

Game Development College
Bibliographical Instruction Session
devTag, social bookmarking application

Contents

Introduction

Target Audience

Topic Overview

Lesson Plan

Learning Outcomes

Lesson Objectives and Structure

Assessment

Activities

Follow-up

Teaching Resources

devTag Application

Help Pages

Introduction

Target Audience:

This Bibliographic Instruction session is geared at new students in their first year at Game Development College.

Game Development College (GDC) is a technical college that provides training for students wishing to enter the game development industry. The college has approximately 4000 students studying various areas of the development process. The GDC InfoCentre is the College's library and information service.

- Greig, 2006

New students at GDC generally fall into one of two categories.

Most often, a typical GDC student is a new degree-holding graduate from a three year programme undertaken at a university or technical school. This student may have a background in any number of academic disciplines, and this background usually influences the student's choice of course structure. Typically, this student seeks to gain specific technical and practical training and experience to apply her general degree training to the specific environment of game development.

Alternatively, another increasingly common student is an industry veteran seeking continuing education. This student may already have familiarity with the game development environment (and indeed, insight that other students and course developers can benefit from) but yet sees the need to develop new skills or techniques either to become more efficient in their current work, or in order to explore greater opportunities in their field.

Both groups of new students embark on 64 week programmes focusing on a specialized area of their choice.

Students follow personalized, academically divergent paths which converge during crucial collaborative projects that occur at regular intervals. Group work is considered a vital part of game development; students will need to become proficient in this if they are to achieve in the game development

world. InfoCentre policy increasingly focuses on providing access in ways that are compatible with group projects.

- Greig, 2006

It is assumed that students attending this particular session would have the following initial competencies:

Average level of ability with web browsers and internet navigation.

On campus, students may use either Internet Explorer (IE) or Mozilla Firefox on GDC network computers. On their own computers, students are free to choose whatever browser they wish.

Technical support is provided for IE and Firefox, and the library intranet contains several pages of links to add-on tools and extensions that have been assessed by InfoCentre staff as useful and compatible with the GDC intranet, as well as tutorials on browser customization and making the most of internet browsing experiences. Students with more technical questions that go beyond the scope of this session would be encouraged to visit these pages as well as directed to discuss their ideas with the Applications Support Librarian (or equivalent).

General familiarity with catalogue searching and databases.

This would have been gained as part of students' previous tertiary education, and also as a result of general experience using internet search tools. The standard information retrieval resources such as the open public access catalogue and subscribed databases available via the GDC InfoCentre are largely no different to those currently used by most academic libraries. Additionally, recent developments have meant that much of the libraries resources can be searched through Google Subscription searches which has raised the visibility of the library's diverse services.

Any students that feel they lack the necessary skills for this session could be directed to smaller group training sessions run on an as-needed basis by InfoCentre staff, which would also cover the material in this session, but at a slower, individualized, pace.

Topic Overview:

The purpose of this bibliographic instruction session is to introduce students to the 'devTag' system. devTag is a social bookmarking system that has recently been implemented by the GDC InfoCentre to support staff and student use and organization of the resources they find through using the library intranet, the wider GDC intranet, and the internet in general.

devTag is a very interesting and useful new addition which complements the library's existing resources. It is one method for increasing the discoverability of resources and adding semantic, descriptive and personalized value to existing library pages.

Using devTag, students are able to:

- Bookmark and tag resources with their own keywords to create individualized bookmark lists on important topics.
- Search full text and browse by tag keyword resources bookmarked by other users.
- Assess the popularity of resources within the wider college community.
- Create personal comments and notes about resources.
- Collect information regarding a group project under mutually agreed tags.
- View tag clouds of commonly used terms.
- Discover community members with similar study interests.
- View suggestions for tags to use on new items.

Greig, 2006

Extensive student uptake of devTag is desired by GDC. This is particularly because devTag allows academic and InfoCentre staff alike to:

- Monitor and view tags as reference points for facilitating projects discussions.
- Tag library resources for class reading lists.
- Assess which topics are currently popular research areas within the college community.

Greig, 2006

In order to see this tool grow to reach its full potential and efficiency, students will need to be aware of the individual benefits of using devTag. They will need to be comfortable with the process of creating and tagging their own bookmarks. They will also need to understand how to search and browse the tags of other users.

Lesson Plan

Learning Outcomes:

By the end of this lesson, students will have:

- **Signed into their devTag account and set up their profile.**
 - Learned where to go to add additional profile information in their own time at a later date.
- **Added at least three new bookmarks to their devTag account from resources found on the library intranet, GDC intranet, or the internet.**
 - Bookmarked the step-by-step library tutorial on adding bookmarks to provide themselves with a resource to refer to after the session is finished.
 - Understood how to make more bookmarks in the future.
 - Learned what to look for when seeking to bookmark resources found in dynamically generated websites (such as the OPAC and many subscription databases).
- **Created personally meaningful tags and descriptions for these three bookmarks.**
 - Learned a number of good tagging guidelines for using folksonomy-based applications.
- **Discovered two bookmarked resources related to one of their bookmarks.**
 - Been Introduced to methods of searching and browsing resources like devTag.
 - Gain experience in using at least one of these methods to encounter useful information.
- **Gained an understanding of how devTag might be useful to them in their study and group work.**
 - Feel encouraged to make use of the tool.

