WHERE DOES THIS GUIDE COME FROM?

The **K20 CENTER FOR EDUCATIONAL AND COMMUNITY RENEWAL** is a statewide education research and development center which promotes innovative learning through school-university-community collaboration. Our mission is to cultivate a collaborative network engaged in research and outreach that creates and sustains innovation and transformation through leadership development, shared learning, and authentic technology integration.

The Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) is a federal grant provided by the U.S. Department of Education to help students prepare for and pursue a college education. In 2012, the program started its work with 6th & 7th graders and will continue working with these students as they move through middle school, high school, and into higher education.

**GEAR UP FOR THE PROMISE** (Promotion of Readiness through Opportunities that Motivate and Increase Student Expectation) is the K20’s GEAR UP program with Oklahoma City Public Schools. PROMISE specifically seeks to a) increase the percentage of PROMISE students who are academically prepared for higher education and future careers upon graduating from participating schools, b) increase high school graduation rates and higher education enrollment rates of participating PROMISE schools, and c) increase PROMISE students’ and families’ knowledge of higher education options, preparation, and financing.

WHAT IS THIS TEACHERS’ GUIDE FOR?

The purpose of this guide is to support the effective integration of “The Detective: Verona” into your classroom teaching. The teacher’s guide is designed to help you in the following ways:

**GAIN FAMILIARITY WITH THE GAME.** Gain an overview of all the scenarios, which should help you tether the scenarios to lesson content.

**PREPARE LESSONS.** Get an idea of the estimated play time for each scenario. The guide also suggests pre-game warmer topics and post-game discussion questions.

**EXTEND LESSONS.** Access additional activities and links that will help you pre-teach, extend or consolidate the scenario objectives.
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WHAT IS THE GAME ABOUT

SHORT DESCRIPTION

Welcome to “The Detective: Verona”, an engaging and fun way for students to build information literacy skills. In “The Detective: Verona” students encounter real-world informational literacy tasks such as collecting, evaluating and using information from different media types and formats.

Designed for students grade 9-12, “The Detective: Verona” aligned with the national standards in use by the state of Oklahoma:

Grades 9-10, Objective SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Grades 11-12, Objective SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

WHY USE GAMES AS A LEARNING TOOL

Digital Game Based Learning (DGBL) encourages critical thinking and improves student engagement, content knowledge and inquiry skills. The University of Oklahoma’s K20 Center is researching the digital connection and its impact on student knowledge and processing skills. The data gathered can help researchers and educators create America’s next generation of learning tools.

The K20 Center – DGBL Team is building on existing structures and partnerships to accomplish the following goals:

✓ Increase the percentage of students who are academically prepared for college and future careers.

✓ Gather data on student motivation, content retention, social support through group tasks, and application of real time tasks.

✓ Reinforce relevant curriculum skills based on state learning standards.
GOALS/LEARNING OBJECTIVES

The purpose of “The Detective: Verona” is to teach students to make informed decisions and solve problems by making use of information from diverse formats and media in real-world situations. Because students ingest so much information via multiple media, they must focus on collecting, evaluating, and using information in order to effectively apply it to the game scenario and their classroom studies.

Collect information. Students need to seek out information from multiple sources to become better informed about the problem.

Evaluate information. Students will need to determine if information is credible or unreliable by screening it for specific criteria. This level is all about the following topics:

Verifiability. Does this information use references or sources that can be verified? Are sources listed? Can it be cross-referenced with other information?

Objectivity. What are the intentions of the author? Are methods explained? Does the source give objective information (good science or journalism, for example?) Is it biased because of the author’s personal point of view of somebody or hidden commercial interests? Maybe the information is just an opinion or even a lie?

Timeliness. Watch the date of the information. Is it current or outdated?

Detail. How specific or vague is the source? Is the information clear or does it have more than one interpretation?

Authority. Who is the author? What is the expertise behind this source? Did the author declare her/his name? Is she/he an expert of this field or maybe just ignorant of the topic? How much experience does the author have in the topic she/he is talking about?

Use Information. Students will need to organize their collected and evaluated information to form a coherent understanding of the problem. One way to do this in the game is to flag your clues as credible/unreliable or show if the clue leads you to one solution or the other. They find out what way of organizing works best for them. In the end, it’s important that the student can make an informed decision about the problem and justify their decision with credible information.
**HOW TO USE**

**GET PREPVED!**

**USE RABBIT**

RABBIT (Realizing Authentic-Based, Blended Instruction with Technology) is a virtual classroom management system, authentic lesson creation tool, and portal to Digital Game Based Learning games. It is designed to provide teachers serviced by the GEAR UP grant with a centralized environment for creating and sharing content. Students can access the game here. Teachers can access user management tools, gameplay status information, and manage certificates of completion for financial literacy objectives.

