

Flip your Likert Scales to Get Actionable Data

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D341: Best Practices

How many of you have taken a survey?

How many of you use surveys in instruction?

How many of you use surveys in other contexts (user experience, service points, etc.)?

How many of those surveys use a Likert scale?



Using this format has some problems:

What does a 2 mean to you? What about another student?

With 5 options students can select something neutral, not making a choice.

What if student selected 4 but really wanted to select 2 and wasn't reading it carefully?

Student answered 2, but that doesn't change what they do.

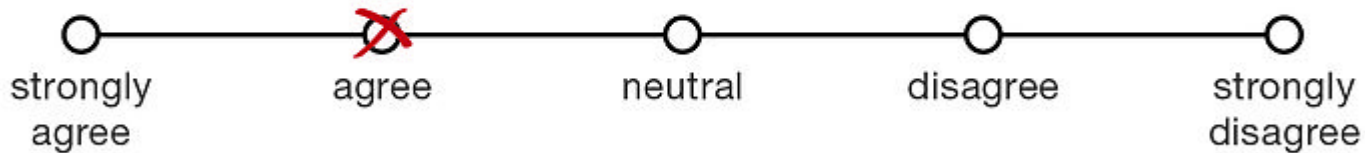
WHAT DO I DO WITH A BUNCH OF 2s?

Labeling each option helps:

1. Indicate the degree to which you seek the following abilities when making a new hire

	Not at all	Small degree	Moderate degree	High degree	Very high degree
Good job skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Intelligence	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>







1. Wikipedia has a user friendly interface.



And being very specific:

UNIVERSAL PAIN ASSESSMENT TOOL

This pain assessment tool is intended to help patient care providers assess pain according to individual patient needs. Explain and use 0-10 Scale for patient self-assessment. Use the faces or behavioral observations to interpret expressed pain when patient cannot communicate his/her pain intensity.

	0	1	2	3	4	5	6	7	8	9	10
Verbal Descriptor Scale	NO PAIN		MILD PAIN		MODERATE PAIN	MODERATE PAIN		SEVERE PAIN		WORST PAIN POSSIBLE	
WONG-BAKER FACIAL GRIMACE SCALE											
	Alert Smiling		No humor serious flat		Furrowed brow pursed lips breath holding	Wrinkled nose raised upper lips rapid breathing		Slow blink open mouth		Eyes closed moaning crying	
ACTIVITY TOLERANCE	NO PAIN		CAN BE IGNORED		INTERFERES WITH TASKS/SLEEP	INTERFERES WITH CONCENTRATION		INTERFERES WITH BASIC NEEDS		BEDREST REQUIRED	
SPANISH	NADA DE DOLOR		UNPOQUITO DE DOLOR		UN DOLOR LEVE	DOLOR FUERTE		DOLOR DEMASIADO FUERTE		UN DOLOR INSOPORTABLE	
VIETNAMESE	Không Đau		Đau Nhẹ		Đau Vừa Phải	Đau Nặng		Đau Thật Nặng		Đau Đớn Tận Cùng	
ARABIC			ألم بسيط		ألم متوسط		ألم شديد		ألم لا يطاق		
PORTUGUESE	sem dor		dor suave		dor moderada	muito forte		intensa		insuportável	

Something else....



Strongly

disagree

1

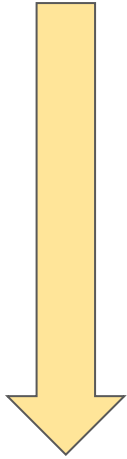
2

3

4

5

Strongly
agree



1

2

3

4

5

With actionable information

LO: Given a sample chemistry research topic and a news article about it, the learner will be able to identify at least three search terms they could use to search the literature.

Are you able to **identify search terms/phrases for a topic**?

- 1 I am NOT able to identify search terms/phrases for a topic.
- 2 I have a general understanding of how to identify search terms/phrases for a topic, but need MORE GUIDANCE.
- 3 I am able to identify search terms/phrases for a topic, but will need MORE PRACTICE to use it in future assignments.
- 4 I am able to identify search terms/phrases for a topic SOME OF THE TIME.
- 5 I am ALWAYS able to identify appropriate search terms/phrases for a topic.

Column A: Answer Choice	Column B: Proposed Standard
A. I'm NOT AT ALL ABLE to use Boolean operators as a part of my search strategy.	Unacceptable. If students selected this answer choice after one-shot instruction, it would be evidence that the instruction was not successful.
B. I have general awareness of how to use Boolean operators, but I will need MORE GUIDANCE to use them as a part of my search strategy.	Unacceptable. If students selected this answer choice after this one-shot instruction, it would be evidence that the instruction was not successful.
C. I have general awareness of how to use Boolean operators as a part of my search strategy for this assignment, but I will need MORE PRACTICE to use it in future assignments.	Acceptable. If students selected this answer choice after one-shot instruction, it would be acceptable (and expected).
D. I am able to use Boolean operators SOME of the time as a part of my search strategy.	Superior. If students selected this after one-shot instruction, it would be great, although unlikely.
E. I am ALWAYS able to use Boolean operators as a part of my search strategy when it is appropriate.	Unlikely. It is not likely that students will be proficient as a result of one-shot instruction unless they had prior search experience.



