

## Introduction

There is a clear and stark correlation which has been established to demonstrate library user activity affects degree classification. This project – a collaboration between the Library and the School of Computing – sets out to design an interactive user guide for university students that incorporates the design principles of augmented reality and gamification. Gamification has been used to some success in higher education libraries in the UK, e.g. the Lemon Tree project at Huddersfield and it is envisaged that this project will build on that evidence base and experience; but it will also bring into play augmented reality tools to develop a truly interactive and immersive experience. If we can get library users engaged from the outset there is more opportunity to influence their learning over the duration of their academic career with us.

The project is currently in the testing and evaluation phase.

## The Mission Brief

Develop an interactive student user guide to the library that embraces the concept of gamification and includes an augmented reality dimension as part of its design principles in engaging an audience. This may take the form of a product or an 'experience' and the approach will be explored through the design process.

Involve students and staff from a School and a Department working in partnership throughout all aspects of the design pipeline from initial concepts to testing and realisation.

Provide students with a real-world experience.

Affect student engagement, progression and attainment across the university and the achievement of the Learning, Teaching, Student Experience Strategy goal by getting students more involved in using the library.

Impact positively upon student retention by encouraging early development of peer groups through interactive group work.

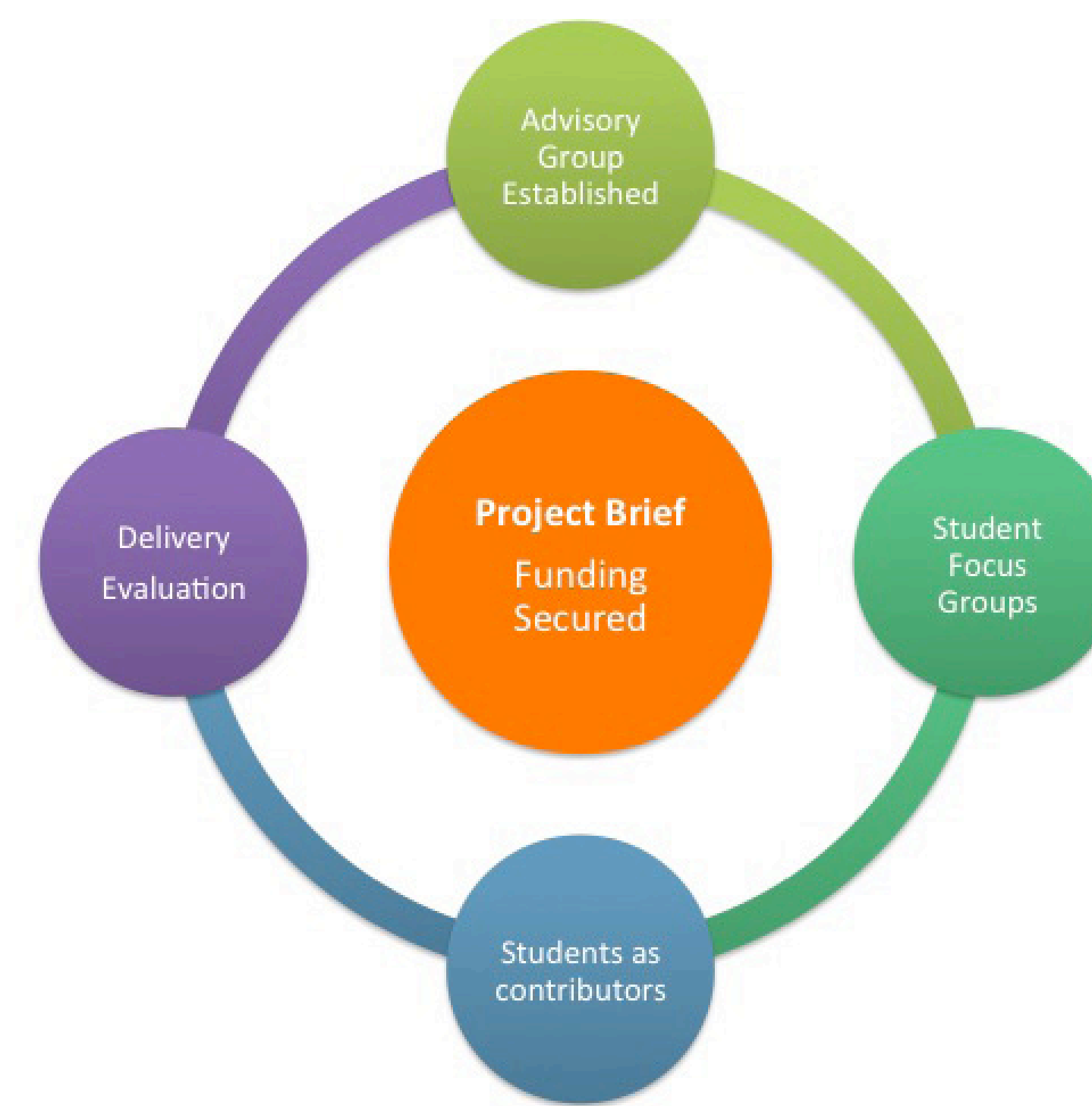
Support the Aims in the Access and widening participation agreement relating to skills development, enhanced student experience and achievement and employability and entrepreneurship.

