Collecting and Analyzing Student Feedback on Information Literacy Instruction

Anna Merry & Bekky Vrabel
Instruction & Reference Librarians
University of Wisconsin-Green Bay
Introduction

- Past Assessment: FYS Pre/Post Test in 2013 & 2014 – only covered freshmen in fall semester
- Assessment on individual sessions at all course levels that was easy to use and adapt
- 3-2-1 Assessment in *Classroom Assessment Techniques for Librarians* / Bowles-Terry & Kvenild
- Pilot project: Spring semester 2016
Development

Spring 2016 Pilot

- Excel spreadsheet for data entry
- Coding system created by librarians
- Analyzed qualitatively (responses) and quantitatively (coding)
- Adjusted pedagogy accordingly

Fall 2016

- **IRB** approved project
- Data transferred to Access database
- Adjusted coding system
- Analyze and implement
Activity

Work with a small group to sort the responses into categories to create your own coding system
Ask a Librarian

ENG COMP 105
I learned it’s okay to ask for help from librarians

GEOSCI 198
That I can chat with a librarian whenever needed

COMM 290
I learned that the librarians are nice and approachable :)

Discovery Layer
Databases (by subject)
Group Coding System

- Search strategy
- Databases
- Website
- Citations
- Evaluation/Credibility
- Research plan
### Coding System

<table>
<thead>
<tr>
<th>General Categories</th>
<th>Includes the Following Narrow Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Searching</td>
<td>filters, boolean, narrowing (not by keyword)</td>
</tr>
<tr>
<td>Ask A Librarian</td>
<td>Writing Center</td>
</tr>
<tr>
<td>Choosing Database</td>
<td>Search by Subject, specific database mentioned (CINAHL)</td>
</tr>
<tr>
<td>Circulation</td>
<td>Check out procedures, call numbers, due dates, etc.</td>
</tr>
<tr>
<td>Citation Management Tools</td>
<td>NoodleTools, Zotero, Cite Your Sources guide, etc.</td>
</tr>
<tr>
<td>Citation Style</td>
<td>APA, Chicago, MLA, etc.</td>
</tr>
<tr>
<td>Cite Button</td>
<td>Specifically mention using/not trusting cite button</td>
</tr>
<tr>
<td>Collections</td>
<td>Equipment, stacks, gov docs, Archives, AV, ebooks</td>
</tr>
<tr>
<td>Database Access</td>
<td>Permalink, PDF/HTML/Print, login, link resolver</td>
</tr>
<tr>
<td>Evaluation</td>
<td>CAARP, scholarly/popular, primary/secondary, bias</td>
</tr>
<tr>
<td>Google</td>
<td>GoogleScholar, Advanced Google</td>
</tr>
<tr>
<td>Keywords</td>
<td>Specifically mention adjusting search via keywords</td>
</tr>
<tr>
<td>LibGuides</td>
<td>Course Guides, Topic Guides</td>
</tr>
<tr>
<td>Outside Sources</td>
<td>Census, CDC, etc.</td>
</tr>
<tr>
<td>Research Process</td>
<td>Developing topic, background, search strategy, plagiarism</td>
</tr>
<tr>
<td>Resource Sharing</td>
<td>UB/ILL, UW Libraries, WorldCat</td>
</tr>
<tr>
<td>Search@UW</td>
<td>&quot;online library&quot; &quot;the database&quot;</td>
</tr>
<tr>
<td>Study Spaces</td>
<td>Reserving a room, seating, tables, etc.</td>
</tr>
<tr>
<td>Website</td>
<td>General site mention, hours, events, jobs, etc.</td>
</tr>
</tbody>
</table>
Activity

Practice coding –

Code the responses according to our newly created coding system
Limitations

• Not all IL sessions were assessed
• Students not required to participate nor complete the entire exercise
• Content in IL session greatly affected responses
• Librarians cannot follow up for clarification
• Librarians cannot determine how sincere responses were
Trend: Successful Instruction

Advanced Searching
Choosing Database
General
Google
LibGuides
Search@UW

- Learned
- Questions
- Different
Trend: Successful Instruction

- Citation Management Tools
- Evaluation
- Keywords

Legend:
- Green: Learned
- Red: Questions
- Light Green: Different
Trend: Many Questions

- Ask A Librarian
- Circulation
- Citation Style
- Cite Button
- Collections
- Database Access
- Resource Sharing

Legend:
- Green: Learned
- Red: Questions
- Light Green: Different
Upper vs. Lower Level Classes
1 Different

100 LEVEL
- Advanced Searching 10%
- Citation Management Tools 13%
- Research Process 15%
- Keywords 9%
- General 11%
- Evaluation 15%

UPPER LEVEL
- Choosing Database 24%
- Citation Management Tools 14%
- Citation Style 7%
- Evaluation 7%
- Research Process 16%
- Search@ UW 11%
- Choosing Database 24%
- Citation Management Tools 14%
- Citation Style 7%
- Evaluation 7%
- Research Process 16%
- Keywords 9%
- General 11%
- Evaluation 15%
- Citation Management Tools 13%
- Advanced Searching 10%
ACRL’s Framework for Info Lit

Crossing the threshold over time or moving through the “liminal space” (Burnetti, Hofer, Lu & Townsend)

- Assessing 100 level vs. 200+ level responses
  - Citations – Information has Value
  - Ask a Librarian – Searching as Strategic Exploration

- Looked at the next highest percentages
Threshold Concepts: 100 level vs. 200+ level

- Learned: Evaluation 13%
  - Authority is Constructed & Contextual

- Questions: Research Process 12%
  - Topic 37%
  - Research as Inquiry
  - KP: Determine an appropriate scope of investigation

- Different: Evaluation 15% -- CAARP 64%
  - Authority is Constructed & Contextual
  - KP: Use research tools and indicators of authority to determine the credibility of sources

- Learned: Choosing Database 19%
  - Searching as Strategic Exploration

- Questions: Resource Sharing 11%
  - Scholarship as Conversation
  - KP: Identify the contribution particular articles, books, and other scholarly pieces make to disciplinary knowledge

- Different: Choosing Database 24%
  - Searching as Strategic Exploration
  - KP: Design and refine needs and search strategies, based on search results
Closing the Loop

- Present data to R&OS team then entire library staff

- R&OS Changes from Spring 16
  - Identified areas of emphasis for instruction
  - Building new and revise old LibGuides
  - Discussion of future assessments

- Library Changes
  - Circulation updated FAQs and guides
  - Impacted student training
Summary

• Easy assessment that is adaptable
• Reflective practice for librarians
• Baseline assessment meant to lead to deeper assessment and pedagogy adjustments
Consulted References


2 Questions you still have?

Anna Merry – merrya@uwgb.edu
Bekky Vrabel – vrabelr@uwgb.edu