Lesson Objectives and Structure:

Instructions	Minutes
<p>Welcome</p> <p>Students are greeted and instructed to log in to the computers in the training room.</p>	1 min
<p>Introduction</p> <ul style="list-style-type: none"> • Point students to the login page, asking them to log in with their user details. • Describe what devTags is, and how it is used, in general terms. • Point out the various parts of the interface they see before them. 	3 min
<p>User Profiles</p> <ul style="list-style-type: none"> • Direct students to the link to their profile screen. • Talk them through the different fields in their profile, encouraging them to think about what sort of information they would like to add, as each field is discussed. • Show them simultaneously how this will appear to users accessing their profile. • Discuss how their profile can be useful to them, and to others. 	4 min
<p>Give students time to create their own profile information</p> <ul style="list-style-type: none"> • Cover basic fields - programme focus, research/practical interests, suggest ideas for free comment fields 	6 min
<p>Bookmarking</p> <ul style="list-style-type: none"> • Guide students to the devTag bookmark tools page. • Cover the ways that bookmarks can be added: pasting the link, using a browser bookmark button, keywords in Firefox • Show students how to drag bookmark button into their toolbar or bookmarks list. 	4 min
<p>Bookmarking contd.</p> <ul style="list-style-type: none"> • Direct students to the InfoCentre tutorial page that provides step-by-step instructions on creating, tagging, and discovering bookmarks • Encourage students to bookmark this page to their devTag account using the browser button they've just installed. (This 	5 min

becomes a resource students can take away from the session).	
<p>Tagging Bookmarks</p> <ul style="list-style-type: none"> • Explain how to tag bookmarks. • Discuss what students could bear in mind as they choose tags to apply (description, categorization, organization). • Instruct them in tagging the intranet page that they have just bookmarked. • Explain Project Tags. In order to aid assessment, instruct all students to add the <i>*libraryTutorial</i> project tag to everything they bookmark in this session. 	5 min
<p>Discovering Related Resources</p> <ul style="list-style-type: none"> • Explain methods of resource encounter on devTag <ul style="list-style-type: none"> ◦ Search ◦ Discovery – Tag-based, User-based, URL-based. 	5 min
<p>Application</p> <ul style="list-style-type: none"> • Instruct students to discover, bookmark, and tag two more resources of their own that they feel relates to potential study interests at GDC • assessment. 	6 – 10 min
<p>Conclusion</p> <p>Reemphasise most important devTag features</p> <p>Remind students to tag all bookmarks from this session with <i>*libraryTutorial</i> before logging off.</p>	2 min

Assessment

Activities:

Consult the Lesson Structure to see when each moment of assessment occurs.

Students are asked to tag all bookmarks made during the session with the group tag **libraryTutorial*. This will enable assessment of each task that is set in the tutorial.

Students are asked to bookmark and tag two resources which they feel relate to their study interests. Because this is also tagged with **libraryTutorial*, the librarian can check each resource and assess each student's use of tagging. The librarian can also follow up on these resources by finding additional material for this group student and tagging this material with some of the tags that students have already used. For a class of twenty students, the librarian might find an additional ten pages to bookmark and tag that could potentially relate to the interest areas of multiple students.

Students bookmarks to the **libraryTutorial* group tag would also provide the librarian with a direct link to their individual profiles. Their profile pages could both be assessed, and the profile pages themselves provide a means for the librarian to follow up on student interest areas by posting appropriately tagged bookmarks to devTag. As described previously, it would be best to make a note of the areas of interest held in common by the majority of students and attempt to locate resources on those topics first. It is worth noting that librarians' approaches to tagging must necessarily have a different focus to student approaches. Where students are interested in tagging primarily for the organisation of their own material, librarians should seek to be aware of the terms most commonly in use within the folksonomy when describing a bookmark to add to the community.

Follow-up

The librarian could send out an mass email directing students to a Interact page where they could fill out a survey of how they felt the session went. The survey could ask students to assess their own learning and the tutorial's usefulness in the key areas outlined in the proposed learning outcomes. Students would be able to rate the degree to which they felt each learning outcome had been

achieved, and additionally make comments of their own about the ways that the tutorial could be approved, or areas where more information would be helpful.

In the short term, the InfoCentre could use this information to inform the development of new online tutorial pages on the intranet, specifically addressed to student questions and described shortcomings.

There could also be more individualised follow up with any students who did not complete their profile, or who did not create the requested bookmarks or tag them in ways that seem effective (there is, however, no wrong way to tag). The follow up could take the form of a personal email from the librarian asking if they feel sufficiently competent with the devTag system, or if they would like to make an appointment to go over any of its features with the librarian.

Teaching Resources

devTag Application

devTag itself will be used as the primary means of illustrating the bibliographic instruction session. The session will take place in a library training room which has a full compliment of computers, allowing students to log into their own devTag accounts and follow the librarian's directions. The librarian will also display devTag on a projector screen, via a laptop, to allow students to follow what he or she is talking about.

devTag is based on del.icio.us and PennTags, two social bookmarking tools that actually exist online. It was invented as part of the recommendations to the equally fictitious "Game Development College InfoCentre" in my Info 525 report paper. Image captures of del.icio.us [<http://del.icio.us/>] were used to illustrate the devTag help pages.

To imagine what devTag might be like, take a look at PennTags, [<http://tags.library.upenn.edu/>] an excellent real-world example of this kind of application integrated into a tertiary library environment.

devTag Help Pages [<http://timothy.greig.googlepages.com/devtaghelppage>]

The devTag help pages on will be used as a guide for students to bookmark and refer to later. The pages will also be used as something to refer to while the tutorial is in progress. A reference copy of the pages is included as a PDF document.

The Help Pages are created and stored on Google Pages. They would normally exist on GDC's intranet.

Related resources, such as a copy of my report for Info 525, can also be found on the site: <http://timothy.greig.googlepages.com/>. Additional background information for the Info 525 report may also be found on my personal website: <http://www.timothygreig.com/>.