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## Low-Tech Scavenger Hunt Model for Student Orientation

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### ABSTRACT

Scavenger hunts are an effective, fun way of orienting new students to the library. The low-tech nature and small scale of the scavenger hunt program described here might be more suitable for health sciences libraries than other models, particularly for libraries with small staffs. This model also includes a unique optional element useful for library marketing. This article describes the methods used, shares reactions of program participants, and provides suggestions for those considering orienting students in this way.

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### Setting

The Health Sciences Library (HSL) is the primary library for the University of North Carolina at Chapel Hill (UNC) Schools of Dentistry, Medicine, Nursing, Pharmacy, and Public Health. It also serves UNC Hospitals and AHEC, the North Carolina Area Health Education Centers statewide program for health professions' education. The Health Sciences Library is one of the largest of its type in the United States. The HSL provides health information services to almost 9,000 Health Affairs faculty, staff, medical residents, and preceptors both on and off campus. It also serves over 5,000 graduate, professional, and undergraduate Health Affairs students and 8,980 attending physicians, staff, and residents based at UNC Hospitals. The six-floor building is fully wireless, with guest wireless access, and equipped with 64 public computer workstations, 20 small group study rooms, two teaching labs with a total of 45 workstations, three video conferencing facilities, two well-equipped public conference rooms, and a coffee shop. The Research Hub @ HSL, opened in 2015, offers video/web conferencing technologies, large screen displays paired with a variety of data analysis and visualization software, and an event space with web video streaming capability. The HSL serves the health information needs of the entire university with more than 293,000 print and non-print titles and access to over 200 electronic databases. There is an exceptional collection of over 8,500 electronic serial publications, over 18,000 electronic books, over 4,600 streaming video titles, and over 457,000 total print volumes.

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The Health Sciences Library is a Resource Library for the National Network of Libraries of Medicine, meaning that it participates in national and international interlibrary loan consortia.

## Introduction

The Allied Health Sciences Library Liaison has been doing scavenger hunts with a number of different Allied Health Sciences programs at the University of North Carolina at Chapel Hill since piloting it with two groups in fall 2012. The programs now include audiology, clinical rehabilitation and mental health counseling, occupational therapy, physical therapy, physician assistant studies, radiologic science, and speech-language pathology. In fall 2016, human movement science will be added. Two to three inquiries per year from colleagues or on listservs asking about scavenger hunts prompted the writing of this article.

Faculty in the Allied Health Sciences programs want to be sure that their students physically come to the Health Sciences Library (HSL) and are aware of the services, facilities, and collections available to them. Many of these students have not encountered a library of the size and scope of the HSL, and the faculty and librarians knew that the students could find the experience intimidating. Some students expressed feeling “lost,” unsure they could pull a book from the shelf, and hesitant to ask questions of the staff. The original faculty request was for a library tour for the students. However, tours can be disruptive to those using the library, logistically challenging, require quite a bit of staff time, and do little to orient the students to the library’s virtual environment. The Library Liaison learned of a scavenger hunt model being used at the North Carolina State University (NCSU) Library and decided to adapt and test it with one of the allied health programs she serves; a second program heard about the pilot and requested to be included in the pilot that first year. The NCSU version of the scavenger hunt was mobile device based.<sup>1-4</sup> The Library Liaison decided to begin with a low-tech approach as a trial, to test its feasibility and to see how the concept would be received by faculty and students. Based on the trial results, the librarian made adjustments, and the number of allied health programs requesting this type of library orientation for their students has grown from two programs in the 2012 pilot to all seven on-campus Allied Health Sciences graduate professional programs in 2015–2016, with a total of approximately 150 students participating in the scavenger hunt as an orientation to the HSL.

## Literature Review

Many university libraries have used scavenger hunts during orientations to engage students and introduce them to campus libraries.<sup>5,6</sup> Some studies

focused on scavenger hunts as a way to orient freshman students to libraries on campus, including both universities with large populations and smaller private schools and community colleges.<sup>6,7</sup> While scavenger hunts are used more often in academic libraries to orient freshmen, they have also been used in health sciences, medical, and veterinary medicine libraries.<sup>6,8,9</sup>

Libraries have used various methods to employ the scavenger or treasure hunt, with varying degrees of success.<sup>5,6,10</sup> At the University of Scranton, librarians at the Weinberg Memorial Library used an interactive scavenger hunt designed to reach the entire freshmen class. They divided students into groups and encouraged them to use technology and appropriate applications on smartphones or tablets to answer assigned questions.<sup>10</sup> The librarians at the University of Scranton thought this use of games and technology would be a fun and worthwhile way to create new methods of doing library instruction and orientations.

