CHAPTER 10
OPINIONS AND SUGGESTIONS REGARDING MODULE

10.0 Chapter Overview
In addition to quantitative techniques like pre-test and post-test comparison, students were also given information literacy feedback forms and focus group interviews were conducted to seek the opinions and suggestions of the student teachers with respect to the module. This chapter on the effectiveness of the module describe the opinions and suggestions given to improve the module.

10.1 Information Literacy feedback analysis
Information Literacy feedback form was developed which included a Likert type question as well as an open ended question. Following is the brief analysis of the same.

10.1.1 Usefulness of the content of each session
The instruction module was developed to enhance the information literacy skills of student teachers. Instructional module included sessions on research topic selection, searching for information and use of information. Students were asked to rate the usefulness of the content of each session. In terms of the usefulness of the content of each session, students were provided with options to select from, in addition to this option of comments was provided in which they could write about the session. The total number respondents who provided feedback for the session were 50 student teachers. Of the total respondents 90% students felt that session on research success and re-searching information was useful, whereas 10% of respondents were neutral on the session on research success and re-searching information. 96% of student teachers rated the session on the use of information as useful whereas 4% felt that the session was neutral. None of the respondents felt that it was not useful, similarly no comments were given by the student teachers regarding any of the sessions. Following table and figure gives percentage responses for each session.
Table 10.1 Percentage of responses on Usefulness of the Content of Each Session

<table>
<thead>
<tr>
<th>Components</th>
<th>Useful</th>
<th>Neutral</th>
<th>Not useful</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Success</td>
<td>45 (90%)</td>
<td>5 (10%)</td>
<td>-</td>
<td>50 (100%)</td>
</tr>
<tr>
<td>Re-searching</td>
<td>45 (90%)</td>
<td>5 (10%)</td>
<td>-</td>
<td>50 (100%)</td>
</tr>
<tr>
<td>Research Ethics</td>
<td>48 (96%)</td>
<td>2 (4%)</td>
<td>-</td>
<td>50 (100%)</td>
</tr>
</tbody>
</table>

The responses revealed that the majority of the respondents felt that the session were useful in enhancing their information literacy skills.

**Figure 10.1 Percentage of responses on Usefulness of the Content of Session on Research Success and Re-searching**

![Percentage of responses on usefulness of the content of session on Research Success and Re-Searching](chart.png)
10.1.2 Confidence in ability to do research

As a part of B Ed curriculum student teachers are supposed to submit an individual research project. Since 2011-2012 the B Ed curriculum of colleges affiliated to the University of Mumbai was changed to the semester pattern. The sessions were planned in such a way that it would be helpful for the students to conduct individual research projects. The sessions were planned in the month of December before the Christmas vacation and brief overview was given to the student teachers about the kind of project they had to do so that they could work on it during the vacation. Due to the hectic schedule of B Ed curriculum students were asked to submit the research project during the end of the second semester. As the students were very new to research, they were confused about how to go about the project. This module served as a catalyst to their research. Student teachers were asked about their confidence in the ability to do research after attending these sessions on information literacy. 17% of the respondent strongly felt that this session has increased their confidence in doing research whereas 58% agreed that it has enhanced their ability to do research. 8% respondent neither agreed nor disagreed. A few comments were also given by the student teachers which are as follows

- *Yes it made my work easy*
- *Yes, I find myself more confident.*
- *Yes I do find it enriching*

![Pie chart showing percentage of responses on usefulness of the content of session on Research Ethics]

<table>
<thead>
<tr>
<th>Useful</th>
<th>Not useful</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>0%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Figure 10.2 Percentage of responses on Usefulness of the Content of Session on Research Ethics
Table 10.2 Percentage of responses on Confidence in Ability to do Research

<table>
<thead>
<tr>
<th>Components</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither Agree nor disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>After completing these sessions I feel more confident in my ability to do research</td>
<td>17 (34%)</td>
<td>29 (58%)</td>
<td>4 (8%)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50 (100%)</td>
</tr>
</tbody>
</table>

Comments:
- *Yes it made my work easy*
- *Yes I find myself more confident.*
- *Yes I do find it enriching*

Figure 10.3 Percentage of responses on Confidence in Ability to do Research

10.1.3 Practice and feedback exercises

As a part of module student teachers were given worksheets for practice which was based on their research projects. During the course of the session they were supposed to complete the worksheet. The next day each and every worksheet was observed by the researcher and feedback was provided based on the worksheet in order to clarify the concepts. 26% of students strongly felt that practice and feedback exercises helped to clarify the concepts. 62% of respondents agreed that it helped clarify their concepts.
whereas 12% of respondent neither agreed nor disagreed. Following table gives data regarding the same

