


Mortal or Moodle?

A Comparison of In-Person vs. Online Information Literacy Instruction

Distance Library Services Conference
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Background

Mid-sized (5,099 student FTE) private university in northern Baltimore City

Faculty buy-in



Purpose

- Evaluate efficacy of online and in-person library instruction
- Determine student preference for online vs. in-person library instruction

Methods

- 38 undergraduate students in a speech-language-hearing science course about professional and technical writing (2 sections)
- One section received a one-shot library instruction session in person, the other completed online modules in Moodle (a course management system) over a 2-week period
- Students completed a survey 4-8 weeks after the instruction
- At the end of the semester the course instructors provided the researchers with anonymized grades the students received on a literature review assignment

Instruction

Writing Research Questions

- Video and quiz

Choosing Keywords

- Video and quiz

Searching

- Advanced Seeker (EDS) tutorial, ComDisDome tutorial, and search submission

Primary vs. Secondary Research and Peer Review

- Videos, handout, and quiz

APA Citations

- APA guide, DOI guide, quiz, and optional RefWorks tutorials

Cited Reference Search and Journal Searching

- Journal search tutorial, Cited Reference Search tutorial, and quiz

[Moodle link](#)

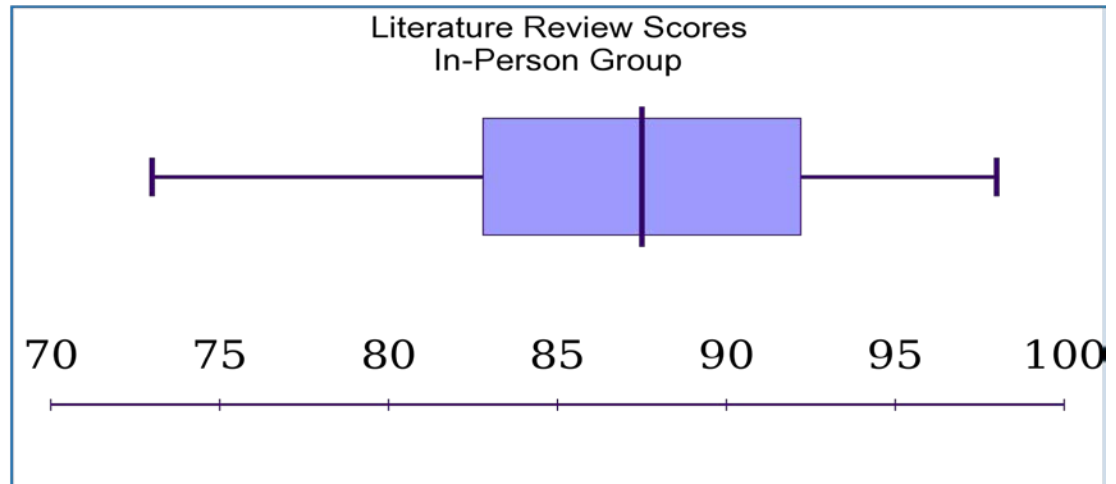
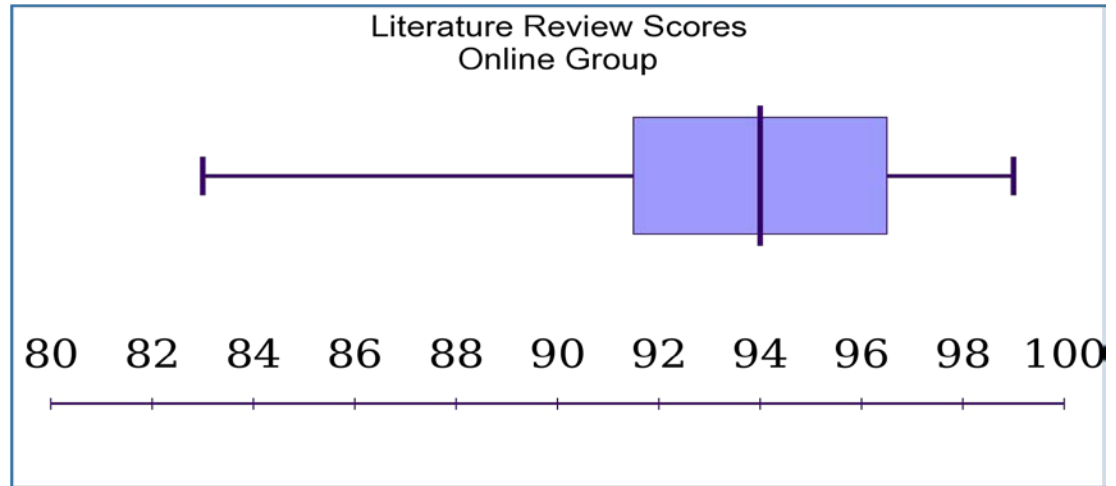
Results

