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.

Selena Killick
Richard Nurse
Helen Clough

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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

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

Students who attend live sessions on average have a higher assessment and exam score.

Generic Training Sessions
Students who started studying in October 2017

- Continuous Assessment Score (ave)
  - Attended any live
  - Viewed any recording
  - Not engaged with any

- Overall Exam Score (Ave)
Targeted at Module

Same pattern as the generic sessions, more students are gaining distinctions

Targeted Training Sessions
Students who started studying in October 2017

<table>
<thead>
<tr>
<th>Category</th>
<th>Distinction %</th>
<th>Pass %</th>
<th>Fail %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not attend (n=4,229)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewed recording only (n=517)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended live only (n=505)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:
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• 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

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