**Communication and Artificial
Intelligence**

Games, Play and Gamification in the Bucharest Metropolitan Library as Seen Through Facebook Posts

Paula-Grațiela Cernamoriț[1]

Abstract: Games, play and gamification, used in organized public library programs, are ways in which libraries can attract a larger audience, especially those who are not yet interested in reading. In this way, contact with the library would enable them to find out about other resources that these cultural institutions offer, thus encouraging them to become regular patrons of non-game services. This paper aims to find out whether these new ways have been used in activities carried out with the public in the Bucharest Metropolitan Library. Research on games, play and gamification in public libraries is very limited in Romania and it could benefit researchers and librarians alike. A content analysis was done on the posts made on Facebook in 2023 by the Bucharest Metropolitan Library. The findings of the study showed that games, play and gamification were used mostly in thematic activities combined with reading, learning and creative workshops. Collaboration with institutions, associations and other organizations has increased the quality of the services offered. The research is valuable in that it presents activities in which librarians have used games, play and gamification, thus offering ideas for all Romanian librarians who could implement these tools on a larger scale in our public libraries.

Keywords: public library; Romania; social media; conceptual model of the library gaming experience; content analysis

---

[1] PhD in progress, Doctoral School in Communication Sciences, Faculty of Journalism and Communication Studies, University of Bucharest, Romania, Address: 90 Panduri St., Sector 5, 050663, Bucharest, Romania, Corresponding author: grati_cernamorit@yahoo.com.

1. Introduction and Background of the Study

Faced with financial problems, librarians' unwillingness to change and the nostalgia of a library based solely on borrowing books, librarians are losing communication with library patrons day by day. The solution to this problem could be to build strong communities around libraries (Scott, 2011). First of all, it would be necessary to change the public's perception of how libraries are seen today, as outdated institutions that do not understand their needs and have nothing interesting to offer them (Levine, 2009). A paradigm shift in this direction would be to introduce games programs or organize games tournaments in libraries, especially public libraries, as a means of promoting them and providing an opportunity for fundraising (Branston, 2006; Nicholson, 2010a; Werner, 2013). In the last 20 years, games have become another library service (Levine, 2008). Public libraries also play an important role in promoting play programs. They understand the importance of play in the healthy development of children and have begun to incorporate play experiences into their early literacy programs. (Lipschultz, 2009; Ralli & Payne, 2016). They most often include toys and games for children in kindergarten or primary grades, but the interest aroused by such activities has led a growing number of libraries to develop play spaces for elementary school children as well (Gray, Erdahl & Tatgenhorst, 2022). Another popular way to incorporate games into libraries is gamification, or the process of applying game mechanics and game thinking to real-world problem solving and user engagement (Phettleplace & Felker, 2014, p. 20).

There is a lot of research on games, play and gamification in libraries abroad, but in Romania studies on this topic are lacking. Studies done in recent years have highlighted the fact that public libraries in Romania have also started to modernize, especially through the implementation of knowledge management, a new managerial process (Madge, 2009; 2010; 2017). Other studies have tried to identify what the trend is in Romanian libraries, what librarians are facing, what their objectives are and how they will fulfill them (Madge, 2016; 2018). Based on the needs of librarians, other studies have been done among Romanian patrons, trying to identify their information needs and behavior (Porumbeanu, 2003; 2009). In relation to the topic being addressed here, about games and gamification in Romanian libraries, a study was conducted in eight libraries in Romania and found that, although they didn't use the term "gamification", librarians found the concept interesting and in some libraries it was already being applied in the development of some activities (Haasio & Madge, 2020). Trying to get closer to their public, to make themselves more visible and attract new categories of patrons, public libraries, in their desire to

modernize, have started to be present on various social media, especially Facebook (Madge & Coșerea, 2014).

The public library system in Romania includes the Bucharest Metropolitan Library, county libraries, municipal and city libraries and communal libraries. In total, there are 41 county libraries, which operate in the county municipalities, are subordinate to the county councils and are funded from the county budget. The Bucharest Metropolitan Library acts as a public library for Bucharest municipality, as a county library for Ilfov county, as well as an information and documentation center in the field of librarianship for public libraries in Romania. The activity of the Bucharest Metropolitan Library is financed entirely from the budget of the Municipality of Bucharest (Legea bibliotecilor, 2002). There are no studies on games and play activities or on the application of gamification in the activities carried out with the public by this institution. Therefore, the aim of this research is to discover how the Bucharest Metropolitan Library uses games, play and gamification in its activities. The findings can be valuable for Romanian librarians who can learn from the experience of their peers, adapting the discovered programs in their libraries too. The public may also be interested to learn more about such activities taking place in our libraries, which in this way can be promoted, and patrons may become more enthusiastic about coming and spending their free time in public libraries.

2. Theoretical Framework

For the theoretical framing of the research, the Conceptual Model of the Library Gaming Experience designed by Scott Nicholson (2010a) was chosen. In his book, "Everyone plays at the library: Creating great gaming experiences for all ages," Nicholson (2010a) suggests that when organizing gaming programs in libraries, librarians should focus on the experience the game offers and not the game itself. He believes that each type of gaming experience fits into an archetype and he chose five concepts that define them: Social, Narrative, Action, Knowledge, and Strategy. Each can provide different gaming experiences for different types of library patrons. Therefore, when the library is running a gaming program, it is important to match the gaming experience to the type of players involved and with the library mission to develop program goals.

The Conceptual Model of the Library Gaming Experience analyzes the interaction between players, spectators, library staff and library resources during a gaming experience. Players, who bring with them their own knowledge, interact with each other. Spectators, who may be parents, grandparents or friends, may also get

involved in the game or just watch from the sidelines. Sometimes players can also become spectators, when they are not involved in the game and are waiting their turn. Library staff can choose the degree of involvement in the gaming experience. They can choose to help players learn new games and make friends, they can stand in for a player and play when needed, or they can just provide the games and chat with the spectators.

To better understand the model, some concepts need to be explained. First is the concept of game state. In board games this is represented by the board and the pieces and in video games by the change of pixels on the screen. Players sometimes have a character or avatar that interacts with the game state. By interacting with each other, players manipulate the game state according to certain rules until the winner is determined. Second is the concept of the game world. This is the story of the game, which sometimes is not necessary to play a game, but sometimes is essential. Some games take place in a pre-existing world but in other games players create that world as the game progresses. Players interact with the game state, with the game world, with each other to get to know and talk about games and strategies, with library staff to talk about games and other services the library offers, sometimes with spectators. Sometimes the players become spectators themselves and share their experiences with them. Spectators interact with library resources placed by librarians in special spaces near them so they can check them out. They also interact with library staff who encourage them to join in the fun by finding games for them to play.

The elements of the Library Gaming Experience Model are important for the development of five Gaming Experience Archetypes.

Social gaming experiences focus on social interactions between the players and are loud experiences. The library staff could provide such an experience by using games like Bridge or Bingo, for seniors, Casino, party environments, Blackjack, Craps, Let It Ride, Trainers Warehouse, Craps, for adults, Diplomacy and Liar's Dice/Perudo, for teens, adults and seniors, LittleBigPlanet, for children, teens and adults, Apples to Apples, Gift Trap, Say Anything, Wii Music, Rock Band or icebreaker games, for all and intergenerational. Through game programs sharing social gaming experience, the library could become a community hub, attract underserved patrons, and provide entertainment.

Narrative gaming experience focuses on activities that interact with the story of the game. Role-playing games help players to engage with each other and with the world in which the game is set. Role-playing games are analog games and digital games.

Storytelling is an important aspect of these games. The game creator tells the first part of the story and the players tell the rest, through playing the game. These experiences have the potential to be loud, because the players interact with each other through their characters. These narrative games don't require anything other than creativity. One way to integrate such experience in libraries would be a book club in which the group would be asked to continue the story where the book left off. Some games that could be used are A Game of Thrones, for adults, RuneScape for children, teens and adults, Aye, Dark Overlord!, Shab-al-Hiri Roach, Marvel Ultimate Alliance 2, Prophecy, Shadows Over Camelot, Hammer of the Scots, Werewolf, for teens and adults, Tales of the Arabian Nights, Pandemic, 1960: The Making of the President, Shakespeare in a Box, for teens, adults and seniors, Mouse Guard, for children, teens, adults and seniors, and Lord of the Rings, for all and intergenerational. Through game programs sharing narrative gaming experience, the library could provide entertainment, serve active patrons, and create publicity.

Action gaming experience focuses on the player's ability to make changes in the game state and include video games, digital games, analog dexterity games, such as Jenga and Pick-Up Sticks and big games. Action games are noisy. The libraries could use games like Dance Dance Revolution, Guitar Hero, Rock Band, Mario Kart, Calling All Cars, Super SmashBros, for children, teens and adults, Madden NFL, Super Street Fighter II HD Turbo Remix, Halo 3, Lord of the Rings: Conquest, Castle Crashers, Geometry Wars, Cornerstone, for teen and adults, Villa Paletti, Sorry Sliders, Tumblin Dice, for children, teens, adults, Namco Museum series, for children, teens, adults, seniors, Carnival Games, Boom Blox, Mario Party, Tier auf Tier, for all, Wii Sports, Gulo Gulo, for all and intergenerational. Through action gaming experience, the library could attract underserved patrons, organize action game tournaments and become a community hub, could provide entertainment and serve active patrons who would love action games in summer reading programs, and these experiences could draw attention creating publicity.

Knowledge gaming experience focuses on the knowledge with which the player enters the game. There are two environments for knowledge games. The first is a quiet one, with word games, like Scrabble, Boggle, Balderdash, Bananagrams, My Word!, Triviathon, that involve deep thinking. A library with limited space where the patrons are reading, can use these quieter knowledge gaming experiences. The second environment is the one with laughing, working together, and engaging socially where could be used educational games, party games, show games, trivia games, and big games. The games that could be played are knowledge games with Harry Potter, Password, Charades, Pictionary, Cranium, Cranium Hoopla, Stop

Disasters, Catch Phrase, Guesstures, Jeopardy, Wheel of Fortune, Trivial Pursuit, You Don't Know Jack, Buzz!, Wits and Wagers, Word on the Street, SpongeBob SquarePants Fact, Fishy DVD Game, and Puzzle Hunts. Knowledge gaming experience works well to attract underserved patrons, in a community hub, serving active patrons by supporting a school curriculum, and creating publicity. There are suited for all library patrons and intergenerational.

Strategy gaming experience focuses on the decision making required to play a game and tend to include longer, serious and quiet games. This experience includes abstract games, mechanics-based board games, war games, card games, and digital games. The games proposed by Nicholson (2010a) for reaching this experience are like Tic-Tac-Toe, Chess, Checkers/Draughts, Backgammon, Go, Go-Moku, Nine Men's Morris, Mancala, Parcheesi, Connect 4, Pente, Gipf, Ticket to Ride, Empire Builder, Quirkle, Incan Gold, Heroscape, Peggle, Bejeweled, Worms, Tetris Party, Puzzle Fighter, Tier auf Tier, Der Schwarze, Candy Land, Mille Bornes, Uno, Pit, Munchkin, Killer Bunnies, The Quest for the Magic Carrot, Rummy, Hearts, Spades, Cribbage, Monopoly, Clue, Suitcase Detectives, Zendo, for all patrons, Hive, The Settlers of Catan, Acquire, Carcassonne, Risk, Memoir 44, Axis and Allies, Battleground, Bohnanza, Saboteur, for teen, adults, and seniors, Ubongo, Take it Easy, PixelJunk Monsters, Plants vs. Zombies, Desktop Tower Defense, Warcraft III, StarCraft, Age of Empires, Caylus, Stone Age, for children, teens, and adults, Citadels, Puerto Rico, Civilization Revolution, Age of Booty, Planet Steam, El Grande, China, Chinatown, Power Grid, for teens and adults, Teen Second Life, for teens, Fluxx, Pokemon, YuGiOh!, for children and teens, Yahoo!'s Puzzle Pirates, Bridge, Mah Jongg, Blokus, SimCity, The Sims, Second Life, Tichu, Dominion, 1000 Blank White Cards, Poker, Medici, Modern Art, Can't Stop, for adult audience, and Dominoes, Pitch, Canastra, Euchre, for seniors.

Also, Nicholson (2010a) suggests that creating games could be a good library program and he recommends Scratch as a tool. A game creation program in the library would allow patrons to create games that they would share with other participants. In such programs, teams can create a game and then share the game with other teams, and creators could bring their games every week to be played at the library and to receive feedback.

He also recommends the use of volunteers in organizing game programs and partnerships with various institutions and organizations. The types of game programs he recommends to be organized in libraries are different. First, he would set a regular monthly time to hold gaming programs or to have a longer session that is divided in

two parts, a part with teens and a part for all ages. Another method would be an open play event in which the library puts games in a specific space that allows players to play on their own for a few hours or a mixed event with a tournament in which players compete to win prizes.

Based on Nicholson's (2010a) Conceptual Model of the Library Gaming Experience, the study will try to find out with whom the Bucharest Metropolitan Library collaborates, what kind of programs it organizes, what services provides and what kind of gaming experiences it offers to its patrons.

