

The library scavenger hunt reimaged: Incorporating the ACRL's Framework for Information Literacy for Higher Education into the library scavenger hunt

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Library
scavenger
hunts

Yea
or
nay?

The cons

McCain (2007) found that librarians dissuade faculty and instructors from assigning scavenger hunts because scavenger hunts:

- are the least effective way to introduce students to the library
- **only work if carefully constructed**
- **do not encourage critical thinking**
- **ask students to locate random, obscure, or trivial information**
- **fail to teach anything about the research process**
- have a negative impact on students' confidence in using the library
- tend to promote learned helplessness
- lack a clear, stated purpose
- are quickly recognized by students as an exercise in futility
- often contain terminology the students do not understand
- have no lasting value
- send the wrong message about how to do library research
- are frustrating or overwhelming to students and library staff
- are viewed as busy work that wastes students' time
- make librarians, not students, do most of the work
- assume that students know how to do library research
- cause students to resent having to do research in the library
- may encourage cheating

Scavenger hunts in the library can...

- be carefully constructed,
- encourage critical thinking,
- ask students to locate random, obscure, or trivial information,
- & can teach students about the research process by...

...transforming the scavenger hunt from a library orientation activity to a method of **introducing** first-year students to information literacy concepts.

So is it a scavenger hunt?

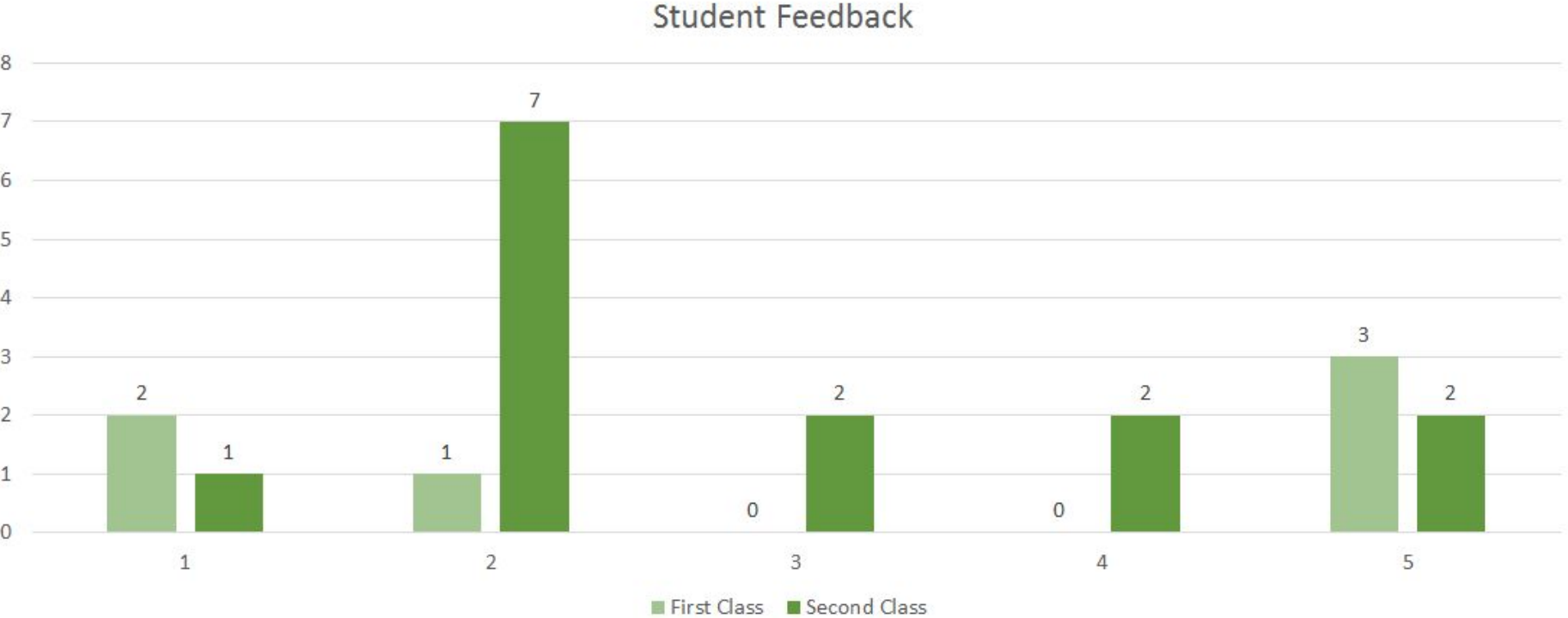
- Appropriated name as scavenger hunt evokes “fun”
- Might be more of a glorified worksheet using technology & requiring students to visit the library (optional)
- Rather than acquiring facts or bits of information, this reimagined scavenger hunt asks students to begin to **acquire skills** or **adapt to a way of thinking**