**CHECK PROGRESS**
To check the progress of the students go to the "Teacher Dashboard" and get an overview of the scenario status (completed, in progress, incomplete) and the scenario time.
PLAY THE GAME

MINIMUM REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Specification</th>
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<tbody>
<tr>
<td>Operating system</td>
<td>WINDOWS® XP/VISTA/7 OR MACOS X 10.5 OR LATER</td>
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<tr>
<td>System memory</td>
<td>4 GB RAM</td>
</tr>
<tr>
<td>CPU</td>
<td>INTEL DUAL CORE 2.3 GHZ TO 2.69 GHZ OR EQUAL</td>
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<tr>
<td>DirectX</td>
<td>DIRECTX 9 COMPATIBLE VIDEO CARD</td>
</tr>
<tr>
<td>Resolution</td>
<td>1024X768 OR HIGHER IN FULL SCREEN MODE</td>
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<tr>
<td>Internet</td>
<td>BROADBAND INTERNET CONNECTION (AT LEAST 512 KBPS)</td>
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<tr>
<td>Hard drive space</td>
<td>1 GB FREE HARD DISK SPACE</td>
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<tr>
<td>Graphics card</td>
<td>NVIDIA 8000 SERIES (RECOMMENDED NVIDIA 8800 OR HIGHER) OR EQUAL</td>
</tr>
<tr>
<td>Graphics memory</td>
<td>512MB OR MORE</td>
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<tr>
<td>Web player</td>
<td>UNITY (<a href="HTTP://UNITY3D.COM/WEBPLAYER">HTTP://UNITY3D.COM/WEBPLAYER</a>)</td>
</tr>
</tbody>
</table>

INSTALL BROWSER ADD-ONS

If the unity web player isn’t already installed, your browser will tell you. Just click the ‘unity web player’ button or go to unity3d.com/webplayer, download Unity and install it on your machine.
PLAY
Familiarize yourself with each scenario and its learning objectives.

RABBIT (Realizing Authentic-Based, Blended Instruction with Technology) is a virtual classroom management system, authentic lesson creation tool, and portal to Digital Game Based Learning Unity games. It is designed to provide teachers serviced by the GEAR UP grant with a centralized environment for creating and sharing content. Students can access the financial literacy Mind Your Own Budget: The Apartment game. Teachers can access user management tools, gameplay status information, and manage certificates of completion for
LOOK THROUGH IT

GAME STRUCTURE
The game is designed to show students that the key to information literacy is simple: Collect a fair amount of information, evaluate information by asking the right questions and use organizational strategies that work for you.

The student will be placed in the world of Romeo and Juliet, or more specifically the Verona of the present. As the grandchild of the famous private investigator Giovanni Durano it’s now your turn to solve mysteries by collecting, evaluating and using information.

In each scenario the student must focus on collecting, evaluating and using information. By seeking out information from multiple sources, students will become better informed about the problem. By screening the collected information for specific criteria (like objectivity, verifiability, authority, timeliness and detail), the student will determine if information is credible or unreliable. By evaluating the information correctly, the student will gain access to more information.

Flags will be provided to help the student organize the collected and evaluated information and form a coherent understanding of the problem. One way to do this in the game is to flag your clues as credible/unreliable or show if the clue leads you to one solution or the other.

In the end, it's important that the student can make an informed decision about the problem and justify it with credible information. By achieving this, the student demonstrate an in-depth understanding of information literacy.
In order to win the game, the student must find the right solution and justify it with the right information. If the student chooses an incorrect solution and/or justifies the solution with clues that are incorrect, he will fail this level and must repeat the level in order to proceed to the next level. At the end of each scenario the student will see their performance on a result screen and get an individual feedback.

The pre and post self-assessment compared with this actual result will help the student to get a better feeling for their current information literacy skills.
INTERFACE
MAP

AVAILABLE CLUES
These clues are available for your evaluation.

EVALUATED CLUES
You have already evaluated these clues. You can revisit them to double check their content.

ORGANIZE BY USABILITY
You can flag clues as usable (thumbs up) or unusable (thumbs down).

ORGANIZE BY OUTCOME EACH CLUE INDICATES
Use it to identify easily which story is more likely. Does the clue imply that the suspicious subject is guilty (handcuffs) or innocent (cake)?