Table 10.3 Percentage of responses on Practice and Feedback Exercises

<table>
<thead>
<tr>
<th>Components</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither Agree nor disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The practice and feedback exercises help to clarify the concepts</td>
<td>13 (26%)</td>
<td>31 (62%)</td>
<td>6 (12%)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50 (100%)</td>
</tr>
</tbody>
</table>

Figure 10.4 Percentage of responses on Practice and Feedback Exercises

Percentage of responses on practice and feedback exercises

- Strongly Agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
10.1.4 Quiz session
As the module was based on constructivism different activities in the form of quiz, worksheets, reflection exercises were incorporated in the module. At the end of every session a quiz was given to the students. After attempting the quiz, answers were discussed with students. Each question was discussed so as to clarify the concept of the students. Thus, quiz not only served as a tool for evaluation but also helped in further clarifying the concepts of the student teachers.

Two questions were asked regarding the quiz. The objective of the first question was to understand whether the question was clear. 22% respondents strongly agreed that the questions were clear. 64% agreed that question was clear. Whereas 10% of the respondents neither agreed nor disagreed and 2% disagreed that question was clear.

The main objective of second question was to judge whether the quiz session aided reinforcement of learning. 20% of the respondent strongly felt that quiz reinforced learning, 58% respondent also agreed. Whereas 20% of the respondent neither agreed nor disagreed but 2% of respondent disagreed that quiz reinforced learning.

<table>
<thead>
<tr>
<th>Components</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither Agree nor disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quiz questions were clear</td>
<td>11 (22%)</td>
<td>32 (64%)</td>
<td>5 (10%)</td>
<td>2 (4%)</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 10.4 Percentage of responses on Quiz Questions
Figure 10.5 Percentage of responses on Quiz Questions

Table 10.5 Percentage of responses on Quiz

<table>
<thead>
<tr>
<th>Components</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither Agree nor disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quiz reinforced the learning</td>
<td>10 (20%)</td>
<td>29 (58%)</td>
<td>10 (20%)</td>
<td>1 (2%)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50 (100%)</td>
</tr>
</tbody>
</table>
10.1.5 Study materials and hand-outs

During the sessions students were given handouts. The handouts provided included different aspects like reference sources, evaluation criteria, handouts for APA style bibliography. The objective of this question was to find out the utility of these handouts and study materials to the student teachers. 40% and 52% of the respondents felt study materials and handouts were helpful to them. 8% respondent neither agreed nor disagreed. One of the respondents commented that study materials and handouts were useful because they keep them to refer later.
Table 10.6 Percentage of responses on Study Materials and Hand-outs

<table>
<thead>
<tr>
<th>Components</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither Agree nor disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study material or handouts provided during the session were helpful?</td>
<td>20 (40%)</td>
<td>26 (52%)</td>
<td>4 (8%)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50 (100%)</td>
</tr>
</tbody>
</table>

Comments:
Yes we can carry it to refer afterwards

Figure 10.7 Percentage of responses on Study Materials and Hand-outs

Percentage of responses on study materials and handouts

- STRONGLY AGREE
- AGREE
- NEITHER AGREE NOR DISAGREE
- DISAGREE
10.1.6 Most helpful sessions
In general student teachers have found all the sessions useful. The comments expressed an insight or an opinion as opposed to students simply listing comments. Some comments are listed in the table are actual quotations from the students that best summed up the total of the remarks of the same nature.

10.1.7 Least helpful session
In general student teachers have found all the sessions useful. Comments are listed in table no 7.7

10.1.8 Comments and suggestion for improvement of module
The respondents have given suggestions for improvement of the module, they felt that it should be more practical, more sessions should be included as well as a few model research projects should be made available to the students.

