Game/ Activity Information

Name One Up, One Down

Description

One Up, One Down is a structured feedback activity designed for workshops or classrooms. It encourages participants to reflect on their experience and share informal feedback, helping facilitators improve future sessions and learners to reflect on key content.

How to Play:

1. **Duration:**
   Approximately 10–15 minutes (depending on group size)
2. **Objective:**
   To prompt participants to reflect on the workshop's content and share:
   - One thing that resonated, stood out, or was appreciated (*One Up*)
   - One thing that could be improved, clarified, or explored further (*One Down*)

3. Materials Needed:

- Sticky notes (Post-its)
- Pens or markers
- A board, wall, or designated space for displaying feedback
                      OR
- Just feedback verbally, and facilitators take note of key points, no materials needed

4. Instructions

1. **Reflection:**
   Ask participants to think about the session and write:
   a. One positive takeaway or insight (*One Up*)
   b. One area of confusion, suggestion for improvement, or something they'd like to learn more about (*One Down*)
2. **Post and Share:**
   Have participants place their sticky notes on a designated board or wall.
3. **Group Sharing:**
   Go around the room and invite each participant to share one of their notes aloud. Alternate between sharing "ups" and "downs" as you move through the group.

Ensure everyone has a chance to speak and foster a respectful environment for open and constructive feedback.

5. Tips for Success

- Encourage participants to focus on the session content.
- Set the tone by giving an example "One Up" and "One Down" yourself.
- Use the feedback to identify themes or patterns for continuous improvement.

Name: Find a Library item

Description: A simple activity to allow learners to practise locating specific digital materials in the Library collections. This is often an area of confusion for individuals who are unfamiliar with manipulating search tools or navigating items appropriately. The activity is also used to encourage learners to think about tracing cited sources, and to raise awareness of information on key issues in their disciplinary context.

Duration: 5 minutes

Objective

To give participants practice in using the Library OneSearch and eBooks/eJournals tools to locate a named eBook or journal article; and in navigating the item to locate a required piece of information.

Materials Needed

- *An eBook or online journal article (it must have an unlimited access licence)*
- *A laptop, iPad or other device for each participant*
- *A Vevox poll*

Setup

In advance of the session, you need to select an item relevant to the student's academic discipline. Where possible, an item relevant to an upcoming assignment will be ideal. If you can find one that also relates to issues like sustainability, diversity or ethical practices within that discipline, this would be a great bonus. It must also be an item that allows you to set a clear quiz question. For example:

- *What country does the proverb mentioned at the start of Chapter 12 come from?*
- *What is the first characteristic of good leadership discussed at the start of Part 1?*
- *Which national newspaper does the first source in the References list come from?*

Also, create a multiple-choice Vevox poll for the question. Make sure the correct answer is selected as correct, and that the correct answer isn't too obvious from the other choices!

Students will simply need to have access, individually or in pairs, to WiFi and be able to complete multi-factor authentication.

Instructions

1. You should first do a demonstration to the class of using OneSearch or the eBooks/eJournals menu to locate, open and navigate an item in the relevant format. Take care to mention the following:

2. Next, display on PowerPoint the title and other details of the item you want the students to search for, and the related question you want them to answer. Ask them to take a few minutes to find the item and the required information in it; and remind them they can ask for help if they need it.

3. After a few minutes, open the Vevox poll and ask them to submit their answers to the question. If there are any wrong answers, maybe quickly demonstrate the search process again.

Rules

There are no set rules, except that the learners must not call out the answer to the quiz question when they find it.

Tips for Success

It is worth showing and reminding students of the following points:

- You do not need to type in the entire title of an item to run a successful search.
- When using the eBooks/eJournals menu, you must search for the **journal title** first
- Some items have a menu of their different sections (Introduction, Chapters, Results, Discussion, etc) - these are useful for going directly to different sections of the item

Name: Spot the citation errors

Description:

This activity is intended as a 'reverse-engineering' approach to reusing and citing information in academic work. Learners have the chance to identify instances of plagiarism or poor citation practice in a hypothetical piece of student writing. This would help them to avoid similar mistakes in their own work and adhere to appropriate conventions.

How to Play:

Objective
To encourage learners to spot examples of bad practice in quoting or paraphrasing information.