3. Literature Review

Games in libraries can be seen as a library service providing materials that can be borrowed to be played in libraries (Haasio et al., 2021). Having gaming collections and gaming programs would be a benefit to all types of libraries. These types of collections and services are able to function as learning tools, as entertainment, and as opportunities for people to communicate and build community together. The documented success of fellow American librarians can serve as inspiration and motivation for all those who are actively involved in library advocacy (Adams, 2007; Hill, 2016). There are many benefits of play, especially among children. Play is related to brain development, language development, learning new words, acquiring motor skills, problem solving, decision making, understanding cause and effect, understanding the world they live in and how it works, it forces them to develop their ability to plan and organize, teaches them self-control, how to practice patience, politeness and cooperation and how to control their emotions or how to develop social skills (Lipschultz, 2009; Ralli & Payne, 2016). Along with reading, talking, singing and writing, play is one of the five key early literacy practices that parents should undertake with their children to promote reading readiness. Within library programs there are a variety of games that young children and their caregivers can play, such as peek-a-boo, songs and rhymes, imitation, role-play, finger plays, reading aloud, pretending to prepare and serve meals for parents or adults, etc. Playing in a safe environment helps them to experience and learn new things (Walsh, 2014). Children connect with other children and adults, read, play with dolls and other toys, move and create together, and are motivated to continue to participate in these kinds of activities, which fulfill their personal needs for group belonging, socialization and camaraderie (Downie & Proulx, 2022). It is important to view the play program as part of the library program and have early literacy interactions with children. When parents or caregivers of children see librarians playing on the floor

with their children, they learn from the librarians how to engage the children in various types of activities that are useful for language and literacy development (Ralli & Payne, 2016). With enough play, the brain works better and applies what it learns through play in other contexts (Brown & Vaughan, 2010).

Huizinga (1949) defines play as a free activity, not too serious, which absorbs the player intensely and completely, is not tied to a material interest, and from which no profit can be made. Games take place within their own limits of time and space, according to fixed rules and in an orderly manner (p. 13). The game can also be defined as a system in which players engage in an abstract challenge, driven by rules, interactivity and feedback, leading to a quantifiable outcome, often triggering an emotional reaction (Kapp, 2012). The main purposes of games, highlighted in the literature, are education and recreation (Phetteplace & Felker, 2014). Zichermann and Cunningham (2011) highlight four reasons why gamers engage in games: to learn about the game, to relax, to have fun and to socialize. Therefore, as far back as the 1800s, British libraries began games programs in libraries, introduced as a means of providing patrons with healthy ways to spend their leisure time (Snape, 1992). In 1855, in an American academic library, the oldest chess club, still in operation today, is documented (Nicholson, 2008c). To encourage civilized behavior, American libraries have introduced games that teached moral lessons to their players. Chess was one of the most common public library game. Puzzle tournaments followed, with cash prizes awarded to the winners. Summer reading programs frequently include games and contests similar to the games offered for children and youth. Public libraries may also broaden their offerings with game services for the elderly (Lipschultz, 2009; Nicholson, 2008c; Nicholson, 2009a; Nicholson, 2013). Board games, a category that includes card games, knowledge games, strategy games, jingsaw puzzles, role-playing games, are a convenient and fun way to encourage play in libraries (Copeland et al., 2013; Nicholson, 2013). In fact, some authors believe that board games also offer the advantages of portability, accessibility, durability, adaptability, and the ability to convey a better understanding of game mechanics, superior to the advantages offered by computer games (Copeland et al., 2013). Board games help young people develop attention, comprehension skills, positive habits, and greater engagement in library activities (Alvarez, 2017). Nicholson (2008b) also recommends modern board games that encourage much more interaction, involvement, strategic planning and communication than classic board games. Also, different types of video games can be successfully added to a public library's collection, even for the purpose of promoting literacy (Nicholson, 2010b). Players in online games work together and apply scientific thinking to create effective

strategies (Gee, 2012). For Generation Z youth, gaming is not an alternative, but an expectation (Jackson et al., 2012). Games are seen as learning platforms for the next generation, and librarians, through their lens as educators, recognize the need to combine the fun with the learning, coming up with creative ways to integrate games into libraries (Burkhardt, 2013; Howe & Strauss, 2000). Nicholson (2008a; 2008c; 2010a; 2010c) argues that library game programs provide fun and engaging ways for people to connect with other resources in library collections and will return to take advantage of non-game services. These game programs can promote library services and people, seeing their usefulness, can actively participate in knowledge transfer and become more informed citizens (Hill, 2016).

Creating games is another way of using games in libraries. As far back as 1974, the New York Public Library invited children to participate in a month-long program in which they would create their own games (Why Not Make Up Your Own Game, 1974). Nicholson (2013) observed that when you create a game you gain a lot of skills, social skills, mintal skills, design and creative skills, and also writing, planning and testing skills. Powell (2013) also believes that children's participation in making their own games through a library service would enable them to gain different skills and the opportunity to express their own creative visions. Constructive play has grown rapidly in libraries over the past decade. It is realized today in open creative spaces in libraries, called Makerspaces (Nicholson, 2013; Felker, 2014). In some libraries, these well-equipped makerspaces also have state-of-the-art recording studios, video labs, robotics labs, art studios or teen hangout areas (Grant, 2021). Building things is a fun form of play for people of all ages around the world. It is a free game, where those involved can choose what and how to create, caring more about the creative process than the finished product. Modern makerspaces are places that have high-tech tools, such as 3-D printers, to create a wide variety of things, while also being places where people come together to share ideas and help each other in their creative endeavors (Willett, 2018).

Gamification is the skill of taking elements of games and adapting them to boring non-game situations, into things you have to do but don't really feel like doing (Kapp, 2012). According to Nicholson (2014), gamification is the application of layers of play or playfulness to motivate engagement in a specific context. Most current applications of gamification focus on offering points, badges and rewards to motivate patrons (Downie & Proulx, 2022). Attracting the public to gamification and adapting this tool to library services will bring many benefits to the library profession. Gamification is probably most easily recognized in the summer through reading programs, when libraries encourage participation by offering rewards that

can be earned by reading a certain number of books and participating in activity programs (Nicholson, 2012; Nicholson, 2013; Kim, 2015; Downie & Proulx, 2022). Elements of gamification can be applied to any learning activity, and today's digital technology allows us to track individual progress and does not necessarily require large investments (Seay, 2018). Patrons can also be involved in creating or customizing the gamification system, as they can select or create targets or game elements that are molded to their own interests (Nicholson, 2012). Sometimes, gamification can take the form of treasure hunts conducted in the physical space of the library, in which players have to find clues in various rooms of the library, solve puzzles (Nicholson, 2009b; Tang, 2021), search for various documents in the library catalog, and produce a video work. Participants in the game are asked to answer various questions, find a book or movie in the library catalog, then find their physical variants on the shelf, and make a book cover, recreate the costume of a character from a movie, or write a haiku with the library as the theme (Tang, 2021).

Studies made over the years have found that students' use of library services leads to the development of critical thinking and higher grades, so it is necessary for libraries to try to increase the level of use of the services they offer. Introducing elements of play and games in libraries can help to attract patrons, especially those who make very little use of library services, to learn about library resources and make them more engaging environments (Walsh, 2014).

In libraries abroad, games, play and gamification are widely used, especially in the last 20 years. In the New York Public Library debuted the "Game On" program in 2006, in which patrons play video games such as Wii, Xbox, Sony Play Station, and World of Warcraft (Neiburger, 2007; Schiesel, 2008). The same library organized "Find the Future," a night-long adventure inside the library, where players worked in teams to discover archival documents, maps, and relics (Find the Future, 2011; Ordas, 2015; Pun, 2016). Also, "Harry Potter Night" was held at Lycoming College, using general knowledge games and obstacle courses (Broussard, 2013). A gamification project, "Teen Summer Challenge," was created by two librarians from an American public library in 2012 to encourage young people to read. The contest was organized online and increased participation in the reading program from 200 to 650 participants (Schwarzwalder, 2014).

Also in Romanian libraries, especially in public libraries, games, play and gamification have started to be used much more often in the activities carried out with the public, especially with children. The project "Code Kids - Program the future of your community," supported by the Progress Foundation (Code Kids, s.a.),

is being carried out in county and municipal libraries in Romania. The children learn programming on Code.org, in Scratch and App Inventor on a platform with pre-determined exercises, and those who complete the courses receive prizes and diplomas. After learning to program, the children work with Arduino chips and make their own projects, which they present in front of the public and judges at science fairs, organized physically or online (Târgul Regional de Știință și Tehnologie pentru Copii, 2023). The County Library in Brăila established in 2017 the first makerspace in a Romanian public library, specifically designed to promote STEAM education and robotics. In 2018, the Robotics Club was also born and the Helix team was formed (Makerspace, s.a.). A creative workshop, equipped with modern technology, was also set up at the County Library in Călărași. The equipment in the Smart Lab will help students better understand the concepts they have learned at school, stimulate their creativity and develop their digital skills (SmartLab, s.a.). In Tulcea County Library, during the summer vacation, children and teenagers come to the library to spend their time in a fun and educational way, carrying out various activities that combine educational themes with various games such as LEGO, puzzles or card games (Cluburi de vacanță, 2024). The library also has a Ludoteque, a playground for young children, who come accompanied by their teachers or parents during the school year and during the holidays to participate in different activities organized for them during the summer programs (Vacanța la Ludotecă, 2024).

3.1. Research Questions

This study attempts to answer the following questions:

RQ1. How were games, play and gamification used in the activities organized by the Bucharest Metropolitan Library and what were the objectives pursued?

RQ2. Who does the Bucharest Metropolitan Library collaborate with in developing activities that include games, play and gamification and who are they addressed to?

RQ3. Do the games used and the activities that include games and gamification carried out in the Bucharest Metropolitan Library fit into the Conceptual model of game experiences in libraries?

4. Methodological Approach

A qualitative approach was used for this study. A content analysis was carried out on the texts, images and video posted on Facebook pages by the Bucharest

Metropolitan Library and its branches in 2023 to explore the use of games, play and gamification in the activities organised for the public.

The Bucharest Metropolitan Library, which serves Ilfov County as a county library, has 29 branches dedicated to the public. It has seven branches in Sector 1, six branches in Sector 2, five branches in Sector 3, five branches in Sector 4, two branches in Sector 5 and four branches in Sector 6 (Biblioteca Metropolitană București, f.a.). The Bucharest Metropolitan Library has a main Facebook page and another 29, one for each branch. As shown in Table 1, 30 Facebook pages were surveyed in total.

A qualitative method consists of going into the content to get an overview, determine the units of analysis, followed by coding, analysis and interpretation (Leavy, 2017). The corpus contains 218 text posts, 274 photos and one video. The photos and the video include relevant images of the games played by the patrons, game exhibitions made by the librarians, activities of play, the toys they used, the age range of the participants in the activities and the location where these activities took place. Of the total number of posts, only 97 contained photos or videos relevant to the study and were subject to coding.

The MAXQDA soft was used for coding the postings. Categories and a coding scheme was derived from the data and the theories, inductive and deductive respectively. We generated an initial list of coding categories from the Conceptual Model of the Library Gaming Experience, following Library Gaming Experience Model and the five Gaming Experience Archetypes. Other main categories were further developed by preliminary examination of the data: Games, Participants, Objectives of the activities, Partners, Locations, Events, Service offering, and Posting info.

In order to crosstab between variables, we also used a contingency analysis. This summarizes the information from two or more categorical variables at once so that the given percentage of each category combination can be seen and can be used to make comparisons between groups (Rumsey, 2013).