Other libraries have tried to incorporate technology into their scavenger hunts to make them more fun and exciting. Dalhousie University used a scavenger hunt for their medical student orientations.<sup>9</sup> They divided students into groups and used QR codes to lead students to clues where they could find answers to prepared questions. The students e-mailed their answers to the librarian, who checked their responses and awarded prizes.

The William Rand Kenan, Jr. Library of Veterinary Medicine at NCSU implemented an iPod-documented scavenger hunt in 2012 for first-year graduate veterinary students.<sup>8</sup> Staff chose to use iPods because they were portable, included cameras, and students could use them to easily access the Internet. Students documented their experiences through photos and screenshots. Staff also encouraged the use of Evernote to store pictures, notes, and websites. They used a team's account information to check their responses. Responses to questions written on paper were also accepted. When teams returned the iPod or question sheet, they received snacks as a small reward.

The University of Otago in New Zealand created a "treasure hunt" that was less focused on using technology to find information. Academic staff from the Bachelor of Oral Health program and librarians created questions and encouraged students to go out and explore various places on campus, including four different campus libraries, to find answers to questions.<sup>6</sup> Students were given clue cards that led them to different places on campus where they could pick up another clue card. Students were encouraged to get to know the other students in their group and not only become familiar with the campus, but with the various libraries. At the end of the exercise, their findings were presented to their class and they were awarded prizes.

Many libraries preferred to organize students into pairs or groups, instead of promoting individual self-guided tours. This enabled library staff to more easily reach large numbers of students, such as freshmen classes. Organizing

students into groups also allowed for team-work and collaboration and encouraged students to get to know their classmates.<sup>5,6,9,10</sup> Most libraries also provided rewards for correct answers or even for the entire class.<sup>5,6,8-10</sup> One library worked with other departments to develop scavenger or treasure hunts, including the library as a part of the overall activity; one included other campus locations as part of its orientation.<sup>5,6</sup> Other scavenger hunts focused solely on the library.

Some of the negative experiences reported included overburdening staff with large numbers of students who came to the desk needing help.<sup>9,10</sup> Some also felt questions might need adjustment based on additional questions staff received during the scavenger or treasure hunt.<sup>9,10</sup> One library concluded that scavenger hunts were not the best way to evaluate students' information literacy.<sup>6</sup> Others noted, however, that it was a good way to reduce library anxiety and fear and encourage students to become more comfortable using the library.<sup>5,6</sup> All libraries in this review indicated they would continue to do scavenger hunts, although some with modifications.<sup>5,6,8-10</sup>

## Preparation

To get the University of North Carolina HSL program started, the supervisor of the HSL's single service point desk staff and the User Services Department Head helped the Allied Health Sciences Library liaison create a set of questions for scavenger hunt participants. These were based, in part, on the most commonly asked questions during the first few weeks of the semester that were presented at the desk (in-person, phone) or online (chat, e-mail). Orientation to both the building and the website were included. The liaison added content based on what faculty wanted emphasized and then created an answer sheet, which the staff supervisor and department head reviewed for accuracy.

Two slightly overlapping sets of approximately 15 questions each, some questions with two to three subquestions, are used (for example, see the Appendix) along with a master list of answers for all the questions. Having two different sets of questions was intended to discourage copying answers among groups; however, there has been no evidence of groups sharing answers so one set of questions could be sufficient. While not advertised, the groups do not have to get 100% correct answers to be entered in the prize drawing. The focus of the exercise is effort and awareness raising.

To date, the questions have just been customized once, for a specific program. The liaison customized the spring 2016 hunt for a new physician assistant (PA) program, adding a question about an exhibit that was going on in the library about their new program. Otherwise, except for yearly updating noted below, the same basic forms and questions are used each year for the programs that year.

The liaison reviews the question forms and answer sheets each year with the service desk staff supervisor, modifying or adding relevant content based on changes at the HSL, both physical and virtual. Other than these updates, and the example of the new PA program, the questions remain the same from year to year and from program to program. The liaison establishes the due dates in consultation with a faculty member from each program and has found that providing students a week to complete the exercise has had the best response. This allows students some leeway during their busy orientations but encourages them to complete the hunt quickly enough that they don't forget about it or get too busy with classes. If there is an exam, large assignment, or other obligation during that week, the students are given more time.

