

**IFLA SET PRESENTS**

# All Work and All Play. Sustainable Development Awareness Tools for Librarians

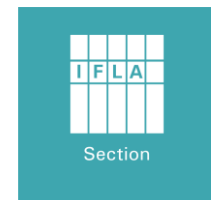
Raphaëlle Bats, Enssib

Camille Delaune, Alliance Française de Lima

Mathilde Gaffet, Brest Public Library

Laure Papon-Vidal, Aix-Marseille University

19/11/2020



# privacy

## **This event is being recorded, including chat.**

Video will be posted on YouTube and the link will be posted on the Section on Education and Training webpage and social media (Facebook and Instagram).

Microphones **have been muted** for this event.

**Questions or comments?** Please type into the chat or Q&A box.

## **The talk is GDPR-compliant**

IFLA and ZOOM privacy policies:

<https://www.ifla.org/data-protection-policy>

<https://zoom.us/privacy>

**Questions regarding privacy:**

[professionalsupport@ifla.org](mailto:professionalsupport@ifla.org)



# speakers



## RAPHAËLLE BATS

---

Ecole Nationale Supérieure des Sciences de l'information  
et des Bibliothèques (Enssib), France  
Librarian



## CAMILLE DELAUNE

---

Alliance Française de Lima, Peru  
Librarian



# speakers



## MATHILDE GAFFET

---

Brest Public Library, France  
Librarian



## LAURE PAPON-VIDAL

---

Aix-Marseille University, France  
Librarian



# presentation plan

## Introduction

1. Game as a training tool
2. Adapting a game: method and choices
3. Broadcast and critical feedback on the game

## Conclusion



# Introduction

2017, at Enssib, a team on Agenda 2030 and French Libraries

How to train librarians on new librarianship concerns:

- ★ Sustainable Development and its associated tool Agenda 2030, not quite known at the time;
- ★ Advocacy, little used and still poorly mastered, especially in terms of argument construction.

How to find a tool efficient:

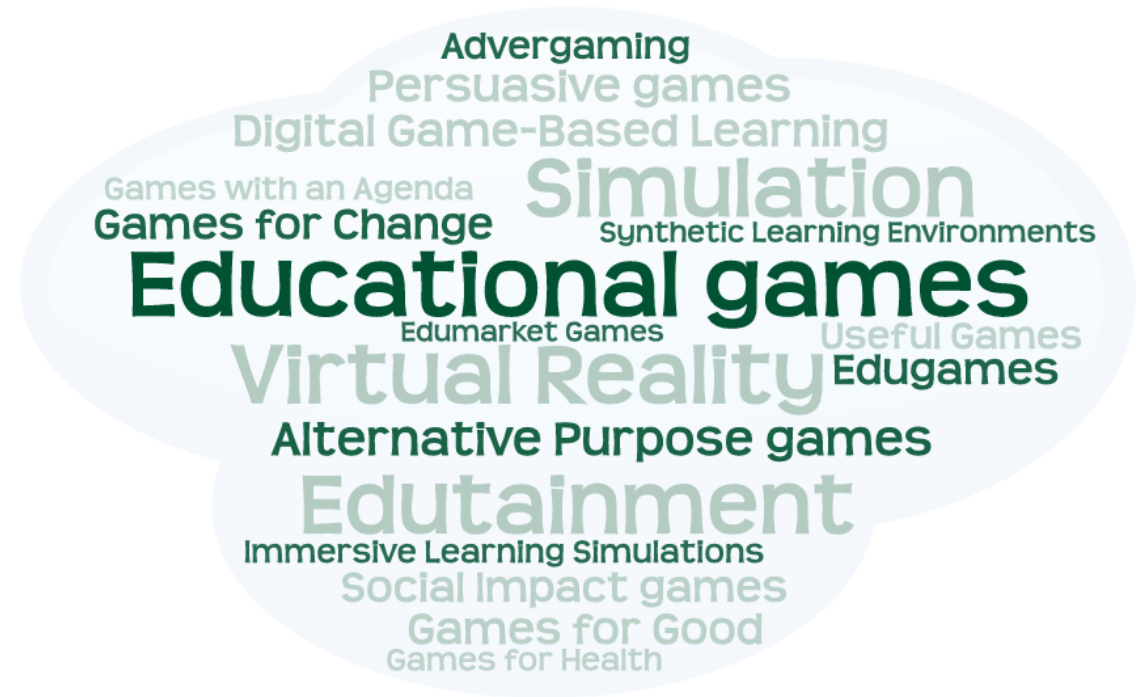
- ★ To engage an audience that wouldn't be interested by the topic at first sight
- ★ To provide a complete enough training to raise a practical engagement on the topic.