Materials Needed
- *A paragraph of text from an academic source – one useful example has been the last full paragraph on page 97 in <u>this book chapter</u>*
- *A piece of text, written by you, that quotes/paraphrases information from the paragraph, but with several key mistakes (e.g. exact quotations without quotation marks; reuse of sentence structure with only several key words changed; no complete in-text citation)*
- *A Padlet*

Setup
You should set up the Padlet, with the relevant original source hyperlinked or (if possible) attached as a PDF, and clear instructions for the activity. You should also checked that 'Commenting' is enabled in the Padlet's settings.

The following text has previously been used, with the hyperlinked chapter above attached in PDF form:

A student writes the passage below, based on some content from page 97 of the attached article:

O'Neill, Giaquinto and Hasedzic say that, twenty years after their first meeting, they met in September 2017, to take a hike together as part of Maggie's Leverhulme Research Fellowship on borders, risk and identity. Apparently, this scheme amalgamated a long history of using "walking and participatory methods" for doing social research on getting protection, moving to new countries and facing oppression.

Open the attached article, and compare the original text on page 97 with what the student has written.

Can you see any problems with how the student has used the article's content in their work? Please share your thoughts in the comments.

Instructions
1. Share the link to the Padlet via your PowerPoint presentation, so that the students can access it (Use a website like *tinyurl* to create a short and easy link for them!)
2. Ask the students to look at the original extract of the relevant item, and to compare it with the hypothetical 'reuse' of the text in the Padlet post.
3. Ask the students to indicate any problems with the reuse of the original material by adding comments to the post. They may do this either individually or in pairs/small groups.
4. After 5-10 minutes, check what the students have found.
5. Your PowerPoint should include a slide that highlights all the problems with the reuse of the material – show this to the students, feedback on their comments and indicate any issues that they may have missed.

Rules
There are no set rules, except that students should not call out answers for the whole group to hear.

Tips for Success
In an online session, you may wish to let students add their comments directly into the Teams chat, rather than to the Padlet comments.
If no comments seem to be coming in, maybe give a quick recap of any points you covered earlier in the session about citing practices.

Name: **Getting Creative with Words**

Description: Match the description of the words with the following obscure and forgotten words

How to Play:

1. Objective – match the obscure words with the amusing descriptions. Each person is given either a word or a description and they must go around the room and ask everyone what they have and try to find either the word that fits their description or the description that fits their word. Can introduce an icebreaker element to each conversation (name, what they do, what hobbies do they have etc) if needed.

2. Materials Needed – obscure words and funny descriptions of course! Lots available using simple google searches. Need to print out individual words and descriptions and they need to be legible.

3. Setup - Words and descriptions are placed across tables and participants are invited to pick them up.

4. Instructions - once the participants have read their word/description, they must ask each other what they have. After everyone has talked to each other, you must try pair up with what you think is your corresponding person.

5. Rules – no cheating! No phones and if someone knows a word, ask them to use their superior knowledge to keep themselves amused!

6. Tips for Success – can bring as much into this game as you want but probably best to invite very brief introductions and let the words break the ice for you.

NAME: Find Someone Who Ice-Breaker
Objective: To get people mingling by asking each other questions
Materials Required: Worksheets, pen

This activity is a useful ice-breaker but can also be used to practise or reinforce a learning objective.

The purpose is for each participant to find another person who corresponds with the question, e.g. Find someone who drives a red car, for every question on the answer sheet. Try to have a broad range of questions, including one or two obscure ones, to get participants engaging with a wide number of the other participants

How to Play
Design a worksheet appropriate to the group (bear in mind language skills, age, cultural framework references, etc.) with the questions (including images can be a good idea, it's more visually appealing) and space in which a name can be written after the question. You can give everyone the same worksheet or use a number of different worksheets. Having multiple worksheets encourages greater mingling but more time will be needed when getting the participants to give their answers.

Set a time limit.

After the time limit, get the participants to give their answers, you could also use Vevox to poll the answers: there may be more than one correct answer.

Sock Fight

Description:

Sock Fight like Snowball Fight is a warm-up moving around game designed for indoor spaces and can be played around some furniture. It encourages participants to move and be active rather than passive and has the potential for teams to develop strategies against their opponents. It engages both right and left brain functions.

How to Play

Objective

Icebreaker activity at start of day seminar, course.

Materials Needed

Clean, balled up socks. Depending on size of group at least double the number of socks.

