Library Instruction: Faculty Feedback Survey

Report on Results

Background: At the end of the 2018/19 Fall Semester, Liaison Librarians sent out a survey to Instructors for whom they had taught a library instruction class that semester. The survey was designed to collect feedback on the effectiveness and impact of the library instruction. 13 responses were received.

The original survey tool used can be found at https://tru-ca.libinsight.com/facultyfeedback

Results:

Did the session meet your expectations?

100% of respondents reported that the library instruction session met their expectations, with several instructors expanding on that response to add additional praise for the quality of the session and/or the librarian who delivered it.

Benefits and/or Impact: Instructors were asked an open-ended question about any benefits or impact the session had on their students' work. Here are their responses in full (two edits made for anonymity purposes):

- Introduced students to several Ref programs that will prove essential during research and writing of their MSc theses.
- Improved my students' research skills.
- They were aware of where to look for resources
- It gave them a chance to review some of the skills I have taught and it also taught them how to search for relevant sources to support their writing.
- They had a better understanding of how the library works, what services it provides and they can now find information online more easily.
- They used the resources explained, especially [Resource], all 10 groups used that resource that [the librarian] explained.
- Students gained a clear understanding of APA do's and don't's after the workshop.
- Guided access to electronic library resources, searching tips, how to access MLA/APA format, and able to meet a real, live librarian!!
- The students gained a greater understanding of the role of the library, as well as research skills.
- Not sure as unable to tell the impact.

Many of my students met with librarians because they had seen them in class, which improved their work and created narrowed topics and much better sources used. Though many still need to be broken of ONLY using Google, many now saw the benefit of library searching, as well as using more open search tools, to their research and time saving.
Topics Students are Struggling With: Only 62% of respondents answered this question of what topics students are still struggling with, but of that subset, 88% mentioned either citation issues, plagiarism or both as part of their response.

Here are the responses in full (one edit made for anonymity purposes):

- proper sources of information, citations and plagiarism
  
  It varies by student. Some could use more help with searching for materials; others could use more help with correctly citing the information they want to use.

- APA in-text and end-of-text citations.

- Plagiarism and citations

- Ease of access and relevance of library sources.

- APA

  Academic referencing, narrowing the focus of a research topic, using article databases to find sources.

  Students are deeply struggling with plagiarism, which is not solely a library issue, but could definitely use more help to combat that. And still stuck on GOOGLE! Though Google is a great tool, and offers lots of non-academic sources and information, it's still something where students waste time, do not search appropriately, and often end up copy/pasting info--they truly do NOT understand what research is. Teaching predominantly [course], I'm trying my best to help them understand WHAT it is, and HOW to do it--but all supports are helpful, and new techniques or library-specific content is important in that process.

Would you have this session again?

100% of respondents said they would have the library session again, with several expanding on their responses to praise the specific librarian instructor and the value of librarian expertise in general

Would you recommend a session like this to your colleagues?

Again, 100% of respondents said they would recommend these sessions, with three expanding upon that response to say that they have done so in the past or again to praise the specific librarian instructor.

Communicating Student Feedback: While student feedback on instruction sessions is regularly collected, we were curious if there would be differences in the kind of feedback instructors received from them. Only 54% of respondents answered this question; here are the provided responses in full (one edit made for anonymity purposes):

- Positive feedback. Warm personality. Good information.

- Students always enjoy these sessions and find them very informative.

- My students enjoyed her class. One student said her instruction was so helpful that he attended her class twice.

- When asked they felt is was very beneficial.
Enjoyed the functionality of the website, that is, being able to email results and have items (roughly) formatted

Students said it was somewhat boring and could be livened up.

Most students were extremely positive about [librarian]'s work, and found it helpful. They used many of the techniques.