

Pennsylvania Libraries: *Research & Practice*

Practice

The Heritage Hunt

From Start to Update

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The librarians of the Weinberg Memorial Library developed and implemented a new library orientation program in only three short months. The library orientation, referred to as the Heritage Hunt, is an interactive scavenger hunt that was designed to reach the entire freshmen class. In this article, the author discusses how the librarians managed to accommodate such a large number of students, why this program was developed, the difficulties that were experienced along the way, and plans for improvement based on the findings.

Introduction

In 2009, the provost of the University of Scranton proposed to the faculty senate a massive curriculum overhaul which would lower the minimum number of credits needed for graduation from one-hundred and thirty to one-hundred and twenty. In order to do this, the provost proposed the deletion of Public Speaking (three credits), Computer and Information Literacy (three credits), Physical Education (three credits), and Freshman Seminar (one credit). These courses would be replaced by a new three-credit First Year Seminar (FYS) and improved co-curricular programs. So that the addition of a new three-credit course did not raise the graduation requirement to 123 credits and undermine the plan to eliminate ten credits from the curriculum, the FYS would also apply toward the general education requirements, eliminating one general education course as well (H. Baillie, personal communication, November 13, 2009).

As of this writing, all of the details are still being worked out; however, the one-credit Freshman Seminar course has officially been eliminated and the FYS is now compulsory. The curriculum change, though a welcome blessing to incoming freshmen, made providing library orientation rather difficult. In the past, instructors understood that one class session of Freshmen Seminar would be dedicated to library instruction. In those sessions, a

librarian would instruct the freshmen on the library's layout, its policies, and its technology. Essentially, these sessions served as a crash course in how to use the library.

Shortly after this announcement, the librarians thought that the obvious place to reinsert library orientation would be in the newly implemented FYSs. However, there were concerns from faculty that the FYSs were requiring too much. Faculty teaching these courses were expected to help transition students from high school to college, which included teaching material on time management, campus life, and responsible decision making. In addition, faculty were also asked to provide service learning opportunities for their students and cover the necessary academic content that would allow a FYS to count for credit toward general education requirements. An example of this would be a FYS that doubled as an Introduction to Philosophy course. A professor teaching this course would have to provide adequate depth and breadth of philosophical content while also implementing traditional freshmen seminar topics and service learning opportunities in a three-credit-hours per week course.

On the other end of the spectrum, the librarians had grown somewhat weary of teaching on average 51 Freshman Seminars each fall semester. Teaching these sessions was repetitive, and after a few sections it was not uncommon to feel like a disgruntled tour guide. Exacerbating negative feelings toward teaching these courses was lack of student engagement. All of the instructor librarians agreed that the large majority of students were disengaged, and because of this they were not absorbing the material. After this realization, a group of librarians convened to completely revise library introduction and orientation for freshmen so that all parties (i.e. students, faculty, and librarians) would be satisfied.

Planning

Approximately three months before the fall semester began, a planning committee made up of two public services librarians and two technical services librarians convened to discuss the future of library orientation. At the committee's first meeting, a list of desired outcomes was posited to help guide initial planning:

1. The library orientation event would have to reach at least 70% of the incoming class to be considered successful.
2. Freshmen would need to be oriented within the first two weeks of school.
3. Preparation and teaching should not be overburdening for the librarians. Library orientation should not greatly interrupt the first two weeks of the semester, require class planning for every session, nor be repetitive for the librarians to teach.

The rationale for the guiding outcomes was fairly simple. In the past, the library had met with a high percentage of the freshmen class. Librarians instructing a session would usually count the students in a session, and at the end of the semester this data would be tallied. Occasionally a head count was not taken and the number of students in a class was pulled from the online class registry. The latter process still resulted in a fairly accurate portrayal of how many freshmen were reached, but because of absences, it is likely that more students were counted as participating than had actually participated. In 2009, 855 students participated in the Freshmen Seminar (82.7% of the freshmen class). In 2010, 928 students participated (97% of the freshman class). In 2011, the last year of Freshmen Seminars, 996 students were oriented (94% of the freshman class) (see Table 1).

In the past, the scheduling of a library session was at the discretion of the Freshmen Seminar's instructor. This meant that an instructor could opt to push the library session further back in the semester, perhaps to make up for a class s/he would not be able to attend. Though this might have meshed well with the course syllabus and the instructor's schedule, it was a disservice to the freshmen in the class. Freshmen almost assuredly had to complete some form of assignment that would involve the library in their other courses, such as printing a document or

reading an electronic reserve. The farther into the semester the library session was scheduled, the farther behind freshmen would be in knowing what resources the library has to offer and how to go about utilizing those resources.