Table 1. Bucharest Metropolitan Library Facebook pages and number of items coded

Nr.	Facebook page name *n=30*	Link *n=30*	Posts *n=218*	Photos *n=274*	Videos *n=1*
1	Bucharest Metropolitan Library	https://www.facebook.com/BibliotecaMetropolitanaBucuresti	5	9	0
2	Mihail Sadoveanu Headquarters - Bucharest Metropolitan Library	https://www.facebook.com/SediulCentralBMB	10	0	1
3	Art Library - Bucharest Metropolitan Library	https://www.facebook.com/ArtotecaBMB	0	0	0
4	Elena Văcărescu Foreign Language Library	https://www.facebook.com/profile.php?id=100069167732467	2	0	0
5	Nichita Stănescu Branch - Bucharest Metropolitan Library	https://www.facebook.com/biblioteca.nichitastanescu	0	0	0
6	Otilia Cazimir Branch - Bucharest Metropolitan Library	https://www.facebook.com/bibliotecaotiliacazimir	29	40	0
7	Vasile Alecsandri Branch - Bucharest Metropolitan Library	https://www.facebook.com/biblioteca.vasilealecsandri	10	9	0
8	Alexandru Macedonski Branch - Bucharest Metropolitan Library	https://www.facebook.com/profile.php?id=100064480734987	9	14	0
9	Alexandru Odobescu Branch - Bucharest Metropolitan Library	https://www.facebook.com/BibliotecaMetropolitana.Alexandru.Odobescu	2	2	0
10	Bogdan Petriceicu Hasdeu Branch - Bucharest Metropolitan Library	https://www.facebook.com/profile.php?id=100072216168175	3	3	0
11	Cezar Petrescu Branch - Bucharest Metropolitan Library	https://www.facebook.com/grivita.bibmet.ro	10	10	0
12	Costache Negruzzi Branch - Bucharest Metropolitan Library	https://www.facebook.com/biblioteca.costachenegruzzi	2	0	0
13	Dimitrie Bolintineanu Branch - Bucharest Metropolitan Library	https://www.facebook.com/Biblioteca.Dimitrie.Bolintineanu	2	3	0
14	Dimitrie Cantemir Branch - Bucharest Metropolitan Library	https://www.facebook.com/bibliotecametropolitana.dimitrie.cantemir	8	34	0
15	Emil Gârleanu Branch - Bucharest Metropolitan Library	https://www.facebook.com/biblioteca.emilgarleanu	7	3	0
16	George Coșbuc Branch - Bucharest Metropolitan Library	https://www.facebook.com/bmb.cosbuc	12	26	0
17	George Topîrceanu Branch - Bucharest Metropolitan Library	https://www.facebook.com/bibliotecatopirceanu.ro	10	10	0
18	Gheorghe Șincai Branch - Bucharest Metropolitan Library	https://www.facebook.com/bibliotecasincai.gheorghe.5	1	1	0
19	Ienăchiță Văcărescu Branch - Bucharest Metropolitan Library	https://www.facebook.com/bibliotecaienachita.vacarescu.5	5	0	0
20	Ioan Slavici Branch - Bucharest Metropolitan Library	https://www.facebook.com/bmbioanslavici	0	0	0

21	Ion Creangă Branch - Bucharest Metropolitan Library	https://www.facebook.com/ioncreanga.biblioteca	12	23	0
22	Ion Neculce Branch - Bucharest Metropolitan Library	https://www.facebook.com/profile.php?id=100064623343969	14	29	0
23	Liviu Rebreanu Branch - Bucharest Metropolitan Library	https://www.facebook.com/bibliotecaliviurebreanuBMB	28	43	0
24	Lucian Blaga Branch - Bucharest Metropolitan Library	https://www.facebook.com/biblioteca.lucianblaga.1	7	1	0
25	Marin Preda Branch - Bucharest Metropolitan Library	https://www.facebook.com/biblioteca.marinpreda	9	2	0
26	Mihai Eminescu Branch - Bucharest Metropolitan Library	https://www.facebook.com/profile.php?id=100071662253291	7	4	0
27	Nicolae Bălcescu Branch - Bucharest Metropolitan Library	https://www.facebook.com/bibliotecanicolaebalcescu	5	1	0
28	Nicolae Labiș Branch - Bucharest Metropolitan Library	https://www.facebook.com/profile.php?id=100064566767673	6	6	0
29	Petre Ispirescu Branch - Bucharest Metropolitan Library	https://www.facebook.com/ispirescu	3	1	0
30	George Enescu Media Library - Bucharest Metropolitan Library	https://www.facebook.com/BMBMediatecaGeorgeEnescu	0	0	0

5. Findings

Of the 30 Facebook pages, George Enescu Media Library, Ioan Slavici Library, Nichita Stanescu Library, and Art Library do not have any posts on their Facebook pages about games, play and gamification. But, as shown in Table 2, games, play and gamification have been used by the Bucharest Metropolitan Library in projects organized at central level, for the entire institution, and also in activities carried out in each branch. First of all, there were the regular activities, in which the Bucharest Metropolitan Library collaborated with educational institutions, in activities that promoted reading and library collections, such as the Library Reading Hunt and the School Differently. Occasional activities, such as Library on the Grass and AstroFest, were organized in partnership with various other institutions. Different activities took place only in certain branches, such as Bibliovacanța 2023 (Library Holiday 2023), Health through Play, Night Libraries, Mobile Reading Club, MindLab Workshop or Creativity and Play, in collaboration with different associations or volunteers.

Table 2. Activities involving play, games and gamification that took place at the Bucharest Metropolitan Library in 2023

Activity title	Posts number
Other activities involving play, games, and gamification	70
Library Reading Hunt	49
Bibliovacanța 2023 (Library Holiday 2023)	32

School Differently	17
Reading Club	8
Night Library	6
Health through Play	5
Mobile Reading Club	4
Robotics Workshop	4
Creativity and Play	3
IT Startup	3
Library on the Grass	3
MindLab Learning Through Play Workshop	2
AstroFest	2
Engineering Workshop	2
Creative Writing Project	1
June 1st – Children's Day	1
Creative Writing for Children's Green Book of Childhood	1
Family Library	1
Learning Through Play Workshop dedicated to International Children's Day	1
LEGO Christmas competition	1
Adventures in the Land of Emotions	1
Education Day	1
Total	**218**

The event with the most posts on the Bucharest Metropolitan Library's Facebook pages was the Library Reading Hunt (*n*=49). Using gamification elements such as points, rankings, levels, prizes, activities, this project aimed to develop the key competences of students from different cultural, economic and social backgrounds by facilitating their access to information through info-documentary structures, promoting reading, collaborating with public libraries and ensuring equal opportunities. The competition involved primary, secondary and high school levels. It took place at regional level and involved 61 schools in Bucharest and 11 schools from other counties. As shown in Figure 1, most students interested in hunting for literary treasures in the library came to Mihai Eminescu Library (12%) and Vasile Alecsandri Library (12%). 10% visited Nicolae Labiș Library, and an equal number came to Lucian Blaga Library (8%), George Topârceanu Library (8%), and Cezar Petrescu Library (8%). Mihail Sadoveanu Headquarters (6%), Ienăchiță Văcărescu Library (6%), and Alexandru Macedonski Library (6%) were visited three times,

Otilia Cazimir Library (4%) was visited twice and once were visited Liviu Rebreanu Library (2%), Ion Neculce Library (2%), George Coșbuc Library (2%), Emil Gârleanu Library (2%), Dimitrie Bolintineanu Library, Ion Negruzzi Library (2%), and Elena Văcărescu Foreign Languages Library (2%).
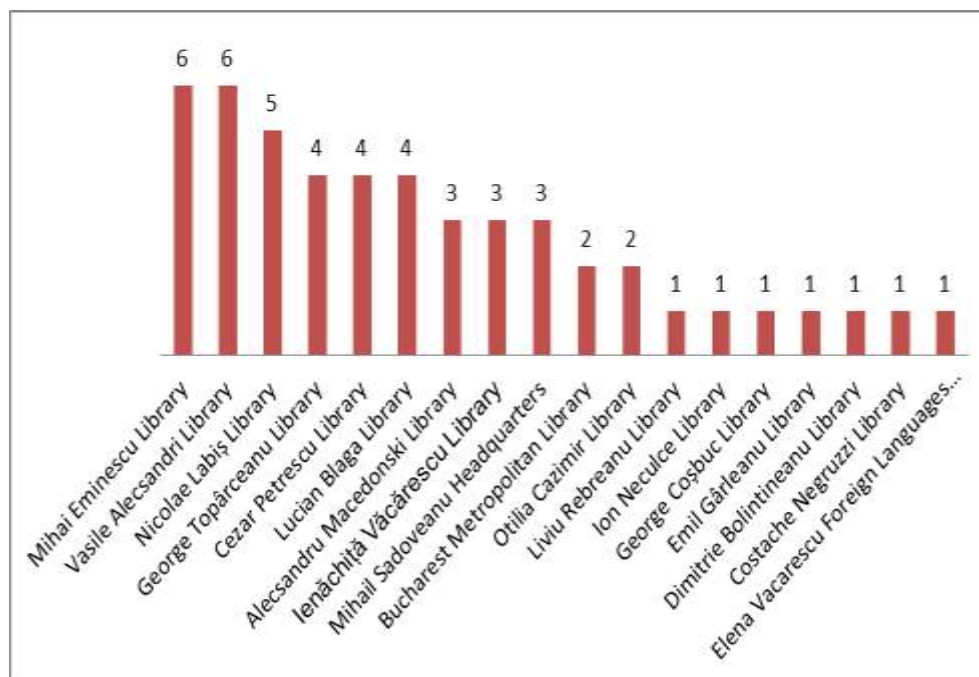

Figure 1. Number of Facebook posts refering to Library Reading Hunt

Games and play were used most in the Bibliovacanța 2023 project. Bibliovacanța (Library Holiday) is the name of a program held for children during the summer vacation and organized in different county libraries in Romania. Several posts (n=32) were dedicated to this event held at the Bucharest Metropolitan Library, in 13 of its branches. As seen in Figure 2, the most posts were made by the Ion Creangă Library (n=6), followed by the Ion Neculce Library (n=4), Dimitrie Cantemir Library (n=4), Cezar Petrescu Library (n=4), George Topârcenu Library (n=3), Marin Preda Library (n=3), Otilia Cazimir Library (n=2), Gheorghe Șincai Library (n=1), George Coșbuc Library (n=1), Costache Negruzzi Library (n=1), Alexandru Macedonski Library (n=1), Nicolae Labiș Library (n=1), and Nicolae Bălcescu Library (n=1).
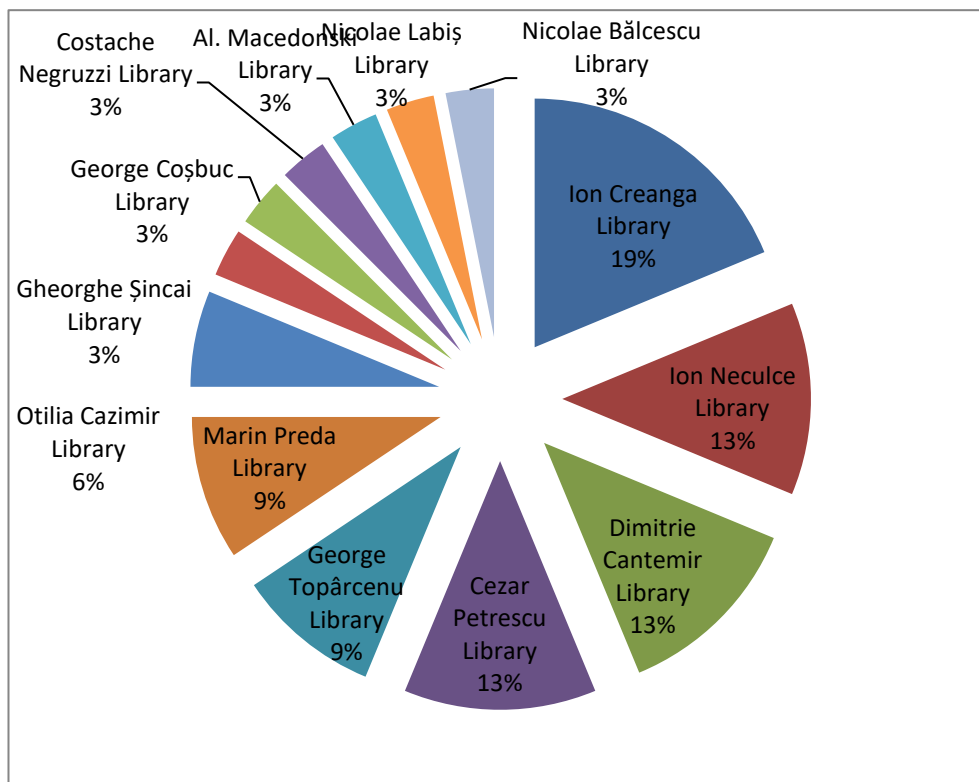
Figure 2. The number of Facebook posts on Bibliovacanța 2023 event

During the activities organized throughout the summer, children came to the library, sometimes accompanied by parents or grandparents, to participate in various educational, creative and recreational activities, starting from playing and reading, organized for them by librarians. Demonstrating outstanding organizational skills, librarians from the branches of the Bucharest Metropolitan Library combined games and play with painting, drawing and creating origami, workshops on health, personal development, therapeutic stories, from which children learned how to solve problems, how to find the best solutions, and how to be responsible. They did not miss having fun, socializing and learning about various topics of general culture, they learned about good manners, did their homework, participated in creative workshops, learned foreign languages or found out curiosities from around the world. Bibliovacanța 2023 (Library Holiday 2023) allowed patrons of the Bucharest Municipal Library to participate in various activities: Book Hunt, Book Club, Story Hour, Robotics Workshop, IT Initiation Workshop, Games Programming, Family Game Night, Book Club for Teens, Trivia for the whole family, or Engineering

Workshop. The games they used were: Trivia, general knowledge game, Hop Hop Hop, Pengoloo, Tobago, Europolis, Monopoly, Checkers, Difference, Tea Time, Panic Lab, Azteka, Taiga, Smart Cookier, Archollino, Splash Attack, Gobblet!, Tricky Tower, LEGO, jigsaw puzzles, toys, strategy games, thematic games, role-playing games, energizing games, and team games.

