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# An Assessment of a Blended Learning Model for Information and Geospatial Literacy – Appendix

John Maclachlan, Jason J. Brodeur,  
Julianne L. Bagg, Catherine Chiappetta-  
Swanson, Michelle M. Vine, Susan  
Vajoczki, McMaster University



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1 Yonge Street, Suite 2402  
Toronto, ON Canada, M5E 1E5

Phone: (416) 212-3893  
Fax: (416) 212-3899  
Web: [www.heqco.ca](http://www.heqco.ca)  
E-mail: [info@heqco.ca](mailto:info@heqco.ca)

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## Appendix A: Student Survey

### Assessment of a Blended Learning Model Fall 2012

This study investigates student satisfaction and overall experience with the new blended learning model for information and geospatial literacy in Environmental Science 1G03, Geography 1HA3, Geography 1HB3, Inquiry 1SS3, and Sociology 1A06. You will be asked about your experience and perceived learning from the online learning modules introduced at the beginning of these courses.

We remind you that your privacy is respected and the answers within this survey instrument will remain confidential.

Please indicate your unique identifier in the first question to ensure your entry for the McMaster hospitality services gift card draw.

Should you have any questions about this research, please contact the principal investigator.

John Maclachlan  
Mills Memorial Library  
McMaster University  
Hamilton, ON, Canada  
(905) 525-9140, Ext. 21283  
maclacjc@mcmaster.ca

### Section 1: Consent and Demographic Information

1. Please enter the last three digits of your home postal code followed by the last three digits of your McMaster student number to create your unique identifier for the McMaster Hospitality Services gift card draw. (*This identifier is kept confidential and separate from all your responses.*)

Please write your answer here: \_\_\_\_\_

2. I agree to participate in this survey and I give my consent for this data to be used for research purposes. I have read the Letter of Information and agree to its terms.\*

- Yes
- No

3. Gender:
  - a. Female
  - b. Male
  - c. Transgendered

4. Age:

- a. less than 17
- b. 17-19
- c. 20-22
- d. 23-25
- e. 26-35
- f. greater than 35

5. What Faculty are you in? (If Other, please specify)

- a. Business
- b. Engineering
- c. Health Sciences
- d. Humanities
- e. Science
- f. Social Sciences
- g. Other (e.g., Arts & Science, Indigenous Studies) \_\_\_\_\_

6. What level are you in? (If Other, please specify)

- a. I
- b. II
- c. III
- d. IV
- e. Other: \_\_\_\_\_

## Section 2: How Do You Approach Your Learning?

The following section will ask you a number of questions about your learning habits.

It is particularly important that you provide an answer for every question in this section.\*

Please choose the appropriate response for each item:

A—this item is *Always or almost always true of me*

B—this item is *Frequently true of me*

C—this item is *True of me about half of the time*

D—this item is *Sometimes true of me*

E—this item is *Never or rarely true of me*

- 10. I find that I have to do enough work on a topic so that I can form my own conclusions before I am satisfied.
- 11. I find that at times studying gives me a feeling of deep personal satisfaction.
- 12. My aim is to pass the course while doing as little work as possible.
- 13. I only study seriously what's given out in class or in the course outlines.
- 14. I feel that virtually any topic can be highly interesting once I get into it.

15. I find most new topics interesting and often spend extra time trying to obtain more information about them.
16. I do not find my course very interesting so I keep my work to the minimum.
17. I learn some things by rote (going over and over them until I know them by heart even if I do not understand them).
18. I find that studying academic topics can at times be as exciting as a good novel or movie.
19. I test myself on important topics until I understand them completely.
20. I find I can get by in most assessments by memorizing key sections rather than trying to understand them.
21. I generally restrict my study to what is specifically set as I think it is unnecessary to do anything extra.
22. I work hard at my studies because I find the material interesting.
23. I spend a lot of time on my studies because I find the material interesting.
24. I find it is not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics.
25. I believe that faculty shouldn't expect students to spend significant amounts of time studying material everyone knows won't be examined.
26. I come to most classes with questions in mind that I want answered.
27. I make a point of looking at most of the suggested readings that go with the lectures.
28. I see no point in learning material, which is not likely to be in the examination.
29. I find the best way to pass examinations is to try to remember answers to likely questions.

