Games and Information Literacy Training

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Why is it important to be information literate?

Information Literacy: A Game-based Learning Approach for Avoiding Fake Content NAVIGATE 2017-1-BG01-KA203-036383
<table>
<thead>
<tr>
<th>Levels in DigComp 1.0</th>
<th>Levels in DigComp 2.1</th>
<th>Complexity of tasks</th>
<th>Autonomy</th>
<th>Cognitive domain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td></td>
<td>Simple tasks</td>
<td>With guidance</td>
<td>Remembering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simple tasks</td>
<td>Autonomy and with guidance where needed</td>
<td>Remembering</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td></td>
<td>Well-defined and routine tasks, and straightforward problems</td>
<td>On my own</td>
<td>Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tasks, and well-defined and non-routine problems</td>
<td>Independent and according to my needs</td>
<td>Understanding</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td></td>
<td>Different tasks and problems</td>
<td>Guiding others</td>
<td>Applying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Most appropriate tasks</td>
<td>Able to adapt to others in a complex context</td>
<td>Evaluating</td>
</tr>
<tr>
<td><strong>Highly specialised</strong></td>
<td></td>
<td>Resolve complex problems with limited solutions</td>
<td>Integrate to contributing the professional context and to guide others</td>
<td>Creating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resolve complex problems with many intersecting factors</td>
<td>Propose new ideas, and pass on classes to the field</td>
<td>Creating</td>
</tr>
</tbody>
</table>

**Table 1: Main keywords that feature the proficiency levels**

**FIVE LAWS OF MEDIA AND INFORMATION LITERACY (MIL)**

**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 over treated as such.

**LAW 2**
Every citizen is a creator of information/knowledge and has a message. They must be empowered to access to information/knowledge and express themselves. MIL is for all - women and men equally - and a nexus of human rights.

**LAW 3**
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 4**
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.
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.
Information literacy of humanities students in Bulgaria, Italy and Sweden - a gap between the perceptions and self-evaluation of students, and reality
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.
The way to the development of original IL games in the framework of NAVIGATE

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

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

<table>
<thead>
<tr>
<th>IL Topics / domains / Skills from the competency tree</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan - Find Relevant Information</strong></td>
<td><em>The learner will be able to search for the background information on a specific topic and to analyze the already available sources</em></td>
</tr>
<tr>
<td><strong>Identify and Scope - Search Information</strong></td>
<td><em>The learner will be able to recognize information sources and identify the different text formats</em></td>
</tr>
<tr>
<td><strong>Manage Communicate Information</strong></td>
<td><em>The learner will be able to apply information integrity criteria to analyze information and disclose fake content</em></td>
</tr>
<tr>
<td><strong>Digital Competence Regarding Fake Content</strong></td>
<td><em>The learner will know how to check the facts and to find the sender of the information</em></td>
</tr>
<tr>
<td><strong>Identify, evaluate and avoid fake information</strong></td>
<td><em>The learner will know how to analyze the purpose of the information and who is benefiting from it</em></td>
</tr>
<tr>
<td><strong>Declarative Knowledge</strong> - an association between two or more objects – facts, jargon, and acronyms. Content must be memorized.**</td>
<td><em>The learner will be able to use critical thinking in order to detect fake news</em></td>
</tr>
</tbody>
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**Learning Outcomes:**
- The learner will be able to search for the background information on a specific topic and to analyze the already available sources.
- The learner will be able to recognize information sources and identify the different text formats.
- The learner will be able to apply information integrity criteria to analyze information and disclose fake content.
- The learner will know how to check the facts and to find the sender of the information.
- The learner will know how to analyze the purpose of the information and who is benefiting from it.
- The learner will be able to use critical thinking in order to detect fake news.
<table>
<thead>
<tr>
<th>Competences - Matrix (regarding the content, activities and assessment areas)</th>
<th>Learner needs and priorities for the NAVIGAME game/s to develop – to give high priority to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage and communicate information</td>
<td>“Reference management software - you use it?”, “Cite and refer sources - a must!” and “Copyright and Creative Commons - aware?”</td>
</tr>
<tr>
<td>Plan - find relevant information</td>
<td>“Search techniques and specialist search tools - do you have a clue?”, “Vocabularies and taxonomies - your knowledge?” and “Define a search strategy and search tool”</td>
</tr>
<tr>
<td>Identify and scope - search/find information</td>
<td>“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?”</td>
</tr>
<tr>
<td>Identify, evaluate and avoid fake information</td>
<td>Almost no (Note: Newer custom games are available on the market)</td>
</tr>
</tbody>
</table>
NAVIGATE – INFORMATION LITERACY GAMES:
NAVIGATE in 7 minutes
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https://www.navigateproject.eu/itm/
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https://www.navigateproject.eu/navigator/
**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
Thank you for your attention!

Contact us:

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