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Introduction

During welcome week in 2018/19 Learning Development delivered sessions to 2180 first year students (125 workshops) as part of the integrated learning sessions. This project will evaluate an alternative way of introducing first year students to the services provided by Learning Development and the environment the Learning Hub has to offer.

Method

This activity used the model of solving puzzles, finding clues, deciphering codes to deliver academic skills to students in a creative, innovative, and engaging manner. The purpose of the activity was to guide students to discover the key induction material for both the Learning Hub and Learning Development for themselves. Five groups of midwives (19 students) who enrolled in April 2019, took part in the activity. Focus groups were undertaken to inform the research team the best way to deliver such sessions in the future.



Challenge One – Time is ticking

At the University of Northampton, we pride ourselves on the support we offer our students, and this is emphasised within the Library and Learning Services department. With academic support from the Academic Librarians and Learning Development to the friendly faces of the customer service team, our job is to help you to reach your academic potential.

Everyone needs help with their studies from time to time. Library and Learning Services at the University of Northampton can offer advice to get you started with your studies. From locating additional study materials, to improving your written or mathematical skills, to helping you to balance your studies, we can provide you with the help you require.

Each Faculty has a subject specialist Academic Librarian who can help you to search for and evaluate information for your assignments. The Academic Librarians can help you with using MESH/EB as well as offering advice on the subject specialist databases, strategies for literature searching and referencing guidance.

Our friendly customer service team are the staff who support and enhance your use of the library and our catalogue of resources, facilities and services so please ask if you need any help.

Learning Development is a resource for all students that provides free guidance and tuition on any academic skills, such as essay writing, dissertations, critical analysis, presentation skills, maths and statistics. You can book an appointment yourself via a computer <http://libguides.northampton.ac.uk/openboxsupport/learningdevelopment> or at the enquiries desk (2nd floor).

Instructions

Go to the place where time is strange.
Where six should be three.
It will tell you what to do next
If you can cover me!

Once you have covered me and you know the where you are going, and you have generated a number for this challenge, you can open envelope two.

Challenge Two – Search for me

The library holds 300000 hard copies which are spread over floors 2-4. In addition, the library has over 500000 digital books which can be accessed via iBorrow. Use the books using the Dewey Decimal Classification system (DDC), a structured classification system which allows library materials to be organised and easily located. The system is designed to allow items about the same subject to be shelved together. All libraries in the United Kingdom use the system so books will be shelved consistently.

Where books are kept in the Learning Hub

Ground Floor: Journals
First Floor: All books
Second Floor: 0 – 623.99
Third Floor: 613 – 778.99
Fourth Floor: landing: 779 – 809.99, silent study: 810 – 998.99, The Hide; current Journals

Instructions

- Use the library catalogue computers to locate the following book:
Libraries by Candida Hofer
- Record the number copies available of this book for this challenge
- Go to where these books are kept
- Find an envelope next to this book. In the envelope there are 13 cards. You will need to keep these cards for your next challenge.

Once you have found the 13 cards, and you have generated a number for this challenge, then you can open envelope three.

Challenge Three – Structure required

Assignments aren't just about reading and writing – they're exercises in construction too. Your task is to arrange and construct your ideas in the most logical, sensible way, so that your structure can support your argument effectively.

Introduction
Give the purpose of the essay
Set the context/scope
Introduce your argument

Core Idea 1 – Physical → Point – make your point

Core Idea 2 – Psychological → Evidence – to support your point

Core Idea 3 – Productivity → Explain/Evaluate – why the evidence supports the point

Conclusion
No new information
Summarise your argument

Instructions

- Take a look at the essay structure above. It breaks down an essay structure into its key components. Try to find a table to layout the cards. (The table is usually available).
- Read through the sentences on the 13 cards you have just found
- Decide which sentence fits with each part of the essay structure and arrange in order
- Use your completed essay structure to find a clue to the location of your next challenge!

Once you know where you are going, and you have generated a number for this challenge, you can open envelope four.
Please ask a member of staff if you are not sure where this is.

Challenge Four – Who says?

No piece of academic writing is complete without the references! These must be correct and are essential to show the reader where your material has come from and to guard against accidental plagiarism. You should take good notes and have an eye for detail to make sure they are all accurate.

Harvard Referencing Guide

Book Format:
Author surname, initials. (Year) Title. Edition if it is not the first edition. Place of publication:
Publisher
Example: Bowling, A. (2009) Research methods in health: Investigating health and health services. 3rd ed. Maidenhead: Open University Press.

Journal Article Format:
Author surname, initials. (Year) Title of article. Journal Name. Volume number (Issue or part number), page numbers.
Example: Gilbert, D. A. and Hayes, E. (2009) Communication and outcomes of visits between older patients and nurse practitioners. Nursing Research, 58(4), pp. 283-293.

Website Format:
Author (Year) Title. Source [online]. Available from: URL [Accessed date].
Example: Stroke Association (2012) Our campaign. Stroke Association [online]. Available from: <https://www.stroke.org.uk/what-we-do/our-campaigns/what-we-achieve-together> [Accessed 24/02/19]

Instructions

- Add the person on the enquiries desk for the two books that need to be referenced using HARVARD REFERENCING GUIDE (Please note, other guides are available).
- Write in this envelope you will find different references for the books. They contain one correct reference for each book and several incorrect references.
- Use the text above to work out what the correct references should be.
- Once you have selected the correct references, place them in the right order to construct your reference list (alphabetical). This will generate a number for this challenge.

Once you have completed this challenge, and you have obtained your final number from this challenge, then please return to your starting point.

Please remember to bring everything you have used (which wasn't tied down) with you.

**Congratulations
Way to go!**

You have successfully opened the first box!

Instructions

- In the box, you will find another box and five keys.
- You will get to choose one key only and try to open the box.
- Open the box and you win the prizes inside.
- If successful, ask for your time, write it on the sheet provided, and pose with your team for your photo. Share with your friends #UONOpenTheBox
- Check out the **leaderboard** to see where your team is.

Results

Students identified the activity was enjoyable and an exciting introduction to the Learning Hub. Although all of these students volunteered for the activity the consensus was this should be compulsory for all students. The challenges were pitched at an appropriate level of difficulty, although some students did suggest they would like the tasks to be longer and more involved. In terms of a more formal induction, the students overwhelmingly preferred the 'open the box' activity. One surprising outcome for the research team was that the students had not realised the spaces, and books, are available on all floors of the Learning Hub. Overall the results were positive and they reported that they were confident using the Learning Hub, and the resources within it in their future studies at Waterside Campus.

- "...I didn't even know there was a fourth floor."
- "I feel like I'm already engaged..."
- "If it was a big group and someone just kind of pointing at books it will be like this is where that is, this is where that is, I'd just kinda think like okay I'll just figure it out for myself later."
- "I would much prefer it this way..."



	Teams	Times
1	Hedgehog	19 mins 12 secs
2	Fram	24 mins 43 secs
3	Flat 17	26 mins 4 secs
4	No Idea	27 mins 9 secs
5	Mighty Midwives	29 mins 45 secs

