

Appendix 1 : Pre-Questionnaire Overview – all subjects

41=100%

Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1) I feel I have the research skills that will enable me to use electronic sources such as the Internet.	2%	41%	34%	17%	5%
2a) I am confident in my ability to use the Reading List search option on Learning Centre's online catalogue.	10%	37%	32%	20%	2%
2b) I can locate material on a particular subject using the online catalogue	5%	24%	37%	29%	2%
3) I understand what I should be looking for when evaluating a web site	5%	20%	39%	32%	7%
4) I know what resources are available on the Learning Centre's web pages	5%	22%	27%	39%	7%
5) I know that I can download full text articles from a number of the Learning Centre's resources	5%	27%	34%	27%	7%
6) I feel confident in using online subject databases to locate journal articles in the Learning Centre		15%	37%	34%	12%
7) I can save information from the internet onto a floppy disc	17%	34%	20%	20%	5%

8) I know how to find Internet sites related to my subject area	10%	50%	20%	7%	6%
9) I know that there are references related to my subject in the reference area of the Learning Centre	7%	44%	32%	12%	5%
10) I know where to find information on the University's preferred method of citing references	12%	27%	29%	24%	5%

Appendix 3: Table A: Education Focus Group Results

Most useful	Score stu	Score stu	Score stu	Score stu	Score stu	Score stu	Score stu	Total	Rank
1 Defined searches of the internet- cutting down number of pages found	1	2	3	1	4	11	2		
2 Finding full text articles	2	1	2	2	2	9	1		
3 Finding and using OPAC	3	4	1	4	1	13	3		
4 Searching OPAC for reading lists	4	3	4	3	3	17	4		
What would you leave out?									
1 Referencing - Already been given out	5	3	6	4	5	23	5		
2 Too late; should be in 1st year - by now experienced	4	1	1	1	1	8	1		
3 How to log in - Cut down	6	5	5	5	3	24	4		
4 Spread over longer time period - or 2 sessions - or summarise onto handout	3	4	3	2	2/4*	14/16	3		
5 Handout at beginning of lesson - or 1/2 way bullet points	1	2	5	3	2/4*	13/15	2		
6 Hands on experience would be preferred	2	6	4	6	6	24	5		
What key points have you learnt?									
1 Searching the internet	4	3	2	4	2	15	3		
2 Using the OPAC	2	2	1	5	1	11	2		
3 Getting into WOLF	3	5	5	3	5	21	4		
4 ERIC/BIDS - Combining searches	5	4	4	6	4	23	5		
5 Harvard referencing	6	6	6	2	6	26	6		
6 Combining internet search terms	1	1	3	1	3	8	1		
What elements have you applied?									
1 OPAC	Yes	Yes	Yes	No	Yes	4 Yes,	1		
2 Full text journals	Yes	No	Yes	No	Yes	3 Yes,	2		
3 More confident in use of internet	Yes	No	Yes	No	Yes	3 Yes,	2		
4 Used ERIC/BEI	Yes	No	No	No	No	1 Yes,	4		
5 Not used	No	No	No	Yes	*	1 Yes,	4		

* Result not clear

Other areas where more help is needed

- 1 Powerpoint
- 2 Expanding internet searching side. Linking/combining
- 3 Finding right keywords
- 4 More time on evaluating sources

Appendix 3: Table B: Sociology Focus Group Results

Most useful	Score stu A	Score stu B	Score stu C	Score stu D	Score stu E	Total	Rank
1) List of web sites	4	4	3	3	3	17	4
2) Web experience in general	3	2	1	4	2	12	1
3) Search engines shortcuts	1	3	4	1	4	13	5
4) Checking validity of websites	5	1	5	5	5	21	1
5) Detective	2	5	2	2	1	12	1
Scores ranked by individuals in ascending order of importance							
What would you leave out?	0	0	0	0	0		
Key points learnt	A	B	C	D	E		
1) Search engines	1	3	3	3	4	14	2
2) Links in the intranet, eg. University web page/useful links/catalogue via the web	2	2	2	2	3	11	3
3) Other web pages for universal application e.g. relevant for future assignments	3	1	1	4	1	10	4
4) Specific criminology page	4	4	4	1	2	15	1

Scores ranked as above

What element have you applied?

Use of criminology page

Google

Alta Vista

Expert search of web - restricting/narrowing searches

Very specific subject hit - eg BHOPAL

Other comments:

Passwords for law pages - Butterworths, Sweet & Maxwell - have to subscribe - should be universal password displayed next to computers

Want even more specific search techniques
Search engines should be more restrictive - information overload
Very little uptime on opacs
Searching is reasonable
Web opacs give rise to use other than catalogue use
Network crashes and windows 2000 a big problem
Dedicated computer rooms for writing of assignments, e-mail and web searching (segregated)

Appendix 4: Table A: Complementary Therapies Interview with Tutor

Question	Yes	No			
Was there a change in students' assignments after the delivery of the information skills session?	*				
If yes, was the change;	Marked	Less marked			
	some	some			
If yes, can you indicate in what ways the change in assignment was noticeable	Very noticeable	Noticeable	Slightly Noticeable		
Greater range of resources used		*			
Quality of resources used	*				
Please specify in the following resource areas:	Definitely more	Slightly more	No difference	Slightly less	Definitely less
Journals		*			
Abstracts					
Databases					
Web sites		*			
Please specify in the following areas:					
Use of quality resources from reputable journals and organisations and evaluated sites		*			
Improved acknowledgement/citing of sources		*			
Greater awareness of research based material	*				
Have you noticed any other changes in students work or behaviour after the delivery of the information skills sessions?	Yes	No			
		*			
Is there a change in grades between this assignment and the last one?	Yes	No	Varies from student to student		
			*		
If yes, are the grades for this assignment;	Markedly higher	Slightly higher	Slightly lower	Markedly lower	
	* (1 in particular, see other factors)	*			
Any other factors which may have influenced the marks?	A student with special communication needs has shown a significant improvement since the session. Some less able students are less motivated therefore do not attend these sessions.				
Other comments	Students are more able to access and recognise quality sites				

Appendix 4: Table B: Education Interview with Tutor

Question	Yes	No			
Was there a change in students' assignments after the delivery of the information skills session?	*				
If yes, was the change;	Marked	Less marked			
	*				
If yes, can you indicate in what ways the change in assignment was noticeable	Very noticeable	Noticeable	Slightly Noticeable		
Greater range of resources used	*				
Quality of resources used	*				
Please specify in the following resource areas:	Definitely more	Slightly more	No difference	Slightly less	Definitely less
Journals	*				
Abstracts			*		
Databases		*			
Web sites	*				
Please specify in the following areas:					
Use of quality resources from reputable journals and organisations and evaluated sites		*			
Improved acknowledgement/citing of sources		*			
Greater awareness of research based material	*				
Is there a change in grades between this assignment and the last one?	Yes	No			
	*				
If yes, are the grades for this assignment;	Markedly higher	Slightly higher	Slightly lower	Markedly lower	
(slightly higher with exception of few)		*			
Any other factors which may have influenced the marks?	The assignment brief was exactly the same as last time				
Would you expect the students to use a wide range of printed and online resources without focussed information skills sessions?	Yes	Possibly	No		
			*		
Other comments	Even if we try to encourage them to use a range of printed and online resources (besides books) without a practical (specific) session, they don't use them. When I was reading the assignments I could identify those who had attended the session				