Table 1

Freshmen Seminar statistics 2009 – 2011

	Freshmen Seminar Sessions	Freshmen Participants	Total Freshmen Enrollment	% of Freshmen class oriented
2009	52	855	1,034	82.7%
2010	51	928	956	97%
2011	51	996	1,054	94%

The third guiding principle was meant to keep the new introductory sessions from slipping into the same shortcomings that the Freshmen Seminar suffered. Though motivations for keeping the sessions interesting were in part for the librarians' benefit, the group agreed that enthusiastic librarians might make for a more enjoyable and therefore more informative session for students. This theory is in part supported by the Student Evaluation in Educational Quality (SEEQ) posited by Marsh and Hocevar (1991) and further supported by Smimou and Dahl (2012), who found that the second highest rated factor of effective teaching is instructor enthusiasm for the material.

Initial Development, Student Registration, and Records

The committee agreed that the most efficient way to accomplish the above guiding principles and eliminate a great deal of burden on both librarians and teaching faculty would be to base the orientation on the idea of a scavenger hunt. Though the librarians knew there was no way to make the library orientation mandatory in such a short period of time, they also knew from past experience that a strongly worded email would make it seem that the scavenger hunt was mandatory (see Appendix A). This would ensure that a large number of freshmen would feel compelled to attend a session.

It was proposed that the scavenger hunt be called the Heritage Hunt. This name holds significance for the Weinberg Memorial Library because the Heritage Room is the library's reading room on the top floor of the building. After the name was agreed upon, a part time graphic designer who works for the library created an eye-catching logo which invoked the idea of treasure hunting (see Figure 1).



Figure 1
Heritage Hunt logo

As articles were surfacing about the use of QR codes in libraries (Ashford, 2010; Burns, 2011; Wells, 2012), the librarians believed the best way to make the event more interesting to students was to make the orientation an *augmented reality* scavenger hunt. Simple augmented reality is the using of an appropriate application on a smartphone or tablet to “overlay digital information onto the physical world” (Johnson, Levine, Smith, & Stone, 2010, p. 6; Johnson, Smith, Willis, Levine, & Haywood, 2011, p. 16). Burns (2011) successfully used QR codes to conduct individual library sessions on how to find career resources, and Wells (2012) used QR codes to introduce approximately sixty students to her library’s music collection. At Niagara University, Kasbohm, Schoen, and Dubaj (2006) reported that the librarians created a Library Mystery Tour in which students enrolled in First Year Experience searched the library for clues to find a fictional missing person. As students searched for clues, they also learned about library locations and services. Similarly, Smith and Baker (2011) shared information about their library’s self-paced orientation which sent students around the library looking for clues. Each clue helped students to eliminate “suspects,” “weapons,” and “places” while simultaneously leading students to different locations in the library and uncovering information on library resources (p. 632). The use of games seems to be both a fun and worthwhile project for librarians who are considering new ways of doing library instruction and orientation. Smith and Baker (2011) shared a comprehensive look at how libraries use games to add a layer of excitement to library instruction. The reasoning behind making library orientation like a game is related to the reason why the University of Scranton librarians decided to create the Heritage Hunt—to make sessions more enjoyable for both students and librarians. However, the Heritage Hunt was more focused on the idea of augmented reality and skill learning and less focused on making the scavenger hunt game-like. For example, there were no prizes, groups were not racing to finish first, and there were no clues involved in the Heritage Hunt. The Heritage Hunt was more closely related to an open book online exam that required students to work in groups and move throughout the building to find the correct answers. Perhaps to some degree this can be considered game-like, but only in the most basic way.

One of the librarians on the Heritage Hunt committee noted that Near Field Communication (NFC) would also be a useful tool to incorporate into an augmented reality scavenger hunt because it directly links physical objects to digital information just by touching the mobile phone to the object. However, she also noted that because NFC is not widely available on most mobile phones in North America (McHugh & Yarmey, 2012), the use of NFC would be exclusionary to the large majority of students participating in the scavenger hunt. Ashford (2010) noted that QR codes are “low-cost, easy to implement, and easy to use,” and because of this, they are very beneficial when implemented wisely (p. 527). With this in mind, the librarians originally began planning the Heritage Hunt using QR codes and displaying helpful information and clues on the library’s HDTVs. However, the committee felt uncomfortable compelling such a large number of freshmen to download the software needed to read QR codes on their smartphones or tablets. Because of this, the possibility of using QR codes was quickly ruled out. Also, it soon became apparent that using the library’s HDTVs to display necessary information to complete the Heritage Hunt would end up being more of a gimmick than a useful tool for the students, so this idea was simply eliminated. Lastly, the librarians did not feel it would be a worthwhile use of the library’s budget to purchase devices with the sole purpose of making the scavenger hunt digitally augmented. Burke (2011) showed that North Carolina State University’s use of iPod Touch devices for their library scavenger hunt was a valuable addition, but librarians at the University of Scranton did not feel this would be worthwhile. Even though QR codes and purchasing devices were ruled out, the committee was hopeful that integrating technology into the scavenger hunt was still a possibility. With this in mind, the committee decided to plan questions around the use of the library’s new mobile website (m.scranton.edu/library).

