Interactive Fiction Competition: [https://ifcomp.org](https://ifcomp.org)

XYZZY Awards: [https://xyzzyawards.org](https://xyzzyawards.org)

2016 IF winner

2015 IF winner

2015 XYZZY winner

Interactive Fiction Archive: [http://www.ifarchive.org](http://www.ifarchive.org)

Interactive Fiction Database: [http://ifdb.tads.org](http://ifdb.tads.org)

Choice Of Games: [https://www.choiceofgames.com](https://www.choiceofgames.com)
Background
Context
Design
Analysis
Recommendations for Getting Started
AGENDA

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How can I use this?

Understanding the flow of scholarly communication allows you to place resources you find in context, and decide what types of resources to use in different areas of your research. While we go through each component of the scholarly communication cycle, we'll examine it through the lens of the discovery of insulin as a treatment for diabetes, a crucial scientific discovery which was discovered and communicated using every part of the cycle.

The cycle of scholarly communication

In order to find information, it helps to understand how information is created and published in the first place.

Scholarly communication is often discussed in terms of a cycle because reading about a subject area might spark a new idea in the mind of the reader, thus beginning the cycle all over again. Here you can see the cycle of scholarly communication, and it is easy to imagine how ideas are built upon one another.

The story of insulin

Michael Bliss (1962) suggests in his book, "Insulin had not emerged out of a vacuum." A half-century of research by scientists around the world had laid the foundation for the discovery of insulin by Banting and Best at the University of Toronto.

By 1920, researchers had established that diabetes mellitus involves the body's inability to metabolize food, especially carbohydrates, and that it is the pancreas that is responsible for this metabolism. Many scientists speculated that it was an internal secretion produced by the islets of Langerhans in the pancreas that held the key to carbohydrate metabolism. So far, experiments to isolate the internal secretion and use it to treat diabetic patients had failed.

Most of the students apologized at some point for either their research process or how they sorted information, and some of them indicated that they thought they were doing research ‘wrong’. The process seems to be intimidating to them, and one that they want to do correctly but fear doing poorly.
PROBLEMS

1. No way to get data out of Connect
2. No way to track student (dis)engagement
3. No way to represent complexity and flexibility of research process
DESIRED OUTCOMES

- Demonstrate applied Information Literacy skills
- Build best practices into existing work habits
- Reinforce student choices/build confidence
- Get a sense of where students were having questions, problems, & lack of interest in tutorial
- Quick, fun, non-intrusive
You are just beginning your research on Cordacae, a subject you know nothing about. Where do you begin?

- Google
- Your course syllabus
- UBC Library’s Summon Search

http://guides.library.ubc.ca/tutorial-lfs/Adventure
https://survey.ubc.ca/s/lfsCyoa
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REPORTING CHALLENGES
• Built in FluidSurveys using Skip Logic to display questions
  
  – 42 Questions/content nodes
  – 116 Possible responses
  – 59 Branching rules governing skip logic
1. If [begin] = "UBC Library's Summon Search" then show [summon]

2. If [begin] = "Your course syllabus" then show [syllabus1]

3. If [summon] = "Syllabus" then show [syllabus1]

4. If [syllabus1] = "The assignment requirements. Why else would I be researching something I know nothin... [1 predicates] then show [Assignment]

5. If [syllabus1] = "I think we read something about Cordaceae earlier in the semester. I don't remember w... [1 predicates] then show [Reading]

6. If [syllabus1] = "I'm looking for my professor's office hours. S/he'll know for sure." then show [OfficeHours]

7. If [Reading] = "I want to look at the references page to begin a citation search" then show [citationsearch]

8. If [Reading] = "I want to highlight key concepts and subjects to begin narrowing my topic" then show [narrowing]

9. If [narrowing] = "Even in this land of make believe, I cannot pretend I wouldn't have done the reading... [1 predicates] then show [donereadings]"