Background

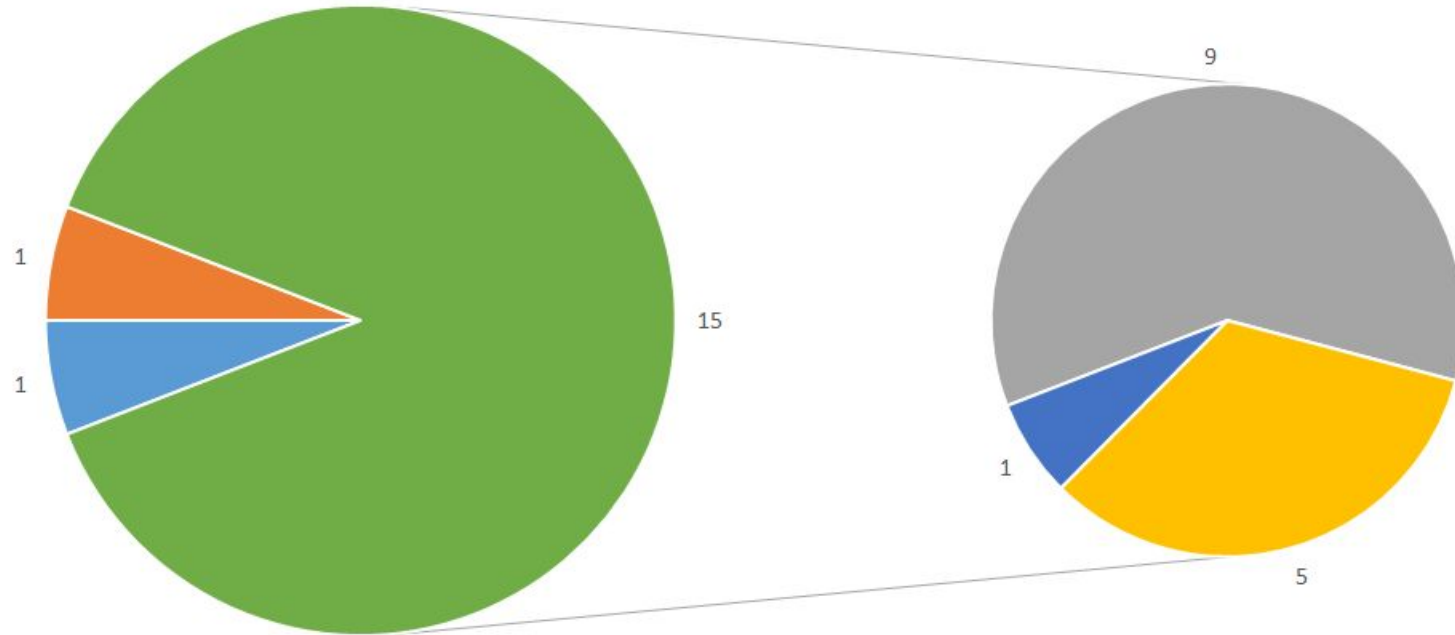
- Received a request for a “fun” library workshop and created this rather quickly
- Piloted in Fall 2016 to two University 101 class
- Good instructor feedback and mixed student feedback
- Flexible
- Potential to do more
- Still a work in progress

Was the scavenger hunt fun?

Scale of 1 (boring) to 5 (super fun):



Did you learn anything?



■ No ■ Other* ■ Yes ■ How to Cite ■ How to Find a Book

* Other: "Easy bib is a good source"

Google Forms

- Free
- Easy to use and modify
- Records responses
 - Students don't need to send/email/turn in work
- Quick assessment

The questions

- Mapped to the ACRL's Framework for Information Literacy in Higher Education
- Open-ended
- Mimics the research process

Information Creation as Process



Understanding the Information Timeline

Authority is Constructed and Contextual



Differentiating Between Scholarly vs. Popular Periodicals

Research as Inquiry



Crafting a Research Question

Searching as Strategic Exploration



Finding a Book

Information has Value



Citing your source

Scholarship as Conversation



Naming and Creating a Citation

Social media

Optional Shelfie Opportunity: Post a shelfie by placing a magazine(s) in front of your face(s) and taking a selfie, to USCB Library's Facebook page with the hashtag #uscbshelfie16.

BACK

NEXT

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Never submit passwords through Google Forms.

Access

- Open access:
 - Scavenger Hunt: <https://goo.gl/forms/sR8wkkxagyuklfWax1>
 - Editable Scavenger Hunt: https://docs.google.com/forms/d/1P1KQWxh8UU8FTo_Z4eknrqcsFgkMPN-eQdP-2_SzZGs/edit?usp=sharing

Pros

- Adaptable
 - Format: in or out of class assignment
 - Questions
 - Device: smart phone, tablet, or desktop (depending on the assignment)
 - Individual or group work

Cons

- Might be more manageable in a smaller library
- If done as an out of class assignment, you would need to prep library staff
- Not really fun, after all
- Can be difficult to “boil down” certain aspects of the research question
 - Crafting a research question, for example

Lessons learned and next steps

- Reconsider use of iPads
- State objectives at the beginning
- Revise the “Crafting a research question” section
- Perhaps --
 - Include incentives
 - Consider gathering everyone together to “break down” what they learned
 - Share findings amongst the class via a Google Doc, Evernote, Padlet, etc.

Questions?

Thanks!

References

- Aulisio, G. J. (2013). The heritage hunt: From start to update. *Pennsylvania Libraries*, 1(1), 35.
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- Renner, B. R., Cahoon, E., & Allegri, F. (2016). Low-tech scavenger hunt model for student orientation. *Medical Reference Services Quarterly*, 35(4), 372-387.
- Rugan, E. G., & Nero, M. D. (2013). Library scavenger hunts: The good, the bad, and the ugly. *The Southeastern Librarian*, 61(3), 4.