

An abstract geometric design featuring three blue circles of varying sizes. The top circle is a semi-circle with its flat edge on the left, connected by a thin blue line to the top-left corner. Below it is a smaller semi-circle, also with its flat edge on the left, connected by a thin blue line to the middle-left area. In the bottom right corner is a large circle. A thin blue line extends from the top-right corner towards the large circle. The background is white.

Library induction feedback - 2010

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1.0. Background and Introduction

This report is based on findings from the Library Induction for fresher's which took place on 27 - 30 September 2010. Dubbed "Welcome to your Library 2010", the programme focused on undergraduates new to Aberystwyth University. The programme was designed to achieve the following objectives:

- introduced new students to the library
- create awareness of the services offered by the Library
- show students how to find help, support and training offered by the library
- help students familiarised themselves with the organisation/layout of the library
- motivate students to make the best use of the library for their studies

Presenters and facilitators were drawn from all sections of the Library and the presentations run from 10.00am to 5.00pm each day. Sessions had been centrally timetabled by the college and every one of the 2,500 new students allocated to a session which they were expected to attend. In all 54 induction sessions were organised on level F in the Hugh Owen Library in the library seminar room and also in an open space in the library using beanbags. The programme consisted of 25 minutes [talk](#) followed by a library tour designed to point students to existing facilities, for example which books are on which floor; printing and photocopying etc. Tour guides were prepared for tour leaders listing the main points of focus for the tours.

2.0. Data gathering process

One key feature of the induction programme was an evaluation exercise designed to obtain feedback from participants to help improve future inductions, and potentially library services in general. This was achieved through a short open-ended qualitative survey. Participants were asked to voluntarily complete a questionnaire at the end of the induction. A £20 gift voucher was offered to motivate those who wished to be entered for the prize draw, scheduled for 1st October 2010. Student who wished to participate had to provide their names and login in details. The focus of the questions was as follows:

- Induction sessions attended by students
- Students' expectation of the Library
- Aspects of the induction session found enjoyable
- Knowledge and learning needs of students
- How Information Services can be improved

3.0. Key findings

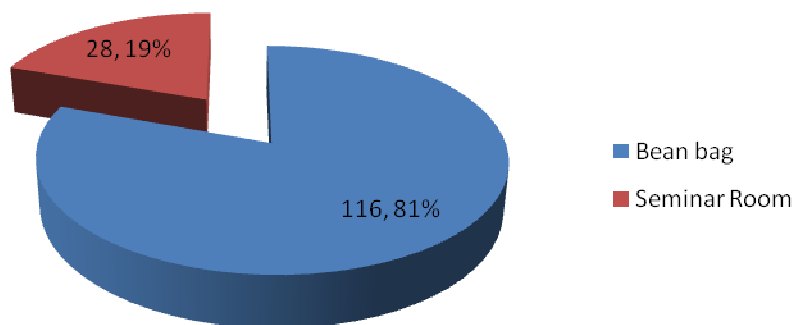
The findings are organised using the headings of the questionnaire. Although data gathered was qualitative, the findings are presented here using statistical charts to make them more digestible. Where appropriate interesting quotations are used in support of key findings.

3.1. Total number of respondents

A total of one hundred and forty-four (144) students participated in the survey. It is difficult to provide a breakdown by discipline or department as students were allocated to various induction sessions centrally. Regrettably, a discipline/department option was not included on the survey form.

3.2. Which library induction session did you attend?

Our findings show that 81% of participants attended the beanbag session whilst 19% attended sessions organised in the seminar room.



It would appear that the innovative use of beanbags in a teaching environment made this session popular. However, bearing in mind that the beanbags were located in an open area of the library, which was more conspicuous compared to the seminar room, it is probable that the popularity of beanbag sessions was partly motivated by proximity and publicity factors. The following are a few quotes on the innovative use of beanbags for training sessions.