10.1.9 Overall assessment of the module
The respondents have found that the module was good, informative and very helpful to them.
<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Useful</th>
<th>Neutral</th>
<th>Not useful</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please rate the usefulness of the content of each session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Success</td>
<td>45 (90%)</td>
<td>5 (10%)</td>
<td>-</td>
<td>50 (100%)</td>
</tr>
<tr>
<td>Re-Searching</td>
<td>45 (90%)</td>
<td>5 (10%)</td>
<td>-</td>
<td>50 (100%)</td>
</tr>
<tr>
<td>Research Ethics</td>
<td>48 (96%)</td>
<td>2 (4%)</td>
<td>-</td>
<td>50 (100%)</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>Agree</td>
<td>Neither Agree nor disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>2. After completing these sessions I feel more confident in my ability to do research</td>
<td>17 (34%)</td>
<td>29 (58%)</td>
<td>4 (8%)</td>
<td>-</td>
</tr>
<tr>
<td>Comments:</td>
<td>Yes it made my work easy, Yes I find myself more confident, Yes I do find it enriching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The practice and feedback exercises help to clarify the concepts</td>
<td>13 (26%)</td>
<td>31 (62%)</td>
<td>6 (12%)</td>
<td>-</td>
</tr>
<tr>
<td>4. The quiz questions were clear</td>
<td>11 (22%)</td>
<td>32 (64%)</td>
<td>5 (10%)</td>
<td>2 (4%)</td>
</tr>
<tr>
<td>5. The quiz reinforced the learning</td>
<td>10 (20%)</td>
<td>29 (58%)</td>
<td>10 (20%)</td>
<td>1 (2%)</td>
</tr>
<tr>
<td>6. Study material or handouts provided during the session were helpful?</td>
<td>20 (40%)</td>
<td>26 (52%)</td>
<td>4 (8%)</td>
<td>-</td>
</tr>
<tr>
<td>Comments:</td>
<td>Yes we can carry it to refer afterwards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q. 7 What part of the session was most helpful to you and Why?

- All the session were very helpful to enhance our knowledge and encouraged and motivated us towards the desired goal.
- Internet and library search with keyword database catalogue as it will help us in further research.
- Second session on searching was very helpful to me
- Session on citation and plagiarism
- Plagiarism because we came to know about the copyright and the intellectual data.
- Searching the topic on the internet
- All the three part of session was helpful.
- Second part of the session because we learnt how to search the topic information
- All the sessions were important as it helped us to clarify the concept of research.
- Second part of the session was most helpful for me because it gave me a correct way for searching the data.
- Third session on plagiarism as it gave us insight about the copyright and intellectual property.
- Searching the topic on the internet
- Third session for knowing about citation, paraphrasing and plagiarism
- Second part of the session because we learn how to search a title and other information.
- Third session for knowing about the citation and plagiarism.
- The first part of the session was most helpful
- The First part as I understood it very clearly about selecting a topic
- First part of the session was most helpful as we came to know about the rules of the research
- The first session that is how to conduct the action research project was most helpful to us
- All parts especially the one in which different types of citations and references were explained.
- The first part was more helpful for me
- Session I and II both are helpful for us
- 2nd part was most helpful because I have got more information about the research.
- 1st session I have understood very clear about selecting a topic
- Ist session gave me very clear idea of selecting the topic.
- 2ND SESSION was most helpful where I got knowledge about how to search online and the name of the sites.
- Session I was more helpful than session ii. Session I helped me clear my doubts regarding few points while doing research. how to narrow down a
broad topic, how to search through keywords and how to frame the research topic came easy to me after the session

- 2nd part session about search engine.
- Providing handout and study material was most helpful
- Session one was helpful for us
- First part

8 What part of the session was least helpful to you? What would have made it more helpful?

- None of the session was least helpful according to me as it increased or widen the horizon of our knowledge and paved the way for future success
- Session on citation
- Third session on citation was not helpful
- I feel everything was important and helpful
- No session was least helpful
- All the three sessions were important and were helpful
- Anyhow all sessions are helpful to us.
- Everything was good
- Second part as more time should be given to make the concept clear as we are new to it.
- First part was least helpful to me because It was done only on blackboard and it was theoretical it should be more practical.
- The second session was a little too short and more explanation about what kind of topics to search for would have been more helpful

9 Do you any other comments or suggestions for improvements to the content of this module?

- No, it is perfect.
- It should be practical
- More time would be preferable for clarifying the concepts more clearly.
- Include more sessions.
- To show some model projects
- As far as the session was presented I would only request for a visible and a more bigger presentation
Q. 10. What is your overall assessment of the sessions?

