THE MISINFORMATION PLAY PACK

Play-Based Educational Resources for Community Information Literacy

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MLIS Capstone, 2024

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Interest in outreach librarianship and instructional design.

Project Overview

As young people are exposed to a growing amount of **digital misinformation**, the ability to critically and mindfully evaluate digital content has become a vital skill.

I worked with the UW KidsTeam research group to develop and test a series of educational resources teaching about misinformation using **play-based learning experiences**.

Sponsor & Advisors

I worked with Drs. **Jason Yip** and **Jin Ha Lee**, UW professors involved in the **KidsTeam** research group. This group explores the impacts and transformative potential of digital technology in children's lives, through hands-on activities in libraries.

I received a *lot* of help from the PhD students involved (Michele Newman and Runhua Zhao), as well as staff at our testing sites, the **Seattle Public Library** (Columbia City branch) and the nonprofit **Foundry10**.

KidsTeam

The Seattle Public Library

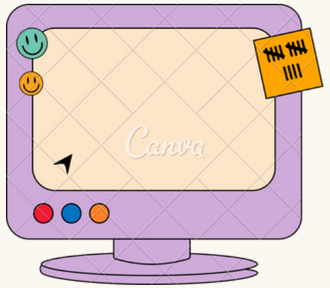
Design Methods

Radical Change Theory

Actively using technology to support youth learning in a digital age.

Participatory Design

Involving potential users throughout the design process to engage with the project and inform future work.

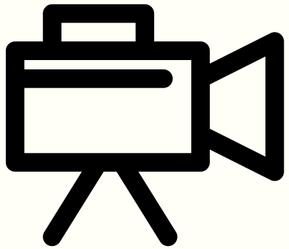


Research Process

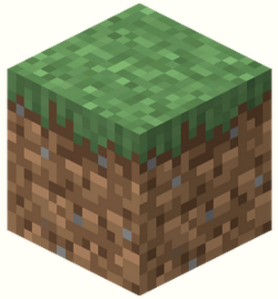
1. Evaluated existing lesson plans for co-design activities, created slide decks for librarians to use.
2. Ran four co-design testing sessions with teens at the Seattle Public Library and Foundry10.
3. Updated module content based on testers' feedback.
4. Wrote research report based on testing sessions, including recommendations for librarians.

Misinformation Modules:

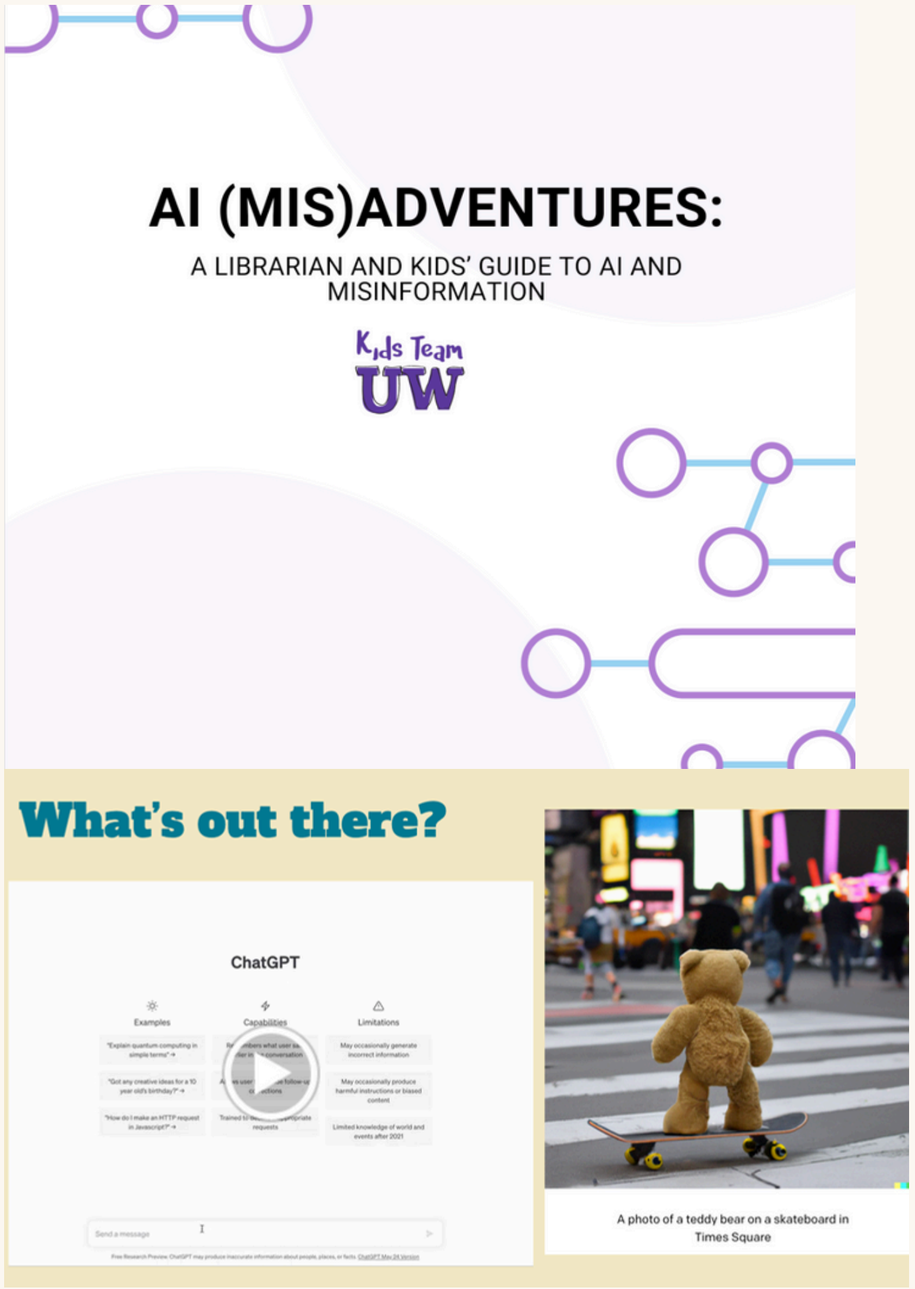
***AI (Mis)Adventures*: AI & Misinformation**



