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?
LO: At the end of a session learners will be able to practice finding a variety of popular and scholarly sources on their chosen topics from appropriate sources (especially UO catalog and Google Scholar).

Post class evaluation question:

I feel confident that I can use commands in a Google search to find reliable information on a topic.

example: children health japan site:.org

Strongly agree [ ] [ ] [ ] [ ] [ ] [ ] Strongly disagree
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

<table>
<thead>
<tr>
<th>Ability</th>
<th>Not at all</th>
<th>Small degree</th>
<th>Moderate degree</th>
<th>High degree</th>
<th>Very high degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good job skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>✓</strong></td>
</tr>
<tr>
<td>Sense of humor</td>
<td></td>
<td></td>
<td></td>
<td><strong>✓</strong></td>
<td></td>
</tr>
<tr>
<td>Intelligence</td>
<td><strong>✓</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Wikipedia has a user friendly interface.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td><strong>✓</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
And being very specific:
Something else…. 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.
<table>
<thead>
<tr>
<th>Column A: Answer Choice</th>
<th>Column B: Proposed Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I’m NOT AT ALL ABLE to use Boolean operators as a part of my search strategy.</td>
<td>Unacceptable. If students selected this answer choice after one-shot instruction, it would be evidence that the instruction was not successful.</td>
</tr>
<tr>
<td>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.</td>
<td>Unacceptable. If students selected this answer choice after this one-shot instruction, it would be evidence that the instruction was not successful.</td>
</tr>
<tr>
<td>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.</td>
<td>Acceptable. If students selected this answer choice after one-shot instruction, it would be acceptable (and expected).</td>
</tr>
<tr>
<td>D. I am able to use Boolean operators SOME of the time as a part of my search strategy.</td>
<td>Superior. If students selected this after one-shot instruction, it would be great, although unlikely.</td>
</tr>
<tr>
<td>E. I am ALWAYS able to use Boolean operators as a part of my search strategy when it is appropriate.</td>
<td>Unlikely. It is not likely that students will be proficient as a result of one-shot instruction unless they had prior search experience.</td>
</tr>
</tbody>
</table>
"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

Level 1: Reaction
- How satisfied are learners with the lesson?

Level 2: Learning
- What have learners learned?

Level 3: Behavior
- What do learners apply in practice?

Level 4: Results
- Are learners information literate as a result?

Embedded (10 weeks)

One-shot Instruction
Read more about it:


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