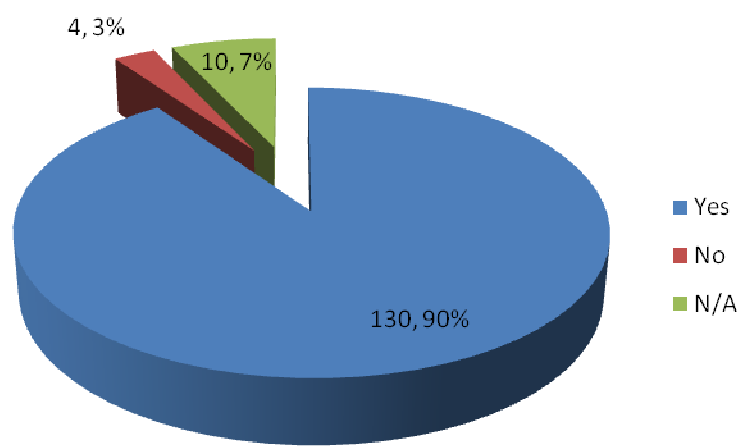
"I think the beanbags contributed towards the relaxing feeling of the session. Sitting in all lecture theatres and having information thrown at you can be very daunting".

"The beanbags should be purchased for a relaxed reading zone".

"Keep the beanbags"

3.3. Did the induction meet your expectation?

The overwhelming majority of participants, 90% (130), answered “yes” to this question. However, a small minority 3% (4) said “No” and 7% (10) did not respond to this question.



The following quotes confirm the positive feelings of participants about the induction.

“The library seems like a very well organised and pleasant place to be and quite progressive”

“It [induction] made the library system clearer and it was nice to know help is available”.

“Now that I know how to use it, I cannot wait to spend my time there reading books. Thanks a lot for that very helpful introduction”.

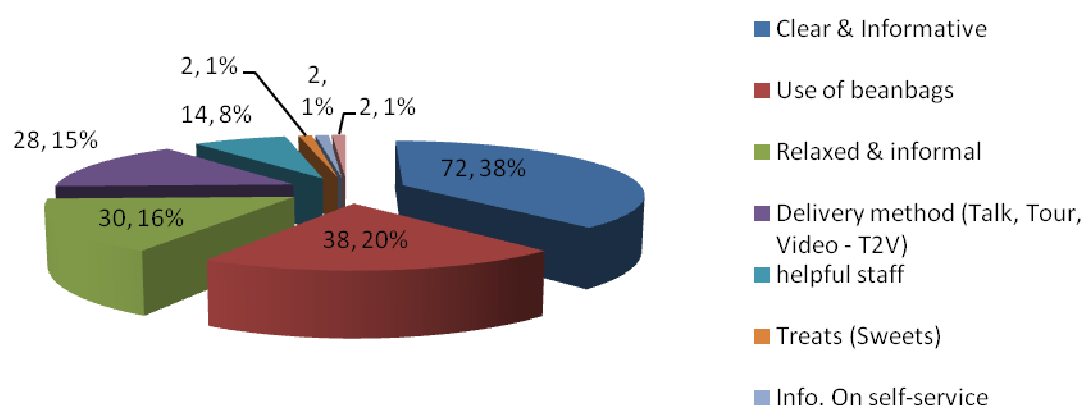
“I am glad to have attended. It is good of the university to offer information sessions”

For those whose expectations were not met, one reason noted was “duplication” as evident from the following comments.

“Lots of repetition between this and other IS talks which I have been to. Not much new information”

3.4. What did you enjoy about the induction session?

Clearly, the quality of information, the structure and setting of the induction session and the mix of delivery methods i.e. formal and informal scored very high.



This is what participants had to say on various aspects of the presentation.

a. **Quality of information:**

"It was delivered in a more relaxed way. It was straight forward and very helpful. Quite informative and practical...delivered beyond expectation."

"It was run in a friendly and informal manner...equipped students with the necessary experience to use the library"

"Lots of useful information...I like the emphasis on where to find more help"

b. **Delivery method**

"I like the videos and picture slides, much better than just talking and reading from a screen, very informative, covered pretty much all we needed to know".

c. **Staff**

"I think the information services staff are really helpful and informative. They are great. Please keep it up".