“Given a research question and a Wikipedia article about the topic of the question, learners will be able to generate a list of at least three keywords or phrases for each concept represented in the question.”

The audience is learners,

the behavior is generate a list,

the condition is given a research question and a Wikipedia article,

and degree is at least three keywords or phrases.

I enjoyed the library workshop.

- I loved it
- I liked it
- I disliked it

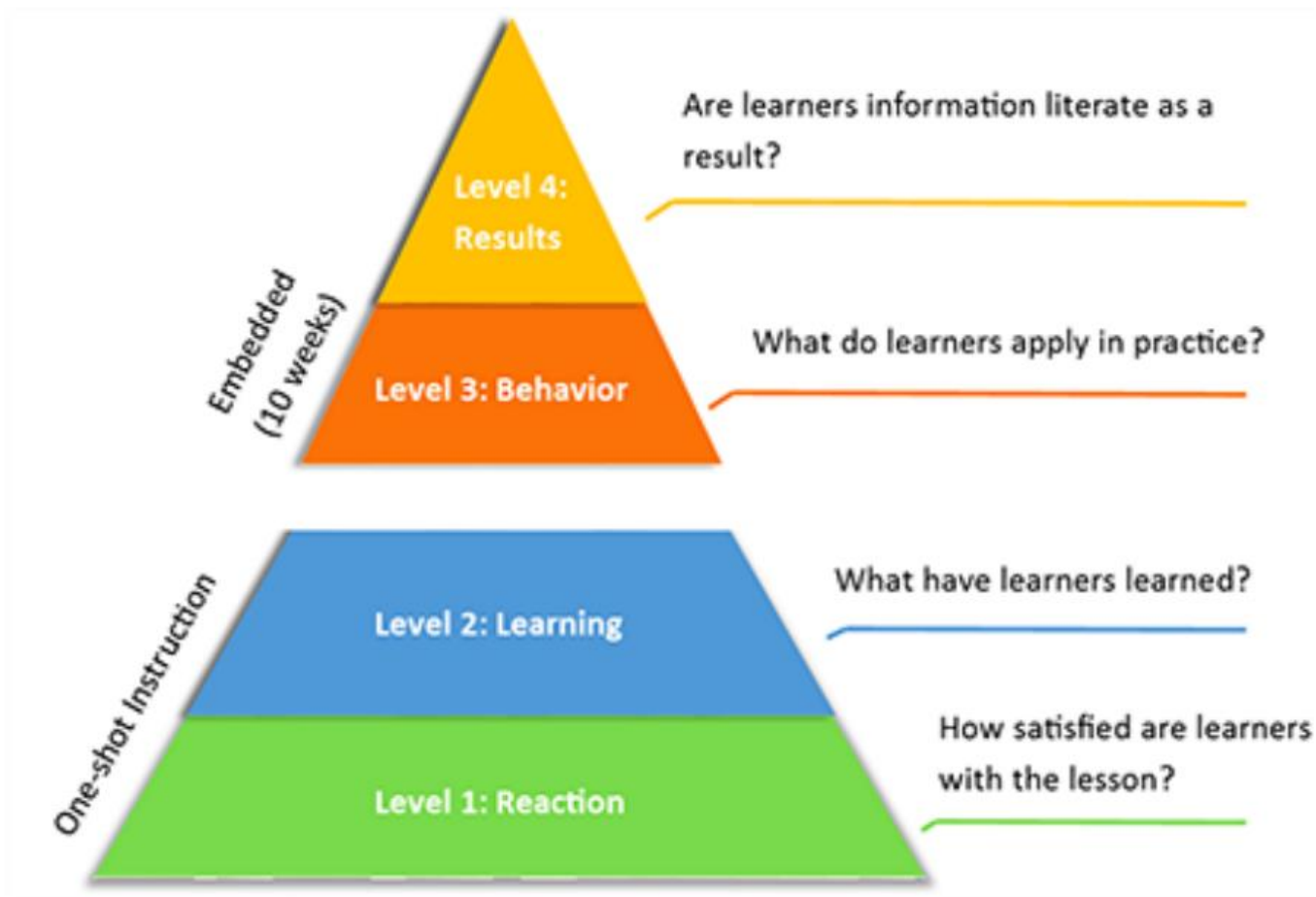
Comments (especially if your answer is **dislike it**):

The instructor(s) was engaging.

- I was engaged for most of the workshop.
- I was engaged some of the time.
- I was almost never engaged for the workshop.

Comments (especially if your answer is **almost never**):

Figure 1 – Kirkpatrick's Four Levels & Library Instruction



Read more about it:

Turnbow, D., & Zeidman-Karpinski, A. (2016). Don't Use a Hammer When You Need a Screwdriver: How to Use the Right Tools to Create Assessment That Matters. *Communications In Information Literacy*, 10(2).

<http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v10i2p143>