"Start at the very beginning …"
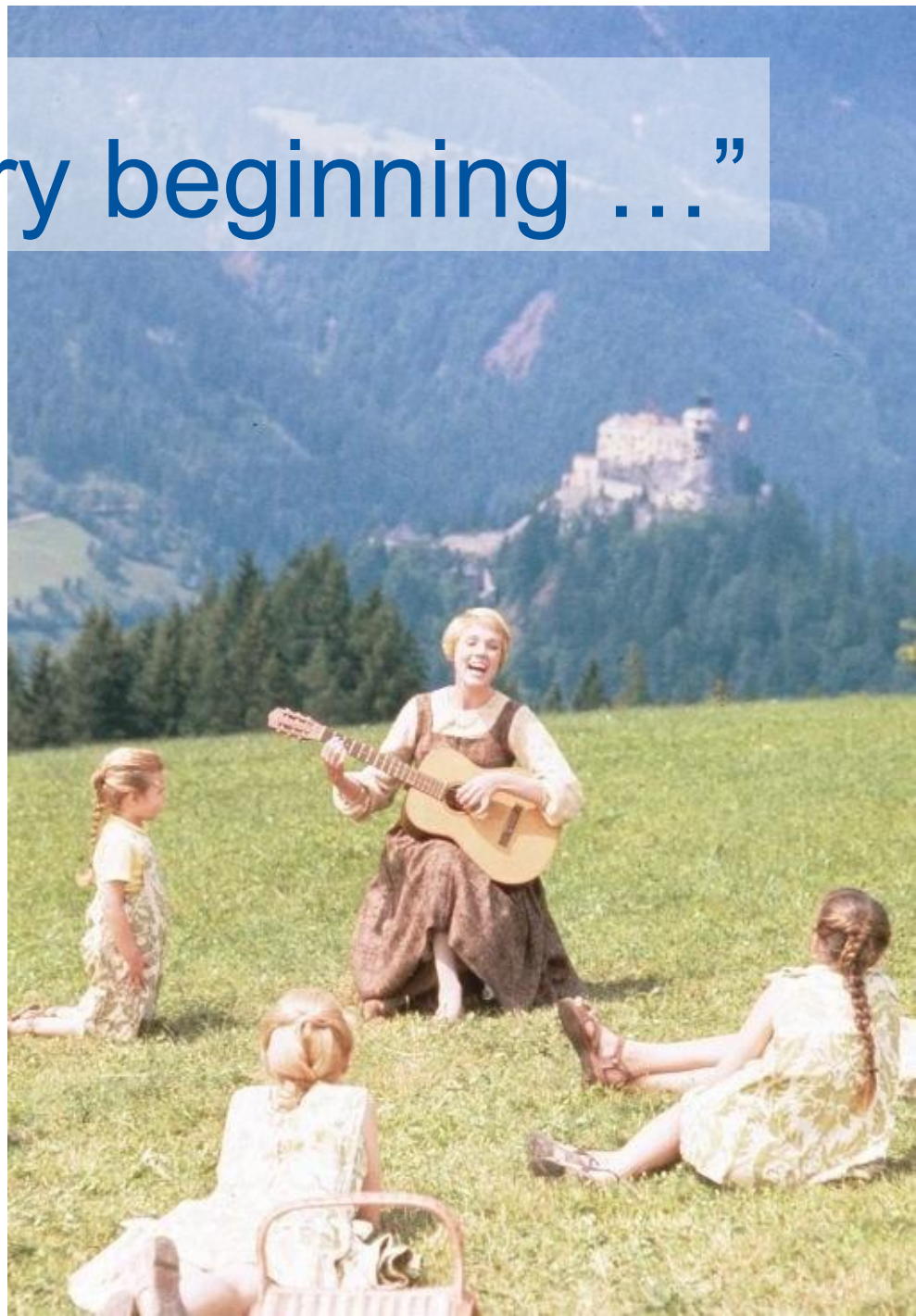
Activities for Summer School & Associate Students

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Content

- Interactive classes to try to engage students:
  - Library Orienteering.
  - DIY Library Tour.

- What worked/didn't work?

- Ideas and future plans.

- Work closely with Student Induction and Transition Office (SITO).

