The Continuing Adventures of Library Learning Analytics: Exploring the Relationship between Library Skills Training and Student Success.

Conference or Workshop Item

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Version: Supplementary Material

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The Continuing Adventures of Library Learning Analytics: Exploring the Relationship between Library Skills Training and Student Success.

Selena Killick
Richard Nurse
Helen Clough

@SelenaKillick
The Open University
(in Stats)

- 49 2/3
- 173,000
- 180 & 600
- 87%
- 78
- 70% & 100%
- 24/7
What is the relationship between students attending online library training sessions and their attainment scores?
Why?

- Stakeholder Advocacy
- Supporting Institutional Strategic Aims
- Service Promotion
- Impact Visibility
- Improving Student Success
## Our Training Sessions

<table>
<thead>
<tr>
<th>Generic</th>
<th>Targeted at Module</th>
<th>Targeted at Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any Student</td>
<td>• Specific class of students</td>
<td>• Specific class of students</td>
</tr>
<tr>
<td>• 5 standalone sessions</td>
<td>• Scheduled into curriculum</td>
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</tr>
<tr>
<td>• Run throughout the year</td>
<td>• Standalone session</td>
<td>• Informing a specific assignment</td>
</tr>
</tbody>
</table>

- **Generic**: Any Student, 5 standalone sessions, Run throughout the year
- **Targeted at Module**: Specific class of students, Scheduled into curriculum, Standalone session
- **Targeted at Assignment**: Specific class of students, Scheduled into curriculum, Informing a specific assignment
A higher proportion of students engaging with Library training sessions gain distinctions.
Students who attend live sessions on average have a higher assessment and exam score.
Targeted at Module

Same pattern as the generic sessions, more students are gaining distinctions

Targeted Training Sessions
Students who started studying in October 2017

<table>
<thead>
<tr>
<th></th>
<th>Distinction %</th>
<th>Pass %</th>
<th>Fail %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not attend (n=4,229)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewed recording only (n=517)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended live only (n=505)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Blue: Distinction %
- Red: Pass %
- Green: Fail %
Students attending live sessions had a higher assignment score on average.
Conclusions

• Students engaging with library training sessions are gaining higher results.

• Live training better than viewing recordings.

• Either is better than neither.
The unanswered questions...

• Are these the motivated, more engaged students?
• Are these the students with higher or lower prior education experience?
• What other factors are impacting on student success?
• How good a predictor of student success is attendance at the library sessions?
Acknowledgements

My amazing co-authors:
• Richard Nurse
• Helen Clough

Others who’ve helped along the way:
• Matthew Taylor
And the rest of the OU Library team.
Thank you

Ethical use of Student Data for Learning Analytics: https://help.open.ac.uk/documents/policies/ethical-use-of-student-data

Selena Killick
Senior Library Manager (Engagement & Insight)

Selena.Killick@open.ac.uk

@SelenaKillick