Online group scored higher on the literature review assignment (statistically significant at $p < 0.005$)

Online group median = 94

In-person group median = 87.5

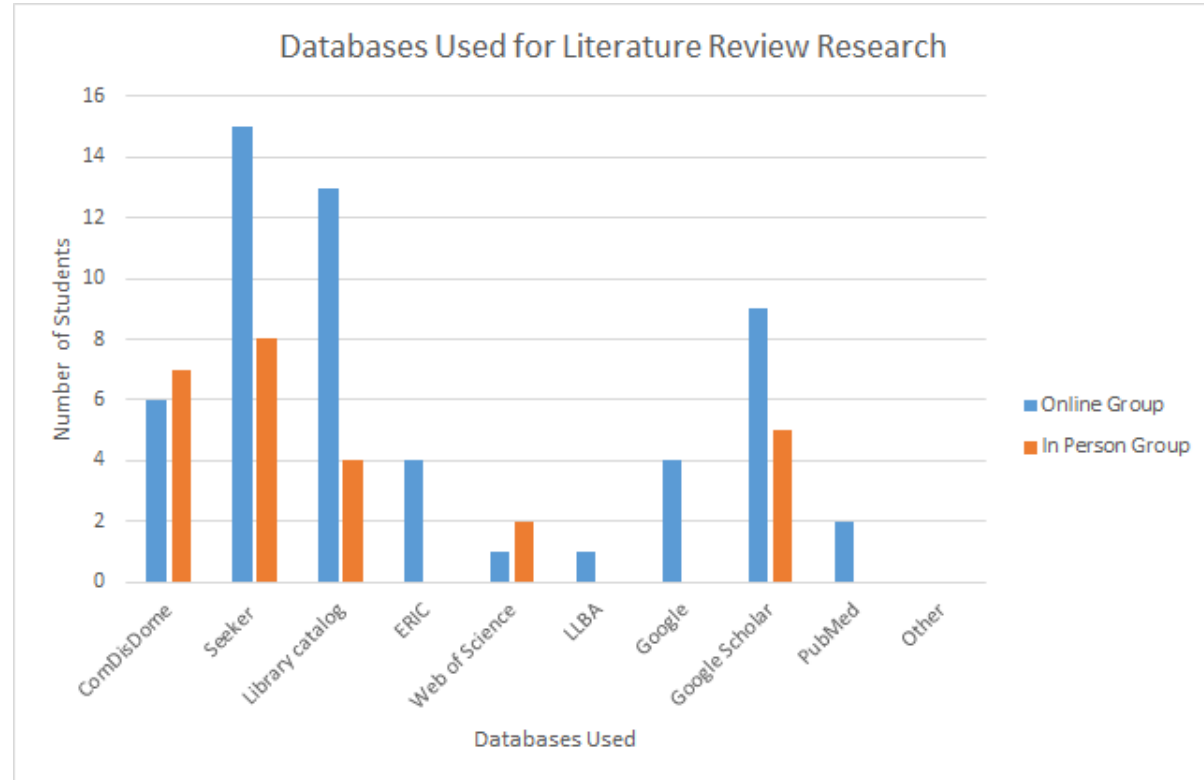
Caveat - assignments were graded by two different instructors (although the same rubric was used)



Results

Online group tried a wider variety of databases when researching

All of these databases were mentioned or demonstrated during the library instruction