- It provides an excellent source of information
- Overall a good session
- Helps in research work
- It is very good and helpful for the students.
- A very good attempt to make us understand the concept, meaning and importance of research.
- Overall good session.
- Very good
- Sessions were very helpful and have guided us a lot.
- Overall sessions are good as it gives me helpful knowledge about my research project.
- Helps for our research work.
- Good
- It gives an insight into a research work
- Sessions were very informative
- It was good as we were totally blank before this and now we have got some idea.
- Helpful and useful for us as research is a new thing for us.
- Good and helpful for us.
- Very informative
- Overall session was good. it was very helpful for us.
- My overall assessment is that I have understood the research very clearly.
- It is very useful for my research project or any other research
- Session was very helpful and it was completely understandable
- The session we have attended was too good as it was important for our research and analysis and all round development.
- Good
10.2 Focus Group Analysis

10.2.1 Do you think you have acquired enough skills which will help you in your individual research project?

Participants were asked for their views about the different skills that they learnt in the session which would be helpful for their research projects. Participants of the focus group were unanimous in saying that they acquired skills which would be helpful to them in their future research projects. In each group there was a participant who initiated the discussion and other participants supported what has been said or offered new additional information. When the moderator probed about which new skills had been learnt, Group one elaborated how their concepts were wrong initially and how the session tried to clarify their concepts. Group one indicated that they had learnt the skill of paraphrasing, citation, and the importance of copyright. Group two also acknowledged that they had acquired adequate skills for their research projects. One student from group two said that the session was helpful as it enlightened them about to the different concepts like keywords, search on the Internet, searching the catalogue, citations and plagiarism. This was met with agreement from the rest of the group.

The responses appear to indicate that the students found the sessions very helpful as they were able to acquire different skills which would be helpful to them in their research.

10.2.2. What do you think about different methods used in a session like quiz, worksheet and reflection exercises? Did it help you and how?

Group one indicated that the different methods used were helpful to them. One student from group one said reflection helped them to visualize what was done in the session and what new skills were learnt in the session and how they were going to use these skills. The quiz helped them to learn what was done in the session. Worksheets helped them to identify key terms in their research topic as earlier they had just typed the whole research topic on the internet to get the information and were not getting proper information. Through worksheets they were able to identify key terms in their topic and how to use those key terms for searching. Similarly they became aware of what sources to be used, how to use the library and how to find journal articles. One student from the group one said through concept mapping which was the part of the worksheet
they were able to narrow down the broad topic and this was also useful to them for identifying different concepts. This helped them work more systematically and think about the topic. One student from group two highlighted that reflection helped them not only to identify the skills learnt but also made them think how those new skills were useful to them in their individual research. One student from group two said that quiz and worksheets reinforced their learning, as during the session worksheet as well as the quiz was discussed which helped them to clarify their concepts. Students from both the groups suggested that the group study method could be used in worksheets and quiz.

It would appear from the responses that the students generally thought that there had been a good mix of activities in the module.

10.2.3. Which session was most helpful to you and why?

Participants of the focus group were unanimous that session two on searching was most helpful to them. Participants from group one said that session two was helpful because search techniques were discussed like Boolean operators, phrase searching and truncation. One student from group one said that it was helpful as they got to know about different search engines like ERIC, Dogphile, and Google Scholar. One student from the group two said that session two was helpful because normally they would start their search with Google; this session helped them identify different search engines which could be used to search. Similarly they learnt of other options through which search can be made like subject headings which were authentic.

The feedback on the most helpful session indicated that the groups liked the session on searching as it was helpful as they got to know about different search techniques, search strategy, search engines which will assist them in finding relevant information for research.

10.2. 4. Which session was least helpful to you and why

Participants from group one felt that all the sessions were useful. One student from group two felt that the session on the citation and plagiarism was less helpful. When the moderator further probed, the student was not able to able to clarify the reason.
10.2.5 Any further comments and suggestion to improve the sessions

Students from group one suggested that it should be more of group work and more emphasis on the practical aspect. To this student from group two commented that session two was indeed done practically for some students and it was more interesting, but it was time consuming so it was decided that it would be done through lectures. One student from group two commented that earlier their perception about research was that it was very tough but after attending the session they felt more confident in their ability to do research. One student from group one commented that these sessions were not only going to help them with research but other aspects like lesson planning. A student from the group two suggested that sessions should make use of group learning and cooperative learning methods. As the sessions were preplanned two days of the sessions should have been devoted to theory and the last day should have been the practical session. This would have made the session more effective. Students from the group one suggested that the session was in English, as the college has some students from the Urdu medium also if it was explained in Hindi it would have been more helpful. Students from group one also suggested that one helping hand should be given to the instructor as handling PowerPoint presentation, giving lectures and simultaneously controlling class becomes difficult and the attention of the students also gets diverted.

10.3 Summary

Overall the feedback analysis and focus group indicated that the students found the sessions very helpful and they were able to acquire different skills which would be helpful to them in their individual research projects. Generally students indicated that there was an appropriate mix of practicals and theory although there were requests for more practical work.