### Section 3: Use of Online Modules

*Note: There is a fair amount of repetition of question sections for each type of module (i.e. information literacy or geospatial fluency). There will be conditions worked into the survey that will only show the necessary parts for each student, and they will be dependent upon what course the student was enrolled in. For example, a student in 'Inquiry 1SS3' would only see questions relevant to information literacy.*

Now we would like to know a little bit about how you utilized the online modules in your course.

30. During Fall 2012, in which of the following courses were you enrolled? (Check all that apply)

*It is particularly important for you to answer this question correctly as it will determine the appropriate set of questions that follow.*

- Geography 1HA3
- Geography 1HB3

- Inquiry 1SS3
- Sociology 1A06 (*with Sandra Colavecchia*)

31. Did you use the online information literacy modules?

- Yes
- No (SKIP to end)

32. Why did you use the information literacy modules in your course? (If Other, please specify)

Please choose all that apply:

- Because they were there
- Because they earned me marks
- Because they helped me understand the course material
- Because they helped me understand material in other courses
- Because they allowed me to work at my own pace
- Other: \_\_\_\_\_

33. Where did you access the information literacy modules? (If Other, please specify)

Please choose all that apply:

- At home
- At school in a computer lab
- At school on a library computer
- At school on my laptop
- At an internet café
- On my mobile device (ex. iPad or iPhone)
- While commuting
- Other: \_\_\_\_\_

34. What percentage of the information literacy module did you use?

- a. 100%
- b. 75-99%
- c. 50-74%
- d. 25-49%
- e. 10-24%
- f. 1-10%
- g. 0%

35. What percentage of the information literacy module did you find applicable to your course material?

- a. 100%
- b. 75-99%
- c. 50-74%
- d. 25-49%
- e. 10-24%

- f. 1-10%
- g. 0%

36. How many times after the first use did you refer to the information literacy module?

- a. none
- b. 1 time
- c. 2 times
- d. 3 times
- e. 4 or more times

*Note:* These questions still pertain to the online information literacy module.

- 37. The quality of the audio within this online module was excellent.
- 38. The quality of the video within this online module was excellent.
- 39. This module was easy to navigate.
- 40. Overall, the mode of delivery (i.e. online module) for this module was excellent.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

41. Did you use the online geospatial literacy modules?

- Yes
- No (SKIP to end)

42. Why did you use the geospatial literacy modules in your course? (If Other, please specify)

Please choose all that apply:

- Because they were there
- Because they earned me marks
- Because they helped me understand the course material
- Because they helped me understand material in other courses
- Because they allowed me to work at my own pace
- Other: \_\_\_\_\_

43. Where did you access the geospatial literacy modules? (If Other, please specify)

Please choose all that apply:

- At home
- At school in a computer lab
- At school on a library computer
- At school on my laptop
- At an internet café

- On my mobile device (ex. iPad or iPhone)
- While commuting
- Other: \_\_\_\_\_

44. What percentage of the geospatial literacy module did you use?

- a. 100%
- b. 75-99%
- c. 50-74%
- d. 25-49%
- e. 10-24%
- f. 1-10%
- g. 0%

45. What percentage of the geospatial literacy module did you find applicable to your course?

- a. 100%
- b. 75-99%
- c. 50-74%
- d. 25-49%
- e. 10-24%
- f. 1-10%
- g. 0%

46. How many times after the first use did you refer to the geospatial literacy module?

- a. None
- b. 1 time
- c. 2 times
- d. 3 times
- e. 4 or more times

*Note:* These questions still pertain to the geospatial information literacy module.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
47. The quality of the audio within this online module was excellent.					
48. The quality of the video within this online module was excellent.					
49. This module was easy to navigate.					
50. Overall, the mode of delivery (i.e. online module) for this module was excellent.					



### Section 4: Perceptions/Experiences with Online Learning Modules

We are now going to ask a series of questions that address your experiences as a student with the online modules.