The liaison shares the question forms and answer sheet with the User Services staff each semester and alerts them prior to the start of each scavenger hunt group. She also shares a list of the allied health programs participating and the deadlines for students' responses. In addition, she makes sure a copy of the forms and answers are at the User Services desk. To thank the desk staff, the liaison provides them with baskets of treats during the several weeks when most of the groups undertake the scavenger hunts, and occasionally the liaison randomly selects a desk staff person to receive one of the café coupons.

There are now six to seven programs that do the hunts each year as part of their library orientations. The scavenger hunt is just one contact the students have with the library, but not their only one. The liaison also provides instructional sessions at various points in the curriculum timed to prepare the students for assignments, research projects, clinical rotations or fieldwork, and other academic work.

During the initial trial, the liaison prepped staff about how much information was "fair game" to give out to the students if they asked for help. Subsequently, she addressed this with the students, explaining that they were to make a decent effort to find and figure out the answers for themselves, but if they cannot do that so easily, to ask at the desk or to use the Ask-A-Librarian service. This has also been explained to library staff so they understand expectations of the students and that it is fine to help them when asked. This approach keeps the students from getting frustrated, as well as introduces them to the staff, the library's online help services, and the idea that they can ask for help sooner rather than later in the future.

Another preparatory step is obtaining prizes. For each program (e.g., physical therapy, physician assistant, occupational therapy), each small group that clearly makes an attempt to complete the scavenger hunt satisfactorily is entered into a random drawing for a prize. Since the HSL has a coffee shop (the Friends' Café) and a faculty goal is to get students into the library, café coupons of four dollars each are provided. The library User Services Department Head uses personal funds for the coupons since it is a nominal

amount. Every member of the small group that wins in each program receives a coupon. They don't know what the prize will be in advance, but the Liaison tells them that it is something students have always appreciated. Spontaneous e-mails from student members of winning groups confirm that these coupons are well-liked.

## Implementation

The library liaison introduces the scavenger hunt exercise during an orientation session she does with students at the beginning of their program. Unless a faculty member requests otherwise, the students form their own small groups (usually three to five per group, depending upon the total class/program size). Each group decides how they will divide the work, when they will work on the hunt, and who will submit which pieces that are requested for completion (answers to questions, selfies, and blog comments). They also come up with a group name by which they will be known throughout the scavenger hunt, for easy identification purposes (see additional detail in the Lessons and Advice section). The library liaison provides the following instructions at this orientation session:

- Form a small group of four to five total students.
  - **Name your group** (yes, you can be silly and have fun with this).
- Arrange a time (or times) convenient to group members to work on the scavenger hunt. Some questions can be answered using the HSL website (<http://hsl.lib.unc.edu/>); others will require some sleuthing in the Health Sciences Library.
- Each group should be sure to have (and bring to the HSL) either a digital camera or a mobile device/phone that takes digital photos, along with a copy of the questions you have been provided.
- **When you have completed the hunt e-mail your responses to [brrenner@email.unc.edu](mailto:brrenner@email.unc.edu)**
  - **Include “Scavenger Hunt,” the name of your group, and your division (e.g., CLS, OT, PA, PT, RADI, CRMH, SPHS) in the subject line.**
  - Include the *names*, *ONYEN's* [campus user name], *and e-mails* of the members of your group.
  - E-mail **photos in .jpg format** as e-mail attachments named to correspond to the question # you are answering.
  - **Be sure to use the “I Love My HSL” blog/website for your response to #15.** (*Author note: comments to the blog are mediated, so any group that does not want to share comments publicly on the blog can state this. Sending the comments to the blog is required in order to introduce it and its broader function to the students.*)
- Be creative, have fun, and see how many photos/selfies you can take that include members of your group.

The liaison encourages the students to form groups with students they do not already know and explains that groups have the choice to make the photos and comments they send to the “I Love My HSL” blog public or private; however, nearly all groups choose to make them public. Since 2012, only two of the small groups have chosen not to have their comments posted on the blog. Posts do not include student last names and the Liaison has moved, in recent years, to identifying posts by group name and discipline, instead of using individual student names.