School Differently was another event in which the librarians from the Bucharest Metropolitan Library used games and play. Its activities were mentioned in 17 of Facebook posts: in the Otilia Cazimir Library (*n*=6), Nicolae Bălcescu Library (*n*=2), Petre Ispirescu Library (*n*=2), Ienăchiță Văcărescu Library (*n*=1), Emil Gârleanu Library (*n*=1), Dimitrie Cantemir Library (*n*=1), Cezar Petrescu Library (*n*=1), Bogdan Petriceicu Hașdeu Library (*n*=1), Alexandru Odobescu Library (*n*=1), and Alexandru Macedonski Library (*n*=1). The School Differently project takes place during the school year, for one week, in all Romanian schools, each one setting the period according to its preferences. During this week, the students usually visit museums, libraries, and other institutions to improve their knowledge. At the Bucharest Metropolitan Library, in School Differently activities, all students came to read, to get acquainted with the library, its collections and other services it has to offer. Depending on their age, students have combined play, sometimes with carol singing or making Christmas tree decorations, with various games: LEGO, Bowling, Archery, Chess, The Settlers of Catan, Don't Mind, Bro!, The Funny Brand games (Guess from 3 Words, What If I...), card games, jigsaw puzzles, riddles, crosswords after Lucy and Stephen Hawking's books, socialization games, role-playing games, attention games, insight games and memory games.

As shown in Table 3, patrons of Bucharest Metropolitan Library chose to play from a wide variety of games.

Table 3. Games that could be played at the Bucharest Metropolitan Library according to Facebook posts

Library	Games
Otilia Cazimir Library	The Settlers of Catan, Monopoly, Solo, Bananagrams, LEGO, Dixit, Goblin Stronghold, Tricky Track, The Cricket and the Ant, Taiga, Battle Sheep, Activity, Memories, Things I Dislike, Truth or Dare, Children and the Human Body, Alias, Children and the Money, How well we know each other as a family, What If I..., Unstable Unicorns, Day & Night, Snow White, Harry Potter Sequence, Alias, Jack and the Beanstalk, Camelot Jr, Castle Logix, Escape, Calico, Apple Twist, Splittissimo, Catwol, Brain Cheeser, Word Colony,

	Exploding Kittens, Kinetic Sand Game with Pool, Pirates Treasure, Geometric Wooden Game, toys, jigsaw puzzles.
Cezar Petrescu Library	Smart Cookies, Ice Time, Difference, Panic Lab, Don't Mind, Bro!, Quoridor, Pylos, Taiga, Splash Attack, Archollino, Gobblet!, An Empire in 8 minutes, Tricky Tower, Azteka, Pengoloo, The Settlers of Catan, Checkers, Chess, Classic games - 100 games.
Ienăchiță Văcărescu Library	What If I..., Guess from 3 Words.
Nicolae Bălcescu Library	Pirate Race
Petre Ispirescu Library	Harry Potter Sequence
Nicolae Labiș Library	Jigsaw puzzles
Vasile Alecsandri Library	Chess, Gobblet Gobblers!, Road Education, puzzles, Activity, Europolis.
Alexandru Macedonski Library	Jigsaw puzzles, LEGO, Scrabble, Alias, Stick Math Game, Deal the Card, Take the Card, toys.
Bogdan Petriceicu Hașdeu Library	Jingsaw puzzles, toys.
Alexandru Odobescu Library	Chess
Dimitrie Bolintineanu Library	Monopoly, Tricky Track.
Dimitrie Cantemir Library	Monopoly, Chess, Quoridor.
Emil Gârleanu Library	Treasure Hunt Cosmic, LEGO.
George Coșbuc Library	Hive, Photographic Treasure Hunt, Treasure Hunt, Sleeping Beauty, Little Red Riding Hood, Hedbanz, Montessorri Games, Why Connect, Little Engineer, Azteka, Pengoloo.
George Topârceanu Library	Strategy, Monopoly, Europolis, jigsaw puzzles.
Ion Creangă Library	LEGO, Trivia, book hunts for children and teenagers, robotics, programming, toys.
Ion Neculce Library	Carcassonne, Hop Hop Hop, Parkade, robotics.
Liviu Rebreanu Library	Go, Kahoot!
Marin Preda Library	Trivia, Tobago, Pengoloo.
Mihai Eminescu Library	Chess, Tricky Track, Tornado.
Mihail Sadoveanu Headquarters	Scrabble, LEGO, toys, robotics.
Bucharest Metropolitan Library	Amaze Color Matching, Who Knows Wins, LEGO, toys.

As can be seen in the Figure 3, after analyzing the 218 Facebook posts, nine categories of resources for activities including play and games were discovered at Bucharest Metropolitan Library. Board games were the most numerous, then play activities with games and toys were used a lot, especially with little children. Also, construction with LEGO parts was very loved by the children. In many activities

were utilized jigsaw puzzles, crosswords, robotics, programming, and the interactive game Kahoot!

Library Night (Nocturna Bibliotecilor) was mentioned in 6 of the Facebook posts. On the main page of the Bucharest Metropolitan Library ($n=2$), Liviu Rebreanu Library ($n=2$), Mihail Sadoveanu Headquarters ($n=1$), and Alexandru Macedonski Library ($n=1$).

Health Through Play was an activity held in Marin Preda Library where children learned how to be healthier. Five posts were dedicated to this activity on the branch's Facebook page. In it, they also talked about ecology and the environment, community learning projects and also they connected with the nature. They used energizing games (Lightning), games to mimic emotions and passing the baton (Samurai), thematic games, self-awareness and evaluation games.
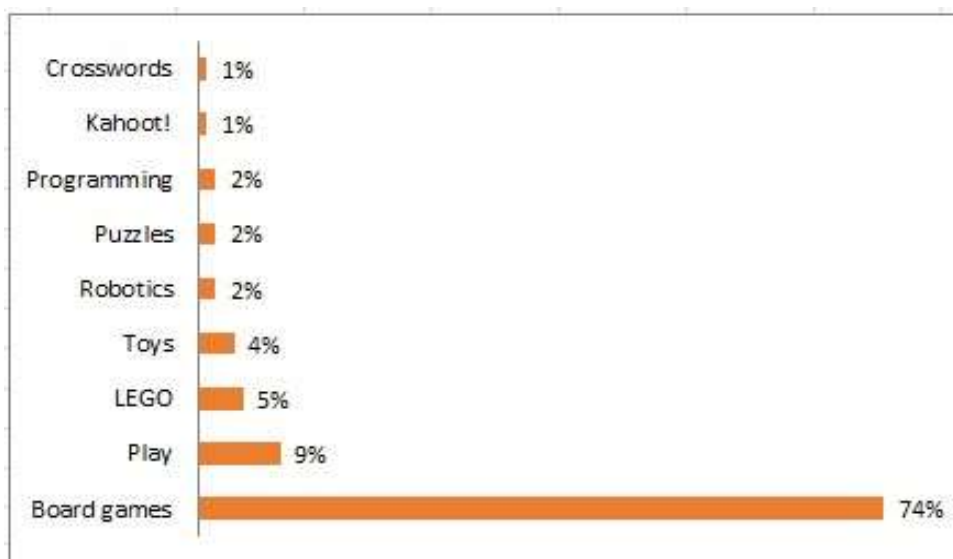

**Figure 3. Categories of resources used for activities including play and games
at Bucharest Metropolitan Library**

Creativity and Play was a project taking place in George Topârceanu Library and was mentioned in 3 Facebook posts. It included creative workshops and games.

Biblioteca la firul ierbii (Library on the Grass) is featured on the Facebook pages of the Mihail Sadoveanu Headquarters ($n=2$) and Ion Neculce Library ($n=1$). It was an event dedicated to children who spent their summer vacation in Bucharest, the capital of Romania. The project aimed to encourage creativity and develop children's

imagination through a series of exciting and interactive events, allowing the little ones to discover the wonderful world of books and libraries. The activities were supported by librarians and took place in two Bucharest parks in Sector 4, on July 29, August 12 and 19, 2023. The games, riddles, robotics workshops were pleasantly combined with creative and reading workshops as well as with the creative characters of the "Firefly" Puppet Theater of the Bucharest Metropolitan Library, which allowed children to enter the unique world of their favorite fairytale characters.

The MindLab Learning Through Play Workshop was mentioned in two posts on the Facebook page. The Mind Lab method uses strategy games to capture children's imagination, help them assess their skills, develop strategic thinking, self-awareness, concentration and perseverance. The experience gives them practical strategies, preparing them for the complex challenges of everyday life. Since 2007 the Mind Lab method has been successfully implemented in Romania as an optional or extracurricular activity. Every year, more and more schools and kindergartens include Mind Lab in their curricula, as it responds to the need to train children in real life skills, to teach them to think in an organized way and to develop the social and emotional skills so necessary for everyday life. The children were able to take part in the activity at the Ion Neculce Library.

Other projects that combined play, games, gamification and reading were: Creative Writing for Children's Green Book of Childhood Creative Writing Project ($n=1$), Family Library ($n=1$), Learning Through Play Workshop dedicated to International Children's Day ($n=1$), June 1st - Children's Day ($n=1$), and AstroFest ($n=1$).

AstroFest is an important event for lovers of science and astronomy, a project in which the Bucharest Metropolitan Library has been a partner for ten years, aiming to bring closer to the public the knowledge and exploration of the universe through educational activities. During the festival, visitors were able to discover the library's collections, especially materials on astronomy and science, get library passes, take part in educational workshops, various experiments, games and unique competitions.

In one Facebook post, the winners of the Christmas competition with the theme of a "Reverse Letter" were mentioned being awarded with LEGO prizes.

Two programs, the Go Club and the Scrabble Club, were dedicated exclusively to games.

Go or the game "Go around" is aimed to all those who want to train their mind muscles in a complex cultural, sporting and recreational mindbuilding program. At

the Liviu Rebreanu Library, in 2023, the Go Club was organized on a regular basis. It was addressed to children, parents and grandparents, eager to participate in the free introductory Go courses. The students learned the ten golden rules of Go, discovered the wisdom hidden in Go proverbs and, most of all, played many games of Go. The aim of the club was for each participant to reach a level of 20 kyu, familiarizing themselves with the essential rules, concepts and strategies of the game and for players with outstanding skills to be selected and legitimized in high performance Go clubs in Bucharest.

Scrabble was invented in 1933 by the American architect Alfred Mosher Butts. The game developed rapidly and came to be played by people from all walks of life, from workers and convicts to the British royal family and the families of American presidents. Using this very popular game, the Liviu Rebreanu Library has been running for 9 years, including the year 2023, the Words Matched - Scrabble Club. The club was addressed to all patrons over the age of 9 (children and adults). It was a wonderful opportunity for socializing, developing the spirit of competition and play, as well as the pleasure of discovering new words, searching, combining, and counting them. During the Scrabble Workshop, children celebrated the National Culture Day or the Unification Day and learned a lot about these topics. Scrabble was also used in events such as the Library Night.

As shown in Figure 4, the main objectives for organizing activities involving games, play and gamification in the Bucharest Metropolitan Library in 2023, as reflected in the posts on the Facebook pages, were to promote the library and its collections (n=83), to promote reading (n=75), learning and gaining knowledge in various fields (n=24), spending leisure time (n=17), to socialize (n=16), to promote creativity (n=14), and to have fun and entertainment (n=7). The health-themed activities (n=7) consisted of reading therapeutic stories, learning problem-solving skills, and gaining health information through games and play. Children also learned about ecology and environment (n=4) in the Impact Club at the Marin Preda Library, about science and astronomy (n=3) on the occasion of the AstroFest festival, learned foreign languages in the English Language Course (n=3) organized at the Emil Gârleanu Library and the German Language Club (n=2) held at the Lucian Blaga Library. Sport (n=2) was also among the activities organized at the Ion Neculce Library, because playing and moving teach children to respect rules, to be orderly and disciplined, develop team spirit, friendship, physical and mental health. The participants learned about photography by following clues in the library by participating in the PhotographicTreasureHunt (n=1) organized at the George Coșbuc Library, or

learned new things about the cosmos and planets by exploring the shelves for clues when they participated in an English-Language CosmicTreasureHunt ($n=1$) organized at the Emil Gârleanu Library. The Liviu Rebreanu Library organized, on Education Day, a meeting at the library with students to read, to participate in a treasure hunt among books and an interactive game ($n=1$).
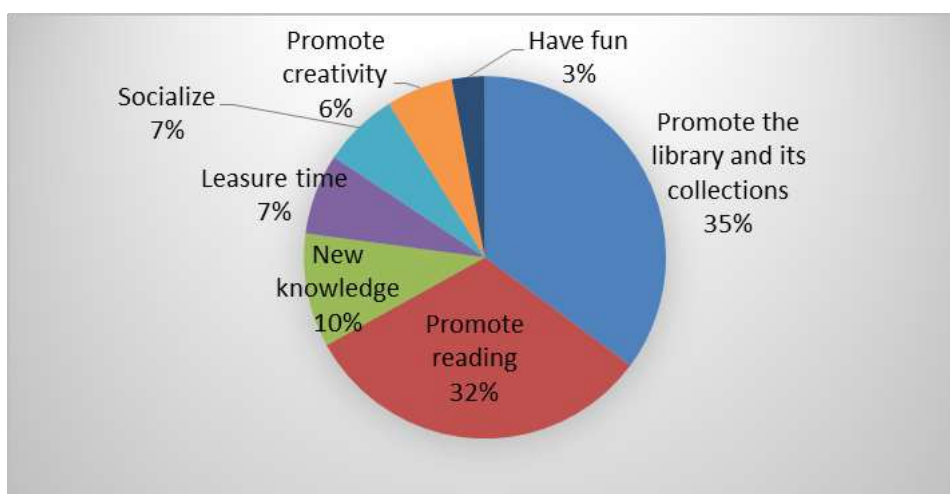

