

# INSTRUCTOR'S GUIDE

# THE DETECTIVE

*Verona*



**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, which creates and sustains innovation and transformation through leadership development, shared learning, and authentic technology integration.

**The Gaining Early Awareness and Readiness for Undergraduate Programs** (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 and 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 Center's GEAR UP partnership with Oklahoma City Public Schools. PROMISE specifically seeks to:

- Increase the percentage of PROMISE students who are academically prepared for higher education and future careers upon graduating from participating schools
- Increase high school graduation rates and higher education enrollment rates of participating PROMISE schools, and
- Increase PROMISE students' and families' knowledge of higher education options, preparation, and financing.



**The purpose of this guide** is to support the effective integration of “The Detective: Bavaria” into your classroom teaching. This 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 warm-up 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.

# TABLE OF CONTENTS

## **4 What is the Game About?**

- 4** Short Description
- 5** Goals/Learning Objectives

## **6 How to Use**

- 6** Game Structure
- 7-9** Interface

## **11 Playing the Game**

- 11-14** Scenario Synopsis
- 15** Objectives Scenario Overview
- 17** Quick Strategies
- 18** Certificate of Completion

## **19 Classroom Activities**

- 19-21** Post-game reinforcement activities

## **22 Additional Resources**

- 22** Contacts



# 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.*



# 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. By completing this game, the students will have achieved the following objectives.

- **Collect information.** The student can seek out information from multiple sources to become better informed about the problem.
- **Evaluate information.** The student can determine if information is credible or unreliable by screening it for specific criteria: verifiability, objectivity, timeliness, detail and authority.

**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.** The student can organize their collected and evaluated information to form a coherent understanding of the problem.



# HOW TO USE

## GAME STRUCTURE

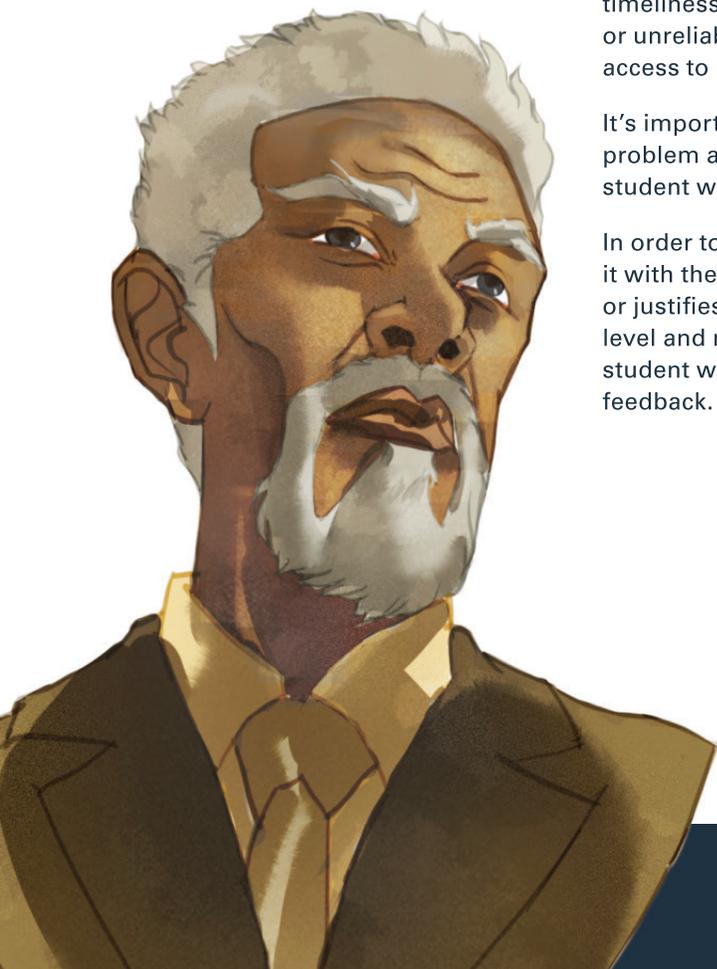
The game is designed to show students that the key to information literacy is simple: Collect a fair amount of information, evaluate information by asking the right questions and use organizational strategies that work for you.