The blog being used for posting comments predates the scavenger hunt program and seemed a perfect place to collect and share what students were learning about the HSL during the scavenger hunts. The blog’s moderator tags the items with a standard set of terms for the department, specific division, and the event to organize and share comments with allied health sciences faculty, student participants, and the Liaison. Blog comments and photos have also been used in library reports and marketing materials, since permission for reuse is obtained from the students. This is an optional component that other libraries may or may not choose to replicate or may choose to implement in a different way.

The liaison uses a class roster at the orientation session to have students sign up in small groups, share their group’s name, give their e-mail addresses, and to initial to indicate whether or not the HSL has permission to use their photos and comments. The liaison suggests to the students that if someone does not want their photo used, to please stay out of the photos. After the scavenger hunt has launched, the Liaison does the following:

- Sends an e-mail to the student who submits for a group, confirming receipt of what they sent.
- If responses are slow coming in from a program, e-mail the students to find out if something is interfering, and decide whether to extend the deadline.
- Send a reminder, if she has not received all the pieces from a group as the deadline is approaching.

With the exception of the blog post, students are asked to submit their exercise results by e-mail, which has proven most practical in this setting. A library colleague who moderates submissions to the library’s “I Love My HSL” blog, coordinates with the liaison to confirm to groups that all pieces (answers to questions, selfies, blog comments) have successfully been submitted and that the group has been entered into the prize drawing. The blog moderator also watches for submissions for which permission is not given for posting. As the liaison selects the winning group for each program, the winners receive a congratulatory e-mail with instructions for picking up their café coupon at the library’s front desk. Since the exercise submission deadlines vary and the coupons require a student’s name, the liaison or User Services Department Head fills in the names as the winning groups are identified, making it manageable for desk staff to handle this pick-up process.



## Staffing

The HSL scavenger hunt program involves the following staff: the Allied Health Sciences Liaison, the Support Services staff manager, the blog moderator (the library's media specialist), the User Services Department head, and whomever is staffing the single service point at the time of a scavenger hunt. The liaison and the blog moderator contribute the most time. The liaison spends approximately an hour each year conferring with the Support Services staff manager and User Services Department head about any items to be modified, replaced, or added. Then, the liaison spends approximately an hour per program updating and reproducing the materials each year and introducing the rules and logistics to the students in each program (as part of their face-to-face welcome and introduction to the library). Finally, the liaison spends approximately another hour per program each year communicating with other library staff involved, responding to student groups as they submit their responses, notifying winning groups, and reporting results to the faculty and library staff involved in the hunt. This totaled approximately 15 hours for the seven groups participating in 2015–2016 and is spread out over a period of several weeks. The blog moderator spends approximately 15 hours during fall semester editing the submitted photos (as needed) and organizing, captioning, tagging, uploading, and matching them with the blog comments. The other staff named devote less than an hour per semester on the scavenger hunts. Each offering of the scavenger hunt gets easier and less time consuming. Perhaps because the hunt is a fun activity, the students also tolerate a misstep or two. For example, when a technology was removed from the library but not the scavenger hunt question, the students thought it was a trick question for extra fun!

## Feedback

The evidence of the benefits of this type of orientation program for students and faculty has been collected by e-mail, blog comments, and debriefing the exercise with library staff, students, and faculty. While a formal survey of faculty and students has not been conducted, the liaison asks for feedback on this activity when she meets with the groups for educational sessions after the scavenger hunt. Additionally, the liaison asks faculty for each program, yearly, whether or not they would like for the entering students in their program to participate in the scavenger hunt as part of their orientation. To date, all programs have chosen to continue participating.

Allied Health Sciences programs have quite a few students from very small colleges, and those students find the size of the campus, buildings, and library somewhat overwhelming at first. During the scavenger hunt, students frequently make comments to the staff, to the liaison, and to the User Services Department head that they enjoy meeting desk staff during the scavenger

hunt and that they feel less intimidated; they note how friendly and welcoming the staff they meet are, and that they will come back. Students seem to like contributing comments and their selfies to the “I Love My HSL” blog and then seeing these on the blog when the blog manager mediates and posts them; they will sometimes check in with the liaison to find out when their selfies and comments will be made public on the blog.

