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

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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

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.
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 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?
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