Yarmey (2010) showed that only 69% of a large representative sample of undergraduates at the University of Scranton own an Internet-capable phone (i.e., a smartphone). Because such a large portion of students would not have their own smartphone, it was decided that students would need to be grouped together so that all freshmen could participate. Because there would be multiple groups going through the scavenger hunt at the same time, it was

decided that each group would need to start at a different location so that the entire classroom did not converge on the same location simultaneously.

The committee proposed setting up multiple sessions of 24 students broken up into six groups of four. Assuming a possibility of 950 participating freshmen, it was determined that there would need to be 40 sessions. The committee believed that this would assure there would be enough smartphones for every session. Also, because the librarians were potentially working with upwards of 900 freshmen, there would need to be a registration system put in place so that sessions were capped at 24 registered students. The committee contacted the Information Technology (IT) department to see if they could create a form that would register students for a specific time slot. A web designer and computer programmer from IT was able to accommodate this request. The form also required students to list if they owned a smartphone (see Figure 2). As students picked a session that fit into their schedule for the first week class, the website was automatically updated to eliminate sessions that had reached their cap.

Figure 2
Heritage Hunt registration page

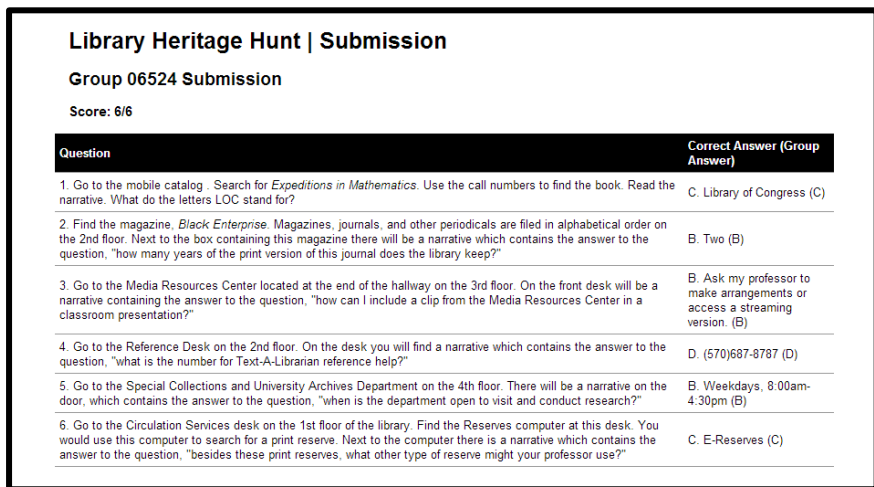
Attendees						
Edit	Name	Email	Smartphone	Group	Date	Absent Delete
Edit	Coralyn [REDACTED]	[REDACTED]@scranton.edu	Yes	63395	Wednesday, August 29, 9:00 AM - 9:50 AM	Mark Absent Delete
Edit	Ken [REDACTED]	[REDACTED]@scranton.edu	Yes	63395	Wednesday, August 29, 9:00 AM - 9:50 AM	Mark Absent Delete
Edit	Scott [REDACTED]	[REDACTED]@scranton.edu	No	55475	Wednesday, August 29, 9:00 AM - 9:50 AM	Mark Absent Delete
Edit	Brendan [REDACTED]	[REDACTED]@scranton.edu	Yes	55475	Wednesday, August 29, 9:00 AM - 9:50 AM	Mark Absent Delete
Edit	Damian [REDACTED]	[REDACTED]@scranton.edu	Yes	55475	Wednesday, August 29, 9:00 AM - 9:50 AM	Mark Absent Delete
Edit	Ruth [REDACTED]	[REDACTED]@scranton.edu	Yes	13630	Wednesday, August 29, 7:00 PM - 7:50 PM	Mark Absent Delete
Edit	Dan [REDACTED]	[REDACTED]@scranton.edu	Yes	13630	Wednesday, August 29, 7:00 PM - 7:50 PM	Mark Absent Delete
Edit	Dillon [REDACTED]	[REDACTED]@scranton.edu	Yes	13630	Wednesday, August 29, 7:00 PM - 7:50 PM	Mark Absent Delete

Figure 3
Heritage Hunt administrative panel

The committee also requested that IT program the database to automatically group the students into six groups of four and assure that every group had at least one smartphone. IT attempted to fill this request, but they were unable to do so because of time constraints. However, because the librarians would have information on which students had smartphones, the committee believed that the lack of automatic grouping would not be detrimental. The grouping would be manually done the day before in order to save time in the session. All information was compiled into a sortable database that allowed the librarians to group the students manually and mark individuals as absent (see Figure 3).

