Redesigning the library scavenger hunt

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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- Can quickly become out of date as library systems and spaces are in a state of constant change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
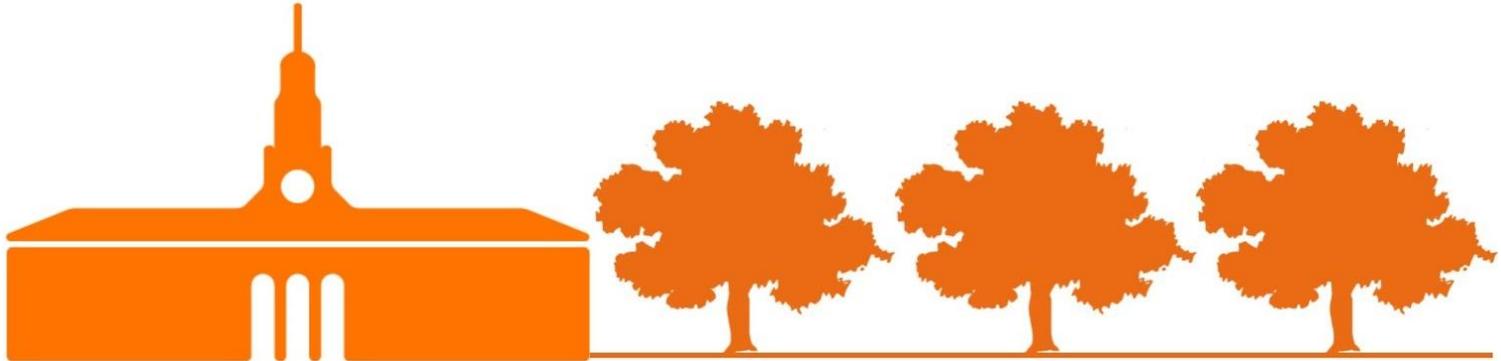- Make them more fun

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

https://pixabay.com/en/treasure-map-treasure-hunt-153425/
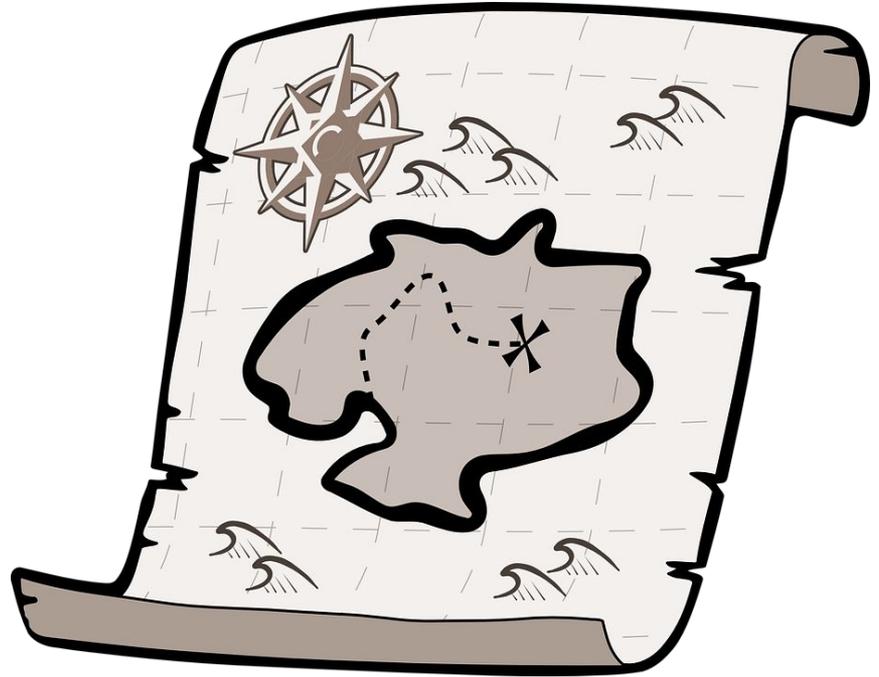
Design: Learning outcomes

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

Image: https://pixabay.com/en/computers-keys-rays-1420200/

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.

Correctly identified textbook reserves location		
Yes	219	73%
No	81	27%

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.

Correctly matched study room location and validation code		
Yes	286	95%
No	14	5%

JOHN C. &
KATHRYN A. WILLIAMS
STUDY ROOM

First Year
Seminar

S287FBLP
110D
John C. & Kathryn A.
Williams Study Room

110D

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.

Top 5 categories for: when to use library resources over Google		
Reliable/Credible	173	58%
Academic/Scholarly	90	30%
Required/Assigned	65	22%
Accuracy	28	9%
Relevant/Specific	27	9%

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.

Correctly identified subject librarian for their major		
Yes	289	96%
No	11	4%

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.

Top 5 categories for: when to use library resources over Google		
Similar topic	211	70%
Call numbers	59	20%
Alpha by author	20	7%
Appearance	13	4%
Format/genre	10	3%

Pre- and Post-Questions

Pre: How comfortable are you using the library?		
Extremely	101	10%
Moderately	599	61%
Moderately un-	241	25%
Extremely un-	35	4%

Post: How comfortable are you using the library?		
Extremely	514	53%
Moderately	418	43%
Moderately un-	24	2%
Extremely un-	19	2%

Conclusions

Success?

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

Questions?

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

Thank you for coming!