



Welcome to today's Infopeople Webinar!

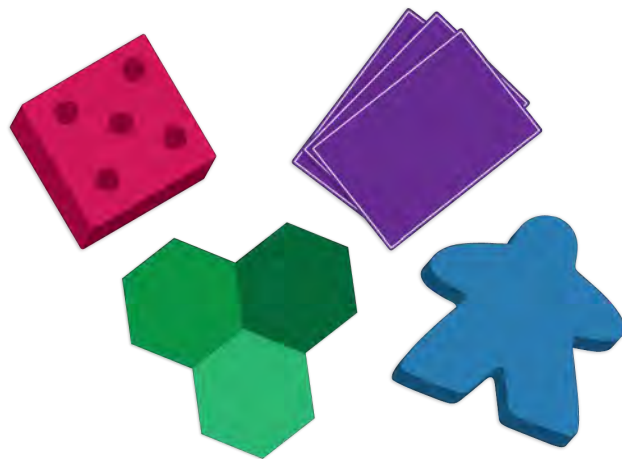
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# TABLETOP GAMES AND 21<sup>ST</sup> CENTURY SKILL DEVELOPMENT

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Lauren Hays  
Instructional and Research Librarian  
Co-Director of the Center for Games & Learning



**CENTER FOR  
GAMES &  
LEARNING**

at MidAmerica Nazarene University

Do you have games in your collection?

A. Yes

B. No

Do you have tabletop games in your collection?

A. Yes

B. No

If you have games in your collection, how do you use them?

- A. Specific game nights/days
- B. For children
- C. For teens
- D. Recreation for all ages
- E. Other

# Types of Games: SNAKS

- Strategy games (such as *Monopoly* or *Risk*)
- Narrative games (such as *Dungeons and Dragons*)
- Action games (such as *Jenga* or *Kickball*)
- Knowledge games (such as *Trivial Pursuit* or *Scrabble*)
- Social games (such as *Dictionary* or *Apples to Apples*)

Nicholson, S. (2010). *Everyone plays at the library*. Medford, NJ: Information Today.

