ENGL 111 Faculty Survey – Fall 2013

The following three questions are in reference to the first library session (library intro and scavenger hunt.)

Question 1

How would you rate the overall value of the first ENGL 111 session?

- Very Valuable - 5
- Valuable - 6
- Average Value - 2
- Limited Value - 2
- Not Valuable - 0

Question 2

Do you feel that students would benefit most from having the information in the first library session presented by a library student worker or a Reference Librarian?

- Library student worker - 7
- Reference librarian - 8
Question 3: The remaining questions are in reference to the second library instruction session.

- The student worker ended her segment early, and my students and I weren’t made aware that a scavenger hunt would follow. After waiting 15 mins to see if there was a second part to the visit, my students left. The reference librarian came in right afterwards, and I explained that the first presenter left without mentioning any further activities or speakers.

- I feel the reference librarians hold more authority and my students were more apt to take the information more seriously than with a student worker.

- Students would benefit MORE from actually visiting the writing center, rather than seeing a tutorial about it. To have the presentation about the writing center held in a room that is not near the WC is counterproductive. Students need to walk through the space, imagine themselves in it, get a glimpse of a tutoring session, and see how the sign-up procedure works.

- While the Writing Center video was well done and very informative, I feel that students would be more engaged if they could hear the information directly from the presenter. It would also help to show them the form they fill out for Writing Center sessions.

- First step to using library needs to be by fellow student

- It would be helpful to link the ‘treasure hunt’ to real skills the students will use. For example, if they have to talk to a reference librarian, explain why a student will be talking to one of these folks over the next few years at SVSU. Or if they have to find a book on the shelf, explain why you would do this. (Students this early in the semester have NO IDEA why they are asked to do these tasks - being explicit is key).

To what degree did this session meet your expectations?

- Exceeded expectations - 10
- Met expectations - 3
- Met expectations somewhat - 2
- Not at all - 0

The remaining questions are in reference to the second library instruction session.
Question 5:

The presentation included information needed by my students to complete their research assignment.

- Strongly Agree: 11 (73%)
- Agree: 2 (13%)
- Neutral: 2 (14%)
- Disagree: 0
- Strongly Disagree: 0

Question 6:

I found the Topic Planners to be a valuable part of the library instruction model.

- Strongly Agree: 10 (67%)
- Agree: 3 (20%)
- Neutral: 0
- Disagree: 1 (7%)
- Strongly Disagree: 0
- My students did not fill out Topic Planners: 1
Question 8:

What I liked most about this presentation was:

- It was conducted in my classroom.
- The handout included in the session for students to write their findings in categories (book, article, etc.).
- We got plenty of time for hands-on searching for articles.
- The specificity
- The individualized suggestions for database material.
- After each section of instruction, students were given time to immediately apply the new search skills.
- The approach was student centered
- I appreciated the in-depth information on finding articles in the databases.
- organized and cut right to what was needed
- The opportunity to have students work there in the lab is crucial. The feedback given to students re: search terms and databases to use is great. (And a ton of work on the librarians' part. THANK YOU!)
- The presenter was great - well prepared, and had narrowed down the key information students needed to learn, with adequate time for the students to explore and use each tool.
Question 9: In future sessions, coverage of the following could be eliminated:

- Not sure at this time
- N/A
- nothing.

Question 10: Is there anything else that you would like to have covered in this or future instruction sessions? Please comment below.

- Evaluation of sources, a discussion of print vs. online (even when print is online),
- Not sure at this time
- More focus on what constitutes a credible academic source, perhaps with a little quiz
- I'd like for students to know where to find bibliographic information of electronic sources. They tend to overlook the importance of this.
- N/A
- Continue with the hands on work and the topic planner/ suggestions for students.
- Nope - really, this was great.

Question 11: Additional comments:

- I just thought there would be more references made to the topics my students submitted. That didn't happen.
- There is a lot of information to give students and I think the flow of that information could be streamlined or even better organized (perhaps a powerpoint with specific categories? or a handout to let students know where the information is going?) I thought that the 2nd session was going to EXPLICITLY deal with students' research topics (since they were asked to fill out the topic sheets-- I thought that perhaps one or two research topics would be selected as models), but the session was still a VERY general that did not directly engage students (using their research as example searches, etc.). I feel that MODELING a search for students would be more helpful rather than just exposing them to various search options, which is overwhelming. I also felt that the librarian needed to speak up, project her voice, and be a little more dynamic and engaging.
- I think the reference librarians go above and beyond to help with the orientation, particularly with the second one. I think they deserve a BIG thank you.
- Great changes to the presentation.
- N/A
- Many thanks for the work you did on both presentations! I so appreciated this information coming directly from the librarians: it was far clearer and more effective than what I could have done. I hope this program continues in the future.
- Library is a friendly place and help is available for students = open door policy
- Scott was very accommodating and wrote notes to every student on which search engine could best help them specifically.