

Syracuse University

## SURFACE at Syracuse University

---

Upstate New York Science Librarians Conference

---

Fall 10-14-2022

### From ho-hum to fun: Engaging audiences with game-based learnin

Lauren Mabry

Cornell University, lem259@cornell.edu

Follow this and additional works at: <https://surface.syr.edu/nyscilib>



Part of the [Library and Information Science Commons](#)

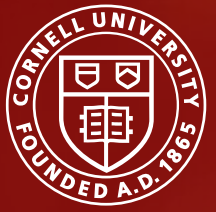
---

#### Recommended Citation

Mabry, Lauren, "From ho-hum to fun: Engaging audiences with game-based learnin" (2022). *Upstate New York Science Librarians Conference*. 116.

<https://surface.syr.edu/nyscilib/116>

This Presentation is brought to you for free and open access by SURFACE at Syracuse University. It has been accepted for inclusion in Upstate New York Science Librarians Conference by an authorized administrator of SURFACE at Syracuse University. For more information, please contact [surface@syr.edu](mailto:surface@syr.edu).



CORNELL UNIVERSITY  
**Library**

# Flower-Sprecher Veterinary Library

## *From Ho-hum to Fun:* Engaging Audiences with Game-based Learning

Lauren Mabry, M.L.I.S.  
Veterinary Outreach and Instruction Librarian  
Flower-Sprecher Veterinary Library  
College of Veterinary Medicine  
Cornell University  
[Lem259@cornell.edu](mailto:Lem259@cornell.edu)





# Definitions\*

Game-based learning:

"...the intentional use of digital or non-digital games or simulations for the purpose of fulfilling one or more specific learning objectives." (Wiggins 19)

Gamification:

"...the use of game-design elements in non-game contexts."  
(Wiggins 18)

\* for the purposes of this presentation



# Why play?

- "...to motivate students by creating an engaging learning experience that can keep them focused on the learning task." (dos Reis Lívero et al. 2125)
- "...not to replace traditional instruction—it is intended to improve it." (dos Reis Lívero et al. 2139)





# Benefits

- Students may have prior experience using these tools
- Increased student engagement
- Students develop essential skills:
  - 4 Cs: Collaboration  
Communication  
Creativity  
Critical Thinking  
(“P21 Frameworks & Resources”)
- Problem-solving
- Resilience



Photo courtesy of Microsoft 365

Photo courtesy of Cornell University Relations



A large group of fluffy yellow ducklings are shown in a close-up, slightly out-of-focus shot. They are packed together, with their heads and pink beaks visible. The lighting is warm and golden, creating a soft, intimate atmosphere. The ducklings are the primary visual element, filling the frame and providing a metaphorical context for the text overlay.

## Getting your *ducks in a row...*

- Terms of Service
- Privacy Policies
- Web Accessibility
- Cost & Funding



# Gamification Platforms

- Poll Everywhere
- Kahoot
- Breakout EDU

*Please note that Cornell's Web Accessibility Team has not yet completed analyses of Kahoot or Breakout Edu.*



# Brief Side-by-Side Comparison

Feature	Breakout EDU	Kahoot	PollEverywhere
Free(mium)	2 week trial	X	X
Multiple question types	X	X	Games-MC only
Randomized names option		X	
Public/private game setting		X	
Asynchronous play option	X (referenced in support videos)	X	X
Multimedia library included		X	
Library of pre-existing games	X	X	
Students can create games	X	X	
Option for multiple languages		X	
View results / scores	X	X	X

Brief side-by-side comparison of features, as observed during the course of use or trial by presenter.

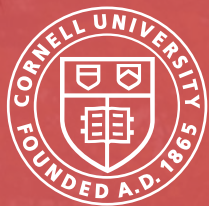


More tools to *investigate* at  
AASL's Best Digital Tools for Teaching & Learning

<https://www.ala.org/aasl/awards/best>







CORNELL UNIVERSITY

Library

# Flower-Sprecher Veterinary Library

*Thank You!*

Lauren Mabry, M.L.I.S.  
Veterinary Outreach and Instruction Librarian  
Flower-Sprecher Veterinary Library  
College of Veterinary Medicine  
Cornell University  
Lem259@cornell.edu



# Works Cited

"Best Digital Tools for Teaching & Learning." *American Association of School Librarians (AASL)*, 29 Oct. 2014, [www.ala.org/aasl/awards/best](http://www.ala.org/aasl/awards/best). Accessed 11 Oct. 2022.

Breakout EDU. "Creating Student Games." *Vimeo*, 2018, [vimeo.com/311143621/e2c5911b85](https://vimeo.com/311143621/e2c5911b85).

*Breakout EDU - Educational Games*. [www.breakoutedu.com/](http://www.breakoutedu.com/). Accessed 11 Oct. 2022.

dos Reis Lívero, Francislaine Aparecida, et al. "Playfulness in the Classroom: Gamification Favor the Learning of Pharmacology." *Education and Information Technologies*, vol. 26, no. 2, Mar. 2021, pp. 2125–41. *DOI.org (Crossref)*, <https://doi.org/10.1007/s10639-020-10350-w>.

*Kahoot!*, [kahoot.com/](http://kahoot.com/). Accessed 11 Oct. 2022.

"P21 Frameworks and Resources." *Battelle for Kids*, 2019, [www.battelleforkids.org/networks/p21/frameworks-resources](http://www.battelleforkids.org/networks/p21/frameworks-resources). Accessed 13 Oct. 2022.

*Poll Everywhere*, [www.polleverywhere.com](http://www.polleverywhere.com). Accessed 11 Oct. 2022.

Wiggins, Bradley E. "An Overview and Study on the Use of Games, Simulations, and Gamification in Higher Education." *International Journal of Game-Based Learning (IJGBL)*, vol. 6, no. 1, 2016, pp. 18–29. *www.igi-global.com*, <https://doi.org/10.4018/IJGBL.2016010102>.