Unfortunately, the manual grouping of students turned out to be the most taxing part of the orientation. The administrative panel was confusing to operate, so only two of the librarians took on the task. Due to how the database was programmed, the page would automatically refresh after a record was updated (for example, after assigning a group code to an individual). Ultimately, this meant it was necessary for the librarians to find where they left off each time a record was updated. Also, because there was a large number of individuals in the database, the page took a long time to refresh. Since the manual grouping of students was so time intensive, each day's grouping was completed the night before. This meant that further maintenance of the records would have to occur the following day due to last minute absences and rescheduling.

The librarians felt that having a database that could automatically record student names, group them together, validate quiz submissions, and link submitted group submissions back to individual students would be necessary if the Heritage Hunt were to ever become mandatory. When groups returned from the Heritage Hunt, they submitted their answers using their assigned group code and the group's designated smartphone. Each group's submission could be checked and all individuals in the group would be recorded as having completed the Heritage Hunt (see Figure 4).



Library Heritage Hunt | Submission

Group 06524 Submission

Score: 6/6

Question	Correct Answer (Group Answer)
1. Go to the mobile catalog . Search for <i>Expeditions in Mathematics</i> . Use the call numbers to find the book. Read the narrative. What do the letters LOC stand for?	C. Library of Congress (C)
2. Find the magazine, <i>Black Enterprise</i> . Magazines, journals, and other periodicals are filed in alphabetical order on the 2nd floor. Next to the box containing this magazine there will be a narrative which contains the answer to the question, "how many years of the print version of this journal does the library keep?"	B. Two (B)
3. Go to the Media Resources Center located at the end of the hallway on the 3rd floor. On the front desk will be a narrative containing the answer to the question, "how can I include a clip from the Media Resources Center in a classroom presentation?"	B. Ask my professor to make arrangements or access a streaming version. (B)
4. Go to the Reference Desk on the 2nd floor. On the desk you will find a narrative which contains the answer to the question, "what is the number for Text-A-Librarian reference help?"	D. (570)687-8787 (D)
5. Go to the Special Collections and University Archives Department on the 4th floor. There will be a narrative on the door, which contains the answer to the question, "when is the department open to visit and conduct research?"	B. Weekdays, 8:00am-4:30pm (B)
6. Go to the Circulation Services desk on the 1st floor of the library. Find the Reserves computer at this desk. You would use this computer to search for a print reserve. Next to the computer there is a narrative which contains the answer to the question, "besides these print reserves, what other type of reserve might your professor use?"	C. E-Reserves (C)

Figure 4
Group submission page on administrative panel

Though the librarians wished to automate the orientation events as much as possible, it was still essential that they talked with the students so the students could meet at least one of the librarians and feel comfortable talking to him or her in the future. With this in mind, 50-minute sessions were set-up so participants would have time to leave for a class that started on the following hour. Each session was broken up into a short period where the librarian leading the session would welcome the students to the library, explain why they were there, organize the students into their assigned groups, mark absences, and provide simple instruction on how to complete the scavenger hunt. The groups would then be sent out for approximately thirty minutes to complete the assigned questions and would return with ten minutes remaining so the librarian could give them their group codes, help them upload their answers so they received credit, and give any additional instruction that would be useful to the students.

Question Creation

The committee decided the best way to orient students to the library would be to send them to each major service area in the building. The six areas that were discussed were Reference, Circulating Services, Periodicals, the Media Resources Center, Archives and Special Collections, and the Circulating Book Collection. Initially it was thought that students could search the mobile catalog and be directed to specific resources; however, this was not possible.

One question involved searching for the periodical *Black Enterprise* in the journal search box on the website, locating the journal, and then answering a question about how many years the library retains print issues of it. The mobile version of the website did not have a periodicals search option. To answer this question, students would need to use the library's full website. After testing the full website on multiple smartphones, the committee agreed that this would not be an issue and would actually add more depth to the library orientation. Shortly after this question was created, the university changed mobile access to the library's full website; when a user clicks on the link to be taken to the full site, they are directed to the university's homepage. Navigating back to the library's webpage automatically redirects users to the mobile version of the library's website. When searching the regular mobile catalog for a journal title, the journal appears, but it is far down the list and there is no differentiating icon indicating that the resource is a periodical rather than a book. Unfortunately, it was too late to put in a request to remedy this technical problem, and the committee could not think of a way around this scenario. It was ultimately decided that the periodicals question would need to be changed. The new question simply directed students to go to the *Black Enterprise* box in the periodicals section and read the posted narrative. The narrative supplied information about periodicals and journals in the library (see Appendix B), and it also provided the correct answer to the question.

