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]
https://creativecommons.org/licenses/by-nc-nd/4.0/

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
The Open University
(in Stats)

• 49 ⅔
• 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></th>
<th>Generic</th>
<th>Targeted at Module</th>
<th>Targeted at Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Student</td>
<td>5 standalone sessions</td>
<td>Specific class of students</td>
<td>Specific class of students</td>
</tr>
<tr>
<td>Run throughout the year</td>
<td></td>
<td>Scheduled into curriculum</td>
<td>Scheduled into curriculum</td>
</tr>
<tr>
<td></td>
<td></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
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.
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.
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