fake information as instructed course material using specific Rubric (assessment criteria)

Types of use of the game, regarding the specific skills (students)

- Free game use via university e learning system and library web sites
- Recommended use of the games on
- Plagiarism via open educational resources as course content in the learning management system (in LMS as a OER module)
- Recommended use of the Dictionary games in formal or informal settings
- Instructed use of games as training and adapted learning to create academic (not fake) content
- Motivated use of the games for course assignment, embedding game based learning for avoiding fake content in creating documents
- Recommended specific game modules on the line time for training the use or making conscious decisions regarding critical and crucial skills in the context
- Complementary and recommended use of the specific games relevant and connected to the specific area of skills for avoiding fake content regarding the assignment/task
- Complementary and recommended use of the specific games for avoiding fake content relevant and connected to the specific area of skills in the rubric calculated as additional ECTS in the study guide or assignment as assessment

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Thank you for your attention!

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