Would a serious game be this efficient tool to train on emerging skills?



# 1. Game as a training tool

Serious games : games that don't have "entertainment, enjoyment or fun as [a] primary purpose"



## Spreading messages

- ★ Companies, Industries (marketing, advertising)
- ★ Governmental institutions (e.g. recruitment)
- ★ Organisations (training, skill development)
- ★ Schools, universities (skill and knowledge development)



# 1. Game as a training tool

## Game mechanisms

3 effects stemming from our hypothesis

**ATTENTION**

**RESPONSIVENESS**

**ENGAGEMENT**





## 2. Adapting a game: method and choices

1st step: we had to play and experiment games. We chose to start from a game that already existed:

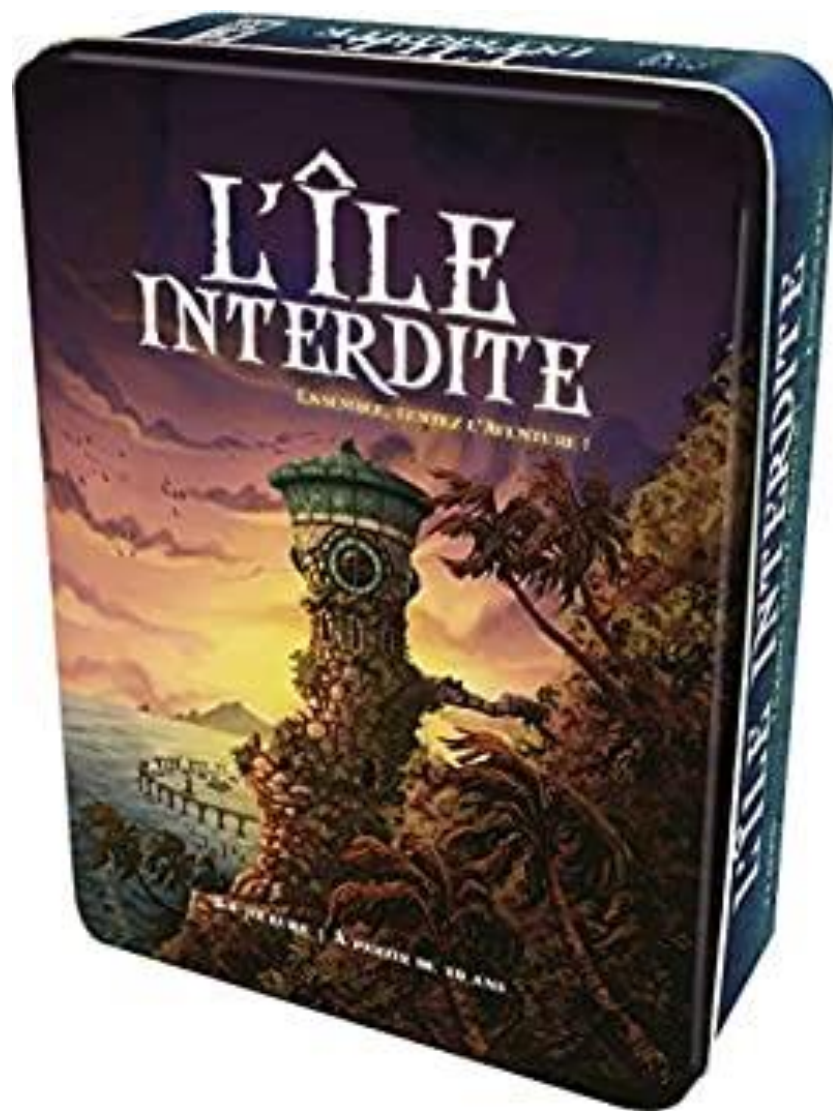
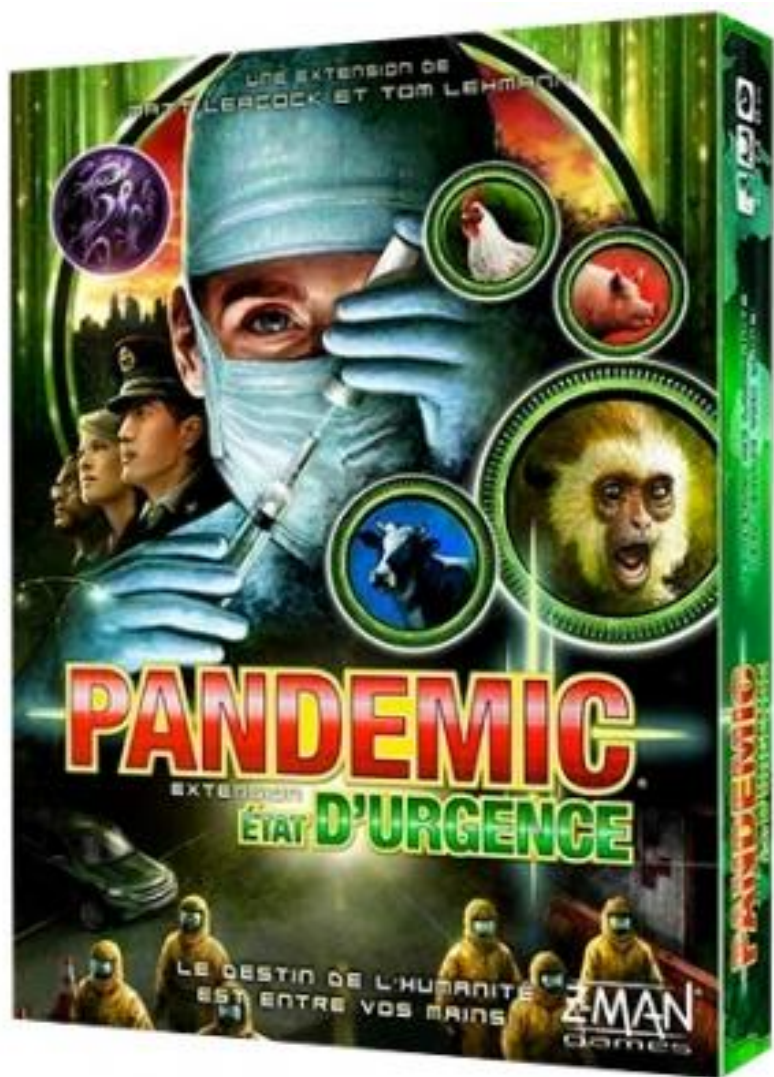
- We are not game designers
- Main focus on sustainable development and advocacy
- Pre-existing game = pre-existing players

**a) An easy to handle game**

**b) A collaborative/cooperative game**

**c) A game to get involved**





## 2. Adapting a game: method and choices

### *AN EASY TO HANDLE GAME*

A game with simple and basic rules, so that players can play independently

A game freely available: print and play version

A graphic design based on the colours of the Agenda 2030

French version: <https://agenda2030bibfr.wixsite.com/agenda2030bib/jeu>



## 2. Adapting a game: method and choices

### *A COLLABORATIVE/COOPERATIVE GAME*

Collaboration invites dialogue between players

*Pandemic*: finding a vaccine through the collective discovery of strains of the virus