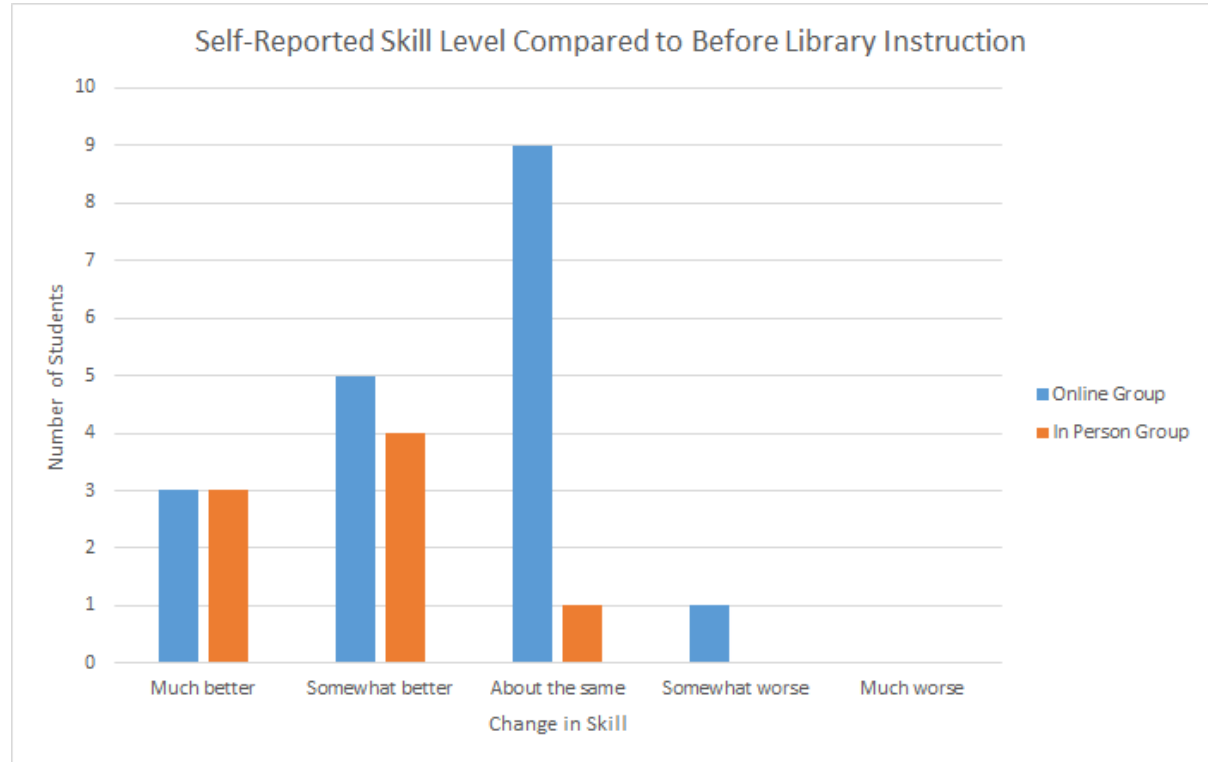


LLBA = Linguistics and Language Behavior Abstracts

Results

Majority of in person group reported “somewhat better” or “much better” research skills after library instruction

