



PLAY...

OR HOW TO RENEW
THE IMAGE
OF THE LIBRARY?



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First observations

How to put students at the heart of the library?

- Austere image of libraries in general
→ **Modernising the library's image**
- Lack of services and resources
→ **Communicate about offered services**
- Communication ill-suited to public
→ **Create interactive communication with students**

A game but which one?

Initial idea: challenge students where they are: on social networks and student associations.

Through student associations (La Mouette), meeting with two former students of INSA .

Design of an alternate reality game (ARG):

- **Fun:** Association of the game enjoyment with the organizer: the library
- **Interaction and Collaboration:** Interactive narrative combining fiction and reality. Creating a collaborative community of players
- **Innovation :** A gamification project never-before-seen in a French University Library

The game

Three phases (February 2013 - April 2013) bringing the players at the library - theater of the game:

- **Creation of an uncertainty context on the campus** through meaningful likely but fabricated events: recruiting campaign of a real fake international business, document theft, graffiti, etc.
- **Making the game visible by offering a series of puzzles** featuring the library services: documentary information, catalogs, microfiche reader, library areas use, etc.
- At a final evening, **students' experience of the library as the heart of the game.** Reappropriation of library space through team-based collaborative play.

Feedback

- **The game generates buzz** even if it does not touch as many players as desired.
- **We are not sure whether the game improved the knowledge of the library services and resources.**
- The library image has evolved: **unexpected projects are possible with it.**
- **The library is well received by its public.**
- Despite various actions of librarians, **students lack critical thinking with respect to the information.**

THE GAME

A SOLUTION TO RENEW
THE IMAGE OF LIBRARIES?