The faculty and liaison have also observed that the group activity has served as an additional icebreaker for new students to get to know fellow classmates. Faculty comment that the scavenger hunt gets students into the library early and gets them over the hump of finding things in the library or asking for help at the library desk. Faculty, like the students, also enjoy seeing student photos and comments on the blog, and the liaison now makes sure to send a link both to students and faculty when she announces each program’s winning group. For example, after pointing one faculty member to her group’s comments on the blog, the liaison received the following: “I love the Scavenger Hunt! They looked like the [sic] had a great time throughout. The students said that they truly learned a lot of useful information. Thank you for sharing the pics too!”

Students particularly note that they appreciate that the library staff put in extra effort to make the library experience fun for them; this shows up unsolicited in e-mails every year. For example, here are some comments that students e-mailed to the liaison, sometimes when turning in their groups’ responses, sometimes when learning their group had won the random gift drawing, and sometimes just spontaneously:

- “Attached are responses and pictures. This was fun! Thanks!”
- “How fun! I never win anything :) Thank you so much for the gift card, it will certainly get used!! Thank you for everything you do!”
- “Attached are the documents for the Scavenger Hunt for the Speakeasy group within the SPHS [Speech and Hearing Sciences] division. Thank you so much for making learning about the library a fun activity.”

In addition to the comments, the liaison and other library staff have observed that the students particularly appreciate the “fun” and the mildly competitive nature of the scavenger hunt. For example, they enjoy taking “selfies” at various locations, with specific equipment, or with desk staff or librarians in the library and are anxious to see these posted on the blog, as mentioned above. They also enjoy coming up with names for their groups and can get quite creative with this aspect—for example, for recent Speech-Language Pathology and Audiology students: “Can You Hear Me Now?!,” “Speakeasies,” “SLPs2B,” “Tar Ears,” “Eight Ears and a Mouth,” “Early Wintervention,” “Oddiology,” and “WHWMYT (We Have Ways of Making You Talk).” Although there is no grade or score in the balance, students take extra pictures for some questions and uniformly complete the “bonus” item, for example, a photo or “selfie” of the group with a library staff member.

The scavenger hunt item requesting a post to the library's blog asks the students to comment on something that was unexpected, something about the HSL they are particularly excited to learn about, some library resource or service that is new to them. Here are some of the students' comments that were posted as part of the scavenger hunt assignments. Additional comments appear on the blog <<https://ilovemyhsl.org/category/scavenger-hunts/>>:

- “... Our small group was able to complete our task list for a scavenger hunt with relative ease due to the efficient organization of the HSL and all of the resources available and highlighted on the HSL website ...”
- “The real interconnectedness of the whole UNC library system is pretty impressive. And being able to check out books from the libraries of other major universities in the triangle area will probably be very helpful. A lot of this web based centralization seems new in the last 5-10 years so those of us who took some time off between undergrad and grad school have some really great new tools to help us with our studies.”
- “While completing the scavenger hunt, one of the things we learned more about was the Interlibrary Loan option. We thought this was a really fantastic resource and just another thing that makes the HSL so great!”
- “We are impressed with the HSL's innovative resources that are above-and-beyond the typical offerings of a university's library, such as the standing desks, laptop rental, the accessibility of librarians and research support, and the general positive atmosphere of the HSL. We can literally feel the good vibes as soon as we enter the door!”
- “The HSL at UNC is amazing! There are so many resources right at your fingertips. Not only is the website easy to navigate and you can find almost anything you are looking for, but the ask a librarian feature is one of a kind ...”
- “My scavenger hunt team loves the Ask a Librarian feature! It's so helpful to have a multitude of ways to contact a librarian, including the very convenient live chat option. We'll definitely be taking advantage of this option as we begin to tackle research assignments.”
- “Rad-Sci had a blast during our scavenger hunt! It gave us an opportunity to explore areas of HSL we haven't seen before. The staff at the desk were very helpful and gave us great assistance to all the questions we had.”
- “We were surprised how easy it was to find the printer, the scanner, and other useful resources we needed. We are thankful to have HSL available to us!”
- “The HSL is a wonderful place to study and research. My favorite thing about it is the group study rooms, which are extremely easy to reserve!”
- “It's great that you can check out bones at the HSL!”
- “I love that each department has its own librarian. That increased level of specialization greatly facilitates the communication between students and librarians, in addition to enhancing the transfer of knowledge regarding specific tools and strategies that the library has to offer.”