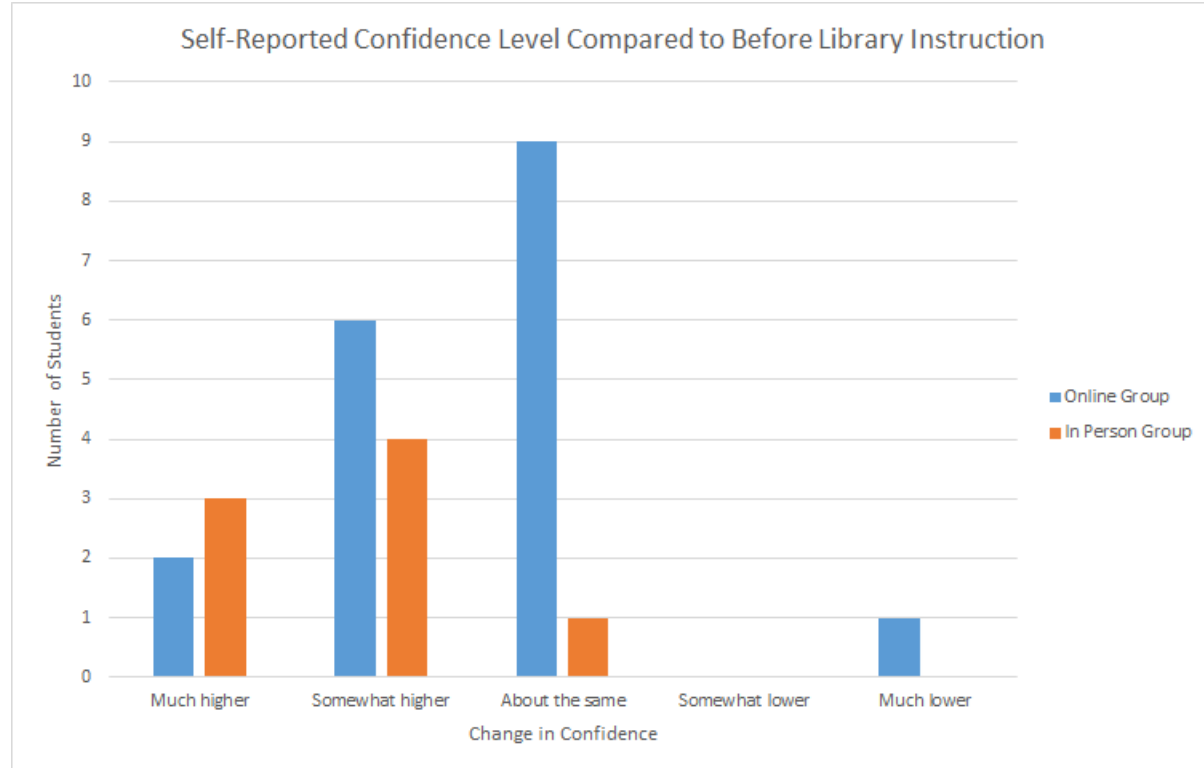
Half of online group reported their skills stayed “about the same”



Results

Majority of in person group reported “somewhat higher” or “much higher” confidence in conducting research after library instruction

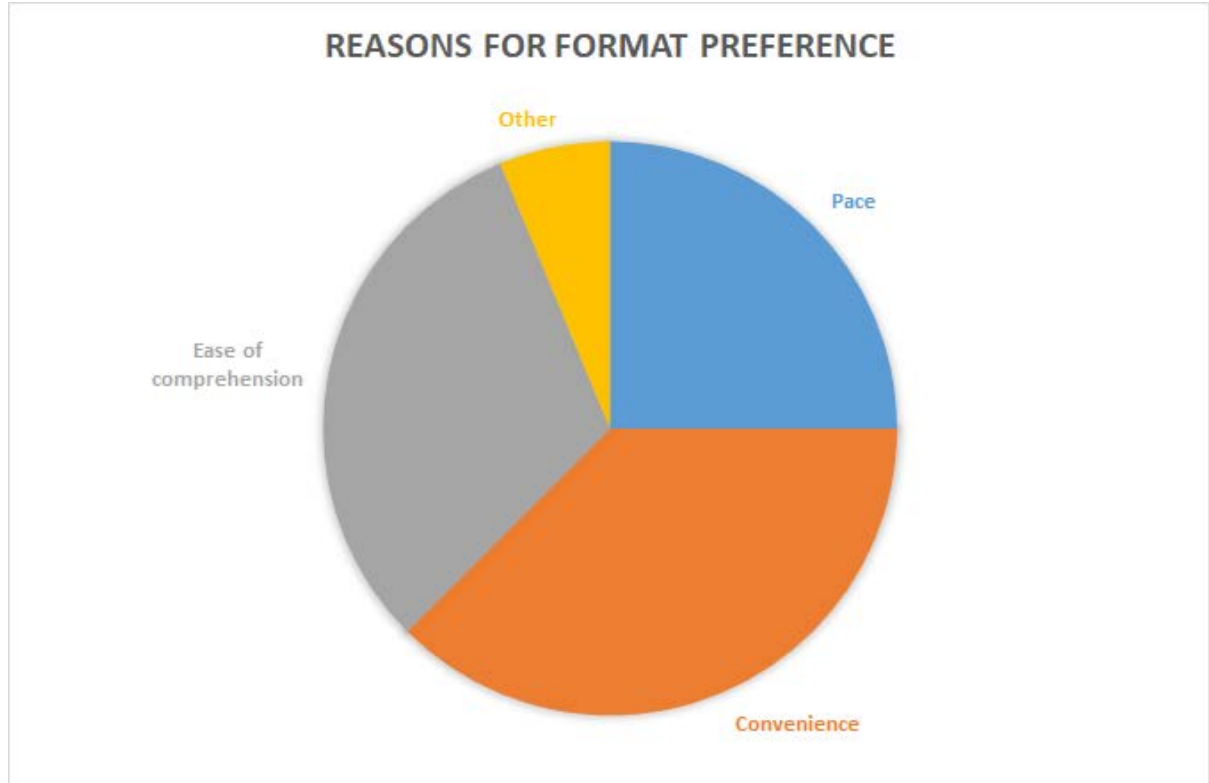
Half of online group reported their confidence stayed “about the same”