***The Reel Deal*: Misinformation in Online Videos**



Starbound Secrets*: Misinformation Maze Game in *Minecraft
(was tested at SPL and foundry10)



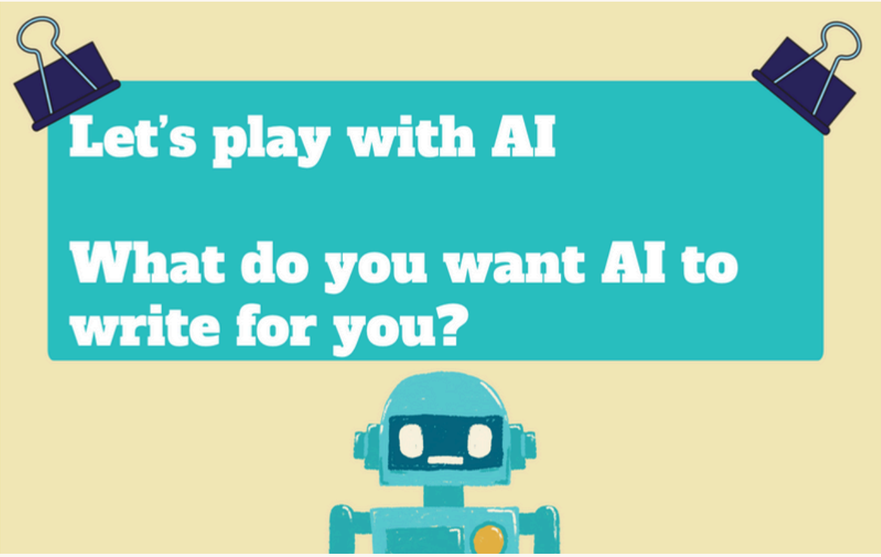
Misinformation Modules

Each module has a mix of **lessons** explaining different concepts and **slides** that they are attached to.

They also feature **resource guides** for librarians to learn about the philosophy of co-design before implementing it, using existing research in the LIS field.

Starbound Secrets also has a **facilitation guide** that teaches teens about the ins and outs of the game, with the goal of having them lead the game for kids.

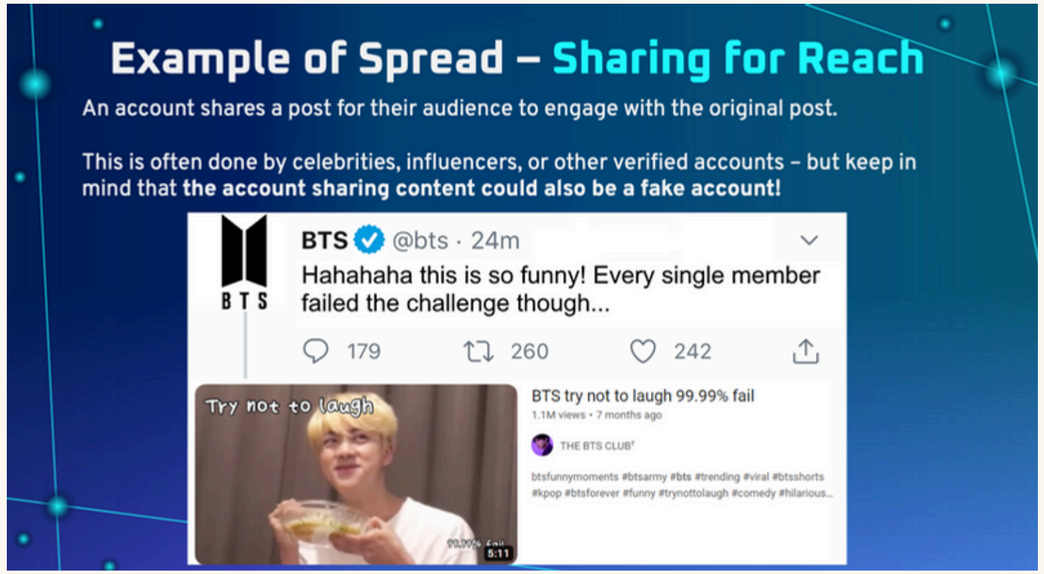
AI (MIS)ADVENTURES



DIVING DEEP INTO AI

A series of educational modules looking at generative AI and the way it can trick people with content it generates, and how its content is often the result of bias in training data. Designed to facilitate critical, hands-on engagement with AI tools in the long run.

