

# The Campus Information Game

Group  
ID:

## Objectives

1. To become familiar with the Warwick University campus and services.
2. To start to work together within your tutor groups.
3. To appreciate some of the qualities for information, or lack of them!
4. To have fun!

## Rules

1. You are free to collaborate between groups, especially with respect to Question 21.
2. There is a theme of less-than-perfect information throughout this activity. In particular the information quality in the questions is deliberately reduced in a few places (and perhaps accidentally in others!). For some questions you may have to find supporting information or help.  
You can gain bonus points for identifying specific instances and descriptions of poor quality information (up to 3 points for each example of a different quality attribute of information), and for insights about how this affected your game strategies.
3. Answer the questions on this paper in readable English, and hand in to the organizer by the time specified (or risk losing penalty points), ensuring that your group ID is clearly shown. Apart from the time limit, it is not a direct race. You only need answer the questions for your group (see attached list), and will only get points for answering those questions!
4. It will be worthwhile doing some planning up front e.g. delegating and co-ordinating, since there is too much to stay together. It is suggested that you go in different directions in pairs, then meet up to pool results. You must allow time for this, and time is very limited!
5. The locations of the clues are not necessarily together, and not always explicitly specified; working out locations and 'optimal' transport time is considered part of the game! You will find answers to some questions directly; for others you must spot the location as you tour the campus. Plan some key buildings that you think you need to visit.
6. Student residence areas, Westwood and Gibbet Hill campus are excluded in the interests of time.
7. A prize will be awarded to the group that gains the most points, or in the event of a tie answers tie-break questions and/or writes the most insightful reflections.

P.T.O.

## Central campus plan



1 - International  
 Automotive Research  
 Centre  
 4 - Arthur Vick  
 6 - Benefactors  
 10 - Chaplaincy  
 11 - Chemistry  
 12 - Claycroft  
 13 - Computer Science  
 14 - Cryfield, Redfern and  
 Hurst  
 17 - Engineering  
 21 - Gatehouse  
 22 - Health Centre  
 23 - Heronbank  
 24 - Humanities Building  
 25 - International House  
 26 - International  
 Manufacturing Centre  
 27 - IT Services

29 - Jack Martin  
 30 - Lakeside  
 31 - Lakeside Apartments  
 32 - Library  
 35 - Mathematics and  
 Statistics  
 38 - Modern Records  
 Centre & BP Archive  
 41 - Physical Sciences  
 42 - Physics  
 44 - Radcliffe  
 45 - Ramphal Building  
 46 - Rootes  
 47 - Rootes Social  
 Building  
 48 - Scarman  
 50 - Senate House  
 51 - Shops  
 52 - Social Studies  
 53 - Sports Centre

54 - Sports Pavillion  
 55 - Students' Union  
 56 - Taxi Rank  
 57 - Tocil  
 58 - University House  
 (incorporating Learning  
 Grid)  
 59 - Warwick Arts Centre  
 (incorporating the Music  
 Centre)  
 60 - Warwick Business  
 School - Main Reception  
 61 - Warwick Business  
 School - Social Studies  
 62 - Warwick Business  
 School - MBA Teaching  
 Centre  
 65 - Whitefields

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| 1. | According to the illuminating work of art in WBS, if you set off from Heathrow, where would you visit before arriving 'down under'? (1 point for each abbreviation; one for its full name). (Note that the standard time in New York is GMT - 5 hours). |  |
| 2. | Call the WBS IT (Information Systems Support Unit) helpline number, quoting reference 'Campus Information Game': what sport do they mention?  |  |
| 3. | Rootes Social<br>外面公车站旁边的红色花圃的造型有什么特殊意义?  |  |
| 4. | Where is there a tree growing out of blue/purple 'soil'?  |  |
| 5. | How many drops are there on the painting not far from lecture room F1.10?   |  |
| 6. | Where in the University can you buy Starbucks coffee?   |  |
| 7. | What sport do you play on the most southerly pitch of those in the area of the pavilion?  |  |
| 8. | Which of your teaching lecture theatres is nearest to this picture?   |  |

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| 9.  | Find a book by Chaffey (Ed.) (HN5100.B8). From page 12, what are the five 'content' qualities of information?  |  |
| 10. | Redundancy of information is a well founded principle from a mathematical point of view (Shannon & Weaver, 1949; Shannon, 1963). In theory a single source of information is more efficient and effective. From a pragmatic viewpoint however we know from experience that multiple sources may prove necessary in practice. In how many different university locations can the book in the question above be found? |  |
| 11. | In what colour are back issues of Journal of the Information Technology bound?   |  |
| 12. | Why should you not leave the door of S0.01 open?   |  |
| 13. | Which sports notice boards is below the club whose sport was given by the Helpdesk staff?  |  |
| 14. | Where are the wireless hotspots in WBS?<br>Where is the one in this picture?   |  |

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| 15. | What is the URL of the <a href="#">University bookshop</a> ?  |  |
| 16. | Which was the most improved student society in 2004/5?  |  |
| 17. | Find out from Wendy in E1.03, how many words should a WBS MSc dissertation typically be?  |  |
| 18. | Which department is closest to H3.03?   |  |
| 19. | What is strange about the location of back issues of the Journal of the Operational Research Society?   |  |
| 20. | Bring marked receipts dated today that show a number of different drinks outlets in the University.   |  |
| 21. | Exchange with any other group the answer to any <u>ONE</u> of their questions that was not one of your questions and vice versa; indicate the group, the question number and the answer here. |  |

**Where are the following images located on campus (describe as fully as possible to avoid ambiguity)?**

22.

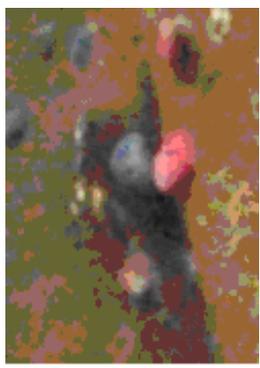


23.



24.



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| 25. |  |  |
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Finally, write a few insightful reflections about the role of information in this activity, and identify specific examples of low quality information:

*Andrew Martin, September 2005*