Our game: colleagues must obtain sustainable library libels as a team

Acquiring advocacy reflexes to convince



## 2. Adapting a game: method and choices

### *A GAME TO GET INVOLVED*

Modification of the original games:

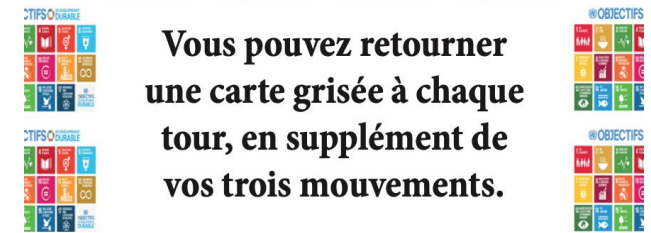
- Graphic based on the 2030 Agenda colours and logos
- Profile cards adapted to librarian's environment
- Action cards based on actions carried out by French libraries (survey in 2017)



### **MAGASINIER**



**Vous pouvez retourner  
une carte grisée à chaque  
tour, en supplément de  
vos trois mouvements.**





## ACTION

Accueil une journée par semaine d'un écrivain public pour l'aide aux démarches administratives (rédaction de courriers, démarches en ligne...).

BM La Grand-Plage, Roubaix

### **3. Broadcast and critical feedback on the game**

#### **a) Testing the game: the pleasant part**

- **Playing**
- **Share and diffuse the game**



## Testing the game: the pleasant part

### Occasions:

- ★ To highlight changes to make on different elements of the game (such as font size in the graphic design),
- ★ To collect opinions of the game play and to check if the game was easy enough to play,
- ★ To check its collaborative dimension and its ability to engage librarians into new skills acquisition.







The serious game is ready



<https://agenda2030bibfr.wixsite.com/agenda2030bib/apropos>





With librarians and  
LIS students  
November 2017



With head librarians  
and LIS professionals  
November 2017





## **Bobcatsss Congress**

January 2018, Riga,  
Letonia



## **ABF Congress**

June 2018, La  
Rochelle, France

## **AIFBD meeting**

August 2018, Kuala  
Lumpur, Malaysia

Link : [http://www.abf.asso.fr/fichiers/file/ABF/congres/2018/programme\\_congres2018.pdf](http://www.abf.asso.fr/fichiers/file/ABF/congres/2018/programme_congres2018.pdf)

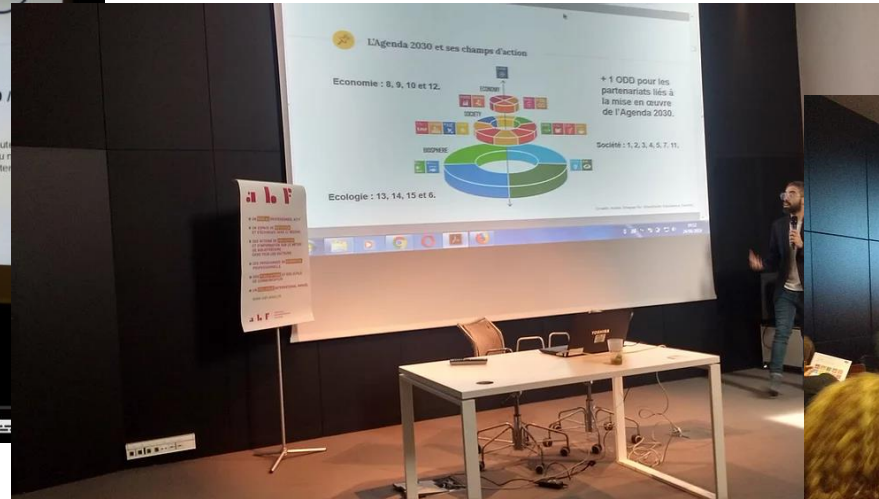


## Sharing and diffusing the game

### Occasions:

- ★ To share with colleagues planning to test and play the game in their own libraries with their own teams.
- ★ To discuss the necessary skills to develop to lead game sessions,
- ★ To question the 'Action Card' content based on actions happening in France, and the accessibility of the format for further translations, beyond French and English.