After further examination, the change in the university's mobile site policy made the other questions too difficult for a student to complete as well. It was decided that because of limited time, the questions would simply direct students to a specific location and require them to read a narrative that would provide them with valuable information about the library and its services (see Appendices B-G). However, the question about finding a specific book could still be answered using the mobile catalog. The question regarding the circulating book collection instructed students to search the mobile catalog for *Expeditions in Mathematics* and then use the call number to find the book in the circulating collection. At the location was a narrative that provided the correct answer to the question (see Appendix G). Ultimately, because of time constraints and technical difficulties, the question sheet that groups used to complete the Heritage Hunt also served as a list of directions for the students to follow (see Figure 5).

Library Heritage Hunt | Question Sheet

1. Go to the mobile catalog . Search for *Expeditions in Mathematics*. Use the call numbers to find the book. Read the narrative. What do the letters LOC stand for?
A. Location

2. Find the magazine, *Black Enterprise*. Magazines, journals, and other periodicals are filed in alphabetical order on the 2nd floor. Next to the box containing this magazine there will be a narrative which contains the answer to the question, "how many years of the print version of this journal does the library keep?"
A. One

3. Go to the Media Resources Center located at the end of the hallway on the 3rd floor. On the front desk will be a narrative containing the answer to the question, "how can I include a clip from the Media Resources Center in a classroom presentation?"
A. Pick it up at least 30 minutes before class.

4. Go to the Reference Desk on the 2nd floor. On the desk you will find a narrative which contains the answer to the question, "what is the number for Text-A-Librarian reference help?"
A. (570)941-6793

5. Go to the Special Collections and University Archives Department on the 4th floor. There will be a narrative on the door, which contains the answer to the question, "when is the department open to visit and conduct research?"
A. During normal library hours

6. Go to the Circulation Services desk on the 1st floor of the library. Find the Reserves computer at this desk. You would use this computer to search for a print reserve. Next to the computer there is a narrative which contains the answer to the question, "besides these print reserves, what other type of reserve might your professor use?"
A. ILLiad

You have finished the quiz, please return to WML classroom in order to find out your group code and receive credit for the scavenger hunt. Enter the code below.

Submit

Figure 5
Heritage Hunt mobile question sheet

Findings

The librarians who taught Heritage Hunt sections unanimously agreed that the overall program was successful and a welcome alternative to the classic format of teaching Freshmen Seminars throughout the semester. The reference librarians reported having fewer “how do I find a book” questions than in previous years. However, it was also agreed that the program needed to be improved for subsequent years. Proposed improvements included eliminating the poorly attended 9:00 a.m. sessions and replacing them with more afternoon sessions, updating the way information was relayed to students (i.e., no more narratives), adapting existing questions to make them more interactive, and adding new questions or tasks to increase the breadth of the orientation. Because there are so many planned improvements, the committee agreed to convene early in the spring semester so that IT would have enough time to accommodate the requested changes.

Even if the Heritage Hunt reached 100% of the freshmen class, it would still have required fewer sessions than Freshmen Seminar, each of which was capped at 18 students. This resulted in a lighter teaching load for the librarians. Out of 961 enrolled freshmen, 778 signed up for a session. There were absences, however, so only 750 freshmen completed the Heritage Hunt; thus, 78% of the freshmen class received library orientation. This surpassed the committee’s minimum goal of reaching 70% of the freshmen class. However, the number of oriented freshmen was significantly lower than the past three years when orientation was provided through Freshmen Seminars (see Table 2).

Table 2

Freshmen Seminars 2009 – 2011 in comparison to Heritage Hunt 2012

	Sessions	Freshmen Participants	Total Freshmen Enrollment	% of Freshmen class oriented
2009 – F.S.	52	855	1,034	82.7%
2010 – F.S.	51	928	956	97%
2011 – F.S.	51	996	1,054	94%
2012 – H.H.	39	750	961	78%

The librarians speculate that attendance will go up if the registration email is sent out earlier in the summer and there are multiple follow up emails sent out thereafter. The first email asking students to register did not go out until seven days before the semester started. The reminder email was sent on the first day of classes. In the future, the registration email will be sent out two weeks before the semester starts, a week before the semester starts, and on the first day of class. If this does not improve attendance for the next Heritage Hunt, then the committee will explore other options such as working with Student Affairs, Academic Affairs, or each of the College Deans’ offices to make the event mandatory for all incoming freshmen.