Figure 4. **The main objectives of activities involving games, play and gamification, organized in the Bucharest Metropolitan Library in 2023**

As can be seen in Figure 5, during the events organized for the public at the Bucharest Metropolitan Library, in combination with games, play and gamification, a wide variety of other services were offered: reading workshops ($n=29$), creative workshops ($n=11$), painting and drawing activities ($n=8$), children's theater performances offered by the "Firefly" Puppet Theater of the Bucharest Metropolitan Library ($n=6$), robotics courses ($n=6$), homework help ($n=4$), IT initiation ($n=3$), engineering workshops ($n=2$), magic shows offered by Magitot ($n=2$), shadow theater performances ($n=2$), contests ($n=2$), Halloween costume parades ($n=2$), personal development workshops ($n=2$), reading comics ($n=1$), manga ($n=1$) and graphic novels ($n=1$), watching movies ($n=1$) and cartoons ($n=1$), making experiments ($n=1$), Karaoke ($n=1$), singing carols and other songs ($n=2$).
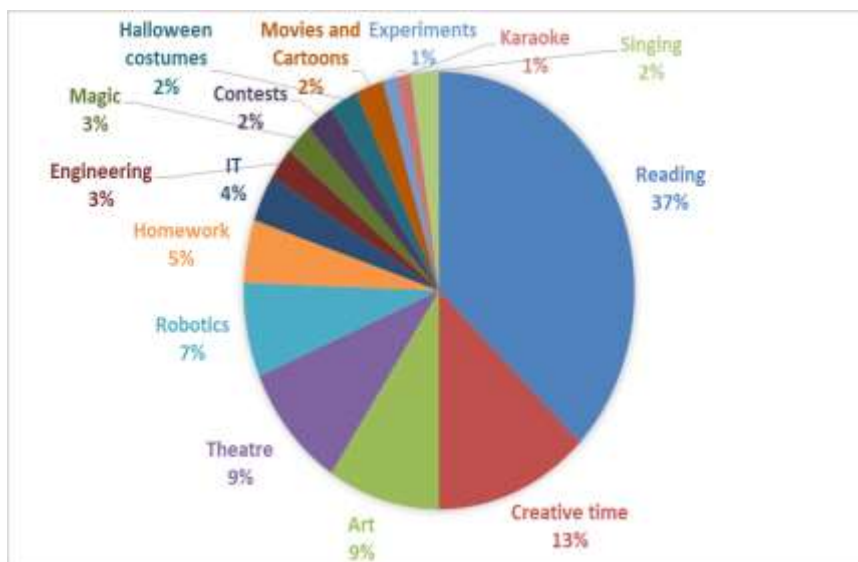
Figure 5. Other services offered together with games, play and gamification at Bucharest Metropolitan Library

The categories of games presented in the postings as being used in different activities and events held at the Bucharest Metropolitan Library were: strategy games, word games, memory games, attention games, insight games, socialization games, role-playing games, miming games, family games, movement games, interactive games, team games, energizing games.

The games were identified from the text of the posts, from images and video, as being used by the public in their activities in the library and also from the exhibitions of games made by librarians on Facebook pages. The most online exhibitions were made by the librarians from the Otilia Cazimir Library, followed by the librarians from George Coșbuc Library, and Ienăchiță Văcărescu Library. The Bucharest Metropolitan Library Facebook page posted exhibitions for the entire library.

Not all branches used games and play in their activities in 2023. Ioan Slavici Library, Nichita Stănescu Library, Art Library, Elena Văcărescu Foreign Languages Library and George Enescu Media Library have not used games and play among the services they provided. Also, not in all branches librarians carried out the same activities. For exemple, as shown in Table 4, the interactive game Kahoot! was used only at the Liviu Rebreanu Library. Jigsaw puzzles were used at Nicolae Labiș Library, Alexandru Macedonski Library, and Vasile Alecsandri Library. Robotics was done at the Ion Neculce Library and Ion Creangă Library. The children who visited Ion

Creangă Library, Emil Gârleanu Library, Alexandru Macedonski Library, and Otilia Cazimir Library built with LEGO pieces. These activities were promoted also on the Facebook pages of the Bucharest Metropolitan Library and Mihail Sadoveanu Headquarters. Toys were identified in images or mentioned in the text in 11 Facebook posts: at the Otilia Cazimir Library ($n=6$), most of all, Bogdan Petriceicu Hașdeu Library ($n=1$), Ion Creangă Library ($n=1$), Alexandru Odobescu Library ($n=1$), Mihail Sadoveanu Headquarters ($n=1$) and Bucharest Metropolitan Library ($n=1$).

Table 4. Bucharest Metropolitan Library's offer of services including games and play

Nr.	Branch	Services
1	Mihail Sadoveanu Headquarters	Experiments, competitions, reading workshops, robotics, board games, toys, riddles, LEGO, shadow theater, Halloween Costume Parade "Firefly" Puppet Theater
2	Otilia Cazimir Library	Singing carols and different songs Reading comics, manga, graphic novels and other books, watching cartoons, toys, making decorations for the Christmas tree, homework help, drawing and painting, play, Story time, LEGO, jigsaw puzzles, Bowling, board games, Archery
3	Vasile Alecsandri Library	Little Artists Club, Family Games Evening, jigsaw puzzles, board games
4	Alexandru Macedonski Library	Reading comics and other books, hand-made workshops, drawing and painting, shadow theater, board games, energizing games, jigsaw puzzle, LEGO, play, Story time
5	Alexandru Odobescu Library	Reading workshops, toys, play
6	Bogdan Petriceicu Hașdeu Library	Toys and play, board games
7	Cezar Petrescu Library	Drawing and painting, reading workshops, board games, play, Story time
8	Costache Negruzzi Library	Play
9	Dimitrie Bolintineanu Library	Story Time, board games
10	Dimitrie Cantemir Library	Watching movies, homework help, reading workshops, socializing games, energizing games, board games, play
11	Emil Gârleanu Library	LEGO and play
12	George Coșbuc Library	Crosswords, board game, play
13	George Topîrceanu Library	Creative workshops, board games
14	Gheorghe Șincai Library	Reading workshops, creative workshops, board games

15	Ienăchiță Văcărescu Library	Board games
16	Ion Creangă Library	Engineering workshops, robotics workshops, IT initiation, book clubs, toys, reading workshops, creative workshops, play, board games, LEGO, programming Family Game Night, Story Time
17	Ion Neculce Library	Personal Development Workshop, creative workshops, creative workshops, riddles, crosswords, play, board games, strategy games, movement games, role-playing games, robotics, drawing and painting, Fun Evening at the Library, Story time, "Firefly" Puppet Theater
18	Liviu Rebreanu Library	Creative workshops, board games, team games, interactive games, play, Kahoot!
19	Lucian Blaga Library	Competitions, riddles, the adjectives games, role-playing games
20	Marin Preda Library	Team games, energizing games, board games, mime games, play Ștafeta game, Lightning game
21	Mihai Eminescu Library	Games, play
22	Nicolae Bălcescu Library	Drawing and painting, creative workshops, riddles, role-playing games, mime games, board games, play, Story Time
23	Nicolae Labiș Library	Board games, jigsaw puzzles
24	Petre Ispirescu Library	Reading workshops, board games, insight games, role-playing games, memory games, attention games
25	Bucharest Metropolitan Library	MAGITOT, the magic show, Karaoke, toys, watching movies, board games, LEGO and reading workshops, Halloween Costume Parade "Firefly" Puppet Theater

As shown in Table 5, for the development of activities that include games, play and gamification, the Bucharest Metropolitan Library collaborated with different partners: the Bucharest Didactic House, the National Museum of Romanian Literature, Litera Publishing House, the European Cultural Center Sector 6, the European Cultural Center for Youth and Sports for UNESCO "Nicolae Bălcescu", Cul Tur Ed - Culture, Education, Tourism Directorate of the Municipality of Bucharest, the Research and Activation Trailer (RCA) made by studioBASAR, Science and Technology Magazine, Culture, Education, Tourism Directorate of Bucharest City Hall, Humanitas Lipscani Publishing House, and Young For Young Association.

Table 5. Collaborating partners and the activities carried out at the Bucharest Metropolitan Library

| Partners	Activities facilitated
Bucharest Didactic House	Library Reading Hunt
National Museum of Romanian Literature	
Litera Publishing House	
European Cultural Center Sector 6	Biblioteca la firul ierbii (Library on the Grass)
European Cultural Center for Youth and Sports for UNESCO "Nicolae Balcescu"	
Cul Tur Ed - Culture, Education, Tourism Directorate of the Municipality of Bucharest	
Research and Activation Trailer (RCA) made by studioBASAR	
Culture, Education, Tourism Directorate of Bucharest City Hall	AstroFest
Science and Technology Magazine	
Humanitas Lipscani Bookstore	GO Contest prizes
Young For Young Association	Health through Play Bibliovacanța 2023 (Library Holiday 2023)
IT Junior Vector	Robotics Workshop IT Starter Workshop Game Programming
Flying Colors - English Language Centre	Cosmic Treasure Hunt (in English)
Young Engineers	Engineering Workshop
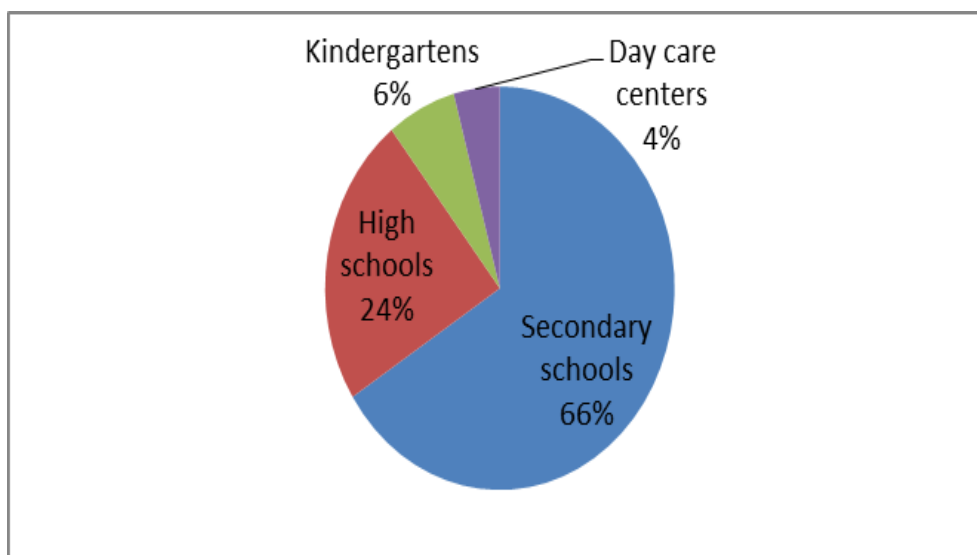
Figure 6. Types of educational institutions with which the Bucharest Metropolitan Library has collaborated

The Bucharest Metropolitan Library, as shown in Figure 6, has also collaborated with several educational institutions whose students participated in the Library Reading Hunt and School Differently activities: secondary schools ($n=31$), high schools ($n=11$), kindergartens ($n=3$) and day care centers ($n=2$).

As can be seen in Table 6, the high schools in Bucharest whose students came to the library and carried out activities that included games, play or gamification, in 15 visits, were: Dimitrie Bolintineanu Theoretical High School ($n=3$), Ion Neculce High School ($n=2$), Anastasia Pop Pedagogical High School ($n=2$), Nicolae Kretzulescu Commercial School ($n=1$), Mircea cel Batrân Technical College ($n=1$), Emanuel Pentecostal Theological High School ($n=1$), National Theoretical High School ($n=1$), Costin D. Nenițescu Technical College ($n=1$), Traian Theoretical High School ($n=1$), Virgil Madgearu Economic College ($n=1$), Dante Aligheri Theoretical High School ($n=1$).

The secondary schools whose students came to the library in 2023, in 45 visits, were: General Eremia Grigorescu Secondary School ($n=6$), Secondary School No 311 ($n=5$), Secondary School No 117 ($n=3$), St. Andrew Secondary School ($n=3$), Secondary School No 128 ($n=2$), Secondary School No 189 ($n=2$), Sf. Silvestru Secondary School ($n=2$), Petre Ghelmez Secondary School ($n=2$), Secondary School No 190 ($n=1$), Emil Racoviță Secondary School No 93 ($n=1$), Mircea Sântimbreanu Secondary School ($n=1$), Secondary School No 165 ($n=1$), Sfântul Nicolae Secondary School No 175 ($n=1$), Secondary School No 163 ($n=1$), Secondary School No 192 ($n=1$), the 2 schools from Voluntari ($n=1$), Secondary School No 129 ($n=1$), George Bacovia Secondary School ($n=1$), Regele Mihai I Secondary School ($n=1$), Secondary School No 280 ($n=1$), Baloteşti Secondary School ($n=1$), Nicolae Labiş Secondary School ($n=1$), Secondary School No 66 ($n=1$), Secondary School No 190 ($n=1$), Al. I. Cuza Secondary School ($n=1$), Secondary School No 56 ($n=1$), Adrian Păunescu Secondary School ($n=1$), Secondary School No 197 ($n=1$), Șerban-Vodă Secondary School ($n=1$), Secondary School No 178 ($n=1$).