## Lessons Learned and Advice

This type of exercise has resulted in benefits beyond orienting students to the library. Some examples include the following:

- The staff find it fun to interact with the new, eager students who are at the beginning of their careers. Most of the desk staff enjoy getting their picture taken with the students and giving out clues when needed.
- The User Services Department head has volunteered to be an extra hand available to the groups coming into the library; in addition to enjoying the interactions with students, she provides the liaison with observations from participating.
- Desk staff are able to share with other staff additional information about what things the students find confusing or cannot find on the website or in the library, leading to improvements.
- Library administrators, the development director, and the communications manager draw from the blog comments to share with a variety of audiences (newsletters, outreach to donors, conversations with deans, and reports).
- The scavenger hunt orientation method “flips” library orientation (physical and online) to time outside of class, freeing up time for the liaison to include more high-level activities and questions in class.

Library staff feel the help they provide during the hunts is all in the course of normal work. Some of the staff who work at the library’s front desk were reluctant to participate in the student photos at first but became more willing over time. Having the student groups ask at least one question of library staff and get their photo taken with a staff member has led to cheerful and more extended conversations with permanent and student staff than when checking out materials.

As reported in the literature, few downsides of this activity have arisen and the benefits outweigh them. The few that have been noted at University of North Carolina’s HSL were easily resolved:

- Competing demands on students at the time of the scavenger hunt: the liaison adjusts the students’ due date.
- Staff initially reluctant about having pictures taken: the liaison made it clear that this was optional and shared student selfies that included staff with the individual staff member; staff grew to like this component.
- Student employees left out of communications: the student supervisor was made part of the group notified early about the scavenger hunts and how to handle coupons and other details.
- Coupon prizes not picked up: this is similar to the library’s experience with other giveaways and prizes, so winning groups are notified quickly, students are sent reminders, and a group member is allowed to pick up coupons for fellow group members.
- Complexity of tracking student group progress on different components: with different students in each group completing and submitting the

various components of the scavenger hunt as they complete them (e.g., narrative answers, selfies, blog comments), the liaison decided, after the pilot year, to have students come up with group names that are used throughout the activity. Naming the groups has become one of the fun, and sometimes mildly competitive, aspects of the scavenger hunt, with groups vying to be the most creative in their naming (see Feedback for examples).

Regarding the time commitment for students, during the pilot year of the scavenger hunt, students were asked how much time they spent on the scavenger hunt. They reported that doing the scavenger hunt in small groups required no more than 15–20 minutes per student. When the liaison has occasionally asked at follow-up class sessions, students have continued to report that they rarely need more than 15–20 minutes to complete their tasks for the scavenger hunt.

Regarding the final bullet point, above (complexity of tracking responses), using e-mail to collect group responses and photos/selfies, as is done at UNC's HSL, can result in a significant amount of e-mail in a relatively short period of time, and is not ideal; however, it does reinforce the liaison's name and e-mail contact information to the students. Whatever submission mechanism is chosen must be one that is easy for all participating students and for library staff. If all the students use the same learning management system (LMS), setting up a site for this purpose or incorporating this into the appropriate course LMS might work in some settings. As there is no single LMS in use by UNC's Allied Health Sciences programs nor do all faculty use an LMS for their teaching, this library has chosen to continue with e-mail submission of narrative responses and photos and blog submission of blog post comments. Use of the group naming convention and sign-up roster, as described above, have made this functional; however, it may be worth creating a special e-mail account for the scavenger hunt to which the liaison and blog moderator both have access.

Asking students to submit photos and blog comments is an optional element of a scavenger hunt. The HSL already had the library blog, and the liaison decided it was valuable to try using it in the scavenger hunts. As noted above, this has turned out to be a useful way to capture and share some great comments, compliments, and photos with constituents and library staff, and it is an element of the scavenger hunt enjoyed by students, faculty, and staff.

## **Conclusion**

A scavenger hunt for orienting students to the basics of using the library, physically and virtually, has been received well by allied health sciences programs at the University of North Carolina at Chapel Hill. It has served as a good alternative to library tours and has freed up time in class for other activities.

Student and faculty feedback indicates that faculty goals for an introduction to the library are being achieved. These goals include making students aware of what the HSL has to offer, helping them feel confident in approaching or contacting library staff for help, and making the library less intimidating for them. In addition, students expressed that this was a fun way for them to learn about the HSL and what it has to offer.

