

Content Analysis* of Student Evaluations

For Kat Johnson's IL Activity: What is the difference between Scholarly and Popular Information Resources?

March 14 2007

Word Frequency Chart

Total Student Evaluations Number = 10

Strengths	Frequency	Weaknesses	Frequency
Useful	6	Large Group Activity was too small to read on the screen	2
Good Activities	6	Repetition	2
Learning Objectives (LO's) were met	5	Exceeded time	1
Good Content	6		
Good Rapport with Audience	3		
Good Assessment Strategy	2		

Emergent Themes in Student Evaluations of Training Session

Student Number	Student Comments	Emergent categories or themes in Student Comments								
Student 1	This blank piece of paper is scary. I know what you want but others might not without some pointers. Useful, if basic, content. Good comparison of popularly and scholarly. Seemed to go over time Needed to spend less time on the presentation. Some repetition. Good intro and scene setting. Learning Outcomes met and appropriate Fully met First exercise too small for the screen Useful to take PowerPoint away	<table border="1" style="margin: auto;"> <thead> <tr> <th style="text-align: center;">Strength</th> <th style="text-align: center;">Weakness</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Useful</td> <td style="text-align: center;">Activity 1 too small on the screen</td> </tr> <tr> <td style="text-align: center;">LO's met</td> <td style="text-align: center;">Repetition in first part of session</td> </tr> <tr> <td style="text-align: center;">Good Content</td> <td style="text-align: center;">Exceeded time</td> </tr> </tbody> </table>	Strength	Weakness	Useful	Activity 1 too small on the screen	LO's met	Repetition in first part of session	Good Content	Exceeded time
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Useful	Activity 1 too small on the screen									
LO's met	Repetition in first part of session									
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Student 3	It's a subject I had not given a lot of thought to before so I felt I learned something new. It was well presented. The large group activity was slightly difficult to see on the screen but the presenter talked through it okay.	<table border="1" style="margin: auto;"> <thead> <tr> <th style="text-align: center;">Strength</th> <th style="text-align: center;">Weakness</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Useful (learned something new)</td> <td style="text-align: center;">Activity 1 too small on screen</td> </tr> <tr> <td style="text-align: center;">LO's met (as above)</td> <td></td> </tr> <tr> <td style="text-align: center;">Good Rapport</td> <td></td> </tr> </tbody> </table>	Strength	Weakness	Useful (learned something new)	Activity 1 too small on screen	LO's met (as above)		Good Rapport	
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Emergent Themes in Student Evaluations of Training Session												
Student 4	Interesting quantifying the differences between scholarly and popular publications. Good spot the difference quiz at the end. Good standard of presentation slides and handouts.	<table border="1"> <thead> <tr> <th>Strength</th> <th>Weakness</th> </tr> </thead> <tbody> <tr> <td>Good Activities</td> <td></td> </tr> <tr> <td>Good Content</td> <td></td> </tr> </tbody> </table>	Strength	Weakness	Good Activities		Good Content					
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Student 5	Useful exercises to support the teaching. Seeing actual examples of scholarly/popular publications which illustrated the points made in the PowerPoint presentation on "What are the differences?"	<table border="1"> <thead> <tr> <th>Strength</th> <th>Weakness</th> </tr> </thead> <tbody> <tr> <td>Useful</td> <td></td> </tr> <tr> <td>Good Activities</td> <td></td> </tr> </tbody> </table>	Strength	Weakness	Useful		Good Activities					
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Student 6	Useful information & a good content. Good for focusing on the difference between popular and scholarly publications. Fulfilled learning outcomes well.	<table border="1"> <thead> <tr> <th>Strength</th> <th>Weakness</th> </tr> </thead> <tbody> <tr> <td>Useful</td> <td></td> </tr> <tr> <td>LO's met</td> <td></td> </tr> <tr> <td>Good Content</td> <td></td> </tr> </tbody> </table>	Strength	Weakness	Useful		LO's met		Good Content			
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Student 7	Very clear explanation of the difference between popular and scholarly publications. Good assessment technique Good presentation All Learning Outcomes met	<table border="1"> <thead> <tr> <th>Strength</th> <th>Weakness</th> </tr> </thead> <tbody> <tr> <td>LO's met</td> <td></td> </tr> <tr> <td>Good Content</td> <td></td> </tr> <tr> <td>Good Assessment Strategy</td> <td></td> </tr> </tbody> </table>	Strength	Weakness	LO's met		Good Content		Good Assessment Strategy			
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Student 9	Very clear presentation. Good assessment Strategy. Very varied and relevant. Achieved learning outcomes that were set out. Well done.	<table border="1"> <thead> <tr> <th>Strength</th> <th>Weakness</th> </tr> </thead> <tbody> <tr> <td>Good Activities</td> <td></td> </tr> <tr> <td>LO's met</td> <td></td> </tr> <tr> <td>Good Content</td> <td></td> </tr> <tr> <td>Good Assessment Strategy</td> <td></td> </tr> </tbody> </table>	Strength	Weakness	Good Activities		LO's met		Good Content		Good Assessment Strategy	
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Student 10	Interactive exercises that got the point across while engaging attention. Good tutor feedback to the group. Covered one 'issue' which meant that in the time it could be fully explained. Maybe to balance the 15 minute session you could have had slightly less of the first part and more spent on the exercises, though it worked well.	<table border="1"> <thead> <tr> <th>Strength</th> <th>Weakness</th> </tr> </thead> <tbody> <tr> <td>Good Activities</td> <td>Repetition in first part of session</td> </tr> <tr> <td>Good Rapport</td> <td></td> </tr> </tbody> </table>	Strength	Weakness	Good Activities	Repetition in first part of session	Good Rapport					
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* Thematic or content analysis refers to a systematic method of compressing words or text into meaningful categories based on the frequency of a word or concept and analysing those key words in the context of the responses themselves.

The higher the frequency of a word the more indicative it is of its importance to the respondents. In the content analysis above, the coding frame used was an emergent one as opposed to a pre-defined coding frame. This was selected by the trainer specifically to elicit as much meaningful information about the impact of the training session on the trainees without any danger of 'guiding' their responses.