Results

Online group students who had received a previous library instruction session in person gave their format preference

Preference was overwhelmingly for the online format



Limitations

Small sample size, especially for in-person group

Confounding factors:

- Different course instructors
- No random assignment
- Slight differences in instructional content due to format limitations
- Online instruction was graded, in-person instruction was not
- Varying amounts of previous library instruction

Discussion

- Pacing: learners complete modules at their convenience
- Convenience: online learners have continuous access to instruction materials
- Status: upper-level students could approach online learning differently

Fall 2017 Implementation

- 34 students in 2 face-to-face sections
 - 25 completed the online modules
 - 9 received in-person instruction
- Changes to grading and feedback system
 - Librarians provided feedback on the quality of the keywords and search, but students received full points for just submitting
- Class visit

Implemented Changes to Instruction

~~Writing Research Questions~~

- ~~● Video and quiz~~

Choosing Keywords

- Video and ~~quiz~~ *research question/keyword submission*

Searching

- Advanced Seeker (EDS) tutorial, ComDisDome tutorial, ~~and quiz~~
- *Sample search submission in a different database*

~~Primary vs. Secondary Research and Peer Review~~

- ~~● Videos, handout, and quiz~~

APA Citations

- APA guide, DOI guide, ~~quiz,~~ and optional RefWorks tutorials

Cited Reference Search and Journal Searching

- Journal search tutorial, Cited Reference Search tutorial, ~~and quiz~~

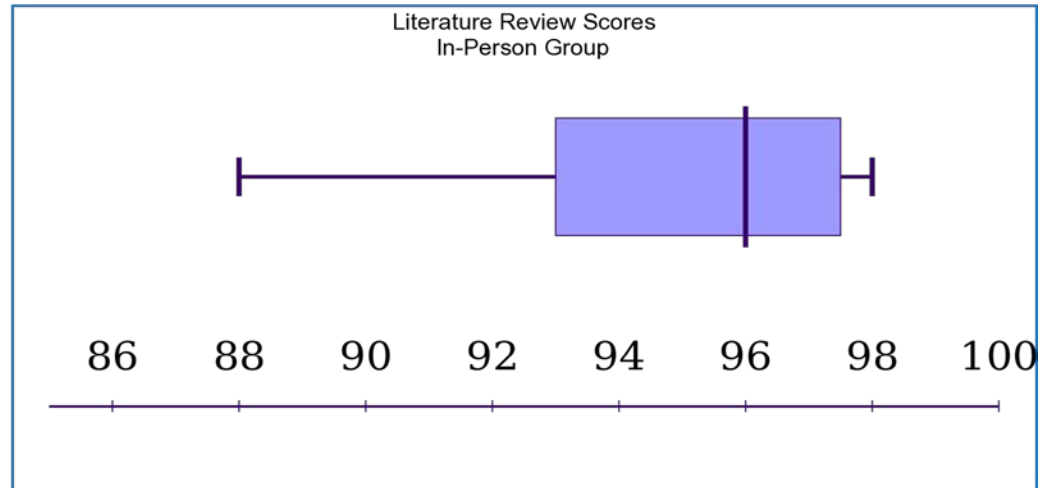
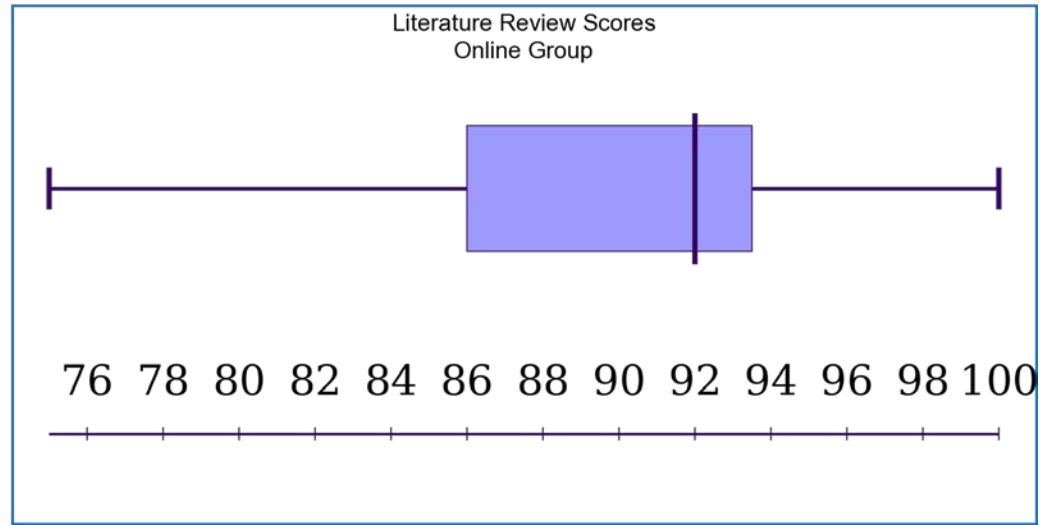
Fall 2017 Results

Difference in scores between in-person and online groups on the Fall 2017 literature review assignment was not statistically significant ($p = 0.06$)

Online median = 92

In-Person median = 96

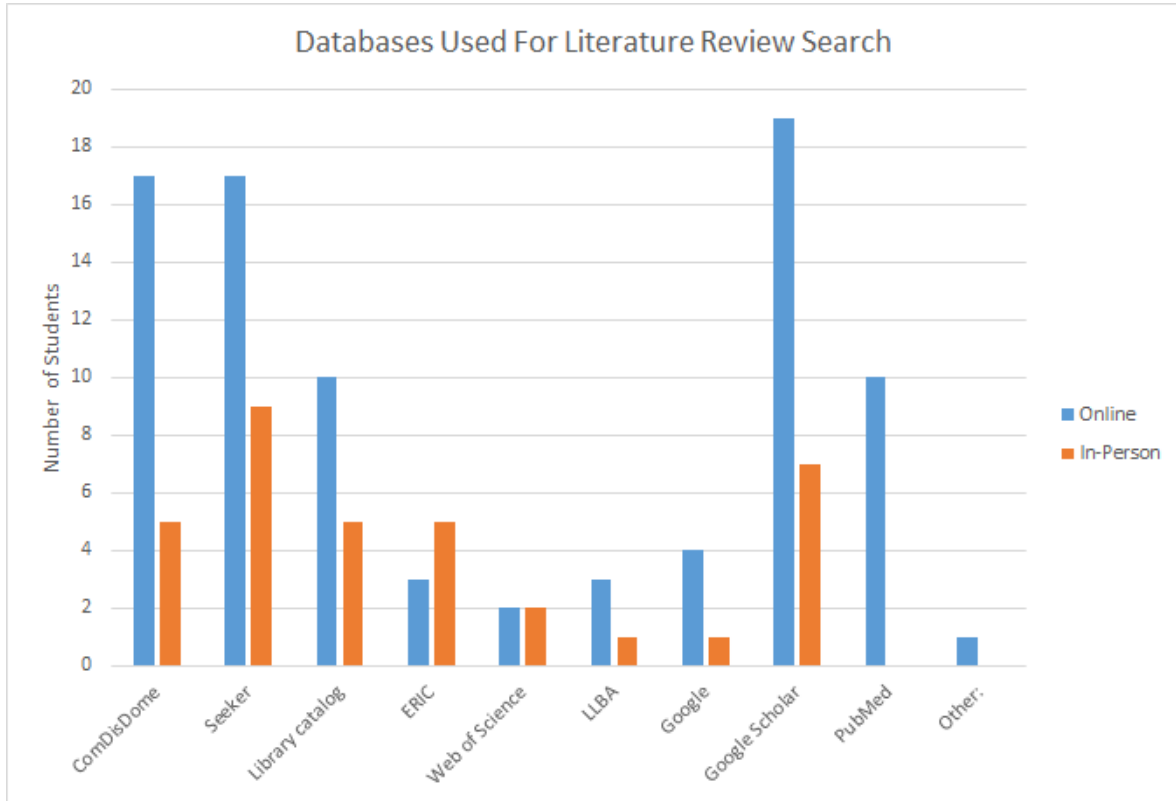
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Fall 2017 Results

