

1 Checklists for analysing written material: **continued**

1B Enquiry analysis matrix

N.B. This tool is focussed on what students ask for - not necessarily on what the library provides!

Target group: adaptable	Inducted students compared with non-inducted students; to any group of library users
Method:	Analysis of enquiries/requests using a matrix

Tick all relevant rows:

Students ask:	Inducted students	Non-inducted students
1 Orientation questions 1.1 Are specific services available? (e.g. "Do you have ...?") Reference works CD-ROMs Magazines/journals Newspapers Internet access e-mail facilities Photocopiers Printing and binding facilities Videos CDs/DVDs Other: please specify		
1.2 Where to find library resources/facilities (e.g. "Where is ..?") Publications on particular (course) subjects Particular magazines/journals Particular project folders Specific CD-ROMs Library website Other: please specify		

2 Technique questions 2.1 General questions (e.g. "How can I/How do I ..?") Use the catalogue		
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Use CD-ROMs Use computers Conduct an internet search Use a spreadsheet Use a desktop publishing package Use a photocopier Obtain an interlibrary loan Other: please specify		
3 Information skills questions (e.g. "What's the best/What's a good way to ..?") Conduct an author/topic search Broaden/narrow/refine a search Find something on a topic or theme		
4 Education/learning questions (e.g. "I'm having trouble with/ finding it difficult to ...") Find more on a topic or theme Find specific publications or resources Seek suggestions/fresh ideas from library staff		

Underlying hypotheses

- orientation questions: that inducted students will ask fewer general orientation questions
- technique questions: that inducted students will ask fewer general technique questions
- education/learning questions: that inducted students will ask more questions and will interact more with library staff.

Using this tool

Step 1: You will probably have to ask enquirers (however they are selected, see step 3 below) whether they have attended an induction session – unless your induction records are complete and up-to-date.

Step 2: All enquiries from students should be noted briefly during pre-determined periods, such as:

- maintaining existing enquiry records if these are adequate
- one hour per day during the term immediately following induction (with the hour varied to allow for different patterns of use)
- one day per week during the term immediately following induction (again, the day should be varied to allow for different patterns of use).

Step 3: Summaries of the enquiry records should be transferred to the matrix provided here, to create a quantitative record. This will not take long, once the three categories of question have been assimilated.