

Appendix B
History 115
Spring 2004

End of Semester Information Literacy Survey Results

1. Where do you start when doing a research paper? (circle any that apply)
 - a. Internet search engine (Google, Yahoo, etc.) 9
 - b. Library catalog 6
 - c. Print Index, such as New York Times Index 1
 - d. Encyclopedia 4
 - e. Library Database (InfoTrac, Proquest, etc.) 7
 - f. Other _____ 2 (history text, e-book)

2. What other resources might you use for a research paper? (circle all that apply)
 - a. Ask a friend 2
 - b. Ask a professor 7
 - c. Use the course WebCT 3
 - d. Go to the library 9
 - e. Internet search engine 6
 - f. Library webpage 8

3. When would you consult a librarian for assistance? (Circle all that apply.)
 - a. You need advice about where to look for information. 6
 - b. You need help choosing the best information source. 2
 - c. You don't know how to use an information source. 2
 - d. All of the above. 5
 - e. None of the above.
 - f. You don't know when you would consult a librarian for assistance.

4. After this semester's experience, do you think you will be more or less likely to consult a librarian?
 - **I would probably be just as likely (no more, no less) as before. But you were all great help. Thanks!**
 - **Yes, this experience with Jan helping us has helped me feel more comfortable with the library and all its resources.**
 - **More. I know more about what the library can help with and various resources they provide.**
 - **I feel I'm better learned in library skills. I am also more comfortable asking for help.**
 - **More likely. The librarian at my high school wasn't much help, so I was used to helping myself, but the librarians here are a great resource.**
 - **The same or more. It is faster than aimlessly searching through cyberspace.**

- **More.** I feel more comfortable, and now I know what questions they can help me with.
- **Yes.** Jan was really helpful when I went in.
- **Equally.** I learned how helpful they are during first semester.
- **About the same.** This experience did not affect me in this manner. I like to work on my own and I seek as little help as possible.

During Spring 2004, have you had a reference interaction with Jan or any other Augustana librarian?

No – 2

Yes – 8

- **I did ask once about ILL's and how to get the books from other libraries.**
- **With Jan over Western Civ I paper**

5. Did writing an annotated bibliography help you in the project?

Why or why not?

- **Yes, the bibliography did help. I understood some of the strengths and weaknesses of my sources as I wrote the short summary about how/why I used the ones I did.**
- **Yes, it was required.**
- **Yes. I learned what each source gave me for information and knew what information I still needed.**
- **For me, personally, writing the annotated bibliography helped me to find areas to which my topic could be narrowed down.**
- **Yes, some. It got me searching early and realizing what other pieces I needed to find.**
- **Yes, it helps us get sources early.**
- **It helped me figure out my sources in advance---I'm a last-minute person, so it helped me organize and plan more in advance.**
- **It made me start researching before I would have otherwise.**
- **Very much. It refined the scope with which I read each source when actually writing the paper.**
- **Yes because it made me look harder at what information I could get from a book.**

6. Did turning in your thesis statement early in the research project help clarify your topic?

- **Yes. The feedback helped direct my paper into a more specific area that actually could be written on.**
- **Yes**

- **Yes, I was able to narrow my topic and get feedback about my topic.**
- **Most definitely. I didn't realize how broad my topic was and turning in the early thesis helped this.**
- **Clarify—I'm not sure, but it forced me to start the paper earlier than I might have.**
- **Basically, it just helps you get started earlier than you might have otherwise.**
- **Yes, it helped me to start thinking about my topic earlier on.**
- **Yes, it helped to meet with Dr. Preston to talk about my topic.**
- **Very much. It allowed me to be more directed in both my research and composition.**
- **My first thesis varied greatly from my final thesis. Turning in my first thesis gave me an idea of what I wanted to write, but it was not specifically related to my final thesis.**

7. Did your thesis statement change from your submitted statement to your final paper?

- **Yes, I changed it by narrowing the topic a bit.**
- **Yes.**
- **Yes, I found information that changed my topic and narrowed it.**
- **Yes, it became more specific.**
- **I reworded it, and omitted a section**
- **Yes, but the same idea.**
- **Slightly.**
- **The wording changed slightly, but it still presented the same idea.**
- **No.**
- **Yes. My final thesis was more specific.**

8. Are you likely to write an outline for a paper in the future?

- **This depends on the paper. I know for most I probably will not, but some I may. This paper was good for writing an outline.**
- **Yes.**
- **Yes.**
- **I have to write an outline for a paper this afternoon.**

- Yes.
- Most likely.
- Yes—that helped me a lot! I’d never done it before.
- Yes
- Absolutely
- Yes

9. Did our in-class exercise about primary and secondary sources make sense to you? Did it help clarify that concept?

- **Yes, the exercise made sense and helped to clarify for me the difference between the sources**
- Yes
- Yes
- **I was glad for the primary/secondary source activity, which made sense to me. I had never fully been told the difference.**
- **Yes, although some of the examples didn’t seem completely clear**
- Yes, Yes.
- **That concept was already pretty clear.**
- Yes and yes.
- Yes. Yes.
- **The in-class exercises helped me understand what secondary and primary sources are.**

10. Please name 3 things that might help you evaluate a web site.

- **Whose website it is – who puts out the info, How updated the info is, The credibility of the source & info**
- **The date last updated, Whether it is an .edu, Whether it comes from a credible source, i.e. Holocaust Museum**
- **Author, Web classification (.com, .org, etc), Layout**
- **Date of update, Questionable links/info?, Lots of ads**
- **Author (or similar) and date at the bottom, URL (.org, .com, .gov, etc), The level of academic-ness in the writing**
- **Author, organization, How long it has been there**
- **If it is from a school, college, museum, or any other reputable place, Author is present, The time the website was last updated.**
- **Last date updated, Doesn’t conflict with other scholarly sources, From a recognized source, like the History Channel.**
- **Date, Author, Institution sponsoring website.**
- **Author’s credibility, Quality of writing, Own domain**

11. What was the most valuable part of this project?
- **I think the feedback from both Jan and Dr. Preston helped a lot. Also, the weekly help sessions in class provided valuable info and made the big task seem like little ones that could be worked on throughout.**
 - **The whole process helped considerably. For Dipple's paper we were kind of lost and I think this process helped me understand the steps to writing a research paper a lot better.**
 - **The thesis statement was helpful in understanding my topic.**
 - **I enjoyed weekly time with Jan, especially the sessions on sources.**
 - **The information I learned.**
 - **The research.**
 - **I'd say actually researching and doing it right rather than rushing through it.**
 - **The final product . . . and of course listening to Tim's presentation!**
 - **Hmmm . . . all of it. Probably the detailed learning of source citation and use rules.**
 - **Writing the outline.**
12. What changes would you suggest for the research portion of this class?
- **None – 7**
 - **Not sure – 1**
 - **Perhaps an insight on how specifically one can use the library for government documents**