*Information Literacy Module*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
51. Before the module I was confident in my ability to find online academic sources for my research.					
52. Before the module I was confident in my ability to navigate the online McMaster library databases.					
53. Before the module I was confident in my ability to efficiently use web search engines.					
54. The module improved my ability to find online academic sources.					
55. The module improved my ability to navigate McMaster's online library databases.					
56. The module improved my efficacy with using web search engines.					
57. Overall my understanding of how to find and use academic information has improved as a result of this module.					
58. This module provides all students, regardless of learning approach, with an equitable learning experience. (UID 1)					
59. This module provided me flexibility in how I could learn course materials. (UID 2)					
60. This module delivered information in a straightforward manner. (UID 3)					
61. This module provided another way to understand concepts in this course. (UID 4)					
62. This module allowed me to control the pace of my learning. (UID 5)					
63. This module minimized the physical effort to take this course. (UID 6)					
64. Through the use of this module emphasis on the classroom environment was reduced. (UID 7)					
65. This module encouraged interaction and communication among					

	students and between students and the instructor (UID 8)				
66.	Overall, this module was an added value to this course. (UID 9)				
67.	This module improved my overall understanding of the course material.				
68.	The availability of such a module in a future course would encourage me to enroll in that course.				
69.	My overall satisfaction with this course is greater as a result of this module.				
70.	This module helped me achieve a better grade in this class.				
71.	This module was helpful with coursework beyond this course.				

*Geospatial Literacy Module*

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
72.	Before the module I was confident in my ability to effectively read and understand maps.					
73.	Before the module I was confident in my ability to create a map with all the necessary elements.					
74.	Before the module I was confident in my knowledge of map scales.					
75.	Before the module I was confident in my knowledge of distortions on flat surfaces.					
76.	Before the module I was confident in my ability to conduct general map calculations (ie. determining gradient through use of contour lines).					
77.	The module improved ability to effectively read and understand maps.					
78.	The module improved my ability to create a map with all the necessary elements.					
79.	The module has improved my knowledge of map scales.					
80.	The module has improved my knowledge of distortions on flat surfaces.					
81.	The module has improved my ability					

	to conduct general map calculations (i.e., determining gradient through use of contour lines).				
82.	Overall my understanding of how to utilize maps and spatial information has improved.				
83.	This module provides all students, regardless of learning approach, with an equitable learning experience. <i>(UID 1)</i>				
84.	This module provided flexibility in how I could learn course materials. <i>(UID 2)</i>				
85.	This module delivered information in a straightforward manner. <i>(UID 3)</i>				
86.	This module provided another way to understand concepts in this course. <i>(UID 4)</i>				
87.	This module allowed me to control the pace of my learning. <i>(UID 5)</i>				
88.	This module minimized the physical effort to take this course. <i>(UID 6)</i>				
89.	Through the use of this module emphasis on the classroom environment was reduced. <i>(UID 7)</i>				
90.	This module encouraged interaction and communication among students and between students and the instructor <i>(UID 8)</i>				
91.	Overall, this module was an added value to this course. <i>(UID 9)</i>				
92.	This module improved my overall understanding of the course material.				
93.	The availability of such a module in a future course would encourage me to enroll in that course.				
94.	My overall satisfaction with this course is greater as a result of this module.				
95.	This module helped me achieve a better grade in this class.				
96.	This module was helpful with coursework beyond this course.				

**Section 5: Can we have your feedback?**

97. Do you feel that there is anything that was missing from the information literacy module? Also, would you like to make any comments on this module?

98. Do you think that there is anything that was missing from the geospatial literacy module? Also, would you like to make any comments on this module?

99. Are you interested in participating in an optional follow-up 30-45 minute Focus Group further exploring your satisfaction and experience with the online learning module(s)?

If you indicate yes, please enter an email address which you check regularly for us to contact you.

