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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(in Stats)

• 49 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

Student

- Attended Live
- Watched Recording
- Did not engage

Assessment Score

- Module Score
- Assignment Score

Pass with Distinction
- Pass
- Fail
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.
Same pattern as the generic sessions, more students are gaining distinctions.
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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