The Continuing Adventures of Library Learning Analytics: Exploring the Relationship between Library Skills Training and Student Success.

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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

**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)

<table>
<thead>
<tr>
<th>Group</th>
<th>Distinction %</th>
<th>Pass %</th>
<th>Fail %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not attend any</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewed recording only</td>
<td>X</td>
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</tbody>
</table>
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: 75
  - Viewed any recording: 70
  - Not engaged with any: 65

- **Overall Exam Score (Ave)**
  - Attended any live: 68
  - Viewed any recording: 65
  - Not engaged with any: 62
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

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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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