Redesigning the library scavenger hunt

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First Year Experience Librarian
Oklahoma State University
Outline for today’s talk

1. Background on library scavenger hunts & FYE at OSU
2. Design and building of the activity
3. Summary of use & sample questions
4. How we are assessing the activity
5. Question & discussion
Perceptions of scavenger hunts

“Library scavenger hunts” have a negative reputation in library literature. Why?

- Questions/tasks do not ask the student to do any meaningful learning
- Can quickly become out of date as library systems and spaces are in a state of constant change
- May place a burden on library staff and facilities
- Students may try to get answers through virtual reference services and negate any learning opportunities

Go deep inside the 4th floor of the library. Take a deep breath. Describe the smell in one word.

What is the color of the binding of X journal? What is the highest floor that you can press a button to get to on the elevator?
How can we make them better?

- Connect to learning outcomes
- Collaboration between teaching faculty + librarians
- Reduce the number of questions that require interaction with a staff member
- Build in questions or tasks that require students to physically visit a location
- Make them more fun
Background: the FYS at OSU

Structure of the First Year Seminar
- Required for all first year students
- Housed in individual colleges
- No common curriculum
- No required library component

History of library component
- In-class sessions with liaison librarians
- No dedicated first-year librarian
- One-size-fits-all library curriculum
Design: Needs assessment

What did we need our scavenger hunt to be?

- useful in a variety of disciplines
- self-guided
- require students be in the physical library building to complete
- mobile friendly
- not require interaction with library staff
- Assessable data

Design: Learning outcomes

First Year Orientation Outcomes

1. Identify what library services and resources are available and how to access/utilize them.
2. Navigate the physical and virtual spaces of the library.
3. Identify when and why they should use library or other academic resources versus performing a generic open web search.
4. Identify librarians and subject guides that may be relevant to their interests and majors.
5. Use the discover search and a general database to locate books, articles, and other resources on a given topic.
Design: Building and testing

- Know your technology needs:
  - What do you need the software to be able to do?
  - What is available and usable?
- Test your hunt (especially if you’re offering it digitally)
  - Different groups of people (students, instructors, librarians)
  - Use multiple types of devices (phone, tablet, Apple, Android)
- Prep your library and library staff

Summary of use

- A total of 976 completed hunts were submitted; a total of 1,302 students were reached
- 14 unique sections of FYS participated, reflecting 3 different colleges: Arts and Sciences, Education, and Engineering
Assessing the activity

● **Purpose**
  ○ Learn where students were meeting learning outcomes
  ○ Learn where revisions might be necessary for future use

● **Process**
  ○ Identifying information removed
  ○ Sample size: 300
  ○ Selected questions were analyzed using a blank Excel coding sheet
  ○ Report summarizing findings was submitted to supervisor
Sample question 1

Question: Where can you find Textbooks and Reserves in the library?

Learning outcome: Identify what library services and resources are available and how to access them.

Results:
- A total of 219 students were able to correctly identify the location of textbooks in the library.
- For the students who did not correctly answer the question, the most frequent response was “BOSS” or “Course reserves tab,” among other variations.

<table>
<thead>
<tr>
<th>Correctly identified textbook reserves location</th>
<th>Yes</th>
<th>219</th>
<th>73%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>81</td>
<td>27%</td>
</tr>
</tbody>
</table>
Sample question 2

Question:
Visit one of the following study rooms: 110A, 103M, or 102S. Find the validation code and enter it here.

Learning outcome:
Navigate the physical and virtual spaces of the library.

Results:
- Students chose one room to visit, and responses were analyzed for a correct match.
- A total of 286 students (95%) correctly matched the code for the room they visited.

<table>
<thead>
<tr>
<th>Correctly matched study room location and validation code</th>
<th>Yes</th>
<th>286</th>
<th>95%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>14</td>
<td>5%</td>
</tr>
</tbody>
</table>
Sample question 3

Question:
When would you use the library’s print and digital resources instead of a simple Google search? Why would you choose library resources over Google?

Learning outcome:
Identify when and why they should use library or other academic resources versus performing a generic open web search.

Results:
- Reliable/Credible was mentioned most.
- Responses could be coded in more than one category.

<table>
<thead>
<tr>
<th>Top 5 categories for: when to use library resources over Google</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable/Credible</td>
</tr>
<tr>
<td>Academic/Scholarly</td>
</tr>
<tr>
<td>Required/Assigned</td>
</tr>
<tr>
<td>Accuracy</td>
</tr>
<tr>
<td>Relevant/Specific</td>
</tr>
</tbody>
</table>
Sample question 4

Question:
What is your major and who is the librarian for that subject?

Learning outcome:
Identify librarians and subject guides that may be relevant to their interests and majors.

Results:
- Used the library’s website to locate a research guide for the major, which would include the librarian for that area.
- Answer required student to identify their major and the name of the librarian who specializes in that area.

<table>
<thead>
<tr>
<th>Correctly identified subject librarian for their major</th>
<th>Yes</th>
<th>289</th>
<th>96%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>11</td>
<td>4%</td>
</tr>
</tbody>
</table>
Sample question 5

Question:
Look at the books on either side of yours. What do you notice about them? How are they similar or different?

Learning outcome:
Use the discover search and a general database to locate and use books, articles, and other resources on a given topic.

Results:
- Most common response was that the books covered similar subjects.
- Responses could be coded into more than one category.

<table>
<thead>
<tr>
<th>Top 5 categories for: when to use library resources over Google</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Similar topic</td>
<td>211</td>
<td>70%</td>
</tr>
<tr>
<td>Call numbers</td>
<td>59</td>
<td>20%</td>
</tr>
<tr>
<td>Alpha by author</td>
<td>20</td>
<td>7%</td>
</tr>
<tr>
<td>Appearance</td>
<td>13</td>
<td>4%</td>
</tr>
<tr>
<td>Format/genre</td>
<td>10</td>
<td>3%</td>
</tr>
</tbody>
</table>
## Pre- and Post-Questions

<table>
<thead>
<tr>
<th>Pre: How comfortable are you using the library?</th>
<th>Post: How comfortable are you using the library?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extremely</strong></td>
<td><strong>Extremely</strong></td>
</tr>
<tr>
<td>101</td>
<td>514</td>
</tr>
<tr>
<td>10%</td>
<td>53%</td>
</tr>
<tr>
<td><strong>Moderately</strong></td>
<td><strong>Moderately</strong></td>
</tr>
<tr>
<td>599</td>
<td>418</td>
</tr>
<tr>
<td>61%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Moderately un-</strong></td>
<td><strong>Moderately un-</strong></td>
</tr>
<tr>
<td>241</td>
<td>24</td>
</tr>
<tr>
<td>25%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Extremely un-</strong></td>
<td><strong>Extremely un-</strong></td>
</tr>
<tr>
<td>35</td>
<td>19</td>
</tr>
<tr>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Conclusions

Success?

- Revisions this summer
- Decide if/how to offer it again
- Better integrate our other FYS content into the activity
Questions?

Contact me:

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Slides available at:
http://hollyluetkenhaus.com/portfolio-2

Thank you for coming!