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**Rule Condition**

Page 1: begin is exactly UBC Library's Summon Search

**Rule Actions**

1. show a question [summon]

---

Display this Question only if the following condition is met:

Question Q2 You are just b.... Where do you... UBC Library's Summon Search Is Selected
ADDITIONAL TOOLS

Twine

http://twinery.org

http://textadventures.co.uk/quest
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FIRST YEAR RESULTS

- 279 students reached
- 53% completion rate
- Of the abandoned responses, 65% left after the first question
- 79% positive response
- 46% requested similar/additional content

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I don’t really have strong feelings one way or the other
I hated this, but I really don’t think there’s a tutorial format I would have liked better.
I hated this. I did not like this style of tutorial at all.
Abandoned
STUDENT AWARENESS

- Only 18% of students were unaware that Google had advanced searching options.
- Students seemed equally comfortable with the concept of different search aids – more so than the general public.

Bar chart showing:
- Boolean: 34%
- Keyword Searches: 30%
- Filters: 19%
- Phrase Searching: 12%
STUDENT INSTINCTS

- The majority of students (57%) turn to Google as their first step in the research process, with 36% turning to library search, and 6% heading to their syllabus.

- 19% of students move straight from Google to Wikipedia, but students preferred Journal Articles (31%) and Encyclopedias (35%). Only 1 person chose “Google Images”
• 45% of students “knew all that” to an initial overview of Google, which featured basic Boolean operations and phrase searching

• 75% of that 45% were interested in further tutorial content “to see if there’s something else I don’t know”
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Choose Your Own Research Adventure

"This is great - it gives you targeted information about something you want to know but didn’t know you didn’t know!"

Completion Rate 46%

- # Began: 395
- # Completed: 180

Overview
Students’ First Instincts
Awareness of Google
Use of Search Results
Use of Wikipedia

Filter by Course ID
- FNH325
- FOOD511
- HUNU500
- LFS Self Enroll
- LFS100
- LFS150
- LFS250
- LFS350
- LFS450
- LibGuide
- SOIL500

Click bar to filter by student level
- Undergrad
- Public
- Grad

I loved this! Please make more tutorials like it!
I loved it, but this one adventure is all I’d be interested in
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Abandoned

Click a bar above to filter results by student response
First Instincts in the Research Process

Completion Rate 67%

# Began 395
# Completed 266

Filter by Course ID
- (All)
- FNH325
- FOOD511
- HUN500
- LFS Self Enroll
- LFS100
- LFS150
- LFS250
- LFS350
- LFS450
- LibGuide
- SOIL500

Click bar to filter by student level
- Undergrad
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https://public.tableau.com/profile/visualibrarian#!/vizhome/LFSCYOADashboard/Overview
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• What resources do you have available? What are you comfortable learning?
• What is most important for this project? Is it gamification? Tracking student engagement? Learning the reason for their choices?
PRIORITIZE KEY TASKS

- In-depth assessment vs. sustainability
- Comprehensiveness vs. development demand
USE THE RIGHT TOOLS

Choose Your Own Research Adventure

Completion Rate

# Began # Completed
385 180

46%

This is great. It gives you targeted information about something you want to know but didn't know you didn't know!

“I know that

Google

Summon

Solution

Search Terms

Fuzzy Search

Phrase Search

Filter Results

More operators

Abandoned

Completed

Search Text

Keyword

Wikipedia

Journal article

Encyclopedia

Wiki Reference

Summon

LFS 150

LFS 140

LFS 840

LFS 325

LFS 250

LFS 500

Click bar to filter by student level

Undergrad

Grad

Public

I loved the first adventure. Please make more tutorials like it!

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Click a bar above to filter results by student response

Twine
OTHER EXAMPLES

- Alchemy: UBC Chemistry Platform
- A Day in the Life @University of Winnipeg
- UW Intro to Philosophy Workshop

Resource guide on visualibrarian
Download Twine file for UBC tutorial