Online group tried 1 additional database

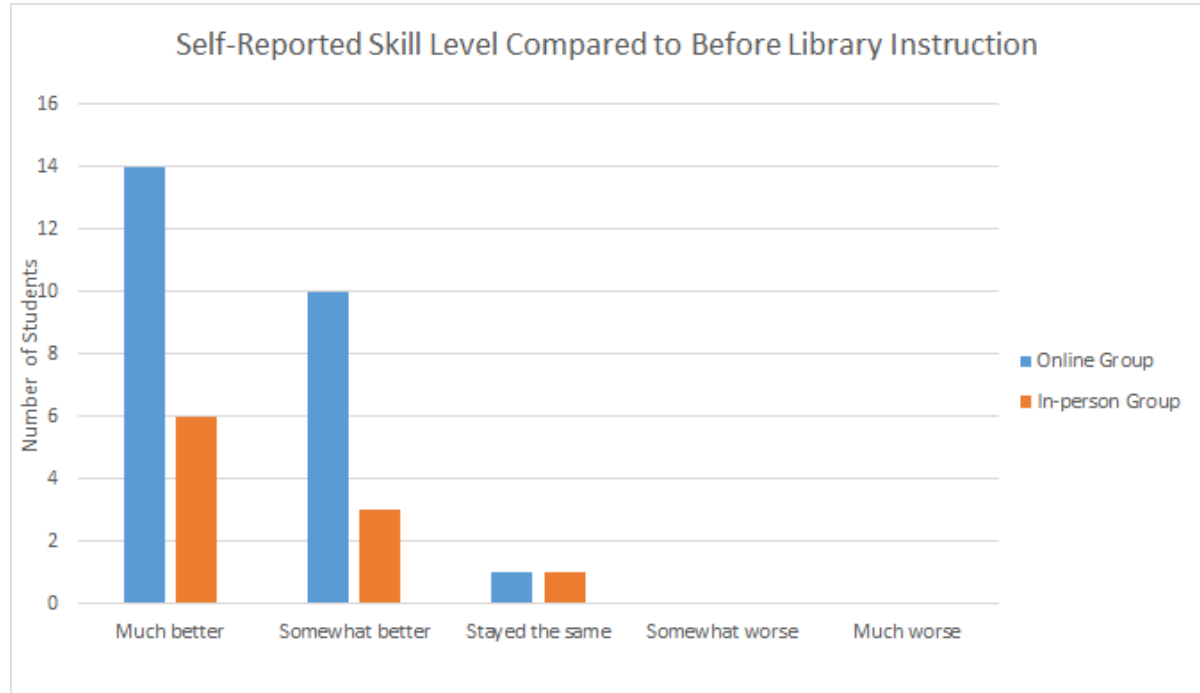
All of these databases were mentioned or demonstrated during the library instruction