The student are placed in present day Verona prior to the events of the play Romeo and Juliet. 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 (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.

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 will 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 or justifies the solution with clues that are incorrect, he or she will fail the level and must repeat it in order to proceed. At the end of each scenario the student will see their performance on a result screen and get individualized feedback.



# RESULTS

## INFORMATION COLLECTION



It looks like you are struggling a bit with evaluating information. This reduces the clues available to you. By improving your evaluation skills you will be able to access more clues and get a clearer picture of the mystery.

## INFORMATION EVALUATION



Consider each clue carefully. Make sure you ask yourself a few questions. Who is giving the information? Are they being objective? Can the information be backed up with another source or citation?

**OBJECTIVITY**



**VERIFIABILITY**



**AUTHORITY**



**TOPICALITY**



**DETAIL**



You made a mistake with an objectivity related clue. Be sure to question the point of view of your source when conducting an interview.

# INTERFACE



## MAP



### Available Clues

These clues are available for evaluation.



### Evaluated Clues

These clues have been evaluated. They can be revisited to double check their content.



### Flag for Usability

Flag clues based on if they are usable (thumbs up) or unusable (thumbs down).



### Flag for Support or Oppose

Flag clues based on if they support the hypothesis (handcuffs) or oppose it (cake).



### Mentor Help

The Mentor can give a hint about the reliability of a clue.



## SOLVE

### Solve

Opens the solve panel.



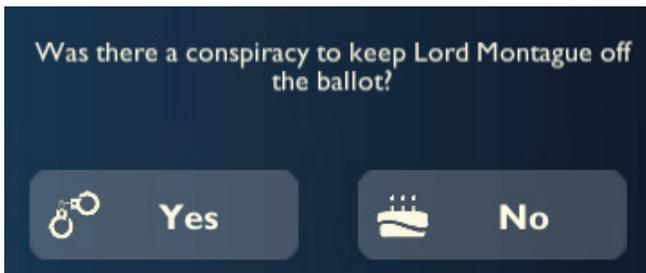
### Evidence Slots

Drag supporting evidence to these slots when solving a mission.



### Clue Status

These clues are available for use to support the chosen hypothesis.



### Conclusion

Decide if the hypothesis is valid or not.

## SETTINGS



### Objectives

Lists the mission's objective.



### Options

Allows for volume adjustments and returning to the main menu.



### Help Screen

A list of all interface elements and the Learning Objectives for the level.



## CASE SELECTION



- ✓ THE MILK MYSTERY
- ✓ LADY MONTAGUE'S SUSPICION
- THE MISSING SERVANT

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 you to the house of the Capulets to keep your eyes open for hints. Find out if Gregory was kidnapped or left the city by his own choice.

# PLAYING THE GAME

Familiarize yourself with each scenario and their learning objectives.

## 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 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 to interact with both families and act as a peacemaker. If the student (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 min

**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. 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 introduction to the 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 GOAL

- **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

### LEARNING GOAL

- **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, organizing, decision making

The final level is the most complex, with fourteen clues total. This is also intended to be the most challenging, building on the player's experience in Level II.