# 21<sup>st</sup> Century Skills

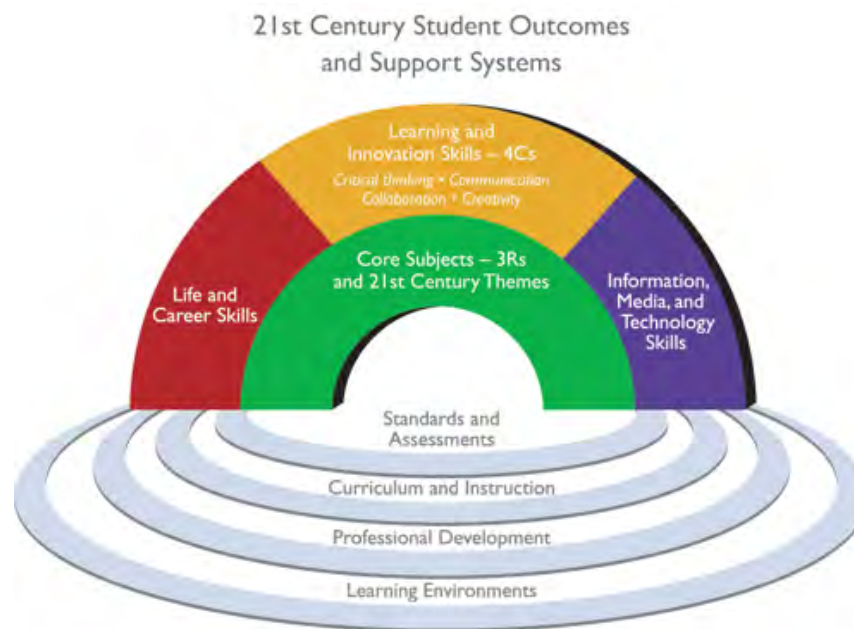


Image from  
P21  
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for 21<sup>st</sup>  
Century  
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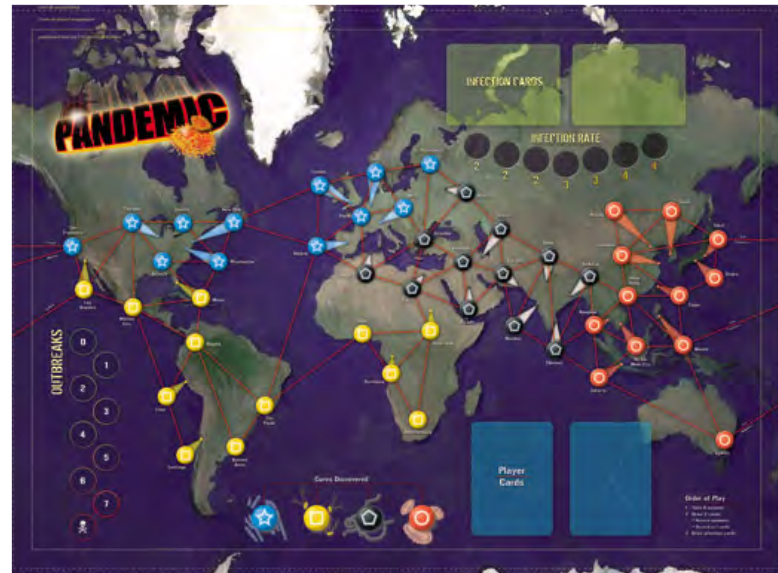
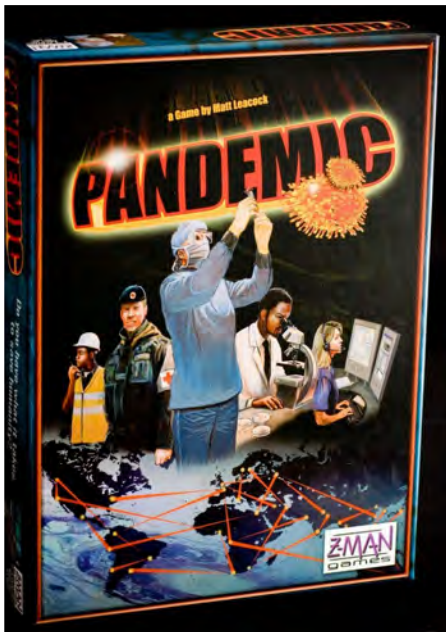


# Creativity





# Communication



### Operations Expert



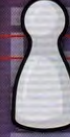
- You may build a research station in your current city for one action.

### Dispatcher



- Move your fellow players' pawns on your turn as if they were your own.
- Move any pawn to another city containing a pawn for 1 action.

### Scientist



- You need only 4 cards of the same color to discover a cure.

### Medic



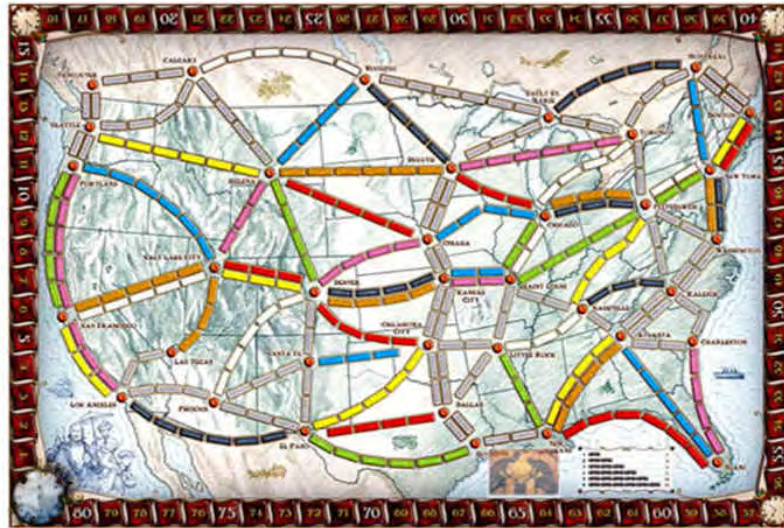
- Remove all cubes of a single color when you treat a city.
- Administer known cures for free.

