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

@SelenaKillick
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>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.

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:
- Blue: Distinction %
- Red: Pass %
- Green: 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.
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

Selena Killick
Senior Library Manager (Engagement & Insight)

Selena.Killick@open.ac.uk

@SelenaKillick