## In France

### **Bibliothèques vertes : de l'écologie au développement durable**

December 2017, Médiathèque Montaigne de Frontignan

Official webpage :  
<https://pro.bpi.fr/bibliotheques-vertes-de-lecologie-au-developpement-durable/>

Presentation (in French) :  
<https://youtu.be/cjuxh7tFJ8Y>

### **Bibliothèques vertes : Dev. dur. et pratiques éco-responsables**

June 2019, Médiathèque du Grand M, Toulouse

<https://agenda2030bibfr.wixsite.com/agenda2030bib/single-post/2019/06/26/Biblioth%C3%A8ques-vertes-developpement-durable-et-pratiques-eco-responsables>

<https://agenda2030bibfr.wixsite.com/agenda2030bib/copie-de-se-former>

### **Envie d'advocacy ? prêt pour du plaidoyer ?**

June 2019, Congrès de l'ABF, Paris,

<https://agenda2030bibfr.wixsite.com/agenda2030bib/single-post/2019/06/12/Envie-dadvocacy-pr%C3%AAt-pour-du-plaidoyer->

**....and many others**





## Great Ideas for Advocacy

August 2018, IFLA WLIC,  
Kuala Lumpur, Malaysia

<https://www.ifla.org/publications/node/89766>



## Stand AIFBD-PLACED

August 2019, IFLA WLIC, Athens

<https://agenda2030bibfr.wixsite.com/agenda2030bib/single-post/2019/11/07/Notre-projet-Agenda-2030-et-biblioth%C3%A8ques-fran%C3%A7aises-international->



## IFLA International Advocacy Programme (IAP) Global Convening

June 2018, NYPL, New York

<https://www.ifla.org/FR/node/57718>

....and many others

<https://agenda2030bibfr.wixsite.com/agenda2030bib/copie-de-se-former>



### **3. Broadcast and critical feedback on the game**

**b/ The game as a useful but not sufficient tool**





# Simplicity is not autonomy

## *Issues:*

- The game is level 2, and not so easy to play for beginners,
- The tests show the need for a “game master”.

## *Solutions:*

- We have trained colleagues by phone, but we should find a way to have a “game master” team, present in different part of the country. Maybe with the help of the national association.
- We have to be clear on the preparing time the game is asking for, so colleagues can take time to become “game master” themselves.



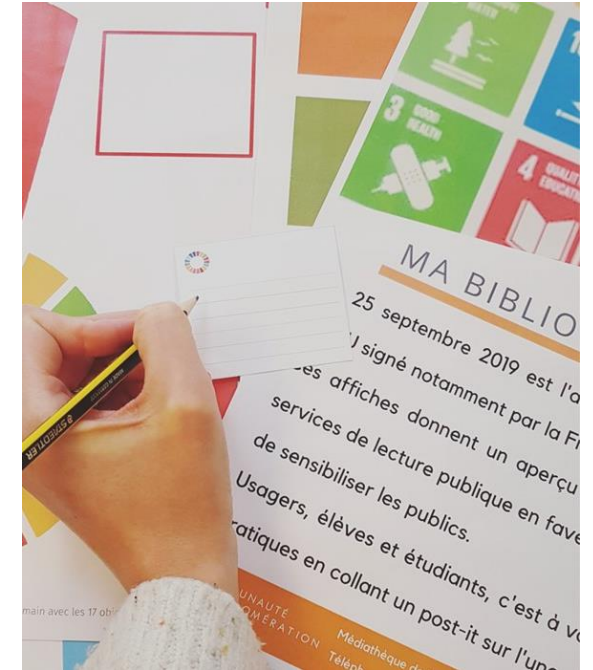
## Local adaptation

### *Issues:*

- Need to add actions from a larger variety of libraries
- Need to adapt actions cards to local/national reality
- Need to adapt actions cards to the evolution of libraries

