A library treasure hunt: An alternative way to introduce new university students to the library

Holmin, Kristina; Andersson, Cajsa; Reistad, Nina

Published in:
Nordic Journal of Information Literacy in Higher Education

DOI:
10.15845/noril.v5i1.197

2013

Link to publication

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

• Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
• You may not further distribute the material or use it for any profit-making activity or commercial gain
• You may freely distribute the URL identifying the publication in the public portal

Take down policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.
The Library treasure hunt – introducing the first year student to the landscape of scientific information


Students gather in the library and meet the library staff. Students are given a quick presentation of the library and an introduction to the treasure hunt.

Students are divided into smaller groups and given their first assignment. Students discover the physical and digital library collections and services.

A symbolic reward (treasure) is given to each student for mission accomplished. Librarian says good-bye and welcome the students back to the library.

Results
• All students receive a minimum level of information literacy.
• Threshold to contact the library later on in their studies is lowered.

Success Factors
• Close collaboration with course teacher and management.
• To make the library introduction an integrated and compulsory part of the course programme.

Added Value
• Students practice team work.
• Interlibrary staff cooperation.
• Subject library profiling.

Developments
• New technology to enhance the use of the digital collection.

Challenges
• The library must compete with the first year students excitement for the subject, curiosity for new class mates and initial social activities.

Background
• The conventional lecture or guided tour of the library was not succesful.

Objective
• To make the first encounter with the library useful, fun and memorable.
• To provide all students with a minimum level of information literacy.

Method
• Learning by doing.
• Hands-on exercises.
• On the spot assessment.
• Reward system.

Students receive a stamp of approval from the librarian on the treasure map. After this students get their next assignment and continue on their quest.

TLAs – Students complete the assignments together in groups.
ILOs – Students demonstrate the capacity for teamwork.

Students discover the physical and digital library collections and services.

ILOs – Students communicate achieved results.

Students are given a quick presentation of the library and an introduction to the treasure hunt.

ATs – Students report on their findings directly to the librarian who gives instant feedback.

Students are divided into smaller groups and given their first assignment. Students discover the physical and digital library collections and services.

A symbolic reward (treasure) is given to each student for mission accomplished. Librarian says good-bye and welcome the students back to the library.