Setup

If group is large arrange room/space so that two teams are present and have a clear dividing line is present and a pile of socks on both sides. If group is small then the space is a free for all like is in a snowball fight. Remove any potential trip hazards.

Instructions

When the whistle blows/gong sounds for 2 minutes you'll fire socks at your opponents. If played in a group, the team with the fewest balled up socks on their side wins. If played in a small group recommend that the person giving the instructions fires a few socks to get things going.

Rules

No headshots. Don't target one individual.

Tips for Success

Gather socks that come near you to return fire.

Name: Vevox

Description:

Vevox is UCC's live audience engagement platform. It's a tool that can be used to increase engagement, gather useful data, or for learning and assessment. It can be used online or in-person.

How to Play:

Objective

Vevox offers a quick, easy, and accessible way of engaging audience members during an event, like a lecture, workshop, or team meeting.

Materials Needed

For host: computer, projector, internet connection

For audience members: phone or computer, internet connection

Setup

Log in via ucc.vevox.com to create a session and add polls.

Useful resources: A Beginner's Guide to Using Vevox, the Vevox module in the Teaching with Technology Canvas course, and quick guide videos on getting started with Vevox on YouTube from the Centre for Digital Education (CDE).

Vevox helpsite is also a good resource.

Instructions

As a host: log in via ucc.vevox.com to launch a session.

As an audience member: go to vevox.app and enter the session ID code. If there is a QR code, you can use your phone's camera.

Rules

Each type of poll (multiple choice questions, word cloud, ranking, etc) will have their own instructions which audience members will see.

As a host, you can also customize settings for each poll.

Tips for Success

Use the underline leaderboard feature to gamify sessions.

Use Vevox for interactive icebreakers or interactive storytelling.

Have a look at Vevox's blog and YouTube channel for more ideas.

For interactive storytelling/scenario: Using interactive scenarios in class and Managing the Complexity of Branching Scenarios.

Name: Colour Our Collections

Description:

This initiative involved using colouring sheets and 3D printed objects (based on material from Special Collections) as a means of learning through play, creativity and curiosity.

How to Play:

Objective

Learning about our collections and the SDGs while painting or colouring.

Materials Needed

Colouring sheets, 3D printed objects, colouring pencils, paintbrushes, paint, newspapers, and water. A hairdryer comes in handy too!

Setup

The materials were laid out on a large table to enable groups of people to participate. A member of staff was on hand to guide, supervise, and assist.

Instructions

Participants selected either a 3D printed object or colouring sheet to paint or colour.

Rules

1. *Select an item to paint or colour.*
2. *Start painting or colouring the selected item.*

Tips for Success

Relax, enjoy, and engage. Be as creative as you want to be.

Name: Wason Selection Task

Description:

The Wason Selection Task is a logic-based reasoning activity that demonstrates how people test conditional rules. It is used in psychology to illustrate confirmation bias, where individuals tend to seek information that supports their beliefs rather than trying to falsify them. The task encourages critical thinking and is often used to teach reasoning and cognitive bias awareness.

How to Play:

Objective:

To identify which cards need to be turned over to test the truth of a conditional rule (e.g., "If P, then Q") and to observe how reasoning changes based on context. The task is designed to expose and discuss biases in information searching.

Materials Needed:

Four double-sided cards displayed digitally on a slide. Each card has one attribute on the front (e.g., an age or a drink), and another on the back (e.g., the other category not shown)

Two versions:

- Abstract (shapes and numbers)
- Real-life context (e.g., age and drink)

Can use Vevox poll

Setup:

- Display the four cards face up in a row so each shows one side only.

- Present a rule that participants must test (e.g., If there is an orange circle on one side of a card, then there is an even number on its other side).

Instructions:

- Present the group with four cards.
- Read the rule aloud to participants
- Ask: Which cards must you turn over to test whether the rule is being followed?
- Allow time for discussion or individual responses.
- Reveal the correct answer and explain the reasoning.
- Compare results from the abstract version, shapes and numbers, and the real-life version, age and drink, to show how context affects reasoning.

Rules:

- Participants may only select cards based on the visible side.
- The goal to test the rule.
- Only turn over cards that are necessary to determine whether the rule is upheld or violated.

Tips for Success:

Compare two examples to discuss different types of bias and how that might apply to how we search for or select information via social media. Explain how many people tend to get it wrong!