*Individuals chosen to participate will be contacted by email with more details (including a letter of information). The focus group will be conducted at a future date on campus at McMaster University. Your willingness to participate right now is not binding. Furthermore individuals chosen to participate in the focus group will each receive a McMaster Hospitality services gift card valued at \$25.*

- Yes  
 No

100. Please enter your email address:

*Note: the actual amount of questions each student fills out will be far less than 100, conditional upon which class they were enrolled in and ultimately which online module they were exposed to.*

## Appendix B: Focus Group Letter of Information/Consent

### An Assessment of a Blended Learning Model for Information and Geospatial Literacy Information letter and consent form

#### Investigator(s):

**Principal Investigator:** Dr. John Maclachlan  
Mills Memorial Library  
McMaster University  
Hamilton, Ontario, Canada  
(905) 525-9140 ext. 21283  
[maclacjc@mcmaster.ca](mailto:maclacjc@mcmaster.ca)

**Co-Investigators:** Jason Brodeur – Mills Memorial Library, McMaster University  
Catherine Swanson – Centre for Leadership in Learning  
Michelle Vine – School of Geography and Earth Science  
Julianne Bagg – Centre for Leadership in Learning  
Jacob Tarkowski – Centre for Leadership in Learning

**Research Sponsor:** Higher Education Quality Council of Ontario (HEQCO)

#### Purpose of the Study

We are interested in understanding the perceptions of (discipline-specific instructional staff/ administrators/staff who supported the development of the modules) have of student learning with the new blended learning model for information and geospatial literacy in Environmental Science 1G03, Geography 1HA3, Geography 1HB3, Inquiry 1SS3, and Sociology 1A06. We are particularly interested in how these perceptions compare to the previous face-to-face instruction model.

#### What will happen during this focus group?

If you agree to participate, you will be asked to partake in a focus group. The focus group will take about 30-45 minutes to complete. To help us document everything that is said, we will audio-record the focus group so that we can transcribe it for our records. The audio files and transcribed documents will be stored on a password-protected computer in a locked office, with only the investigators having access to them. The audio recordings will be deleted within a year of project end and all that will remain are the coded transcripts.

#### What if you don't want to answer a question?

If you are asked questions that you do not want to answer, you are allowed to not response. You do not have to answer questions if you don't want to. We ask you to bear in mind that if you wish to withdraw after the focus group, it will be impossible to remove your input, given that it would distort the context of the discussion.

#### Who will know what you say?

What you say and the information we write about you will not have your name attached to it. However, we caution you to be aware of the fact that sometimes an individual can be identified through a story they tell. Furthermore, the participants of the focus group will know each other's responses and for this reason we ask that you respect the anonymity and confidentiality of other participants.

**Do you have to be in the study?**

You do not have to be in the study. No one will get angry or upset with you if you decide you do not want to participate. You can decide at any time that you do not want to participate in the study. Should you wish to withdraw at any time during the focus group, you will still receive a \$25 McMaster hospitality services gift card for your initial participation.

**Do you have any questions?**

You can ask questions at any time. You can ask now or can ask later and can speak to the investigator conducting the focus group at any time.

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**CONSENT FORM**

I have read the information consent letter about a study entitled 'Assessment of a blended learning model for information and geospatial literacy instruction' being conducted by Dr. John Maclachlan of Mills Memorial Library at McMaster University. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I required.

I am aware that I have the option to participate in a 30-45 focus group about using online blended learning modules.

I am aware that I have the option of allowing the focus group to be audio recorded to ensure an accurate recording of my responses.

I am informed that although I may withdraw my consent at any time without penalty by advising the researcher, my input cannot be removed, as it will distort the context of the discussion.

This project has been reviewed by, and received ethics clearance through, the Research Ethics Office at McMaster University. I was informed that if I have any comments or concerns, I may contact the McMaster Research Ethics Office at (905) 525-9140 ext. 23142.

With full knowledge of all foregoing, I agree to participate in a 30-45 minute focus group about using online blended learning modules.

YES     NO

I agree to have the focus group audio recorded for confidential transcription.