### *Solutions:*

- We are proposing empty actions cards so librarians can add any actions they want, even during the game. And, we are proposing some posters to help librarians to define their SDG's actions and then fill the empty cards.
- We give full access to the graphic sources document, so librarians can translate and adapt the game to their own country.
- We have shared with colleagues abroad the pattern of our survey for collecting actions.



# The game in the training courses

## Issues:









- Librarians need general information about Agenda 2030 to be able to play easily.
- Librarians need more technical trainings after the game to acquire good practices.

## Solutions:

- We are proposing a news feed to inform librarians on the topics of Agenda 2030 or sustainable development. <https://agenda2030bibfr.wixsite.com/agenda2030bib>
- We are proposing a presentation before playing and a quizz after playing, but to go further, it could be great to think the game as one step in a full training courses.

Testez vos connaissances sur l'Agenda 2030

1. Relie chaque objectif à son icône.

	<ul style="list-style-type: none"><li>• Faim «zéro»</li><li>• Vie terrestre</li></ul>	<ul style="list-style-type: none"><li>• Pas de pauvreté</li><li>• Mesures relatives à la lutte contre les changements climatiques</li></ul>	
	<ul style="list-style-type: none"><li>• Egalité entre les sexes</li><li>• Eau propre et assainissement</li><li>• Travail décent et croissance économique</li></ul>	<ul style="list-style-type: none"><li>• Inégalités réduites</li><li>• Vie aquatique</li><li>• Paix, justice et institutions efficaces</li></ul>	
	<ul style="list-style-type: none"><li>• Villes et communautés durables</li><li>• Partenariats pour la réalisation des objectifs</li></ul>	<ul style="list-style-type: none"><li>• Education de qualité</li><li>• Energie propre et d'un coût abordable</li></ul>	
	<ul style="list-style-type: none"><li>• Consommation et production responsables</li></ul>	<ul style="list-style-type: none"><li>• Industrie, innovation et infrastructure</li><li>• Bonne santé et bien être</li></ul>	

2. Et maintenant, choisissez un objectif et donnez un exemple issu de votre structure.

3. Partagez le avec la communauté : [agenda2030.bibfr@gmail.com](mailto:agenda2030.bibfr@gmail.com)

Source UNESCO



## Conclusion

YES ! The game can be used to train in emerging practises in LIS.

BUT on one condition: integrating the game into a whole process of appropriation, empowerment and practical and applied training.

AND NOW ? Thinking of integrating it into digital training, more adapted to the current context.

**The game isn't over!**



## References:

Alvarez, J., & Djaouti, D. (2012). *Introduction au serious game*. Questions théoriques.

Mickael, D., & Chen, S. (2006). *Serious games: Games that educate, train and inform*. Course Technology.

Skinner, B. F. (1953). *Science and human behavior*. New York, NY: Free Press.

Juul, J. (2003). The Game, the Player, the World: Looking for a Heart of Gameness. *Proceedings of the 2003 DiGRA International Conference: Level Up, 2*.

Sawyer, B., & Smith, P. (2008). *Serious Game Taxonomy*. Serious Game Summit, San Francisco.

Csíkszentmihályi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. Basic Books.



# thank you

Check out our other IFLA events at  
[www.ifla.org/events/all](http://www.ifla.org/events/all)

Visit our Unit's webpage to find out more  
about our work at  
<https://www.ifla.org/set>