MENTOR HELP
If you need to refresh your memory about the possible value of a clue, ask for a hint.

SOLVE

SOLVE
To open the solve panel, click here.

EVIDENCE SLOTS
Add clues that best support your decision by dragging them into these slots.

CLUE STATUS
These clues you are using as evidence in the solve screen.

CONCLUSION
Here, you can draw a conclusion by choosing a verdict.

SOLVE!
You decided on a verdict and backed it up with credible evidence. Are you sure about your decision? Click here!

SETTINGS

OBJECTIVES
If you are looking for a reminder of what the mission is about, click here.

OPTIONS
Click here to adjust the volume or to go back to the main menu.

HELP SCREEN
Here you find an overview of the Learning Objectives as well as of all interface elements.
GO AHEAD!

PRE-GAME WARM UP

What is information literacy?

In what situations do I have to evaluate situations?

How can information literacy help you in your everyday life?
How does poor information literacy hurt you?

What media types/formats do you prefer? Why?

What media types/formats help you collect the most information?
GAME SYNOPSIS. Verona is one of Italy’s largest cities, and the warring Montague and Capulet families are in its upper tier of the wealthy and influential. Both families hold royal titles, own a plethora of business ventures in the city and patronize Verona’s thriving arts community. The families’ feud was once a competition of prominence, in which the Montague and Capulet Lords/families competed for the people’s favor, donating parks, sponsoring fairs/arts awards and spearheading city improvement initiatives. Now, however, their hatred has turned to outright war, in which they are so consumed with sabotaging each other’s ventures that they don’t care what kind of chaos or disadvantage it causes for Verona’s citizens – be it governmental paralysis or literal city vandalizing. Verona’s Prince has hired the Private Investigator Giovanni Durano (the Mentor) to interact with both families and act as a peacemaker. If the player character (with Giovanni’s help) can successfully dispel both families’ conspiracy theories, he/she can stop them from retaliating against each other for offenses that didn’t actually exist.
THE MILK MYSTERY
TUTORIAL SCENARIO

AVERAGE PLAY TIME: 10 MINUTES

keywords: evaluation, verifiability, objectivity, use, decision making

It’s breakfast time in the house of the Capulet’s. But there is no milk in the fridge anymore. The kitchen staff is going crazy. Everybody is shocked and looking for an explanation. How can you serve breakfast without milk? Yesterday the milk was still there. What happened to the missing bottle of milk? The cat comes under suspicion. Does this sound credible?

The first scenario is a short scenario to introduce the player into the main game mechanics as well as the first information literacy objectives. As with subsequent scenarios, the player has to choose between two basic options to draw a conclusion about what happened.

LEARNING GOALS

✓ Evaluate information
✓ Verifiability
✓ Objectivity
✓ Use information
✓ Informed decision making
LADY MONTAGUE'S SUSPICION

AVERAGE PLAY TIME: 20 MIN.

**keywords:** collect, evaluation, authority, verifiability, objectivity, use, organizing, decision making

Verona’s House of Lords recently voted their new leader, the Lord Chancellor, into office. Any of the Lords can be nominated by fellow Lords to have their name put on the ballot. Lord Montague expected to have his name on the ballot but when it came time to vote, it was not there. Lady Montague believes this is the result of a conspiracy or bribery campaign led by Lord Capulet.

With the help of up to ten clues, the player has to find out why Lord Montague’s name was not on the ballot for Chancellor. Was there a conspiracy or is there another explanation?

**LEARNING GOALS**

- Collect information
- Evaluate information
  - Authority
  - Verifiability
  - Objectivity
- Use information
  - Organization of information
  - Informed decision making
THE MISSING SERVANT

AVERAGE PLAY TIME: 25 MIN.

**keywords:** collect, evaluation, timeliness, detail, authority, verifiability, objectivity, use, reasoning, decision making

The final level will be the most complex, with fourteen clues total. This is also intended to be the most challenging and the story situation is the most high-stakes, building on the player’s experience in Level II.

Gregory, the servant of the Montagues is missing. The prince is worried that the Capulets could have something to do with that, and the Montagues already suspect the Capulet nephew for his disappearance, so the prince is sending the Detective to the house of the Capulets to keep his/her eyes open for hints. The player has to determine if Gregory was kidnapped or left the city by his own choice.