d. **Zoning**

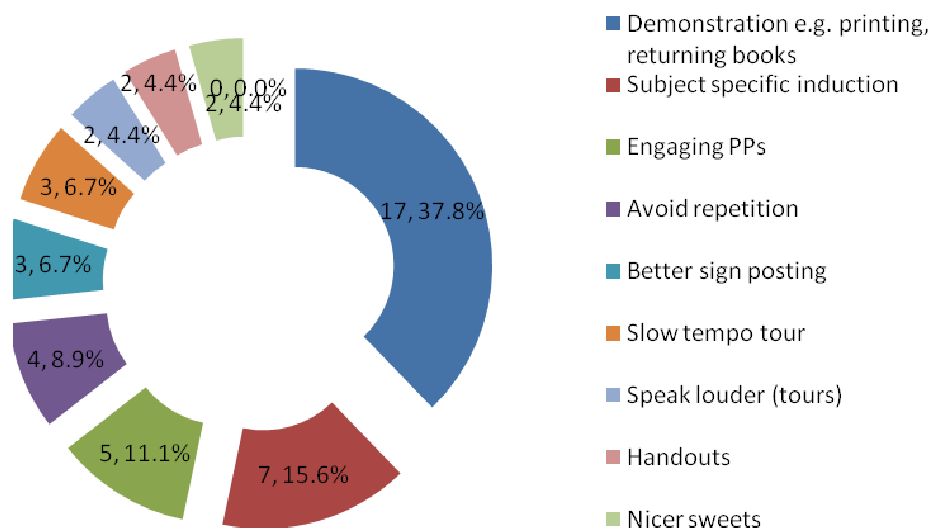
"Love the idea of having quiet and louder areas. Hope it works".

e. Library tour

"The tour and induction has help me to familiarise myself with the library".

3.5. What could have been done better?

In spite of the fact that students enjoyed and appreciated the library induction, some expected more than a talk-shop. A significant proportion of participants, 31.25% i.e. 45 out of 144 were of the view that some things could have been done better. Of this lot 37.8% (17) participants felt some demonstration on the use of various library equipment's would have been useful. Another 15.6% (7) suggested that consideration be given to subject specific inductions in future. Other issues highlighted were slower tempo library tours and better sign posting of event venue.



The following comments reflect the above sentiments.

"Having just been to the induction at Thomas Parry Library I was expecting a more thorough instruction using Primo"

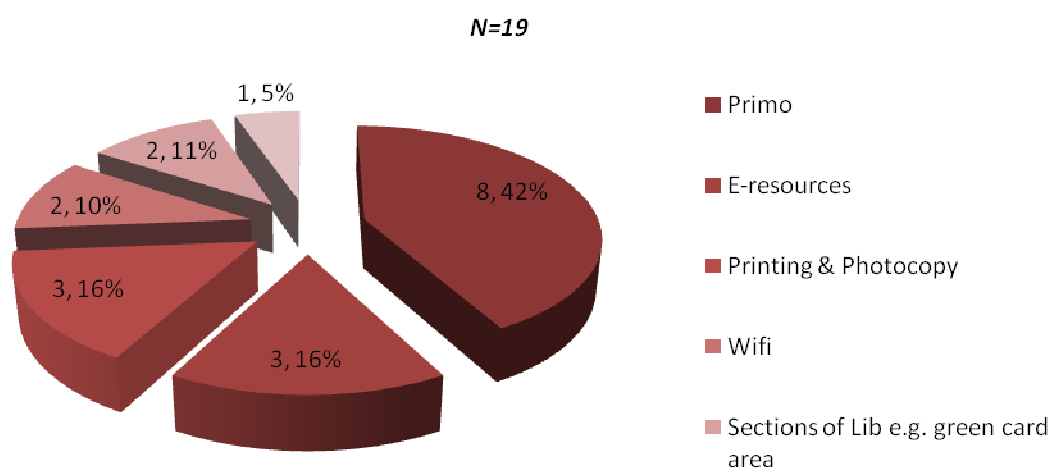
"The tour could have been more entertaining. Standing in one spot and being told what was on the floor was boring and uninformative".

3.6. What would you like to know more about?

Following on from the question “what could have been done better?” evidence emerged which indicate that some participants wanted more in-depth information as follows:

3.6.1. Information on systems and Services

A total of nineteen (19) participants wanted to know more about “Primo”, “e-resources”, “printing and photocopy”, “Wi-Fi” and many aspects of library services offered.



The following comments support the above finding.