The kindergarten children came to the library three times in 2023 from Arici Pogonici Kindergarten ($n=1$), Castelino Baby Kindergarten ($n=1$), and Kindergarten No. 242 ($n=1$) to play and read.

The children from the day centers "I and My Friends" Sector 4 ($n=1$) and "The House of Hope" DGASPC Sector 4 ($n=1$) visited the Otilia Cazimir Library on two occasions, also to play and read.

Table 6. Educational institutions whose students visited the Bucharest Metropolitan Library in 2023

Educational institutions	Activities	Library visited
Dimitrie Bolintineanu Theoretical High School	Library Reading Hunt	Ienăchiță Văcărescu Library Vasile Alecsandri Library
Ion Neculce High School	Library Reading Hunt	Cezar Petrescu Library
Anastasia Pop Pedagogical High School	Library Reading Hunt	Lucian Blaga Library
Nicolae Kretzulescu Commercial School	Library Reading Hunt	Elena Văcărescu Foreign Languages Library
Mircea cel Batrân Technical College	Library Reading Hunt	Elena Văcărescu Foreign Languages Library
Emanuel Pentecostal Theological High School	School Differently	Ienăchiță Văcărescu Library
National Theoretical High School	Bibliovacanța 2023	Ion Creangă Library
Costin D. Nenițescu Technical College	Library Reading Hunt	Ion Neculce Library
Traian Theoretical High School	Library Reading Hunt	Lucian Blaga Library
Virgil Madgearu Economic College	Library Reading Hunt	Mihail Sadoveanu Headquarters
Dante Aligheri Theoretical High School	Library Reading Hunt	Mihail Sadoveanu Headquarters
General Eremia Grigorescu Secondary School	School Differently Library Reading Hunt	Otilia Cazimir Library
Secondary School No 311	Library Reading Hunt	Nicolae Labiș Library Mihai Eminescu Library
Secondary School No 117	Creativity and Play Library Reading Hunt	George Topârceanu Library
St. Andrew Secondary School	Library Reading Hunt	Nicolae Labiș Library
Secondary School No 128	Library Reading Hunt	Vasile Alecsandri Library
Secondary School No 189	School Differently	Alexandru Macedonski Library Otilia Cazimir Library
Sf. Silvestru Secondary School	First Day at the Library School Differently	Dimitrie Cantemir Library
Petre Ghelmez Secondary School	Library Reading Hunt	Liviu Rebreanu Library Costache Negruzzi Library
Secondary School No 190	School Differently	Otilia Cazimir Library
Emil Racoviță Secondary School No 93	School Differently	Otilia Cazimir Library

Mircea Sântimbreanu Secondary School	Library Reading Hunt	Vasile Alecsandri Library
Secondary School No 165	Library Reading Hunt	Alexandru Macedonski Library
Sfântul Nicolae Secondary School No 175	Library Reading Hunt	Cezar Petrescu Library
Secondary School No 163	School Differently	Cezar Petrescu Library
Secondary School No 192	Library Reading Hunt	Dimitrie Bolintineanu Library
2 schools from Voluntari	First Day at the Library Treasure Hunt	Dimitrie Cantemir Library
Secondary School No 129	School Differently Adventures in the Land of Emotions	George Coșbuc Library
George Bacovia Secondary School	School Differently	George Coșbuc Library
Secondary School "Regele Mihai I"	Library Reading Hunt	George Topârceanu Library
Secondary School No 280	Library Reading Hunt	Ienăchiţă Văcărescu Library
Baloteşti Secondary School	Bibliovacanţa 2023	Ion Creangă Library
Nicolae Labiș Secondary School	First Day at the Library Dance of the letters	Ion Neculce Library
Secondary School No 66	First Day at the Library	Liviu Rebreanu Library
Secondary School No 190	Visiting the School The Cool Experiment	Liviu Rebreanu Library
Al. I. Cuza Secondary School	Education Day	Liviu Rebreanu Library
Secondary School No 56	First Day at the Library	Lucian Blaga Library
Adrian Păunescu Secondary School	Library Reading Hunt	Mihai Eminescu Library
Secondary School No 197	Library Reading Hunt	Mihai Eminescu Library
Șerban-Vodă Secondary School	School Differently	Nicolae Bălcescu Library
Secondary School No 178	School Differently	Petre Ispirescu Library
Arici Pogonici Kindergarten	First Day at the Library	Otilia Cazimir Library
Castelino Baby Kindergarten	School Differently	Alexandru Odobescu Library
Kindergarten No. 242	Bibliovacanţa 2023	Nicolae Bălcescu Library
Day Center "I and my friends" Sector 4	Visit the Library	Otilia Cazimir Library
Day Center "The House of Hope" DGASPC Sector 4	Visit the Library	Otilia Cazimir Library

As shown in Figure 7, the activities organized in the Bucharest Metropolitan Library were extracurricular activities (n=130) and school activities (n=85). The extracurricular activities were attended by children (n=93), all generations (n=34), teenagers (n=10), and adults (n=1). School activities were attended by teachers (n=64), school librarians (n=12), parents (n=1), primary school students (n=35), middle school students (n=28), high school students (n=8), and kindergarten children (n=4).
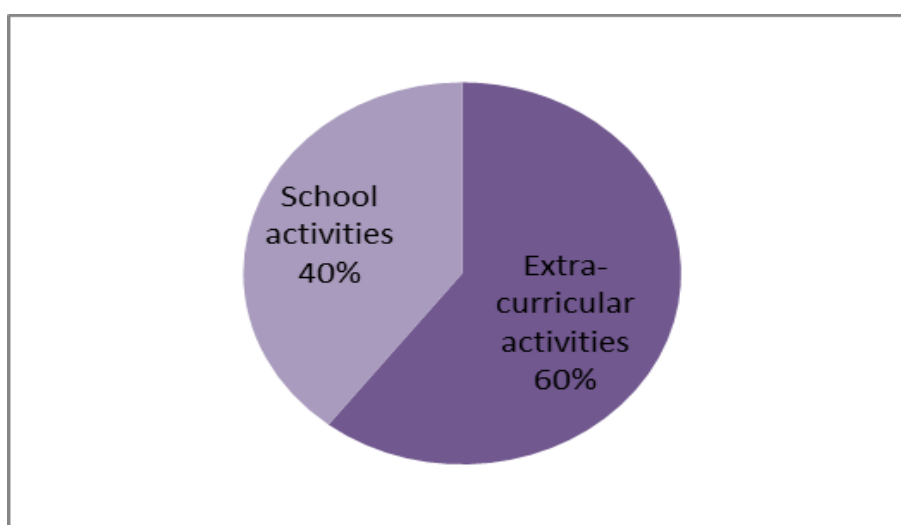

Figure 7. Types of activities including games, play and gamification organized at the Bucharest Metropolitan Library in 2023

Extracurricular activities that included games and play were organized by the Bucharest Metropolitan Library at the central level, for all its branches, but separate activities were also carried out by each branch. Most extracurricular activities took place at Liviu Rebreanu Library (18%), Otilia Cazimir Library (14%), Ion Creangă Library (8%), Ion Neculce Library (8%), Marin Preda Library (7%), George Coșbuc Library (7%), Emil Gârleanu Library (5%), Cezar Petrescu Library (4%), Alexandru Macedonski Library (4%), Dimitrie Cantemir Library (4%), Mihail Sadoveanu Headquarters (4%), Vasile Alecsandri Library (3%), and George Topârceanu Library (3%). No such activities took place at Nichita Stănescu Library, Ioan Slavici Library, Art Library and George Enescu Media Library.

Similarly, school activities that include games, play and gamification were organized by the Bucharest Metropolitan Library at the central level for all its branches (Library Reading Hunt, School Differently) but separate activities were also carried out by each branch (Visit the library, First Day at the Library, Education Day, Adventures

in the Land of Emotions, etc.). Most school activities were carried out by the Otilia Cazimir Library (14%), George Topârceanu Library (8%), Mihai Eminescu Library (8%), Vasile Alecsandri Library (7%), Lucian Blaga Library (7%), Cezar Petrescu Library (6%), Nicolae Labiș Library (5%), Mihail Sadoveanu Headquarters (5%), Liviu Rebreanu Library (5%), Ienăchiță Văcărescu Library (5%), and Ion Neculce Library (3%). At the Marin Preda Library, Gheorghe Șincai Library, Nichita Stănescu Library, Ioan Slavici Library, Art Library and George Enescu Media Library, no such activities took place in 2023.

Analyzing by age categories, the most activities attended by patrons of all ages took place at Liviu Rebreanu Library (53%), followed by George Topârceanu Library (9%), Mihail Sadoveanu Headquarters (6%), George Coșbuc Library (6%), Vasile Alecsandri Library (6%), Alexandru Macedonski Library (3%), Ion Creangă Library (3%), Nicolae Bălceascu Library (3%), etc. Most teenagers participated in the activities carried out at Otilia Cazimir Library (29%), Ion Neculce Library (29%), Vasile Alecsandri Library (14%), Alexandru Odobescu Library (14%), and Mihail Sadoveanu Headquarters (14%). Most out-of-school activities in which children and teenagers participated together were organized at the Ion Creangă Library (67.70%) and Nicolae Labiș Library (33.30%).

The Bucharest Metropolitan Library also used volunteers to run various activities that included game, play and gamification. As shown in Table 7, coming from different fields of activity, the volunteers came to meet the patrons, the librarians and the library with unique activities appreciated by the public, from the youngest to the oldest. Oprișan Liviu, Go instructor ($n=14$), Cristina Bârdă, psychologist ($n=4$), Claudia Mihai, member of the Romanian Scrabble Federation ($n=3$), magician MAGITOT ($n=2$), Loreta Neculai, artist at Comic Opera for Children ($n=2$), Adriana Tudorică, psychologist ($n=1$), Alice Papa, member of the Romanian Scrabble Federation ($n=1$), Margareta Linte ($n=1$), Aloma Evelina Cotora ($n=1$), Cristina Popa ($n=1$), all contributed to increasing the quality of the educational act developed through games and play at the Bucharest Metropolitan Library.

Table 7. Volunteer activities and games used at the Bucharest Metropolitan Library

Volunteers	Activities	Games played	Associations
Oprișan Liviu, Go instructor	GoGoblins Club	Go	Sport instructor
Cristina Bârdă, psychologist	Bibliovacanța 2023	Parkade, Hop Hop Hop	Kids Club For Life

Claudia Mihai, master of the sport of Scrabble	Scrabble Club	Scrabble	Romanian Scrabble Federation
Alice Papa	Scrabble Club	Scrabble	Romanian Scrabble Federation
Andreea	Mobile Reading Club Online	Kahoot!	Mobile Science, Arts and Entertainment Club
Loreta Neculai	The moving game	Moving games	Comic Opera for Children
Adriana Tudorică, psychologist	Bibliovacanța 2023	Role-playing games	
Margareta Linte	Impact Club Health through Play Bibliovacanța 2023(Library Holiday 2023)	Energizing games, knowledge games, thematic games, Samurai, a game on mimed emotions and passing the baton, and Lightning game.	Young For Young Association
Andreea	Health through Play	Knowledge games	Young For Young Association
Aloma Evelina Cotora	Family Library	Little Engineer, Azteka	
Cristina Popa	Story time	Games, and play	
Alina Iaurum	Engineering Workshop	LEGO model building, Classical mechanics	Young Engineers

As can be seen in the Table 8, Mihail Sadoveanu Headquarters collaborated with high schools (20%), Bucharest Didactic House (20%), Cul Tur Ed - Culture, Education, Tourism Directorate of the Municipality of Bucharest (20%), European Cultural Center Sector 6 (10%), European Cultural Center for Youth and Sports for UNESCO "Nicolae Bălcescu" (10%), Research and Activation Trailer (RCA) made by studioBASAR (10%), and National Museum of Romanian Literature (10%). Nicolae Bălcescu Library collaborated with secondary schools (50%) and kindergartens (50%). Marin Preda Library collaborated with volunteers (50%) and associations (50%). Lucian Blaga Library collaborated with high schools (60%), secondary schools (20%), and publishers (20%). Liviu Rebreanu Library collaborated the most with volunteers (66.70%), in equal proportions with secondary schools (14.80%) and associations (14,80%) and less with publishers (3.70%). Ion Neculce Library collaborated most with volunteers (77.80%) who realized different events, with secondary schools (11.10%) and high schools (11.10%). Ion Creangă

Library collaborated more with different associations (70%), but also with high schools (10%), secondary schools (10%) and volunteers (10%). George Coșbuc Library collaborated with secondary schools (66.70%) and with volunteers (33.30%), while Emil Gârleanu Library collaborated only with associations (100%). Dimitrie Bolintineanu Library, Dimitrie Cantemir Library, George Topârceanu Library, Mihai Eminescu Library, Costache Negruzzi Library, Alexandru Macedonski Library, Nicolae Labiș Library and Petre Ispirescu Library collaborated only with secondary schools (100%), while Elena Văcărescu Foreign Languages Library collaborated only with high schools (100%). Alexandru Odobescu Library collaborated only with kindergartens (100%) and Otilia Cazimir Library with secondary schools (75%), day centers (16.70%) and kindergartens (8.30%). Vasile Alecsandri Library collaborated more with secondary schools (60%) and less with high schools (40%), while Cezar Petrescu Library and Ienăchiță Văcărescu Library collaborated with both categories, with high schools and secondary schools, but in equal proportions of 50% each.

