

1-1-2012

## Game On At the Library

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### Recommended Citation

Teresa Slobuski. "Game On At the Library" *EBSS Newsletter* (2012): 9-11.

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## Midwinter Highlights Continued

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Each person said they should have learned more technology: emerging technology, web programs, digital publishing, open access, etc. One panelist, an Education Librarian, said she wished she had advice on how to do outreach to students, and faculty for library instruction and collection development. The panelists also indicated that the availability of mentoring on the job was uneven. Two panelists had a good experience. Two had none. Finding a mentor outside of one's organization can be beneficial in situations. In some areas, such as with technology, peer mentoring works best. Conflict coaching was a new term shared with the group, this term helps us understand that one has to separate emotions and cultural identity from situations of conflict. A couple of the panelists said that practice interviews, and how to negotiate once you are close to being hired would have been useful.

Experienced librarians in the audience shared their expertise. One mentioned that ALA lists webinars that have been archived, which cover topics such as interview and communications skills. Another experienced librarian said that all library school graduates should know how to conduct a meeting. No matter what type of library job you get, you will be expected to attend, participate and conduct meetings. Learning the rudiments of Robert's Rules of Order is useful.

### **ACRL Standards for Libraries in Higher Education —Helga Visscher**

Patricia Ianuzzi and Lisa Janicke Hinchliffe shared their expertise. They indicated that "Value" is the new 2011-12 buzzword., whereas in 1999-2000, it was "competency standards". Librarians have their own professional standards that work with other university accreditation standards, with the 2011 updated standards being very different from those of 2004. Today librarians need to focus on outcomes assessment. Librarians are partners or leaders in accrediting standards. Framing what you do with the schools basic mission, and then moving the library to meet the goals of student learning and research is what librarians need to focus on. Library faculty need to collaborate with the teaching faculty to embed learning outcomes into the curriculum. These outcomes should be tied to performance standards, and focus on assessment. We also need to use data for continuous improvement within the library and the University. There was so much information presented those interested in more on this issue should look to the ACRL preconference program "Planning, Assessing, and Communicating Library Impact" which will be presented by Lisa Janicke Hinchliffe of University of Illinois at Urbana-Champaign and Debra Gilchrist, Dean of Libraries at Pierce College. The preconference will be at ALA Annual, Friday June 22, 2012, 8:30 to 4:00 pm.

### **Game On At the Library -- Teresa Slobuski**

The Games and Gaming at the Library Round Table (GameRT) is new to the ALA Round Table scene this Midwinter. Previously, librarians interested in gaming bonded over discussion groups or out of conference session time.

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With the increasing popularity of National Gaming Day @ your Library, an increasing number of libraries collecting games, and innovative gamification projects, a fully fledged Round Table has been born. As the group is so new, this year's business meeting for GameRT mostly discussed upcoming projects for the group. Many projects are on hold until the upcoming ALA elections this spring. Some projects include moving a previously created *Gaming in the library Start Up Guide* into a Drupal site to allow it to be easily updated. In the future, GameRT hopes to start putting out a regular quarterly publication. It would be included in membership of the RT and provide a resource for game reviews, a place for librarians to report on their gaming programs, and other game related information. Finally, National Gaming Day will be changing its name to International Games Day this year as many international libraries participated last November; the event will take place Saturday November 3<sup>rd</sup> of this year. The business meeting was followed by a GameRT sponsored forum session. The session had two presentations, one from Dave Pattern, Library Systems Manager of the University of Huddersfield in the UK and the second from Diane Robson and Bethany Ross from the University of North Texas Media Library.

Pattern's presentation discussed Huddersfield's use of anonymized and aggregated data for the libraries benefit. From these data projects, librarians were able to see a correlation between library usage data (e.g. Number of check outs, number of requests, etc.) and a higher class standing at graduation. The librarians then brainstormed on ways to increase library usage by the student body. This brainstorm eventually lead to a gamification of the library with the Lemon Tree project. In the project, students get real time feedback on their library usage statistics. The more students use the library the larger their lemon tree graphic grows. As students complete different kinds of tasks at the library, they begin to unlock different badges. This project is similar to Canton and Ann Arbor Public Library's summer reading games, but it is ongoing, without a defined end, and taking place within an academic library setting. If successful, Huddersfield's project is sure to revolutionize the way academic libraries think about patron data and interactions. Besides offering students entertainment and incentive to use library resources more, Lemon Tree offers the library an interesting and dynamic way to keep track of student statistics. For example, they can track how much different colleges use the library.

Robson and Ross from the University of North Texas (UNT) discussed their successes at National Gaming Day this past year. Their presentation included practical tips they learned in planning an event like this. Some tips included testing and organizing the game systems in advance and color coding everything including wires and controllers to avoid the last minute search for these items. Also, they suggested that it is important to begin planning far in advance. Their library allows students to borrow the gaming systems, and some were not returned in time to be ready for the event. Proper staffing is also a must, with staff members at every gaming station to give technology assistance. UNT marketed with posters around the library as well as on social media. Rodson and Ross emphasized throughout their talk that planning and documentation will make everything go smoother. —Continued on page 11

## Midwinter Highlights Continued



Photo by Beth Sheehan

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Items as seemingly insignificant as table placement can help the whole gaming event run much smoother. They also said that adding assessment into the mix and Game Day planning will ensure that it can get easier every year.

<sup>1</sup> <http://connect.ala.org/gamert>

<sup>2</sup> <http://ngd.ala.org/>

<sup>3</sup> <http://www.librarygamingtoolkit.org/>

<sup>4</sup> <https://library.hud.ac.uk/lemontree/>

<sup>5</sup> <http://americanlibrariesmagazine.org/features/11032011/summer-reading-levels>

<sup>6</sup> <http://tinyurl.com/6vyus6e>

### Establishing and Publicizing Library Instruction with Educators -- Teresa Slobuski

The ACRL Instruction Section Discussion Group Session at Midwinter was led by Frances A. May and Yunfei Du from the University of Texas. The session explored the dynamics between what we, as instruction librarians, think we do to help students and how we can relay that to the campus community outside of the library. The core of the session consisted of small group brainstorms on various questions followed by the groups presenting what they discussed to everyone in attendance. To begin the brainstorming process the attendees were presented with a key fact most may not think about in the day to day. This fact is that data about our instruction is the only way to establish credibility throughout our institutions. Librarians know that what we do is important; however, the only way to prove it is to use the data. Gathering data answers questions such as: “How do students who

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