



# C R O S S W O R D S

as fun, useful and engaging tools for library instruction, training and more

## Presenters

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## Instructions for designing a crossword

1. Go to <http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>
2. Type in clues. Begin with the clue followed by a space and a definition.  
  
For example,  
**italicized** In APA citation style, titles of journals and books must be \_\_\_\_\_.
3. Take a screen shot of the generated crossword puzzle and insert/paste it in a MS Word document.
4. Copy/paste the clues from the puzzlemaker program into MS Word document and make any formatting changes necessary.
5. (Optional) Provide an assessment tool at the end of the page to gather feedback from the students regarding using the crossword puzzle.

For example: *Please provide feedback on this activity (e.g. was it difficult or time consuming, did you enjoy it, did you consult with your friends, do you wish to have more activities like this one in other classes, etc.?)*

## Use crosswords for:

1. Accelerating learning vocabulary terms (Jaramillo, Losada, & Fekula, 2012; Whisenand & Dunphy, 2010)
2. Review and reinforce material (Leach & Sugarman, 2005; Smith, 2007a, 2007b)
3. Library orientations for freshmen students (O'Hanlon, Diaz, & Roecker, 2009; Smale, 2011; Twork, 2013)
4. Checklist assignments and lengthy descriptive assignments (Jaramillo et al., 2012; Manuel, 2002)
5. Assessment and feedback (Leach & Sugarman, 2005; Shah, Lynch, & Macias-Moriarity, 2010)

## Get some inspiration from other subject disciplines!

1. Pharmacy (Shah et al., 2010)
2. Sociology (Davis, Shepherd, & Zwiefelhofer, 2009)
3. Biology (Franklin, Peat, & Lewis, 2003)
4. Physiology (Baily, Hsu, & DiCarlo, 1999)

## Looking for some examples to get started?

1. **Clues or definitions** (Leach & Sugarman, 2005, p. Appendix; Smith, 2007a, 2007b; Tchangalova, 2016; Tewell & Angell, 2015, p. Appendix B)
2. **Assessment/feedback** (Franklin et al., 2003, p. 82; Jaramillo et al., 2012, pp. 219–222)

## Further readings

- Baily, C. M., Hsu, C. T., & DiCarlo, S. E. (1999). Educational puzzles for understanding gastrointestinal physiology. *American Journal of Physiology*, 276, S1–S18.
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- Smale, M. A. (2011). Learning Through Quests and Contests: Games in Information Literacy Instruction. *Journal of Library Innovation*, 2(2), 36–55.
- Smith, F. A. (2007a). Games for teaching information literacy skills. *Library Philosophy and Practice*, 9(2), 12.
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- Tewell, E. C., & Angell, K. (2015). Far from a trivial pursuit: Assessing the effectiveness of games in information literacy instruction. *Evidence Based Library and Information Practice*, 10(1), 20–33.
- Twook, M. (2013). Filling in the information literacy blank: developing a library orientation for incoming community college students. *Journal of Library Innovation*, 4(2), 69–77.
- Whisenand, T. G., & Dunphy, S. M. (2010). Accelerating student learning of technology terms: The crossword puzzle exercise. *Journal of Information Systems Education*, 21(2), 141–148.