Table 8. Categories of partners of the Bucharest Metropolitan Library involved in activities including games, play and gamification

Parteners	Collaborating branches
The publishing houses	Bucharest Metropolitan Library (50%) Lucian Blaga Library (25%) Liviu Rebreanu Library (25%)
Volunteers	Liviu Rebreanu Library (50%) Ion Neculce Library (19.4%) Marin Preda Library (19.4%) Bucharest Metropolitan Library (5.6%) George Coșbuc Library (2.8%) Ion Creangă Library (2.8%)
Associations	Marin Preda Library (35%) Ion Creangă Library (35%) Liviu Rebreanu Library (20%) Emil Gârleanu Library (10%)
Kindergartens	Nicolae Bălcescu Library (33.3%) Alexandru Odobescu Library (33.3%) Otilia Cazimir Library (33.3%)
	Otilia Cazimir Library (18.8%) Mihai Eminescu Library (12.5%) Nicolae Labiș Library (8.3%) Liviu Rebreanu Library (8.3%) George Topârceanu Library (8.3%) Vasile Alecsandri Library (6.3%) Dimitrie Cantemir Library (6.3%) Alexandru Macedonski Library (4.2%)

Secondary schools	Cezar Petrescu Library (4.2%)
	George Coșbuc Library (4.2%)
	Ienăchiță Văcărescu Library (4.2%)
	Petre Ispirescu Library (2.1%)
	Nicolae Bălcescu Library (2.1%)
	Lucian Blaga Library (2.1%)
	Ion Creangă Library (2.1%)
	Ion Neculce Library (2.1%)
	Dimitrie Bolintineanu Library (2.1%)
	Costache Negruzzi Library (2.1%)
High schools	Lucian Blaga Library (20%)
	Elena Văcărescu Foreign Language Library (13.3%)
	Vasile Alecsandri Library (13.3%)
	Cezar Petrescu Library (13.3%)
	Ienăchiță Văcărescu Library (13.3%)
	Mihail Sadoveanu Headquarters (13.3%)
	Ion Creangă Library (6.7%)
	Ion Neculce Library (6.7%)
Other institutions	Mihail Sadoveanu Headquarters
	Bucharest Metropolitan Library

Most of the activities in which games, play and gamification were used took place in the Bucharest Metropolitan Library's space, headquarters or branches (*n*=172). Marin Preda Library (*n*=4) and Dimitrie Bolintineanu Library (*n*=1) carried out some activities in different parks, the AstroFest festival took place in the Crângași Park in Bucharest (*n*=1), the event Biblioteca la firul ierbii (Library on the Grass) took place in the Drumul Taberei Park in Sector 6 (*n*=1) and in the Lumea Copiilor Park (Children's World Park) in Sector 4 (*n*=1). At the Romanian Literature Museum were awarded the winners of the Library Reading Hunt contest (*n*=1) and at the Humanitas Lipscani Bookstore were awarded the winners of the Go Championship (*n*=1).

Applying Nicholson's (2010a) five archetypes to the games used in the Bucharest Metropolitan Library, as can be seen in Figure 8, we can conclude that games offering an action gaming experience were not played at all and to a small extent were played games offering a narrative gaming experience (3%) and a social gaming experience (1%). The most frequently used were the games that can offer a knowledge gaming experience (53%), followed by a strategy gaming experience (43%). However, as some strategy and knowledge games may also be associated with the social gaming experience, we could assume that the percentage of the latter might be slightly higher. Among the games that were used at the Bucharest Metropolitan Library, those that fit into the Model of the Library Gaming Experience

designed by Scott Nicholson (2010a) are: role-playing games, for narrative gaming experience, card games, for social gaming experience, Hive, jigsaw puzzles, Carcassonne, Monopoly, The Settlers of Catan, Checkers, Go, and Chess, for strategy gaming experience, Trivia, Bananagrams, Scrabble, and treasure hunts, for knowledge gaming experience.
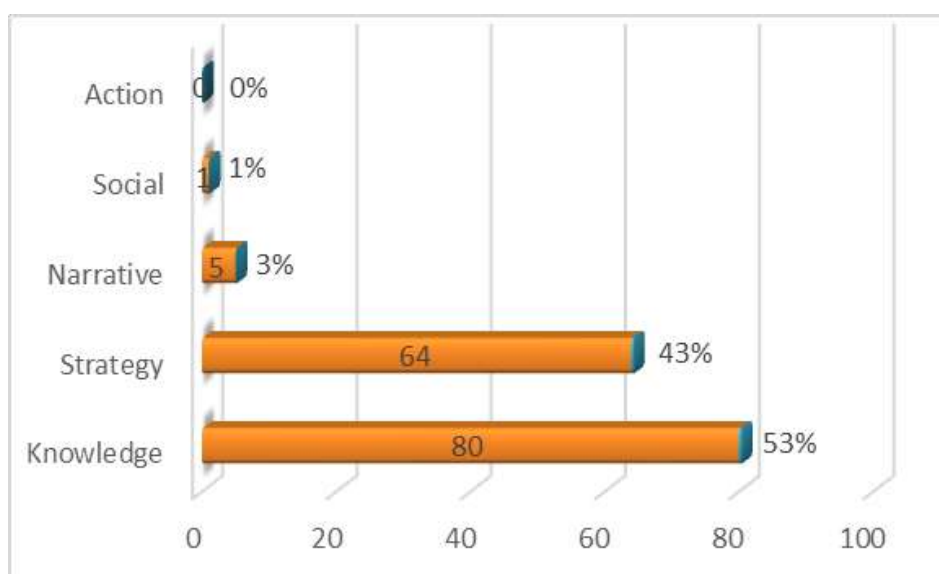

Figure 8. The five archetypes of Gaming Experience Model in Bucharest Metropolitan Library

6. Discussion

Following the analysis of the posts made on the Facebook pages in 2023, we can say that at the Bucharest Metropolitan Library gamification elements were used in the Library Reading Hunt contest. Points and rankings separated the participants, the quests were the tasks they received, and they leveled up if they completed the misions well and met the required score, as the contest progressed (Regulamentul concursului regional "Vânătoarea de lectură în biblioteci", Ediția a III-a, An școlar 2023-2024, 2023). In order to demonstrate their reading and digital skills, teams of 3-5 students, according to the regulations, "hunted" for a book each from the school library, then from the public library. After reading them, they wrote reading sheets and created digital products, using a web application for editing texts, images, movies, music or comics (Rudeanu & Huiu, 2023). The final products were in the form of book covers or book-trailers for which the students had to write lyrics, mix

rhythms, play certain roles, make sets, choose their masks and, finally, make the requested video products (Liurcă, 2023; Cornea-Duțu, 2023).

Also, robotics and programming courses were organized at the Bucharest Metropolitan Library, but the posts were not detailed enough to tell us if they carried out activities that included the creation of games. The existence of makerspaces, 3D printers or the development of the Code Kids project, which takes place in county libraries in Romania, was not found on the branch's Facebook page.

Librarians used games, toys and play in numerous activities they carried out in 2023. According to the Wikipedia page, updated in 2023, the Bucharest Metropolitan Library has a rich collection of over 7,693 games made available to young and old patrons, who would want to spend their free time at the library (Colecții și servicii, 2023). Most of the games were board games, resulting from the posts made by the librarians, and the existence of video games was not ascertained. Patrons were mostly offered knowledge game experiences and strategy game experiences. Because it was found that the majority of them were middle school and high school students, i.e. children and teenagers, we can conclude that these gaming experiences were organized more for these age categories and the games were purchased in accordance with the gaming preferences of the youngest. Adults and seniors played games when they came to the library and their children or grandchildren needed playing partners or in the Go and Scrabble clubs, which were opened for all ages.

From the Facebook posts analysed we can conclude that the Model of the Gaming Experience in libraries made by Nicholson (2010a) was used in activities that include games, play and gamification developed at the Bucharest Metropolitan Library. The players played the game, each coming with their own knowledge, some of them knowing how to play others not, but they learned to play from each other, from parents, from librarians or from volunteers. Spectators got involved in the games or watched from the sidelines as the activities unfolded. In some cases, the library staff got involved by playing games and, in other situations, they supervised from the sidelines, relating to the spectators or other readers who came to the library to borrow books. Everyone interacted with the library's resources, because in the branches they all were in the same space, so within easy reach of the patrons.

From the many examples of games offered by Nicholson (2010a) in his conceptual model a small number of games were played at the Bucharest Metropolitan Library, but the titles of other games they used were numerous and varied and reinforce the fact that Romanian librarians have started to become more and more aware of the importance of play and games in the new generation's life, trying to adopt these tools

whenever they had the opportunity. Perhaps because there are still preconceived ideas about how harmful video games are, perhaps due to lack of budget or maybe lack of the librarian's knowledge on how to organize video game tournaments and how to offer patron's experiences of playing video games at the library, action gaming experiences were not among the library's offerings in 2023. Also, because the goal of providing entertainment and fun in the library was on the last place on the list of library objectives, the social gaming experience, which includes many card games, casino-specific games, online movement games, and other noisy games, has not been offered at the library. The role-playing games, which offer a narrative gaming experience, were quite few and were integrated into various thematic activities.

The Bucharest Metropolitan Library used volunteers to carry out some of the activities offered and which, along with those organized exclusively by librarians, added value to the institution and its services. They have also collaborated with state institutions or with associations and different companies to offer its patrons free quality services, special prizes and free time spent together in an engaging and fun way.

Among the types of programs recommended by Nicholson (2010a) to be organized in libraries, regular programs were organized, such as Scrabble or Go clubs and a Go championship. The method by which librarians provide games for patrons to choose and play as they please was often encountered, especially during extracurricular activities and those during school vacations. Then, they chose the games they wanted and played among themselves, alone or sometimes with their caregivers. Most of the time, the librarians combined games, play and gamification with different thematic activities that encouraged reading, learning and creativity.

The posts made by librarians on Facebook pages differed in length and frequency, from one to dozens of lines, some with many images, others with fewer, but they were a way for librarians to promote the space in which they carried out their activities, the collections they managed and the services they offered.

7. Conclusion and Future Work

Social media makes information reach the public faster and more completely, and posting on Facebook would be extremely useful for patrons to be aware of the new programs organized at the library. Also, depending on the librarian's desire to share their experiences with other peers, the informations posted would be very useful,

letting others learn from the experience of those librarians who have already been carrying out, for more or less time, various activities accompanied by games, play and gamification. That's why we would recommend librarians to make Facebook posts as complete and edifying as possible for the general public and not only. The message could also reach the public who have not used yet the services of the library and which, as they become parents or grandparents, realizes the importance of free and quality cultural services offered to them at the library. That is why contact with them must be maintained permanently, especially on social media, where the impact can be greater. By maintaining contact with patrons through Facebook pages, the Bucharest Metropolitan Library is trying to become a hub for its community and to change the public's perception of the way Romanian libraries are seen today, as outdated places that are no longer needed, since the books can be read online, and on which taxpayers' money is spent unnecessarily. A larger part of the public could be interested in the programs that include games, play and gamification that take place at the library, and coming here or bring their children to participate in would increase the number of library patrons.

Because there are few studies on the subject of games, play and gamification in public libraries in Romania, the research can be extended to all public libraries in our country, to see how they have integrated games, play and gamification in the activities they organized.

References

*** (1974, July 10). Why Not Make Up Your Own Game. *New York Times*. Retrieved from https://www.nytimes.com/1974/07/10/archives/why-not-make-up-your-own-game.html, date: 11.09.2024.

*** (2002). *Legea bibliotecilor din România Nr. 334/Romanian Library Law No. 334*. Ministerul Justiției din Romania. Retrieved from https://legislatie.just.ro/Public/DetaliiDocument/58841, date: 11.09.2024.

*** (2011). *Find the Future at NYPL: The Game* [Video]. You Tube. Retrieved from https://www.youtube.com/watch?v=NTAIBv-oVYk, date: 11.09.2024.

*** (2023). *Regulamentul concursului regional "Vânătoarea de lectură în biblioteci", ediția a III-a, an școlar 2023-2024/Rules of the regional competition "Reading Hunt in Libraries", 3rd Edition, School Year 2023-2024*. Casa Corpului Didactic București. Retrieved from https://www.ccd-bucuresti.org/images/PDF/Biblioteca/2023-2024-Vanatoarea/Regulament_Vanatoarea3.pdf, date: 11.09.2024.

*** (2023). *Târgul Regional de Știință și Tehnologie pentru Copii - CODE Kids FEST - Brăila 2023/Regional Science and Technology Fair for Children - CODE Kids FEST - Brăila 2023*. Biblioteca

Județeană "Panait Cerna" Tulcea. Retrieved from https://tulcealibrary.ro/targul-regional-de-stiinta-si-tehnologie-pentru-copii-code-kids-fest-braila-2023/, date: 11.09.2024.

*** (2024). *Vacanța la Ludotecă/Holiday at the Toy Library.* Biblioteca Județeană "Panait Cerna" Tulcea   Facebook   page.   Retrieved   from https://www.facebook.com/watch/?v=489162740736141&ref=sharing, date: 11.09.2024.

