Bring your Brains!

Information Literacy and Zombies in the Library!

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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:

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