

Title: **Designing quizzes and treasure hunts for inclusive student engagement**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Discuss how quizzes and treasure hunts can be used to develop an inclusive sense of belonging for students
- Identify some issues and traps to be avoided when designing location-based quizzes and treasure hunts
- Try out the quiz we have built on a mobile device

Session Outline

In September 2014 a treasure hunt quiz was devised and designed by BSc Business Top-up students as part of their induction programme with help from the Students' Union. The brief for students was to consider a diverse student body, to identify what they need to know about the campus, to find out the answers and to formulate questions with pictures and links as appropriate. The quiz we made was for any students new to the Business School and was promoted during the first few weeks of term.

In this interactive session we will investigate the role of quizzes and treasure hunts in the creation of a sense of belonging and in student engagement and retention. We will identify good practice in the design of inclusive questions and challenges with particular reference to internationalisation of the curriculum. Concepts explored will draw upon a range of frameworks, including activity-based induction (Edward, 2003, Foster, 2013, and Wingate, 2007), intercultural competencies (Reid & Spencer-Oatey, 2013, HEA, 2014), digital scholarship (Weller, 2011), and multicultural communities of practice (Shannon-Little, 2013, Caruana, 2011, Healey et al, 2014).

Session Activities and Approximate Timings

The outline of the workshop is as follows;

1. Try out a treasure hunt on your mobile device (5 mins)
2. In small teams, discuss in relation to models of student engagement, retention and internationalisation of the curriculum (15 mins)

3. Design and build our own quiz with each team designing a question/challenge (20 mins)
4. Making a QR code poster and going live at the conference (5 mins)

References

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