*** (n.d.). *Biblioteca Metropolitană București: Colecții și servicii/Bucharest Metropolitan Library: Collections   and   services*.   Wikipedia.   Retrieved   from https://ro.wikipedia.org/wiki/Biblioteca_Metropolitan%C4%83_Bucure%C8%99ti, date: 11.09.2024.

*** (n.d.). *Cluburi de vacanță 2024/Holiday clubs 2024.* Biblioteca Județeană "Panait Cerna" Tulcea. Retrieved from https://tulcealibrary.ro/%f0%9f%8e%89cluburi-de-vacanta-2024/, date: 11.09.2024.

*** (n.d.). *Code Kids - Programează viitorul comunității tale/Code Kids - Program the future of your community.* Progress Foundation. Retrieved from https://www.progressfoundation.ro/coding/, date: 11.09.2024.

*** (n.d.). *Filiale/Subsidiary*. Bucharest Metropolitan Library. Retrieved from https://bibmet.ro/, date: 11.09.2024.

***   (n.d.).   *Makerspace*.   County   Library   "Panait   Istrati"   Braila.   Retrieved   from https://www.bjbraila.ro/makerspace/, date: 11.09.2024.

*** (n.d.). *SmartLab-Tehnologie modernă pentru toți elevii din județul Călărași/SmartLab-Modern technology for all students in Călărași County.* Biblioteca Județeană "Alexandru Odobescu" Călărași. Retrieved from https://www.bjcalarasi.ro/smartlab/, date: 11.09.2024.

Adams, S. S. (2007). The case for video games in libraries. *Library Review*, 58(3), 196-202.

Alvarez, V. (2017). Engaging students in the library through tabletop gaming. *Knowledge Quest*, 45(4), 40-48.

Branston, C. (2006). From game studies to bibliographic gaming: libraries tap into the video game culture. *Bulletin of the Association for Information Science and Technology*, 32(40), 24-29.

Broussard, M. J. S. (2013). No Muggles in the Library Tonight! Harry Potter Night at an Academic Library. *Library Trends*, 61(4), 814-824.

Brown, S. & Vaughan, C. (2010). *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. New York: Avery.

Burkhardt, A. (2013). *Taking games in libraries seriously*. Games in education. Retrieved from https://mcpress.media-commons.org/gamesineducation/taking-games-in-libraries-seriously/,   date: 11.09.2024.

Copeland, T., Henderson, B., Mayer, B., & Nicholson, S. (2013). Three different paths for tabletop gaming in school libraries. *Library Trends*, 61(4), 825-835.

Cornea-Duțu, S. (2023). O misiune literară emulativă: Vânătoarea de lectură în biblioteci/An emulative literary mission: the library reading hunt. *Atelier Didactic/Didactic Workshop*, 23, 18-19. Retrieved from   https://www.ccd-bucuresti.org/images/PDF/Revista/REVISTA_AUGUST_2023_Atelier_Didactic.pdf.

Downie, S. & Proulx, S. (2022). Investigating the role of gamification in public libraries' literacy-centered youth programming. *International Journal of Play*, 11(4), 382-404.

Felker, K. (2014). Accidental technologist: Gamification in libraries. *Reference & User Services Quarterly*, 54(2), 19-23.

Gee, J. P. (2012). Digital games and libraries. *Knowledge Quest*, 41(1), 60-64.

Grant, R. (2021). *The Benjamin L. Hooks Central Library: How Memphis Created the Nation's Most Innovative Public Library*. Smithsonian Magazine. Retrieved from https://www.smithsonianmag.com/innovation/memphis-created-nations-innovative-public-library-180978844/, date: 11.09.2024.

Gray, P., Erdahl S. A., & Tatgenhorst, L. (2022). Public Libraries as Centers for Play. *American Journal of Play*, 14(2), 131-148.

Haasio, A. & Madge, O.-L. (2020). *Gamification and games in the libraries*. Proceedings of the 16th International Scientific Conference "eLearning sustainment for never-ending learning", April 30th - May 1st.

Haasio, A., Madge, O. L., & Harviainen, J. T. (2021). Games, Gamification and Libraries. *New Trends and Challenges in Information Science and Information Seeking Behaviour*: *Lecture Notes in Networks and Systems*, 127-137.

Hill, C. (2016). Play On: The Use of Games in Libraries. *The Christian Librarian*, 59(1), 34-42.

Howe, N. & Strauss, W. (2000). *Millennials rising: The next great generation*. New York: Vintage Books.

Huizinga, J. (1949). *Homo ludens: a study of the play-element in culture*. London: Routledge and Kegan Paul.

Jackson, L. A., Witt, E. A., Games, A. I., Fitzgerald, H. E., von Eye, A., & Zhao, Y. (2012). Information technology use and creativity: Findings from the Children and Technology Project. *Computers in Human Behavior*, 28, 370-376.

Kapp, K. M. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. San Francisco: Pfeiffer.

Kim, B. (2015). Gamification in Education and Libraries. *Library Technology Reports,* 51(2), 20-28.

Leavy, P. (2017). *Research Design. Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: The Guilford Press.

Levine, J. (2008). Gaming and libraries update: Broadening the intersections. *Library Technology Reports*, 44, 3.

Levine, J. (2009, July). Libraries, Videogames and Civic Engagement. *American Library Association*, 5. Retrieved from https://journals.ala.org/index.php/ltr/article/view/4334/5001.

Lipschultz, D. (2009). Gaming @ Your Library. *American Libraries*, 40(1&2), 40-44. Retrieved from https://americanlibrariesmagazine.org/wp-content/uploads/2009/01/0109.pdf.

                 COMMUNICATIO

Liurcă, V. (2023). Istoria unui premiu întâi - Vânătoarea de lectură în biblioteci/The story of a first prize - Library Reading Hunt. *Atelier Didactic*, 23, 15-17. Retrieved from https://www.ccd-bucuresti.org/images/PDF/Revista/REVISTA_AUGUST_2023_Atelier_Didactic.pdf.

Madge, O.-L. & Coşerea, L. (2014). Provocarea Facebook pentru bibliotecile publice din România/The Facebook challenge for public libraries in Romania. *Studii de Biblioteconomie şi Ştiinţa Informării*, 18, 85-90/91-95.

Madge, O.-L. (2009). Strategic model for implementing knowledge management in libraries and information services. *Studii de Biblioteconomie şi Ştiinţa Informării*,13, 89-105.

Madge, O.-L. (2010). Managementul cunoaşterii în biblioteci/Knowledge Management in Libraries. *Studii de Biblioteconomie şi Ştiinţa Informării*, 14, 85-98.

Madge, O.-L. (2016). The Current Role of Librarians and Future Challenges for Academic Libraries in Romania. *Studii de Biblioteconomie şi Ştiinţa Informării*, 20, 61-68.

Madge, O.-L. (2017). *Current Stage of Application of the Knowledge Management Process in Romanian Academic Libraries*. Proceedings of the 13th International Scientific Conference "eLearning and software for education" - Could technology support learning efficiency?, Workshop Knowledge Management from Digital Literacy to Data Scientist, Bucharest, Romania, April 27th-28th). Retrieved from http://www.elseconference.eu/papers/view.

Madge, O.-L. (2018). Academic libraries in Romania: Cooperation and partnerships as seen through the eyes of library directors. *Library Management*, 39(8/9), 625-634.

Neiburger, E. (2007). *Gamers in the Library?: The Why, What, and How of Videogame Tournaments for All Ages*. Chicago: American Library Association.

Nicholson, S. (2008a). Finish your games so you can start your schoolwork: A look of gaming in school libraries. *Library Media Connection*, 26(5), 52-55. Retrieved from https://schoollibraryconnection.com/content/article/2148991.

Nicholson, S. (2008b). Modern board games: It's not a Monopoly any more. *Library Technology Reports*, 44(3), 8-10, 38-39. Retrieved from https://scottnicholson.com/pubs/modernboardgames.pdf.

Nicholson, S. (2008c). Games in Libraries: Myths and Realities. *NYLA Bulletin*, 56(4), 3. Retrieved from https://scottnicholson.com/pubs/fivemyths.pdf.

Nicholson, S. (2009a). Why Gaming? Goals for Gaming Programs in Libraries. *Digitale Bibliotheek*, 1(1), 17. Retrieved from https://scottnicholson.com/pubs/whygamingbiblio.pdf.

Nicholson, S. (2009b). Library Gaming Experiences on a tight budget. *Digitale Bibliotheek*, 1(7), 23. Retrieved from https://scottnicholson.com/pubs/tightbudget.pdf.

Nicholson, S. (2010a). *Everyone Plays at the Library: Creating Great Gaming Experiences for all Ages*. New Jersey: Information Today.

Nicholson, S. (2010b). Gaming and literacy: exploring the connections. *Digitale Bibliothek*, 2(4), 42. Retrieved from https://scottnicholson.com/pubs/gamingliteracy.pdf.

Nicholson, S. (2010c). A Conceptual Model of the Library Gaming Experience. *Everyone Plays at the Library: Creating Great Gaming Experiences for All Ages*, pp. 23-30. New Jersey: Information Today. Retrieved from https://scottnicholson.com/pubs/conceptualmodel.pdf.

Nicholson, S. (2012). *A User-Centered Theoretical Framework for Meaningful Gamification*. Paper presented at Games+Learning+Society 8.0, Madison, WI. Retrieved from https://scottnicholson.com/pubs/meaningfulframework.pdf.

Nicholson, S. (2013). Playing in the past: A history of games, toys, and puzzles in North American libraries. *The Library Quarterly: Information, Community, Policy,* 83(4), 341-361. Retrieved from https://scottnicholson.com/pubs/playinginthepast.pdf.

Nicholson, S. (2014). Exploring the endgame of gamification. *Rethinking Gamification*, pp. 289-303. Meson Press. Retrieved from https://meson.press/wp-content/uploads/2015/03/9783957960016-rethinking-gamification.pdf.

Ordas, A. (2015). *Engaging Library Visitors Through Gamification*. Princh Library Blog. Retrieved from https://princh.com/blog-engaging-library-visitors-through-gamification-interview-ana-ordas/, date: 11.09.2024.

Phetteplace, E. & Felker, K. (2014). Gamification in Libraries. *Reference & User Services Quarterly*, 54(2), 19-23.

Porumbeanu, O.-L. (2003). *Utilizatorii și intermediarii de informații și documente în epoca contemporană/Users and intermediaries of information and documents in contemporary times*. București: Editura Universității din București.

Porumbeanu, O.-L. (2009). *Is electronic always the right choice?* Proceedings of ICML (The International Congress on Medical Librarianship) "Positioning the Proffession", Brisbane, Australia, August 31st - September 4th, 5-14.

Pun, R. (2016). Winning Ways to Gamify. *Computers in libraries*, 36(9), 12-15. Retrieved from https://www.proquest.com/docview/1843061008.

Ralli, J. & Payne, R. G. (2016). Let's Play at the Library: Creating Innovative Play Experiences for Babies and Toddlers. *Library Trends*, 65(1), 41-63.

Rudeanu, L. & Huiu, M. (2023). Lectura în era digitală. Vânătoarea de lectură în biblioteci-Proiect de succes al CCD București/Reading in the digital age. Reading Hunt in Libraries-Successful project of CCD Bucharest. *Atelier Didactic*, 23, 13-14. Retrieved from https://www.ccd-bucuresti.org/images/PDF/Revista/REVISTA_AUGUST_2023_Atelier_Didactic.pdf.

Rumsey, D. J. (2013). *Statistics for dummies*. Hoboken: John Wiley & Sons.

Schiesel, S. (2008). Taking Play Seriously at the Public Library With Young Video Gamers. *The New York Times*. Retrieved from https://www.nytimes.com/2008/03/22/books/22games.html, date: 11.09.2024.

Schwarzwalder, J. (2014, July 2). *Gamification of Summer Reading*. Yalsa. Retrieved from http://yalsa.ala.org/blog/2014/07/02/gamification-of-summer-reading/, date: 11.09.2024.

Scott, R. (2011). The Role of Public Libraries in Community Building. *Public Library Quarterly*, 30(3), 191-227.

Seay, J. A. (2018). Considering Games and Gamification in Libraries & Associated Entities -The "G" Word. *Against the Grain,* 30(4), 68-69.

Snape, R. (1992). Betting, billiards and smoking: Leisure in public libraries. *Leisure Studies*, 11(3), 187-199.

Tang, Y. (2021). Help first-year college students to learn their library through an augmented reality game. *The Journal of Academic Librarianship*, 47(1).

Walsh, A. (2014). The Potential for Using Gamification in Academic Libraries in Order to Increase Student Engagement and Achievement. *Nordic Journal of Information Literacy in Higher Education,* 6(1)*,* 39-51.

Werner, K. (2013). Bringing Them In: Developing a Gaming Program for the Library. *Library Trends*, 61(4), 790-801.

Willett, R. (2018). Learning through Making in Public Libraries: Theories, Practices, and Tensions. *Learning, Media, and Technology,* 43(250), 62.

Zichermann, G. & Cunningham, C. (2011). *Gamification by design: Implementing game mechanics in web and mobile apps*, 1st ed. Sebastopol: O'Reilly Media.