YES     NO

Participant Name : \_\_\_\_\_(Please Print)

Participant Signature: \_\_\_\_\_

## Appendix C: Interview Guides

### Discipline-specific Instructional Staff [Focus Group]

1. What was your experience like in developing the online research modules?
  - a. Probe: How would you describe your role? (i.e., consultative, integrated, etc.)
  - b. Probe: What would you like to have changed in terms of process?
2. Looking to the modules (1. Informational fluency; and, 2. Geospatial fluency), can you give me a general description of your general impressions?
  - a. Probe: Advantages? Disadvantages?
3. How would you compare their effectiveness to the face-to-face instruction from previous years?
  - a. Probe: Did they change your course layout? How?
  - b. Probe: How about your use of class time? Or office hours?
  - c. Probe: Did they impede upon or supplement your preferred teaching style?
4. How tailored were the modules (1. Informational fluency; and, 2. Geospatial fluency) to your course and your expectations of what should or should not have been covered?
  - a. Probe: Did you see the courses as a tailored solution, or rather a one-size-fits all solution? Please elaborate.
5. What sorts of improvements would you like to see in the modules for future use?
  - a. Probe: Could they have been more aligned with course material? How?
6. Would you say that students learned the skills that they needed to be successful in the course? Please elaborate
7. These modules are intended to offer students a form of blended learning; do you feel that this was achieved?
  - a. Probe: Could you have integrated them into your course more effectively?
  - b. Probe: What are your thoughts of blended learning in the classroom?
8. Looking at grades, how did students fare as opposed to previous years with face-to-face instruction?
  - a. Probe: Could this be due to any other confounding factors?
  - b. Probe: Is this what you expected?
  - c. Probe: What would you like to have seen?
  - d. Probe: What may help students in attaining better grades?
9. Can you relay any of the feedback that you received from your students about these modules?
10. In hindsight, how have these modules fulfilled your expectations?
  - a. Probe: Where have they fallen short of your expectations?
  - b. Probe: What can be done to get them closer to what you expect from them?
11. Are there any final comments that you would like to make about the modules?

### **Administrators [Cost-Benefit]**

1. Can you provide a costing of the previous face-to-face method of instruction?
  - a. If not, could you provide the data available for us to determine the cost?
2. Can you provide a costing of the current blended learning method of instruction?
  - a. If not, could you provide the data available for us to determine the cost?
3. Tell me about the challenges to the face-to-face model of instruction?
  - a. How about some benefits?
4. Tell me about the challenges of the blended learning model of instruction?
  - a. How about some benefits?
5. How does resource use between both methods of instruction differ?
  - a. Financial, human, etc.
6. Please tell me anything else that you would like to share the process of developing, implementing and assessing the modules?

### **Staff that supported development of the modules [Focus Group]**

1. What are your general impressions of the online learning modules: (1) information fluency models; and, (2) geospatial modules.
  - a. Probe: Can you identify some strengths? Some weaknesses?
2. Looking to the process piece of this project, is the end result synonymous with what you first planned?
  - a. Probe: How might things be changed if this were to be done again?
3. In terms of resources (i.e., financial & human), how might you compare this undertaking to the face-to-face instruction from previous years?
  - a. Probe: If asked to conduct a cost-benefit analysis, how might you compare the modules to face-to-face instruction?
4. Do you feel that the online modules offer students the same opportunity to learn the necessary skills for their courses? Please elaborate.
  - a. Probe: Specifically, the information fluency module
  - b. Probe: Specifically, the geospatial fluency module
5. Can you comment on students' experiences with the modules (1. Informational fluency; and, 2. Geospatial fluency)?
  - a. Probe: Were you approached with more or less questions for clarification in comparison to when face-to-face instruction was used?
6. Can you comment on faculty members' experiences with the modules?
  - a. Probe: How about in terms of process (i.e., consultation with them)?

Are there any final comments that you would like to make about the modules?