Throughout the orientation week, some groups would cheat by either splitting up to answer multiple questions simultaneously, or multiple groups would work together to share answers. After the first day, it was suggested that the librarians call specific attention to the Academic Integrity Tutorial all freshmen are required to take before coming to campus. The tutorial discusses ethical scholarship and responsible research practices (see matrix.scranton.edu/academics/wml/acad-integ/index.shtml). The Academic Integrity Tutorial draws a distinction between collusion and collaboration. As described in one of the tutorial’s videos, collusion is unauthorized collaboration, and collusion is prohibited every time individual work is assigned. Collaboration is authorized group work (Wallick, n.d.). The librarians made it a point to state that students were allowed to collaborate with their group

members, but it would be collusion if they attempted to work with other groups. This strategy seemed to be somewhat effective as most groups spent a reasonable amount of time answering the questions.

The second largest shortcoming of the Heritage Hunt was the use of narratives to relay information to students. It became apparent early on that students were simply skimming the narratives for the answer. The librarians tried to guilt students into reading the narratives in full by appealing to the fact that reading the narrative would only extend their time on the Heritage Hunt by a few minutes, but the knowledge they would gain about the library and its resources would be invaluable. However, this seemed to be largely unsuccessful as many of the librarians witnessed students skimming the narratives on multiple occasions.

In the future, an online survey will be emailed to all freshmen who complete the Heritage Hunt to more formally gauge student interest. In addition, it would also be worthwhile to test students to see if they have actually learned useful skills. If it is possible to make the Heritage Hunt a mandatory freshmen activity, then it may be possible to design a mandatory online quiz that could be answered using the same skills students should have learned while completing the Heritage Hunt. Because there is such a large number of freshmen expected to participate, the online quiz must be simple enough for it to be automatically graded; then the librarians can formally interpret the findings to see how beneficial and informative the Heritage Hunt is to students. However, because the librarians did not conduct formal assessments of student learning in the now defunct in-class library orientations, they will not be able to compare the findings of the Heritage Hunt quizzes to the effectiveness of in-class library orientations. In addition, as Brown, Weingart, Johnson, and Dance (2004) note, formally assessing library scavenger hunts through the use of surveys is difficult and time consuming on a number of fronts. They point to difficulties with working with Institutional Review Boards (IRB), the logistics of creating control groups and distributing surveys, and the headaches associated with analyzing such a large amount of data. Currently the librarians have not planned how to formally assess the effectiveness of the Heritage Hunt, but they will likely begin looking into this in the very near future.

Planned Updates

The librarians who participated as instructors in the Heritage Hunt convened after the completion of the sessions to discuss improvements for the following year. It was agreed that the scavenger hunt needs to be improved in a number of ways:

1. Add breadth to the Heritage Hunt by adding more questions including a question requiring students to print so that they know how to use the library's print stations.
2. Increase the use of mobile devices and computers so that students will be searching for the information they need and not simply be directed to various locations.
3. Eliminate groups' splitting up by making it necessary to answer one question before getting the clue to the next question.
4. Ensure that groups do not work together by making multiple versions of the Heritage Hunt.
5. Employ something other than narratives to relay information to students.

The Heritage Hunt was capped at six questions because a test group sent out during the summer took the entire 30 minutes to finish the scavenger hunt. Because there needed to be both time in the beginning of the session to introduce the students to the material and time at the end of the session to make sure students got credit and to bring closure to the session, it was determined that any more questions would add too much time to the event. However, during the actual hunt, hardly any groups needed the entire 30 minutes to complete the questions. More than likely the groups that finished fastest were cheating in some way or another, but even groups that took longer to finish the scavenger hunt seemed to have significant time left over.

Because the reference librarians are usually inundated with “how do I print?” questions during the first week of school, it was also suggested that the librarians incorporate a question requiring students to use the library’s print station. The preliminary idea is to require printing a Heritage Hunt completion receipt as the final task. Depending on what the committee ultimately decides, the receipt could direct students back to the classroom, provide correct answers, serve as a hardcopy for the library’s records, or act as a certificate of completion for the students.

The planning committee agreed that having the students search for resources on the phone is a valuable exercise. Ideally, they will learn a skill that can be transferred to computer researching as well. If the question about searching and finding a specific book actually did teach the students how to find a book, as is suggested by the limited number of “how do I find a book” questions that were received during the fall semester, then a question directing students to search for a journal title might help them to navigate the library’s periodicals as well. To make this question a reality, the committee will need to request full site access to the library’s homepage when using a smartphone and update icons in the mobile catalog.