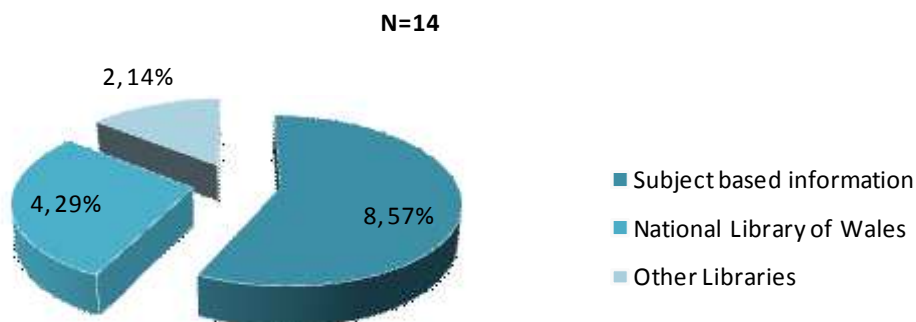
“I would like to know more about Primo”

“I would like to know something more about the different sections in the library”

“More information on what facilities and support the library offers”

3.6.2. Information on subject/specialised services

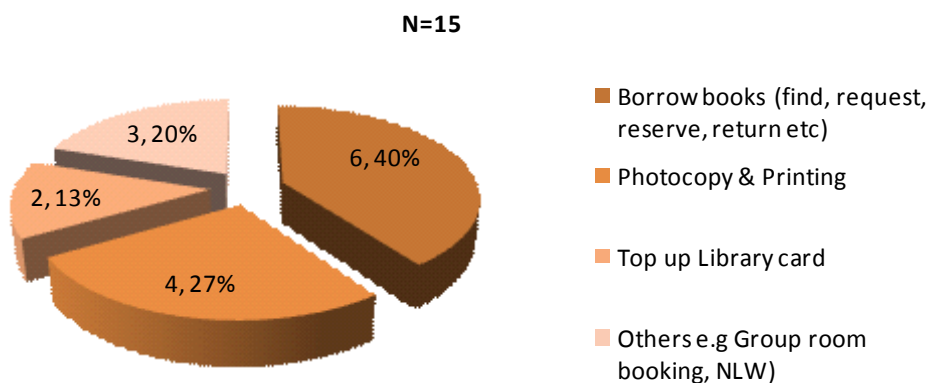
A total of fourteen participants wanted more information in their own disciplinary area, the national Library of Wales and also on other libraries across town. Some participants expressed interest in meeting up with subject Librarians.



“More subject-specific tours. More walking to show direction of subsections. Meet with specific subject librarians”

3.6.3. Information on “How to...”

Information on “how to...” confirm our earlier finding in which some participants suggested practical demonstration of the use of various library equipment’s. It also emerged that some participants would like to develop their knowledge of the Library on Congress classification scheme to help them locate books on the shelf.

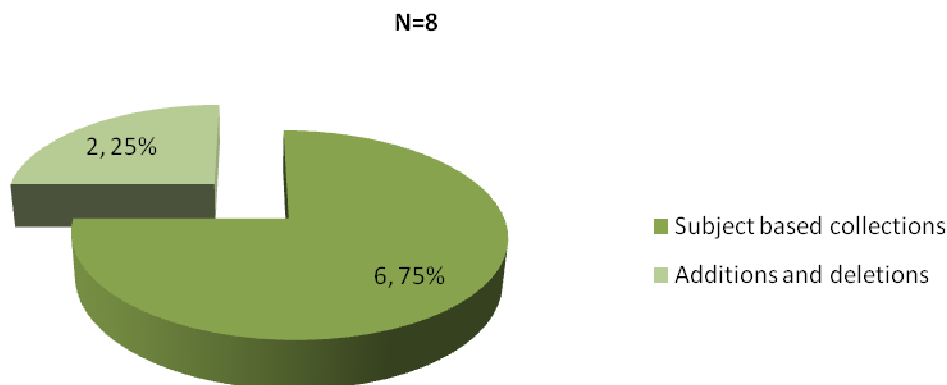


If I can’t get the books in that I am looking for, i.e. it’s not available in the library, is there any other way I will be able to get it.