Ensure the product has the potential for transferability and scalability across the University.

## Process

Too much information. Felt as if you are chained in, held captive. Held in a dull environment, another person droning on.

The problem was clearly identified. Students were not engaging with the library induction and were finding the process dull.



Working in partnership was key to the approach and this is exemplified in the University's Learning, Teaching & Student Experience Strategy.



Focus groups were established with staff and students.

Testing and refining ideas was an essential part of the process to ensure the student learning experience and journey through the 'mission' was coherent and fun.



The partnership between student and staff has delivered an enhanced product. Moreover, students have played a part in the design of the game giving them valuable experience of a real world project.



The term LibQuest came about from direct student engagement with the project.

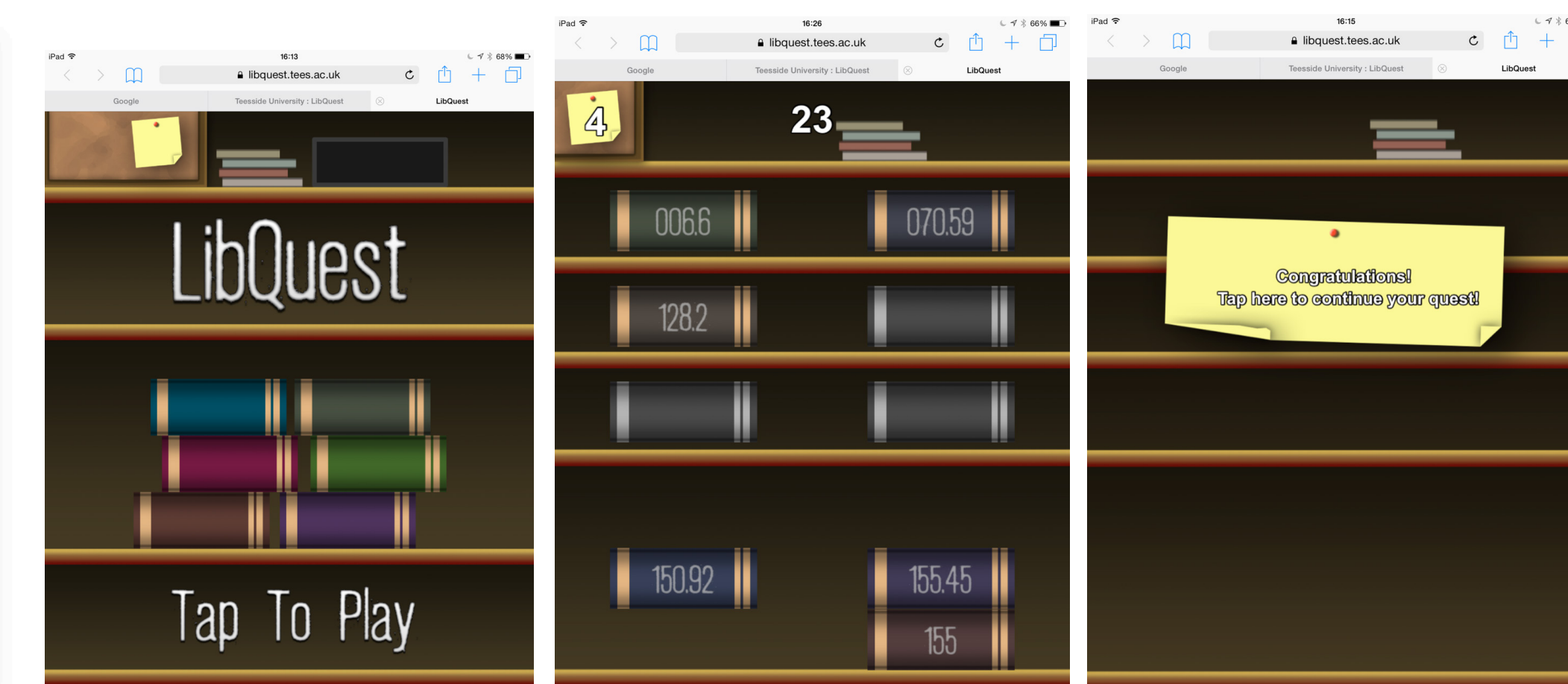