The two final areas needing improvement both involve academic integrity. The first major concern is cheating among group members and between groups. To stop this, the committee plans to create multiple versions of the Heritage Hunt so that every group has a unique set of questions. After answering one question, students will be given the next question or task and can proceed from there. This should stop both intragroup and intergroup cheating. However, making this a reality will involve significantly more planning because it is equivalent to making six scavenger hunts rather than just one. The second area involving academic integrity is with regard to student dishonesty. Students were instructed to read the narratives but chose not to do so. Rather than try to enforce the academic integrity component, the committee plans to change the medium so that skimming the information is no longer an option. One preliminary idea is to replace the written narratives with streaming audio. As groups come to a location they would find a hyperlink that would link them to a streaming audio file which would not allow fast forwarding. The file would provide information about the library and the answer to the question they are working on.

Conclusion

For a first-time event, the Heritage Hunt was successful in terms of orienting students to the building, introducing students to a librarian, and making library orientation less stressful and burdensome on the instructors. However, the Heritage Hunt went from an idea to reality in just three short months. This included the creation of the sortable database and online quiz, question creation, narrative writing, and session scheduling. Though the Heritage Hunt was successful and will continue in future years, the planning was rushed, so improvements will need to occur. Because the committee will be more than doubling its planning time and because there are already many pieces in place, the next group of incoming freshmen should receive all the information the librarians want them to receive, and the Heritage Hunt will continue to be a welcome alternative to traditional library orientation lectures.

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Appendix A

Subject line: "Library Heritage Hunt"

Welcome to The University of Scranton!

As part of New Student Orientation, you will need to participate in the Library's Heritage Hunt. The Heritage Hunt is a fast, fun, and interactive tour of the library and its resources. You must register for a time slot in order to participate and receive credit. There are multiple sessions, so please make sure to pick a day and time that fits appropriately into your class schedules.

Please come a few minutes early to the 3rd floor of the library, classroom 305, for your scheduled session. All sessions are 50 minutes long. If you own an internet capable phone, please bring it with you to the session. It will help you and your teammates to answer questions. It is alright if you do not have an internet capable device, because every team will have at least one.

Before coming to your scheduled session, watch the Library Tour Video which will help you to navigate the library while you are on the Heritage Hunt!

The Weinberg Memorial Library Tour Video

(http://www.youtube.com/watch?v=Eomwx-5U4u4&feature=player_embedded)

Sign up link directing students to the Heritage Hunt registration page (see Figure 2)

Appendix B

Periodicals

Congratulations! You were able to locate the magazine *Black Enterprise* which is one of the library's periodical subscriptions. Periodicals include journals, magazines, and newspapers. There are several ways to search for articles published in periodicals, including browsing databases by subject and searching for keywords. If you already have a citation to a specific article, you can search the journal title, which provides access information such as where it is in print or online and what issues are available.

You will notice on the box that the library has the past two years of *Black Enterprise* in print. However, using the journal search on the library's webpage would indicate that the library also has online full-text access from 1987 to present. If you are off campus, log in via my.scranton.edu to get online access to databases including full text. If we don't subscribe to the periodical you need, you may request a copy of a specific article in that periodical through Interlibrary Loan by using the ILLiad link on the library's webpage. Receiving the article may take several days or more so plan ahead!

As always, if you are unsure of where to start, or are having trouble finding articles on your topic, check with a librarian (at the Reference Desk, or virtually) for some helpful hints.

20th Anniversary Fact:

The print periodical collection was formerly housed on both the 1st and 2nd floors of the library; now most of these journals are available to you digitally in our online databases. A recent renovation involved removing all the print periodicals from the 1st floor so that students could have a second 24-hour study and collaborative research space.

Appendix C

Circulation Services and Reserves Desk

Congratulations! You have found the Reserves terminal. You can use this computer to look up what readings your professors might have on reserve, but you can also check reserves by using the library's catalog. Library reserves come in two forms, print and E-Reserves. Some reserves can be borrowed; others are used only in the library.

Depending on the professor and copyright restrictions, sometimes you will be able to access your required course readings online. In order to find out if you have Reserves or E-Reserves you will only have to search for your professor's last name. E-reserves have a special password that the professor will usually include in your syllabus.

If you look around you'll notice that you are at the Circulation Services Desk. This is the desk you go to when you need to check out a book, laptop, or one of the library's iPads. Both wings of this floor have separate 24 hour rooms which can be accessed after hours with your Royal card. The room behind you that houses Java City is referred to as the Pro Deo Room, the room to your right is referred to as the 24 Hour Room.

20th Anniversary Fact:

Technology in the library has continually evolved over the past 20 years. One of our most recent additions are circulating iPads that students may borrow from the Circulation Services Desk.

