



# **Bring your Brains!**

Information Literacy and  
Zombies in the Library!

# About Brenau

- FTE 3000
- 241 incoming first-year students
- Women's College around 800
- 95% female
- Averages: ACT 20, SAT 893, High School GPA 3.3





# Challenges with FYE

- Student dissatisfaction; what is the relevance of FYE to other courses?
- Lack of uniformity across multiple sections of the class.
- Uneven levels of academic preparedness made engagement difficult.

**HOW DO WE REANIMATE FYE?**



# FYE Redesign Goals

- Engage students through gamification
- More holistic approach to skills instruction, application, and assessment
- Intentional use of ACRL framework
- Make them like the library!





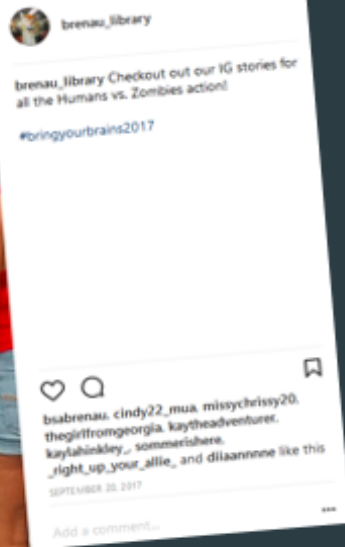
# **FYE Changes**

- IL into the class rubrics
- LibGuide to support course learning outcomes
- IL module: introduce concept of authority, basic research skills, and targeted competencies for success on class assignments.
- IL quiz which measured and enforced IL competencies needed for college success.



**Kim and Amanda  
put their brains  
together and  
hatched a plan...**

# Zombies in the Library!!



Will you find  
the antidote?  
#bringyourbrains



LibGuide: <https://libguides.brenau.edu/FYE>

# Creating the Game

Learning objectives into game objectives:

| Skill   | Station Location          | Clue  | Antidote Location   |
|---|---------------------------|---|---|
| Catalog search for specific book on contagious diseases | Computer kiosk            | Call number # of book<br><b>RA 651 .G58 2009</b>  | Book on contagious disease in the stacks<br><b>Epidemiology by Gordis</b>   |
| Evaluate resources                                      | Large corner study carrel | <b>Site: <u>gov</u> zombies, give last update of site</b><br>Find the CDC's website on the zombie plague, librarian at that station hands them a card to the location of the antidote | Card takes them to a zombie book in the browse section with an antidote card inside<br><b>World War Z in Browse</b> |
| Get to a <u>Libguide</u>                                | <u>Redwine lab</u>        | Find the <b>Zombie LibGuide or reacting to the past</b> for a clue, clue says to check out our Instagram for the antidote's location  | Instagram has student-worker pointing to antidote location in <b>ready ref in the APA handbook</b>                  |





# Game Construction

Narrative, rules, and game play

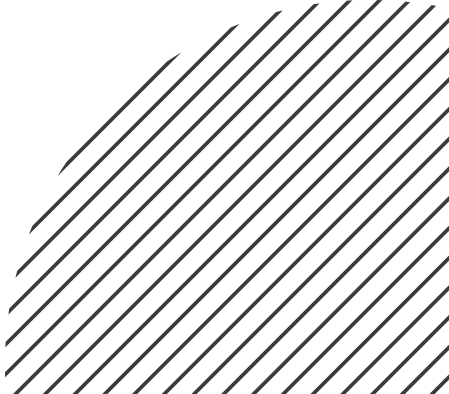
- Set the scene
- Decide on structure (number of teams/zombies/etc...)
- Make team sheets with instructions and clues
- Make team kits



**Downloadable  
samples are on  
the LibGuide!**



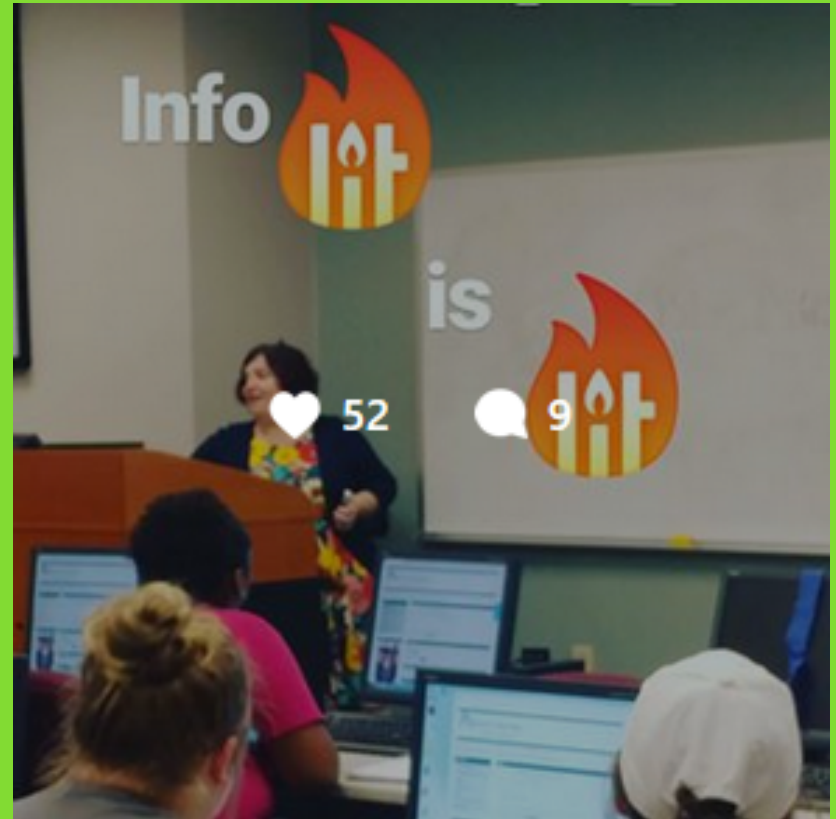
# Helpful Tips

- Flexibility is your friend
  - Test games are awesome
  - Start small and build
  - Make sure to start your teams at different stations
  - Two to three staff members are ideal
  - Organize kits at the end of each session
  - Marketing is essential
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# Marketing

## SOCIAL MEDIA

- Social Media "teasers"
- A third person for social media
- Develop a hashtag
- Instagram Stories are a great tool



# Campus Info Outbreak

## INFECT THEM ALL

- Flyers
- Work-study students as ambassadors
- Student newsletters
- Don't forget building faculty buy-in!
- Talk it up at events





# What we learned

## Instruction

- Pre- and post-test

## The Game

- Rethink and restructure a hall program
- Zombie to human ratios are key
- Clarify rules and games structure and get down to a two to three minute explanation

# Any Questions?