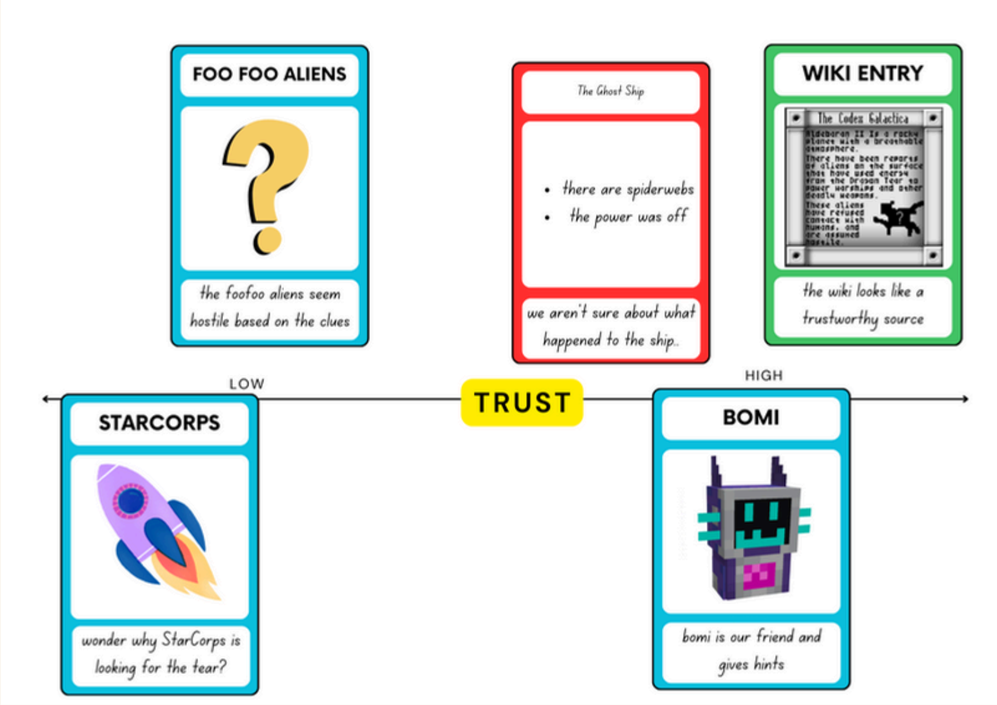
THE REEL DEAL



ADDRESSING VIRAL MISINFORMATION

Imagination-based activities that facilitate a critical discussion of the way that misinformation spreads on online videos. Covers the full video-making process, including channel creation, editing existing videos, and creating responses to existing videos.

STARBOUND SECRETS



DOWN THE MINECRAFT RABBIT HOLE

A live, interactive event using *Minecraft: Education Edition* to mimic the psychological effects of misinformation. Includes activities assessing the trustworthiness of different characters, as well as fact-checking from teen/adult facilitators in the form of quizzes.

Research Methods

Codebook

Analyzed the data from video sessions, including direct quotes from participants, and assigned each to different themes.

Evaluation & Writeup

Created “white paper” style research report communicating insights and recommendations to librarians wishing to implement the *Play Pack*.

INSIGHTS GAINED

From Teen Testing Sessions

CONNECTED LEARNING

Children and teens will often bring concepts they are passionate about into the activities, which can shape what they design.

SCALING UP AND DOWN

Modules are flexible, so that librarians with different service populations and tech needs can adapt them.

YOUTH LEADERSHIP

Teen facilitators bridge the gap between children and librarians, acting as teachers and learners.

CONTINUOUS ASSESSMENT

An ongoing evaluation of the modules can ensure appropriate relevance and impact.

NEXT STEPS

MORE USER TESTING

Further testing will allow us to gain more perspectives on the design and content of activities.

COMMUNITY PARTNERSHIPS

By partnering with local public libraries, the modules will see more use.

ONLINE DISTRIBUTION

Finding an infrastructure to share the modules with any library can expand our audience.

Thank you to my awesome sponsors, Jason Yip and Jin Ha Lee, for sharing your experience and support, and for all the impactful work you do!

Recommended Reading:

Dresang, E. T., & Koh, K. (2009). Radical change theory, youth information behavior, and school libraries. *Library Trends*, 58(1), 26-50.

Erete, S., Israni, A., & Dillahunt, T. (2018). An intersectional approach to designing in the margins. *Interactions*, 25(3), 66-69.

Schepers, S., Dreessen, K., & Zaman, B. (2018). Rethinking children's roles in Participatory Design. *International journal of Child-Computer Interaction*, 16, 47-54.

Yip, J.C., Lee, K.J., & Lee, J.H. (2020). Design partnerships for participatory librarianship. *Journal of the Association for Information Science and Technology*.