Initially, a single librarian was able to create and launch the scavenger hunt on her own, with communication, input, and minimal participation from other staff. The liaison was able to do this during the busiest time of the academic year (first weeks of the semester). As the number of participating programs and scavenger hunts has increased, the liaison's and blog moderator's time has increased gradually as well; however, lessons learned and re-use of what was created in earlier years have offset the increased number of participating programs. Other staff's time has only slightly increased. The model shared in this article can be adapted for a variety of settings, groups, and content and can be carried out by one or two staff. The incorporation of a blog component is optional and leaving that out will make this model even more feasible for small staffs. However, the blog component has the added benefit of capturing and sharing comments that can be enjoyed by and help educate a wider audience about library resources and services, as perceived by entering students.

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## Appendix: Health Sciences Library Scavenger Hunt – SPHS 2015A

Welcome to the fourth annual Health Sciences Library Scavenger Hunt! Have fun and learn from this experience.

Complete hunt & send responses by **noon on Friday, August 28, 2015**

### Instructions:

- Form a small group of 4–5 total students.
  - **Name your group** (yes, you can be silly and have fun with this).
- Arrange a time (or times) convenient to group members to work on the scavenger hunt. Some questions can be answered using the HSL website (<http://hsl.lib.unc.edu/>); others will require some sleuthing in the Health Sciences Library.
- Each group should be sure to have (and bring to HSL) either a digital camera or a mobile device/phone that takes digital photos, along with a copy of these questions to refer to.
- **When you have completed the hunt e-mail your responses to [brrenner@email.unc.edu](mailto:brrenner@email.unc.edu)**
  - **include "Scavenger Hunt," the name of your group, & your division (e.g., CLS, OT, PT, RADI, CRMH, SPHS) in the subject line**
  - include the *names, ONYEN's, and e-mails* of the members of your group

- e-mail **photos in .jpg format** as e-mail attachments named to correspond to question #
- **be sure to use the “I Love My HSL” blog/website for your response to #15**
- Be creative, have fun, and see how many photos/selfies you can take that include members of your group.

**Each group completing the scavenger hunt successfully by the deadline will be eligible to be drawn at random for a prize (that will go to each member of the winning group).**

1. Where is the color printer?
  - Take a picture of it (do a selfie—include a member of your group, if possible)
  - How much does it cost per page to print in color?
2. Where can you find the following, *in the library*?
  - *Signs* with a map and detailed information about what is on each floor?
  - *Signs* that summarize what is found on each floor?
3. Can you reserve a group study room? If so
  - How?
  - must you always reserve a group study room in advance?
4. Find the scanners in the building.
  - Take a picture of them (remember: try to include one/some of you in the photo).
5. Find the compact shelving.
  - Where is it located?
  - Take a photo of an item (book or journal) in the compact shelving that might turn up in a literature search in your discipline.
  - What is the rule of thumb for the age of the items located in compact shelving?
6. Where are the two (2) outside book returns located?
7. What is the **URL** (web page address) for the webpage on the HSL website that answers questions about borrowing materials from the library? Use this webpage and the links on it to answer the questions, below.
  - Must books be returned to the specific campus library from which they were borrowed?
  - How long do **HSL** books circulate?
  - What is the fine for overdue books?
8. A. What floors, **other than the 1st**, have ONYEN-authenticated computers for UNC users?  
B. Which **first floor** computers can be used by members of the public/guests not affiliated with UNC?
9. Where do you go to print using your CCI money?
  - Take a picture of the printer.
10. What do you need to check out a book?



11. What are the URLs for accomplishing the following:
  - What is the URL to find out the hours HSL is open?
  - What is the URL you would use to renew a book online?
12. How do you request a One-on-One consultation (meeting) with a librarian?
  - Name two ways
13. A. If you type something in the default search box on the *HSL* home page, where or what are you searching?  
B. How do you search the catalog, instead?
14. You've looked up a book in the catalog, and it is located in another campus library (other than HSL). What do you click on to have it delivered to HSL?
15. Now that you've explored and learned a little about HSL, what do you particularly love about it (e.g., something unexpected that you found out about? something in the HSL that you're excited about? some library resource or service that is new to you?)
  - Share a brief comment or story about that on "I Love My HSL" blog
  - **Include your names and contact e-mails** in case we have questions.
    - We will post what you send to the blog unless you ask us not to.
    - We will just use first names and department/division affiliations for the posts (unless you ask us not to use first names).

**BONUS:** Get a photo of your group (or at least one member) with an HSL User Services Desk (USD) staff member [or another HSL staff member/librarian if nobody from USD is available].