Crestview Elementary Gaming Center

A Project Proposal

Audra Vanderland

Department of Library and Information Sciences

LIBS 674: Library Management & Leadership

Dr. Amelia Anderson

October 9, 2021

Our Library

The Crestview Elementary School library is located in central Henrico County and serves approximately 325 students, their teachers, and their families. The current student population is majority minority with one quarter of students identifying as Hispanic, 13% identifying as Black, and nearly 6% identifying as Asian, as well as students who identify as two or more races (Virginia Department of Education, n.d.). A little less than half of the student population identifies as white. Additionally, Crestview has a large population of English Language Learners (13.5%) and students with disabilities (17.4%). A little over half of the population is identified as economically disadvantaged.

As a member of Henrico County Public Schools (HCPS), Crestview shares a library mission with the remaining branches as the mission statement and collection policies are set by the Henrico County School Board and division leadership. This mission is:

> HCPS librarians empower students to Think, Create, Share, and Grow in the school
> library as they learn to harness curiosity, model responsibility, inspire exploration,
> promote creativity, and deepen understanding. School libraries create equity and
> prepare all learners for college, career, and life (Henrico County Schools Public Libraries,
> n.d., section 1).

Additionally, the Crestview library supports the goals of Crestview's school improvement plan, which includes creating a sense of belonging for each student in the school community. It also has goals to increase the number of students on grade level for reading and mathematics

by at least 10% with an ultimate goal of 100% (J. Childress, personal communication, September

23, 2021).

Project Proposal

This year, I propose the addition of a "gaming center" in our flexible learning space that

is attached to the school library. This space will center around the addition of a library of things,

featuring board games, coding challenges, and similar game-style activities that encourage

collaboration and creative thinking. Students and staff will be able to use these materials within

the gaming center space, but also through checking out materials for classroom or home use.

Flexible seating will be available for small group learning, which may be used by individual

teachers, library activities, or after-school enrichment. I further propose the addition of a K-2

and 3-5 "gaming club" that each meet every other week with school library staff as sponsors.

Students will be recommended for participation based on their interests and support needs,

with a special focus on students who may be struggling with forming friendships, a sense of

belonging, or a sense of accomplishment and pride in themselves and their academic work.

Crestview students will "Think, Create, Share, and Grow" by building social-emotional

skills and peer relationships through gaming (Henrico County Schools Public Libraries, n.d.,

section 1). With traditional board and card games, students will develop attention regulation,

turn-taking, conversational skills, and delay or frustration tolerance. Even with late elementary

school students, participation in intervention that used board and card games twice a week led

to significant improvements in executive functioning (Benzing et al, 2019). With collaborative

board games, students will add opportunities to practice problem-solving, flexibility,

negotiating, perspective-taking, and compromising. Collaborative game play has also been used as anti-bullying intervention (Nieh & Wu, 2018). Finally, with challenge activities, students will develop analytical skills as they work together to develop solutions to STEAM-inspired problems. All of these social-emotional skills support student development in alignment with the Henrico Learner Profile as they become Communicators, Collaborators, Quality Character, and Critical Thinking (Henrico County Schools Public Libraries, n.d., section 2). The use of gaming, a high interest student activity, also supports the development of a sense of belonging, one core Crestview goal, whether it's through play during library time, class activities, indoor recess, or even used within our House system programming at House meetings or class partnerships. Gaming offers a shared activity with multiple entry points for diverse learners to participate, build friendships, and develop confidence, allowing for each and every one of our learners to find success. Indeed, games "can provide a more collaborative, engaging classroom experience—especially for students who may struggle to focus or find their niche in learning" (Nguyen, 2021, para 4). The use of games can even increase motivation to engage in academic content that students are otherwise disinterested in (Syawaluddin et al, 2020).

The Crestview gaming center will meet the needs of our community through supporting rich, creative play outside of the school environment. Many well-loved games and activities can be unaffordable for our low-income families, especially to build a robust collection of materials. By creating a library of things, all of our students will have access to these highly engaging activities. They will be able to use these games with friends and family to further build their sense of community, while supporting their social-emotional development and mathematical

thinking. By doing so, we also support equity in access for all of our learners, a core feature of

our library's mission (Henrico County Schools Public Libraries, n.d., section 1).

Reference List

Benzing, V., Schmidt, M., Jäger, K., Egger, F., Conzelmann, A., & Roebers, C. (2019). A classroom

intervention to improve executive functions in late primary school children: Too 'old' for

improvements? British Journal of Educational Psychology, 89(2), 225-238.

Henrico County Public School Libraries. (n.d.). *Home*. HCPS Libraries: Growing lifelong readers,

transforming learning. Retrieved Saturday, February 20, 2021.

http://blogs.henrico.k12.va.us/hcpslibraries

Nieh, H., & Wu, W. (2018). Effects of a Collaborative Board Game on Bullying Intervention: A

Group-Randomized Controlled Trial. The Journal of School Health, 88(10), 725-733.

Nguyen, H.P. (2021, March 26). How to use gameplay to enhance classroom learning. Edutopia.

https://www.edutopia.org/article/how-use-gameplay-enhance-classroom-learning

Syawaluddin, A., Afriani Rachman, S., & Khaerunnisa. (2020). Developing Snake Ladder Game

Learning Media to Increase Students' Interest and Learning Outcomes on Social Studies

in Elementary School. Simulation & Gaming, 51(4), 432-442.

Virginia Department of Education (n.d.). Crestview Elementary School Quality Profile. Retrieved

from https://schoolquality.virginia.gov/schools/crestview-elementary.