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.

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Richard Nurse
Helen Clough
The Open University
(in Stats)

- 49 \( \frac{2}{3} \)
- 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>
<td>Scheduled into curriculum</td>
</tr>
<tr>
<td>Run throughout the year</td>
<td>Standalone session</td>
<td>Informing a specific assignment</td>
</tr>
</tbody>
</table>
How

- Pass with Distinction
- Pass
- Fail
- Attended Live
- Watched Recording
- Did not engage

Assessment Score

Module Score

Assignment Score
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>Did not attend (n=4,229)</th>
<th>Viewed recording only (n=517)</th>
<th>Attended live only (n=505)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction %</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Pass %</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>Fail %</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>
Targeted at Assignment

Students attending live sessions had a higher assignment score on average.

Difference between average assignment scores.
Students who started studying in October 2017.
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

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