## Appendix D: Theme Code Index

### Cost-benefit analysis

- (1) /cost**  
 (1 1) /cost/instruction  
 (1 1 1) /cost/instruction/facilities  
 (1 1 2) /cost/instruction/staffing  
 (1 1 3) /cost/instruction/salary  
 (1 1 4) /cost/instruction/confidentiality of instructors  
 (1 1 5) /cost/instruction/overhead costs  
 (1 1 6) /cost/instruction/technology
- (1 2) /cost/blended learning model  
 (1 2 1) /cost/blended learning model/cost of building modules (CLL)  
 (1 2 2) /cost/blended learning model/project manager

### Blended learning model

- (2) /blended learning model**  
 (2 1) /blended learning model/definition  
 (2 1 1) /blended learning model/face-to-face instruction  
 (2 1 2) /blended learning model/online modules  
 (2 1 3) /blended learning model/face-to-face instruction & online modules

### Challenges

- (3) /challenges**  
 (3 1) /challenges/face-to-face model  
 (3 1 1) /challenges/face-to-face model/repetition of material  
 (3 1 2) /challenges/face-to-face model/high paid people delivering content  
 (3 1 3) /challenges/face-to-face model/timing of delivery during semester or program  
 (3 1 4) /challenges/face-to-face model/subject knowledge of instructor  
 (3 1 5) /challenges/face-to-face model/lack of information for students to review after course has ended  
 (3 1 6) /challenges/face-to-face model/low instructor morale
- (3 2) /challenges/online modules  
 (3 2 1) /challenges/online modules/changing interface  
 (3 2 2) /challenges/online modules/lack of information for students to review after course has ended  
 (3 2 3) /challenges/online modules/difficult to ensure student is viewing content  
 (3 2 4) /challenges/online modules/issues related to online quiz content  
 (3 2 5) /challenges/online modules/class attendance issues  
 (3 2 6) /challenges/online modules/length of time to develop or change modules  
 (3 2 7) /challenges/online modules/course-specific modules  
 (3 2 8) /challenges/online modules/lack of content exchange between institutions  
 (3 2 9) /challenges/online modules/modules are too long given students' short attention span

- (3 2 10) /challenges/online modules/perception of modules as additional course  
work
- (3 2 11) /challenges/online modules/lack of student engagement with modules

### Benefits

#### (4)

#### /benefits

- (4 1) /benefits/face-to-face model
- (4 1 1) /benefits/face-to-face model/consistency in lectures
- (4 1 2) /benefits/face-to-face model/personal connection with instructor
- (4 1 3) /benefits/face-to-face model/follow-up meetings more likely
- (4 1 4) /benefits/face-to-face model/student feedback for library
- (4 1 5) /benefits/face-to-face model/faculty members learning
- (4 1 6) /benefits/face-to-face model/link between faculty, department & library
- (4 1 7) /benefits/face-to-face model/students visiting library
- (4 2) /benefits/online modules
- (4 2 1) /benefits/online modules/elimination of repetition
- (4 2 2) /benefits/online modules/frees up instructor's time to support students
- (4 2 3) /benefits/online modules/viewing modules repeatedly outside of class
- (4 2 4) /benefits/online modules/students completing basic work before class
- (4 2 5) /benefits/online modules/pace of classes slow down so instructors are more available to field higher-level questions
- (4 2 6) /benefits/online modules/changes utilization of space & facilities
- (4 2 7) /benefits/online modules/better use of staff time
- (4 2 8) /benefits/online modules/students can view modules from anywhere
- (4 2 9) /benefits/online modules/students can view modules any time of day
- (4 2 10) /benefits/online modules/students begin to take responsibility for their own learning
- (4 2 11) /benefits/online modules/students accessing modules beyond the end of course
- (4 2 12) /benefits/online modules/consistency in course content
- (4 2 13) /benefits/online modules/fewer students attending office hours

### Improvements to online modules

#### (5 1)

#### /improvements/online modules

- (5 1 1) /improvements/online modules/more interactive in nature
- (5 1 2) /improvements/online modules/too long
- (5 1 3) /improvements/online modules/additional course-specific examples
- (5 1 4) /improvements/online modules/open access model
- (5 1 5) /improvements/online modules/cater to different learning styles
- (5 1 6) /improvements/online modules/including students in the development process

### Skills for success

#### (6 1)

#### /student skills/success

- (6 1 1) /student skills/success/absorption of material varies by student
- (6 1 2) /student skills/success/no increase in grades
- (6 1 3) /student skills/success/grades not best measure of success
- (6 1 4) /student skills/success/building block for subsequent years
- (6 1 5) /student skills/success/students not meeting instructor expectations

