Learning from Our Students: Qualitative Analysis of Feedback Forms

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Learning from Our Students: Qualitative Analysis of Feedback Forms

Logan Rath, Jennifer Kegler, Linda Hacker
Our Problem

• New director and library re-organization (Summer 2019)
• Renewed emphasis on evaluating information literacy instruction in a consistent manner.
• How do we do something meaningful with the data?
Our Assessment

1. List three things you learned today.
2. How do you see yourself using these in this class or another class?
3. Is there something else you would like to learn?
4. I will be able to apply what I learned today toward an assignment in this class: (1 – 5 Likert scale).
### Closing the loop

<table>
<thead>
<tr>
<th>Question</th>
<th>Analysis Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>List three things you learned today.</td>
<td>Qualitative analysis</td>
</tr>
<tr>
<td>How do you see yourself using these in this class or another class?</td>
<td>Double-check</td>
</tr>
<tr>
<td>Is there something else you would like to learn?</td>
<td>Follow up with instructor</td>
</tr>
<tr>
<td>I will be able to apply what I learned today toward an assignment in this class: (1 – 5 Likert scale).</td>
<td>Use for confirmation</td>
</tr>
</tbody>
</table>
“qualitative research involves looking at characteristics, or qualities, that cannot be entirely reduced to numerical values. A qualitative researcher typically aims to examine the many nuances and complexities of a particular phenomenon” (Leedy et al., 2019, p. 6).
Group Work

We met as a group to decide on our process.

Method

• Evaluation Design
  • This made us exempt from IRB. Our goal is to understand if our sessions were working.

• Phenomenological Coding
  • Initial coding independently after achieving inter-coder reliability
Coding Methods

1. Initial / Open
2. Focused / Axial
3. Themes
Findings
Number of forms coded

1576 forms

This theme brings together the ideas around using the library, both physically and virtually. This theme includes ideas of access to collections, getting help, using the website, accessing LibGuides (through Blackboard or the library home page). Codes include: Blackboard, LibGuides, using library website, using database, get help, Ask a librarian, contact, library info, holds, ILL, course reserves.
Codes

• Interlibrary loan (145)
• Library website (78)
• Blackboard link (41)
• Ask a librarian (119)
“Articles can be FREE!”

“Our library is crazy nice”

“The library has a first floor”

"Without us, you wouldn't have a job."
This theme encompasses all the skills and ways of searching that students reported. There are two main subthemes: *How to Search* and *Where to Search*. Codes for how to search include: filter/narrowing, search, search strategy, keywords, Boolean, techniques, phrase searching, specific databases, specific sources, advanced search, citation tracking/tracing.
Codes

• How
  • Keywords (163)
  • Filter (179)
  • Search + (224)

• Where
  • Locating specific sources (384)
    • Specific database names
    • Assignment-specific resources
  • Google Scholar (44)
“How to dive deep into research”

“The library website is easy to use”

“How to do research without Google”

“You should take two minutes to do research”

“Primo was more useful than I thought”
This theme is the evaluation process that students use for library resources as well as websites.

Codes for this included Peer Review, Scholarly/NonScholarly, the TRAP method, and Primary/Secondary, Evaluating websites, credible/reliable resources
Codes

• 269 total
  • Peer-reviewed
  • Primary/Secondary
  • TRAP method
  • Scholarly/Non-scholarly
“Notice that some things might be false.”

"Using T.R.A.P. to find the relevancy of the source."

"Why it's important to have good sites."

"How to figure out if a website is credible or not."

"How to recognize bias."
This theme encompasses all of the things students must do with the information they find. This theme seems to encompass writing, citing, using Word, sending and saving articles using database features and use of technological tools. This is an area that we as librarians do not typically spend a lot of time on during our courses. Subthemes/codes include: citing, shortcuts, saving, emailing, permalink, tools, reading an article.
Example Codes

- Citation & Formatting (795)
- Computing (keyboard shortcuts) (167)
- Database tools (47)
- PDF vs HTML (20)
- Printing (10)
“I’ve been doing APA wrong my whole life.”

“How to properly write an APA citation without using a machine.”
Discussion
What we learned

• We’re doing well. Students are learning what we’re teaching.
• When they talked about searching or filtering, it was usually about how to search "better."
• Reading the comments helped make us proud of our teaching.
Mechanics

• Mechanics seem to be the difference between an A and a B.
• Students seemed like this was completely new to them.
• Students always had big reactions to learning these simple tips & tricks
Limitations

• We only know what they said they learned.
• We didn’t triple-code the entire set.
• We didn’t directly compare forms with lesson objectives.
• Some classes didn’t get evaluated.
• Some students didn’t fill out forms.
Next Steps

project | OUTCOME
MEASURING THE TRUE IMPACT OF LIBRARIES

ACRL
Advancing learning
Transforming scholarship
Association of College & Research Libraries
A division of the American Library Association
Thank you!