- Summer School.
  - 3 days before Welcome Week.
  - aimed at Widening Participation students.

- Associate Students.
  - start Heriot-Watt degree at college.
  - regularly visit uni campus.
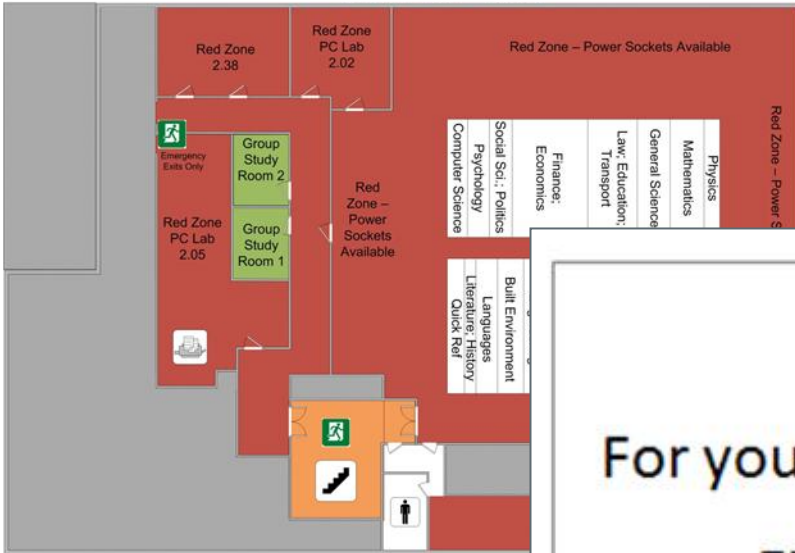 - join campus cohort in 2nd or 3rd year.

Library Orienteering

- Goals:
  - students need to learn about library services and facilities.
  - need to not duplicate induction.
  - we wanted active learning.

- Two activities in one hour:
  - traditional PC-based group worksheet to teach searching for books, using self-issue, booking student rooms, etc.
  - combined with "Library Orienteering" …

Heriot-Watt University Library – Edinburgh Campus
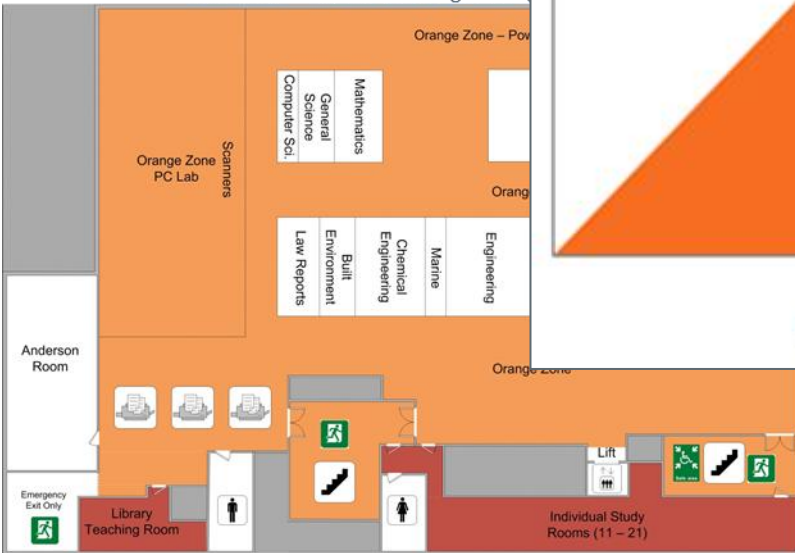
Second Floor – Books

Red Zone 2.38

Red Zone PC Lab 2.02

Red Zone – Power Sockets Available

Emergency Exits Only

Group Study Room 2

Red Zone PC Lab 2.05

Group Study Room 1

Red Zone – Power Sockets Available

Computer Science

Social Sci.; Politics; Psychology

Finance; Economics

Law; Education; Transport

General Science

Mathematics

Physics

Red Zone – Power S

Languages; Literature; History; Quick Ref

Built Environment

Third Floor – Science and Engineering

Orange Zone – Pow

Orange Zone PC Lab

Scanners

Computer Sci.