“How to follow stacking/ reference collections”

3.6.4. Information on collection development

This finding relates again to subject specific information and additions and withdrawals to library collection in various subject areas.



“More information of the law and criminology”

“Whether the library offers academic magazines for example History Today”.

4.0. Conclusion

It is evident from the above that the induction was a great success and participants found the experience useful and exciting. That notwithstanding, evidence also emerged which calls for improvements. Future inductions could consider the following:

- Grouping participants according to departments/faculty
- Quick demonstration of library tools and equipment's
- Subject/discipline based induction

Knowing and managing students' expectation is very crucial to how they use our Information Services. This induction has confirmed that creating and promoting awareness of library services and resources is bound to help student make a successful transition into in higher education.

Successful transition in terms of knowledge of available library resources is also bound to change the Wikipedia driven learning mind set of most students.

Appendix 1. Welcome to your library sessions 2010 stats

Undergraduate Induction Sessions - Monday 27 September – Thursday 30 September

Monday 27 September

Session	No. of students	No. of staff involved
10.00 (Welsh)	2	4
11.00	23	6
12.00	17	6
13.00	31	6
14.00	49	6
15.00	30	6
16.00	12	6
17.00	12	3
Total	176	43
Note: <ul style="list-style-type: none"> Expected no.p/s 800 Av. no per session 11(16 sessions) 		

Tuesday 28 September

Session	No. of students	No. of staff involved
10.00	12	6
11.00	20	6
12.00	23	6
13.00	40	6
14.00 (Welsh)	6	6
15.00	19	6
16.00	32	6
17.00	8	5
Total	160	47
Note: <ul style="list-style-type: none"> Expected no.p/s 800 Av. no per session 10 (16 sessions) 		

Wednesday 29 September

Session	No. of students	No. of staff involved
10.00	28	6
11.00	14	6
12.00	27	6
13.00	29	6
14.00	15	5
15.00	14	6
16.00 (Welsh)	9	5
17.00	19	5
Total	155	44
Note: <ul style="list-style-type: none"> Expected no.p/s 800 Av. no per session 9.6(16 sessions) 		

Thursday 30 September

Session	No. of students	No. of staff involved
10.00	4	6
11.00	5	5
12.00	20	6
Total	29	17
Note: <ul style="list-style-type: none"> Expected no.p/s 300 Av. no per session 7.3 (3 sessions) 		

Monday 27 September – Thursday 30 September

Sessions	Year 2010	Year 2009
No. of sessions offered	54	
No. of students expected	c.2500	
No. of students seen	520	450
No. of staff hours	151*	

*This figure represents the number of hours that individuals had been timetabled for sessions and tours. In the event, because of the low number of attendees, sessions and tours were amalgamated and we didn't use everyone that volunteered. So even if it isn't a true record of actual time spent, it does represent the level of commitment that IS made to the new student induction process.

Postgraduate Induction Sessions 2010

Thursday 30 September

Time	No. of Participants	Session lead	Location
14.00	0	Sessions through the medium of Welsh – Elgan	Level F, Hugh Owen Library
Non-AU Graduates			
15.00	2	Faculty of Social Sciences - Lillian	Level F, Hugh Owen. Library
16.00	5	Faculty of Science - Steve	Level F, Hugh Owen. Library.
17.00	1	Faculty of Arts – Joy (Nicky)	Level F, Hugh Owen. Library.

Friday 1 October

Time	No. of Participants	Session lead	Location
AU Graduates			
09.00	2	Steve - Faculty of Science	Level F, Hugh Owen. Library
10.00	0	Joy - Faculty of Arts	Level F, Hugh Owen. Library
11.00	0	Lillian - Faculty of Social Sciences	Level F, Hugh Owen. Library
Non-AU Graduates			
14.00	0	Lillian - Faculty of Social Sciences	Level F, Hugh Owen. Library
15.00	3	Steve - Faculty of Science	Level F, Hugh Owen. Library
16.00	2	Joy - Faculty of Arts	Level F, Hugh Owen. Library

Thursday 30 September – Friday 1 October

Sessions	Year 2010	Year 2009
No. of sessions offered	10	
No. of students expected	??	

No. of students seen	15	63
No. of staff hours	10	