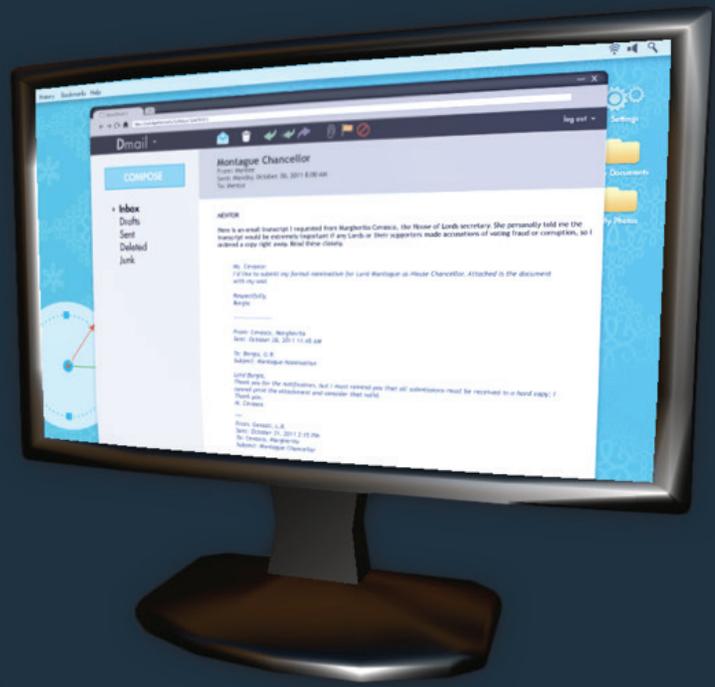
Gregory, the servant of the Montagues is missing. The prince is worried that the Capulets could have something to do with his disappearance. The Montagues already suspect Lord Capulet's nephew for his disappearance, so the prince is sending the detective to the home of the Capulets to search for clues. The student will need to determine if Gregory was kidnapped or if he left the city on his own.

### LEARNING GOAL

- **Collect information**
- **Evaluate information**
  - ✓ *Timeliness*
  - ✓ *Details*
  - ✓ *Authority*
  - ✓ *Verifiability*
  - ✓ *Objectivity*
- **Use information**
  - ✓ *Organization of information*

# OBJECTIVES-SCENARIO OVERVIEW

STANDARD	SCENARIO
<b>COLLECT INFORMATION</b>	Lady Montague's Suspicion The Missing Servant
<b>EVALUATE INFORMATION</b>	
<b>VERIFIABILITY</b>	The Milk Mystery Lady Montague's Suspicion The Missing Servant
<b>OBJECTIVITY</b>	The Milk Mystery Lady Montague's Suspicion The Missing Servant
<b>AUTHORITY</b>	Lady Montague's Suspicion The Missing Servant
<b>DETAILS</b>	The Missing Servant
<b>TIMELINESS</b>	The Missing Servant
<b>USE INFORMATION</b>	
<b>INFORMED DECISION MAKING</b>	The Milk Mystery Lady Montague's Suspicion The Missing Servant
<b>ORGANIZE INFORMATION</b>	Lady Montague's Suspicion The Missing Servant



# 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. It will increase your chance to get valuable clues.

## 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 points in 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.

# CERTIFICATE OF COMPLETION

"The Detective: Verona" tracks data to provide students with a summative assessment of their performance and to help students transfer what they've learned through game play to real-world. Upon finishing the game, a student can print out a certificate of completion.



# CLASSROOM ACTIVITIES

## POST-GAME REINFORCEMENT ACTIVITIES

Help students internalize key concepts with some of the following activities:

### POSTER DESIGN

Let your students create two versions of an interactive poster (for example with the web application Glogster). One poster should use only credible information, the other should only present unreliable information related to the topic. Ask the students to use as many different media types and formats as possible.





# CLASS DISCUSSIONS

Promote discussion! Arouse student interest and help cement their understanding through post-game discussions.

Encourage students to share 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 of poor data interpretation in the past that had serious consequences. Analyze what the problem was and what would have been the correct way to use information in that case.

# ADDITIONAL RESOURCES

## LEARNING STANDARD

<http://ok.gov/sde/language-arts>

## 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 K-16.

<http://www.informationliteracy.org/>

## RESEARCH

Journal of Information Literacy

Open access peer reviewed journal

<http://ojs.lboro.ac.uk/ojs/index.php/JIL/index>

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