### Researcher

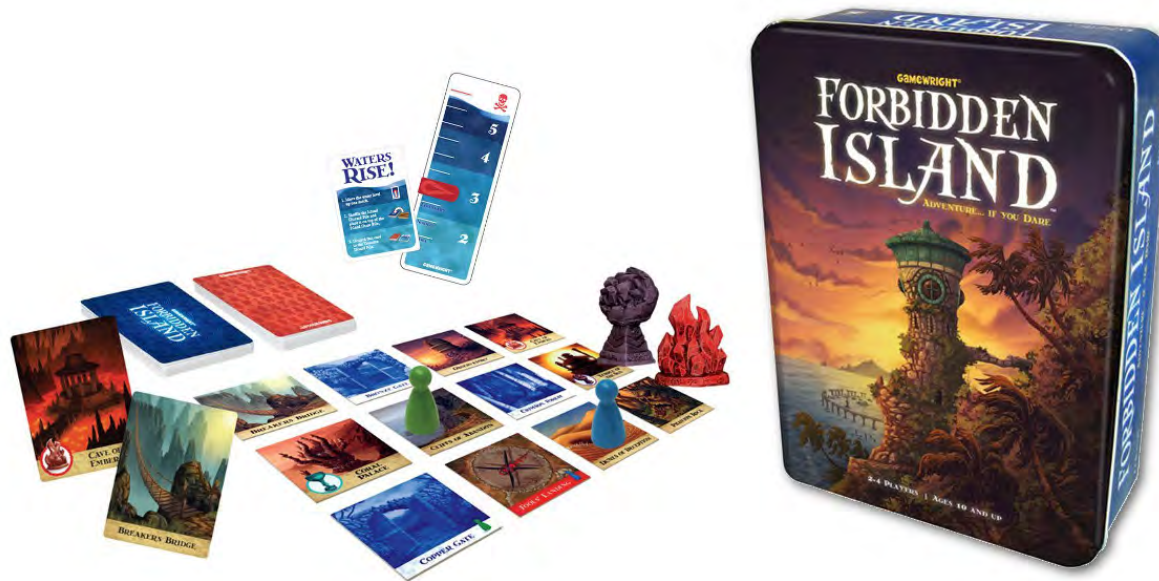


- You may give a player cards from your hand for 1 action per card.
- Both of your pawns must be in the same city, but it doesn't matter which city you are in.

# Critical Thinking



# Collaboration



# Game Facilitation

- Multiple copies of a few games
- Play a practice round
- Give directions as the game is played

# Game Debriefing

- Games do not “teach themselves”.
- When strong debriefing follows gameplay, then deep learning can occur.
- Debriefing steps:
  1. Learning goals should initially guide discussion.
  2. Listen in order to create dialogue, not just to “check off” correct answers.
  3. Feelings first (best, worst, highs, lows).
  4. Storytelling next (as if telling a friend about the game).
  5. “Take aways” next (compare and contrast the game with other content that has been learned).
  6. Modifications and future suggestions last (maybe try it).



# Thiagi's Six Phase Model

1. How did you feel during the game?
2. What happened during the game?
3. What did you learn during the game?
4. How does that learning connect to your own life experience?
5. How could you use what you learned in another time or place?
6. What will you do now with this information?

Thiagarajan, S. (February, 2004). Six phases of debriefing for performance. Retrieved from <http://www.thiagi.com/pfp/IE4H/february2004.html>

# Questions?

Lauren Hays, MLS  
Instructional and Research Librarian  
Co-Director of the Center for Games & Learning  
MidAmerica Nazarene University  
ldhays@mnu.edu  
@Lib\_Lauren