

## INSTRUCTION FEEDBACK 2009-2010

JUNE, 2010

### FEEDBACK FORMS

- **The feedback forms gave us qualitative information on students' reactions to library instruction sessions.** (<https://www.library.nd.edu/forms/instructions/feedback/>)
- **Almost 300 students completed the feedback form during the 2009/2010 school year.**
- **Nearly all students who completed the form were First Year students.**

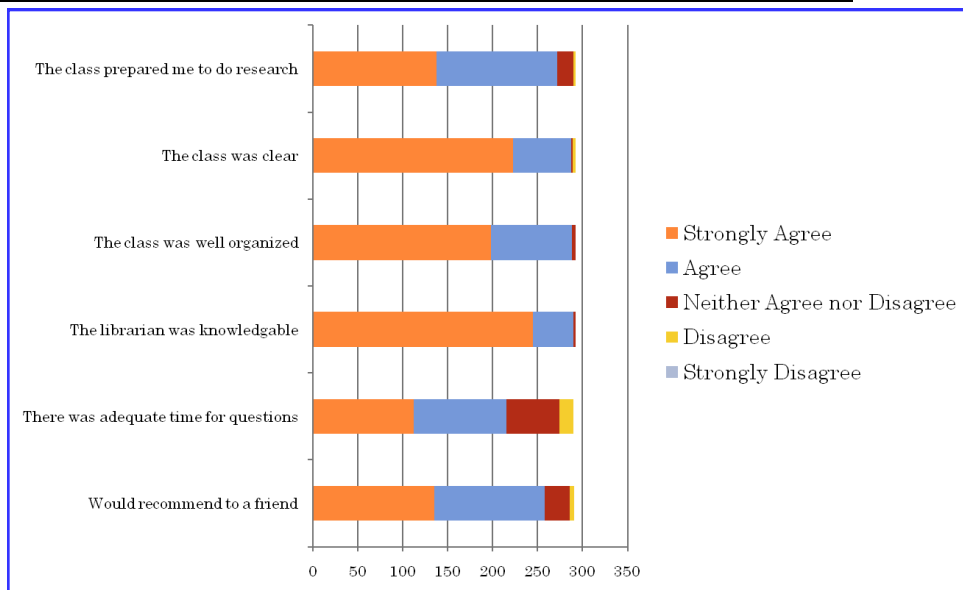


Hesburgh Libraries  
University of Notre Dame

### RESULTS FROM THE LIKERT SCALE QUESTIONS

#### LIKERT SCALE QUESTIONS

- *The class session was well organized.*
- *The purpose of the class was clear.*
- *The librarian was knowledgeable.*
- *The session has prepared me to conduct library research.*
- *I would recommend this session to a friend.*



#### OPEN-ENDED QUESTIONS

- *Describe one of the more useful things you learned in this class.*
- *Describe something about the libraries that you still feel uncertain about.*
- *Describe one thing that would have improved this session.*

### OPEN-ENDED QUESTIONS RELATED TO FY LEARNING OBJECTIVES

The Libraries and First Year of Studies developed a set of 10 learning objectives for First Year Students. Results from open-ended questions indicate that library skills outlined in these objectives are being transferred to students in library instruction sessions.

#### First Year Library Learning Objectives:

[http://www.library.nd.edu/instruction/documents/Information\\_Literacy\\_Learning\\_Objectives.pdf](http://www.library.nd.edu/instruction/documents/Information_Literacy_Learning_Objectives.pdf)



FEEDBACK AND LEARNING OBJECTIVES - SELECTED STUDENT COMMENTS:  
DESCRIBE ONE THING THAT YOU LEARNED IN THIS CLASS

**Locate the Main Library and Library Branches related to their studies:**

- *During this library session I was introduced to more of the online resources that are available to students, such as CQ Researcher and Google Scholar. Additionally I was able to find out about the other libraries on campus.*



FEEDBACK INDICATES THAT LIBRARY INSTRUCTION INTRODUCED STUDENTS TO NEARLY ALL OF THE FIRST YEAR LEARNING OBJECTIVES.

**Obtain general library assistance:**

- *I had no idea that we had so many reliable resources where we could find awesome articles, papers, etc. I also didn't know that our library had so much support for the students like me who has no idea about the service in library. Every single detail was helpful!!*
- *The librarian showed us how we can send a text message or chat with a librarian on the internet if we ever have a question.*
- *Librarians are approachable and should be asked questions.*
- *The amount of help available for students is pleasantly surprising.*
- *The "Ask a Librarian" tab is a very useful thing to know about.*
- *There are librarian subject matter experts.*
- *The availability of librarians for consultation meetings as well as quick questions via chat.*
- *How to ask a librarian a question through chat or IM, or through a text message. It's really helpful to know that this is a possibility, especially since my dorm is way across campus, and I'd rather sit in the warmth than take a hike from there.*

**Manage library resources:**

- *The RefWorks Program sounds like a very useful tool for all of my future research needs.*
- *How to use the library interloan system.*
- *Accessing and using RefWorks for setting up and creating bibliographies.. very useful and convenient!*
- *If the library doesn't have the specific book you are looking for, they can request it from another library and have it shipped for free.*
- *I learned how to use RefWorks. Since bibliographies are probably the most annoying part of writing (as they do are not actually a part of the work, but just a data check). Having this resource will hopefully allow me to focus more on the body of my paper, and not my bibliography.*
- *I learned that even if an article isn't available to me, Notre Dame will contact other universities to try and get the article.*

"I LEARNED THAT IF I EVER NEED HELP IN RESEARCHING TOPICS, SUCH AS LOOKING FOR SCHOLARLY ARTICLES OR JOURNALS, I CAN TEXT, EMAIL, CHAT, OR CALL A LIBRARIAN."

