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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(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

Student

- Assessment Score
  - Module Score
  - Assignment Score

- Attended Live
- Watched Recording
- Did not engage
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)

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

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