

Users' Impressions of LibGuides: Feedback from a Student Focus Group

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Slides (PDF): <https://uwmadison.box.com/LOEX2014PPTPayne>

Handout (PDF): <https://uwmadison.box.com/LOEX2014HandoutPayne>



Focus Group Discussion Guide

Components: purpose, location, date, participants, moderator and note-taker/recorder

Materials: PowerPoint slides, discussion guide, digital recording devices and software (e.g., iPads, iPhones with Voice Record Pro app), name erase board tents, pens and note cards, refreshments

I. Welcome

- Greet participants as they come in. Make them feel welcome and comfortable and thank them for coming.
- Direct participants to restrooms, water fountain, and refreshments.
- Ask participants to write first name on the erase board tents on both sides.

II. Introduction (5 minutes)

- Thank participants for attending.
- Introduce moderator and study team including note-takers.
- Explain note-taking and audio recording. Assure participants of the confidentiality of discussion.
- Have participants introduce themselves: first name, program, and year of study.
- Explain the purpose: To discuss French and Italian Literature guides and get feedback to inform their further development and the design of guides in other disciplines.
- Provide overview of the focus group session.
- Ask if there are any questions before getting started.

III. Examination of Research Guides (5 minutes)

- Ask participants to take five minutes to look at French and Italian research guides that are open on computer screens:
 - French Literature: <http://researchguides.library.wisc.edu/frenchlit>
 - Italian Literature: <http://researchguides.library.wisc.edu/italianlit>
- Ask participants to spend enough time to get a sense of both guides.
- Ask participants to consider the information included, how they can get around, and the overall usefulness.
- Distribute to participants pens and note cards for taking notes if desired.
- Ask participants to leave open browser windows displaying guides to return to the guides if needed during discussion and refer to guide addresses on white board if needed.

IV. Discussion (40 minutes)

- Tell participants that we will move into questions and discussion.

- Explain how questions and discussion will proceed. First moderator will ask a question and allow time for thinking about it. Then, when ready, moderator will ask group to respond and discuss. Moderator will summarize what has been said for a question before group moves on to the next question.
- Tell participants that everyone will have an opportunity to respond, and we are eager to hear what everyone has to say. Ask participants not to hold back. Tell participants there are no right or wrong answers and they will not offend us. Ask participants to be as specific as possible.

Discussion Questions:

1. ***How could these research guides be useful to you?*** (10 minutes)
Follow-up questions: *For your research? For your teaching? Have you used this type of resource before? Where do you start your research?*
2. ***Is the information included in these research guides appropriate for your needs?*** (10 minutes)
Follow-up questions: *What information do you expect to be included? What is missing? What is unnecessary? Is there too much information? Is there too little information? Is the amount of information just right? What information do you like? What information do you not like?*
3. ***What makes these research guides easy to use and what makes them challenging to use?*** (10 minutes)
4. ***Where would you look for these research guides?*** (5 minutes)
5. ***How can we tell you about research guides like these?*** (5 minutes)

V. Wrap-up (10 minutes)

Closing Questions:

1. ***Is there anything more you would like to share with us? For example, maybe there is something we did not ask about that you would like to comment on?***
 2. ***What is your overall impression of research guides from today's discussion? What are you taking away from today's discussion?***
- Ask bibliographer to share what she will do with the feedback and how participants can provide further input following the focus group.
 - Thank everyone for participating.
 - Distribute iTunes gift cards to participants and have them initial Gift Card Recipient Log to acknowledge receipt.

References

Connaway, L. S. & Powell, R. R. (2010). *Basic research methods for librarians* (5th ed.). Santa Barbara, Calif.: Libraries Unlimited.

Program Development and Evaluation, University of Wisconsin-Extension. (2002). *Focus group interviews, quick tips #5*. Retrieved from <http://www.uwex.edu/ces/pdande/resources/pdf/Tipsheet5.pdf>.