Appendix D

Reference Desk

Congratulations! You have found the Reference Desk on the 2nd floor of the library. The 2nd floor is home to the Reference collection, microfilm collection, and current and bound periodicals. On the other wing of this floor you'll find the offices of the Associate and Assistant Deans, and the Reference Librarians.

During the fall and spring semesters the library is open 95.5 hours per week. Any time the library is open there will be a librarian at the Reference Desk waiting to help you with your research and information resources needs. There are five full-time librarians each with their own specialty who will make themselves available for one-on-one research help by appointment. In addition to coming to the desk for help, you can also call the library's reference desk at (570) 941-4000, send us an instant message on one of our UofSRefDesk IM widgets, text questions to (570) 687-8787, or email us at askalibrarian@scranton.edu. Even after the library closes you can still get help by using the AJCU Virtual Reference Services which will put you in contact with a librarian. The library is committed to always having someone available when you need help!

20th Anniversary Fact:

This floor is the most recent area in the library to be renovated. Over the summer, thanks to the generous donation of the Friends of the Library in honor of the library's 20th Anniversary, two new group study rooms and extra study space were added.

Appendix E

Media Resources Center

Congratulations! You found the Media Resources Center and Education Laboratory. The Media Resources Collection holds over 16,000 items (video and audio). In addition to our physical collection, there is also a growing collection of streaming videos from Films on Demand and Alexander Street Press. By using the online catalog you can find items by title, subject, or format, for example searching for DVD.

The Media Resources Center does not allow its materials to be checked out by students, but there are a number of televisions and audio players in this room where you can watch a video. If you need to show a clip from a video or DVD in one of your classes, your professor can make arrangements for you with the Media Resources Coordinator or you can see if we have a streaming video version. You can watch the Streaming Video from anywhere there is an Internet connection by first logging into my.scranton.edu and then finding the title you need in our streaming video collection.

The Media Resources Center also hosts a free Foreign Film Series once a month during the Fall and Spring semester. Each Film is an award winning film and is hosted by one of the University's faculty members; an enjoyable discussion always follows the film's conclusion.

20th Anniversary Fact:

Thanks to the Media Resources Center, we've collected video recordings of many University events, including the Dedication Ceremony for the Weinberg Memorial Library, which took place September 25, 1992.

Appendix F

Special Collections, University Archives, and Digital Collections

Congratulations! You have found the Special Collections and University Archives on the 4th floor of the library! The department is open weekdays, 8:00 am-4:30 pm. University Archives preserves and provides access to documents, publications, photographs, books and other material of historical value, including master's and senior honors theses written by Scranton students. Special Collections include the Zaner-Bloser Penmanship Collection, the Joseph M. McDade Congressional Papers Collection, and rare books such as medieval manuscripts, among many others. A series of exhibits from these collections are displayed throughout the year in the library's Heritage Room (5th floor). The Heritage Room is open any time the library is open!

In addition, the library has digitized some of the items in the Special Collections and University Archives. The Digital Collections include University yearbooks and course catalogs, *The Aquinas* student newspaper, masters and honors theses, and thousands of other photographs and documents from the University's history.

20th Anniversary Fact:

Currently the 5th floor Heritage Room is displaying the 20th Anniversary of Weinberg Memorial Library exhibit. At another time take the 20th Anniversary Exhibit Quiz available on the 5th floor to be entered into a drawing to win fun prizes.

Appendix G

Book Collections

Congratulations! By using the library's mobile catalog you were able to find the book *Expeditions in Mathematics*. The numbers you used to determine the exact location of the book are called Library of Congress call numbers or LOC for short. In the Weinberg Memorial Library you'll find all of our books organized by LOC, this allows our books to be grouped by subjects. Look around to the left and right of this book and you'll see more books on mathematics.

You probably also noticed that there are different locations throughout the building. The library has multiple collections; you are currently in the circulating collection, our largest collection which spans floors 3, 4, and 5. There is also the reference collection on the 2nd floor, the University Archives and Special Collection on the 4th floor, and more. If there's a time when the library doesn't have a copy of a book you need, the library also offers an InterLibrary Loan (ILL) service called PALCI EZ-Borrow. When requesting books through EZ-Borrow, the books you need will be mailed to the library usually within one week. However, your required textbooks are normally not available through InterLibrary Loan. With this service we can borrow books from most of the academic libraries in Pennsylvania. In addition, the library has an ever growing collection of eBooks. Currently, we have at least 90,000 eBook titles in addition to our over 500,000 physical books and periodical volumes.

20th Anniversary Fact:

Before the Weinberg family donated \$6 million for the construction of the Harry and Jeanette Weinberg Memorial Library in 1992, there was the Alumni Memorial Library which is now Alumni Memorial Hall, currently home of the Technology Support Center, the Psychology Department, and the Office of Planning and Information Resources.