## Game



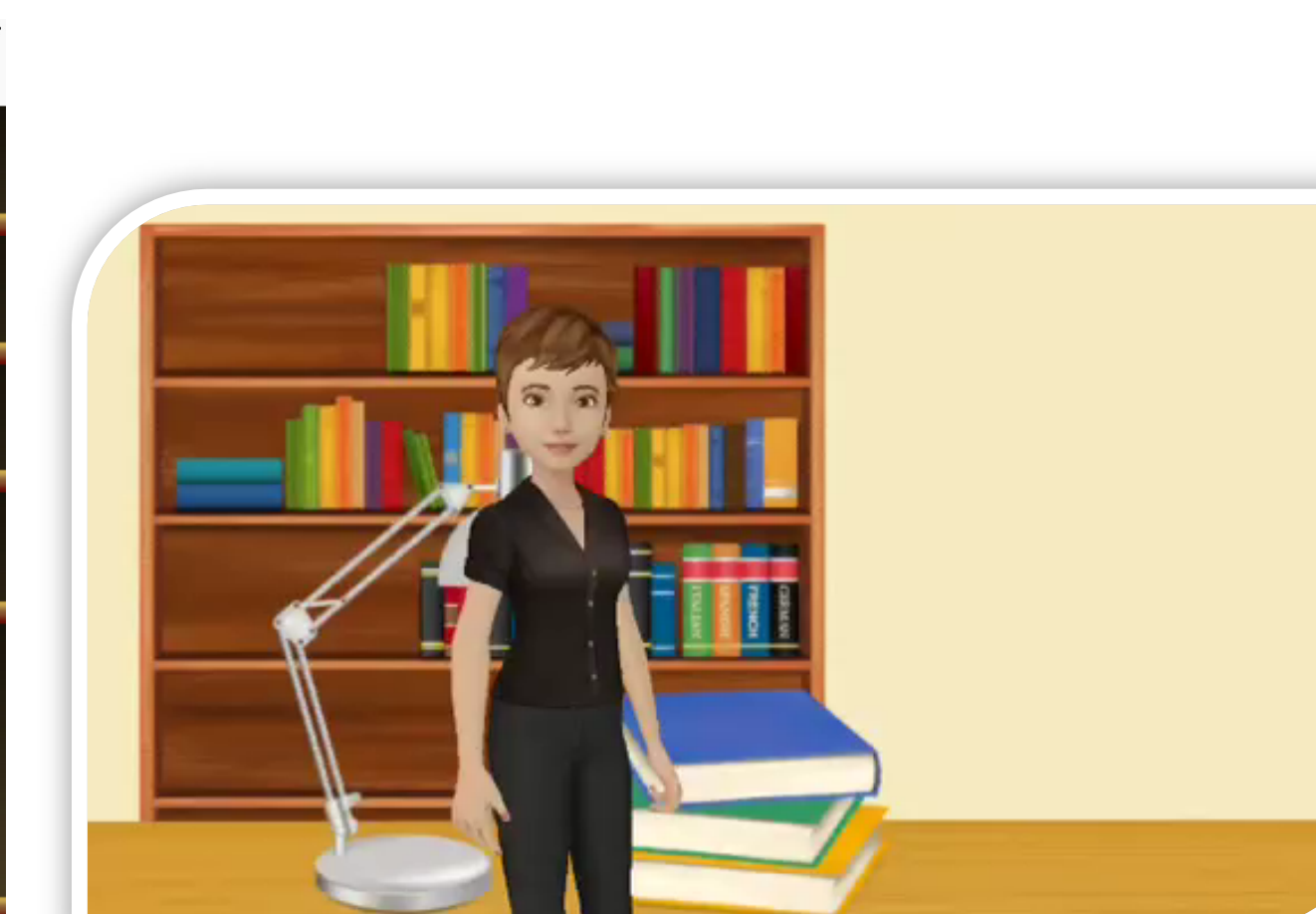
Student groups are presented with a mission guide, which sets out the tasks. Guidance is included in the guide.



Student groups are issued with iPads or use their mobile devices. This is integral to their experience and the first QR code sets them on a defined route through the game.



Games and quests are embedded to challenge the students, such as the tumbler game set against the clock to help students understand the Dewey Decimal System.



The Subject Librarians appear as animated avatars and spring into life with key messages when the iPad scans the name on their office door.



The digital quests are interspaced with physical challenges such as the making of the LibQuest hat which is posted on the selfie gallery.

I believe that these learning quests are great... I'm able to locate books with more ease. ...It gave me a chance to talk to new people.

We are still evaluating the user experience, but initial feedback indicates an improved process.



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