**Create and refine an effective search strategy:**

- *I learned how to search more specifically for what pertains to my topic and what databases are more useful in doing so.*
- *How to look up information in a more effective way online.*
- *I learned where to find the databases and how to use them effectively.*
- *How to search for articles about a certain topic, and limit down that search.*
- *You can easily narrow search results to scholarly things.*

FEEDBACK AND LEARNING OBJECTIVES - SELECTED STUDENT COMMENTS:  
DESCRIBE ONE THING THAT YOU LEARNED IN THIS CLASS—CONTINUED

**Locate background information:**

- *CQ Researcher is a great tool for finding current topics, though it is merely a reference. It should not be cited.*
- *I learned about the device of reference articles as a use for background information on a topic.*
- *Where to find the Reference Sources available to me.*
- *Where to go in order to get background information on a research topic.*
- *How to use reference sources like CQ Reference*

**Find books and other resources on a topic using the online catalog:**

- *The most useful thing I learned was how to find books in the library to conduct my research. This will help me to wean myself off of my reliance on the internet.*
- *I learned how to locate books in the library building.*
- *How to locate books.*
- *How to go about the library catalogue and find significant primary and secondary sources.*

“THE MOST USEFUL THING I LEARNED WAS HOW TO FIND BOOKS IN THE LIBRARY TO CONDUCT MY RESEARCH. THIS WILL HELP ME TO WEAN MYSELF OFF OF MY RELIANCE ON THE INTERNET.”

**Distinguish between popular and scholarly sources:**

- *I learned that reference sources do not equal scholarly sources.*
- *how to find scholarly articles online*
- *I learned where to find more scholarly sources.*
- *I learned how to separate scholarly research from other types of sources. I also learned of the different search options that I have and will be able to use not only in this FYC class, but also in research support for my Cell Biology class as well.*

**Locate journal articles, data, and other media on a given topic using online databases:**

- *During this library session I was introduced to more of the online resources that are available to students, such as CQ Researcher and Google Scholar.*
- *Learning how to use the MLA bibliography collection was very helpful. With this knowledge, the process of finding peer reviews and other important documents has been made clear.*
- *Many quality sources of scholarly information available to me here in the library and online.*
- *Learning about how to find good, solid articles and learning about RefWorks to help cite my research papers.*
- *how to manage the library website was very helpful. I feel better prepared to find sources and get help on how to start and do my research for future papers.*
- *The research sources given to the students/me; lots of places I never knew about to search for articles.*
- *Learning about the different research databases was probably the most useful thing I learned today, and probably the feature of the library website I will use most often.*
- *It was helpful to hear about the different research tools available through the Hesburgh online database. These will be instrumental in my research for future papers.*

“LEARNING ABOUT THE DIFFERENT RESEARCH DATABASES WAS PROBABLY THE MOST USEFUL THING I LEARNED TODAY, AND PROBABLY THE FEATURE OF THE LIBRARY WEBSITE I WILL USE MOST OFTEN.”



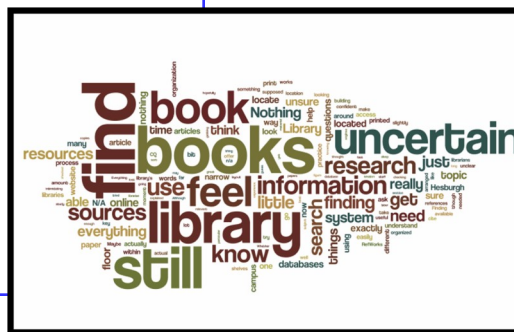
## TELL US ONE THING YOU ARE STILL UNCERTAIN ABOUT:

**FINDING BOOKS!:**

Student comments indicated that they still feel uncertain about how to physically locate books in the library:

- *I feel confident about the library, but I do feel as though I may have difficulty finding the location of a specific books, journal, or other text for my research within the library.*
- *When I tried to find a book, it wasn't where it was supposed to be.*
- *Once I find a book, how do I get to it?*
- *How to find books throughout the library; the system of organization.*
- *I'm still unsure of the process for finding a useful book and knowing where it is.*
- *How to find books in the library.*
- *Being able to locate a book on a floor of the library.*
- *Where all the books are located.*
- *The LC classification system.*
- *Dewey decimal system...*

“ONCE I FIND A BOOK, HOW DO I GET TO IT?”

**LIBRARY POLICY:**

- *How long I can take books out of the library for?*
- *The process in checking out books and such is still a little unclear.*
- *I am unsure as to the time period that a book can be checked out for. If my paper will take two months to write, will I be able to keep certain books of the shelves for that extensive period of time?*
- *How long books may be checked out.*
- *The process of checking out books is still sort of lost on me.*
- *How we check out a book... do we use our ND id card?*

**THE LIBRARY BUILDING:**

- *Is everything just on this one floor?*
- *I'm still uncertain about where everything in the library is located.*
- *I am still uncertain about the overall layout of the library and how to find relevant print resources.*
- *I am still uncertain about the organization of the library. I think that this is because I have not really explored it before and hopefully I will be able to understand the organization after I look around.*



“THE PROCESS OF CHECKING OUT BOOKS IS STILL SORT OF LOST ON ME.”