**LEARNING GOALS**

- Collect information
- Evaluate information
  - Timeliness
  - Details
  - Authority
  - Verifiability
  - Objectivity
- Use information
  - Organization of information
  - Informed decision making
### OBJECTIVES-SCENARIO OVERVIEW

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<thead>
<tr>
<th>STANDARD</th>
<th>SCENARIO</th>
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<tbody>
<tr>
<td><strong>1) COLLECT INFORMATION</strong></td>
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<td>2. Lady Montagues Suspicion</td>
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<td>3. The Missing Servant</td>
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<tr>
<td><strong>2) EVALUATE INFORMATION</strong></td>
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<tr>
<td>a) Verifiability</td>
<td>1. The Milk Mystery</td>
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<td>2. Lady Montagues Suspicion</td>
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<td>b) Objectivity</td>
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<td>2. Lady Montagues Suspicion</td>
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<td>c) Authority</td>
<td>2. Lady Montagues Suspicion</td>
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<td>3. The Missing Servant</td>
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<td>d) Details</td>
<td>3. The Missing Servant</td>
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<tr>
<td>e) Timeliness</td>
<td>3. The Missing Servant</td>
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<td><strong>3) USE INFORMATION</strong></td>
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<td>2. Lady Montagues Suspicion</td>
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<td></td>
<td>3. The Missing Servant</td>
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QUICK STRATEGIES

Students should be encouraged to play through the game at their own pace. In developing a strategy that works for them individually, students gain deeper understanding of information literacy and take ownership of their learning.

In case a student or teacher gets stuck, we have provided a list of strategies to help players move through the game quickly and successfully.

COLLECTING INFORMATION

✓ Collect as much information as possible. That will not only increase your chance to get valuable clues, it will also increase your assessment.

EVALUATING INFORMATION

✓ Check out the learning objectives in the help screen of each level. It will help you to ask the right questions in the current scenario.

USING INFORMATION

✓ Only use credible information that point into the same direction.
✓ Use flags to organize the clues.
✓ Use the “Mentor Help” you find in each evaluated clue, if you are not sure any more about the credibility of the clue and need a hint.
USE ATTENDING ACTIVITIES!

Help students internalize key concepts with some of the attending activities listed below.

TRACK YOU MEDIA CONSUMPTION FOR A DAY

Track your media consumption for a day. Write down what time you use specific media information and for how long. You may add to each piece of information if you think it is necessary and reliable (this list will not be shared with other students).

POSTER DESIGN

Let your students create two versions of an interactive poster (for example with the web application Glogster) to a topic of your choice. One poster is using credible information to a topic, the other one presents the topic just with unreliable information. Ask the students to use as much different media types and formats as possible.

This activity also has potential for interdisciplinary teaching and learning.
CLASS DISCUSSIONS

Promote discussion! Arouse students' interest, activate their schemata and prime them for the core challenges of the levels by holding a pre-game discussion.

Encourage students to share the approaches and strategies they used to play the game and to evaluate their effectiveness.

If the students were given the opportunity to play the game again, what would they do differently? Why?

Find examples for bad evaluation of information in the past that had serious consequences. Analyze what the problem was and what would have been the correct way to use information in this case.
CERTIFICATE OF COMPLETION

“The Detective: Verona” tracks data to provide players with a summative assessment of their performance and to help students transfer what they’ve learned through game play to real-world. Teachers are able to access each player’s data and group data in a given scenario or across scenarios. This data can be used as a pre-teaching assessment or to plan remediation work.
ADDITIONAL RESOURCES

LEARNING STANDARD

English Language Arts Standards » Grade 11-12 » 2: “Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.”

MORE TEACHING MATERIAL

S.O.S. for Information Literacy is a dynamic web-based multimedia resource for educators that promises to make a significant contribution to enhancing the teaching of information literacy skills to students in K-16.

RESEARCH

Journal of Information Literacy
open access peer reviewed journal
TRACK YOUR DAILY MEDIA CONSUMPTION

Track your media consumption for a day. Write down what time you use specific media information and for how long. You may add to each piece of information if you think it is necessary and reliable (this list will not be shared with other students).

<table>
<thead>
<tr>
<th>TIME</th>
<th>MEDIA TYPE</th>
<th>INFORMATION</th>
<th>DURATION</th>
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CONTACT

DR. SCOTT WILSON
Associate Director; Director of Innovative Technology Partnerships
405-325-2608 | scott.wilson@ou.edu

JAVIER ELIZONDO
PROMISE Production Manager
405-325-0832 | elizondoj@ou.edu

LANCE UNDERWOOD
SUCCESS Production Manager
405-325-3208 | lanceunderwood@ou.edu