- (6 1 6) /student skills/success/lack of data to measure differences in student outcomes
- (6 1 7) /student skills/success/students being marked harder given the modules
- (6 1 8) /student skills/success/translation of skills from one course to another

#### **Modules as form of blended learning**

##### **(7 1) /blended learning/modules**

- (7 1 1) /blended learning/modules/difficult to make it truly blended by incorporating modules in-class
- (7 1 2) /blended learning/modules/different definitions of blended learning
- (7 1 3) /blended learning/modules/instructors learning how to teach by drawing on module content
- (7 1 4) /blended learning/modules/instructor reinforcement to use modules
- (7 1 5) /blended learning/modules/difficult for students to ask questions during modules
- (7 1 6) /blended learning/modules/begin with small class and up-size to larger class
- (7 1 7) /blended learning/modules/issues related to process & timelines of development

#### **Student feedback regarding modules**

##### **(8 1) /student feedback/modules**

- (8 1 1) /student feedback/modules/no feedback
- (8 1 2) /student feedback/modules/positive feedback
- (8 1 3) /student feedback/modules/useful for ESL students

#### **Instructor expectations**

##### **(9 1) /instructor expectations/modules**

- (9 1 1) /instructor expectations/modules/positive
- (9 1 2) /instructor expectations/modules/initial trepidation
- (9 1 3) /instructor expectations/modules/room for progress
- (9 1 4) /instructor expectations/modules/concern over lack of involvement of liaison librarians with students

## Appendix E: Student Survey Recruitment Letter

### Student Information for ‘Assessment of a Blended Learning Model for Information and Geospatial Literacy Instruction’

The Centre for Leadership in Learning at McMaster University is conducting a research study about **students’ satisfaction and overall experiences with the new blended learning model for information and geospatial literacy** in Environmental Science 1G03, Geography 1HA3, Geography 1HB3, Inquiry 1SS3, and Sociology 1A06. Students will be asked questions about their experience and perceived learning from the online learning modules introduced at the beginning of their course to refine their library research and/or map reading skills. This study has received ethics clearance from the McMaster Research Ethics Board.

If you choose to participate, you will be asked to partake in:

1. An **on-line survey (approx. 20 minutes)**
2. An **optional follow-up Focus Group (30-45 minutes)**

The process you must follow:

- All students will receive an invitation to participate through their respective A2L class news page posted (**dependant on class**)
- All students will have access to the survey through an email sent to their McMaster email address entitled “**Assessment of a Blended Learning Model for information and geospatial literacy instruction**” and it will include a letter of information about the study.
- If you decide to log in you will be given a token one-time link to the survey, which should take approximately 20 minutes to complete. **Special arrangements will be made for anyone who is unable to complete the survey on-line.**
- The survey will be live **for two weeks** – from dependant on class @ midnight - **so circle it on your calendar as a reminder!**
- Upon completion at the end of the survey, a final question will ask you whether you are interested in participating in an optional follow-up Focus Group.

We assure you that:

- Your professor will never know whether you take part in this study or not
- Your completed questionnaire is confidential – no instructors will know the identity of those who participated in the study
- The information will be kept private and confidential in a password-protected database
- Only the research assistant and members of the research team who do not teach undergraduate classes at McMaster can access the database

Please find the survey at the following link:

<https://cill.mcmaster.ca/fdsurvey/index.php?sid=33562&lang=en>

*In appreciation of your willingness to participate in this survey, all students who complete a survey will be entered into a draw for one of twenty **McMaster hospitality services gift cards valued at \$25** (the odds will vary depending upon student response rate).*

If you have any questions or concerns about the study please contact:

McMaster Research Ethics Secretariat  
Telephone: (905) 525-9140 ext. 23142  
c/o Office of Research Services  
E-mail: [ethicsoffice@mcmaster.ca](mailto:ethicsoffice@mcmaster.ca)

OR John Maclachlan, Principle Investigator  
Mills Memorial Library  
Telephone: (905) 525-9140 ext. 21283



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