General Science

Mathematics

Orang

Law Reports

Built Environment

Chemical Engineering

Marine

Engineering

Anderson Room

Orange Zone

Emergency Exit Only

Library Teaching Room

Lift

Individual Study Rooms (11 – 21)

For your first stamp (and next location):-

Find **individual study room 5**

(on 2nd floor)

Keep this card and return at the end of the activity

Stamp your card

Now find **the 3 hour loan collection**
(next to the Service Desk)
for further instructions/your next
stamp

You are in individual study room 5

LIBRARY ORIENTEERING

TEAM NAME: _____

INDIVIDUAL STUDY ROOM 5 (ON 2nd FLOOR)	3 HOUR LOAN COLLECTION (NEAR SERVICE DESK)	IT HELP DESK (AT SERVICE DESK)
GROUP STUDY TABLE 3	GROUP STUDY ROOM 1	SILENT (Red Zone) PC LAB 2.02

GOT ALL YOUR STAMPS? HAVE YOU DONE THE PC LAB ACTIVITY?

NO? Go to the PC lab on 3rd floor (top floor) to find out more.

YES? Hand in this sheet to the Service Desk and pick up your goody bag.

- Overall, Library Orienteering worked well.

- One student with mobility issues – we were aware in advance.

- Logistically challenging for library:
  - lots of prep.
    - students started at different points on orienteering route.
    - also multiple versions of spreadsheet with different order and different books to find.
  - but no problems with queues or converging of groups.

DIY Library Tour

- Associate student session about the physical library facilities.
  - separate sessions on IL skills.

- Inspired by US campuses' scavenger hunts and Foley and Bertel (2015) paper.

- Wanted students to be more actively involved.

DIY Library Tour

- Three groups (three or four students in each).
  - Each group must have one person who has a smart phone with a camera, wifi/phone signal, and email.
- Explore the library.
- Take photos of key features, interesting things, things you want to know more about, etc.
  - 3-5 photos per group?
- Email these to me.
- Return for 1350.

Using their content

- Different groups sent to different floors of library.

- Emailed photos.
  - needed to copy photos out of email, review these, and use in a presentation.

- Had notes of what I would normally cover.

Student photos

What worked?

- What were we trying to do?
  - Library Orienteering and DIY Library Tour succeeded in getting students to explore the library.

- Student engagement?
  - design of activities meant students had to participate.

- Can we measure impact?
  - might not need this until weeks or months later.

What didn't work (I)

- Some groups were **much** quicker than others.
  - tea and coffee for DIY tour.
  - paired library orienteering with another "start anytime" activity for groups.

What didn't work (II)

- A few students struggled with instructions:

> - Take photos of key features, interesting things, things you want to know more about, etc.
>   - 3-5 photos per group?

  - fear of doing wrong thing?
  - did I over-estimate abilities?
  - student helpers good.
  - might need to be more prescriptive without helpers.

- Treasure hunt concerns? (Mccain, 2007)

Other classes for these students

- Still doing traditional classes too:
  - Finding and evaluating research for coursework workshop.
  - One hour citing and referencing lecture.
  - New 20 minute "demystifying citing and referencing" lecture.

Future plans

- Issues with scalability for some of these sessions.
  - would DIY library tour work if students took photos outside class time?
  - could library orienteering be an optional Welcome Week activity rather than a class?

- Would like to link content more closely with other activities during visit.

- SUNY (Bertel and Foley, 2015) combined DIY library tour and orienteering aspects, with photos uploaded to Flickr:

"Browse the book collection on the second and third floors … and take a picture of the 'call number' on a book that interests you."

- They are now using "Goose Chase" app.

Conclusions

- Encouraged "active learning" by getting students to do their own library tours.

- Useful to experiment with different approaches:
  - can then adapt for other classes.

- Noticeably better feedback when it's obvious that instruction is relevant to their coursework:
  - but remember feedback doesn't assess long term benefits.

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References

Bertel, K. and Foley, M. (2015) 'Hands-on instruction: the iPad self-guided library tour', *Reference Services Review*, 43(2), 309-318. doi: 10.1108/RSR-07-2014-0021

McCain, C. (2007) 'Scavenger hunt assignments in academic libraries: viewpoints versus reality', *College and Undergraduate Libraries,* 14(1), 19-31. doi:10.1300/J106v14n01_02

LEADERS IN IDEAS AND SOLUTIONS