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

Conference or Workshop Item

How to cite:


For guidance on citations see FAQs.

© [not recorded]

Version: Supplementary Material

Link(s) to article on publisher’s website:

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.
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
<table>
<thead>
<tr>
<th>Training Sessions</th>
<th>Description</th>
</tr>
</thead>
</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 |
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.

Generic Training Sessions
Students who started studying in October 2017

Did not attend any (n=80,357)  Viewed recording only (n=1,000)  Attended live only (n=809)  Did both (n=182)

Distinction %  Pass %  Fail %
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

- Did not attend (n=4,229)
- Viewed recording only (n=517)
- Attended live only (n=505)

- Distinction %
- Pass %
- Fail %
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.

- Attended live
- Viewed recording
- Did not engage
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:

Selena Killick
Senior Library Manager (Engagement & Insight)

Selena.Killick@open.ac.uk

@SelenaKillick