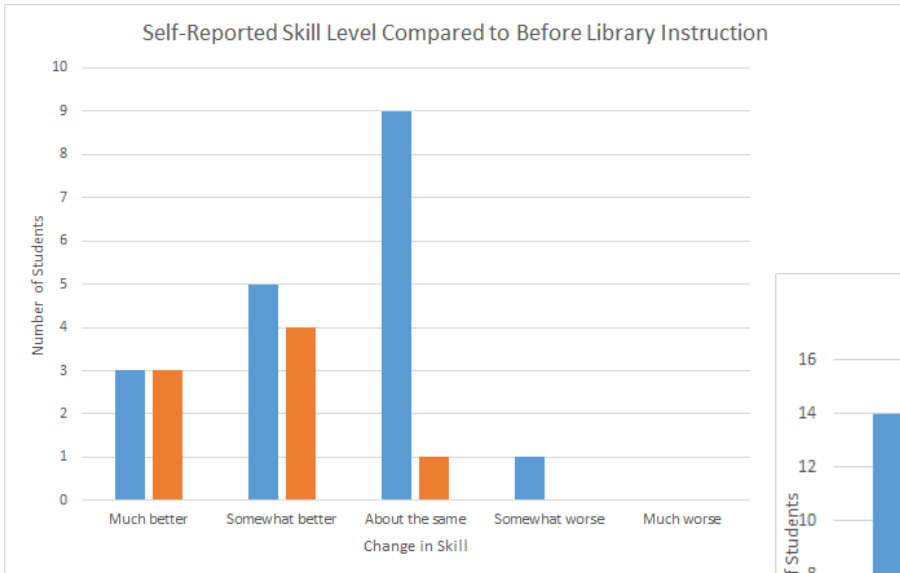
Fall 2017 Results

The majority of in-person and online students reported “much better” or “somewhat better” skills after library instruction

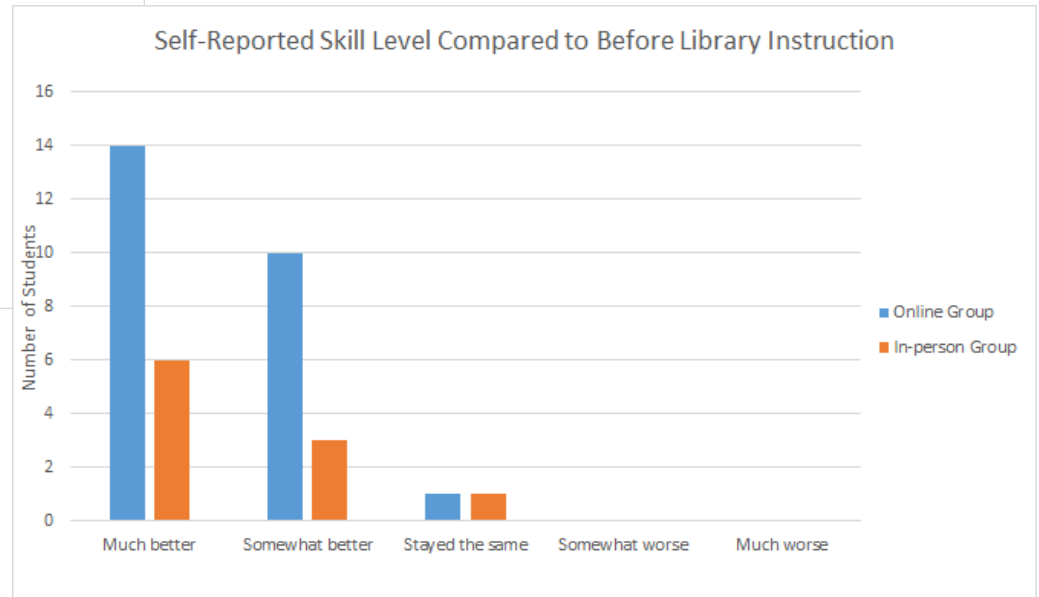
More online students in this semester reported “much better” or “somewhat better” skills after library instruction than first semester



Spring 2017 Group



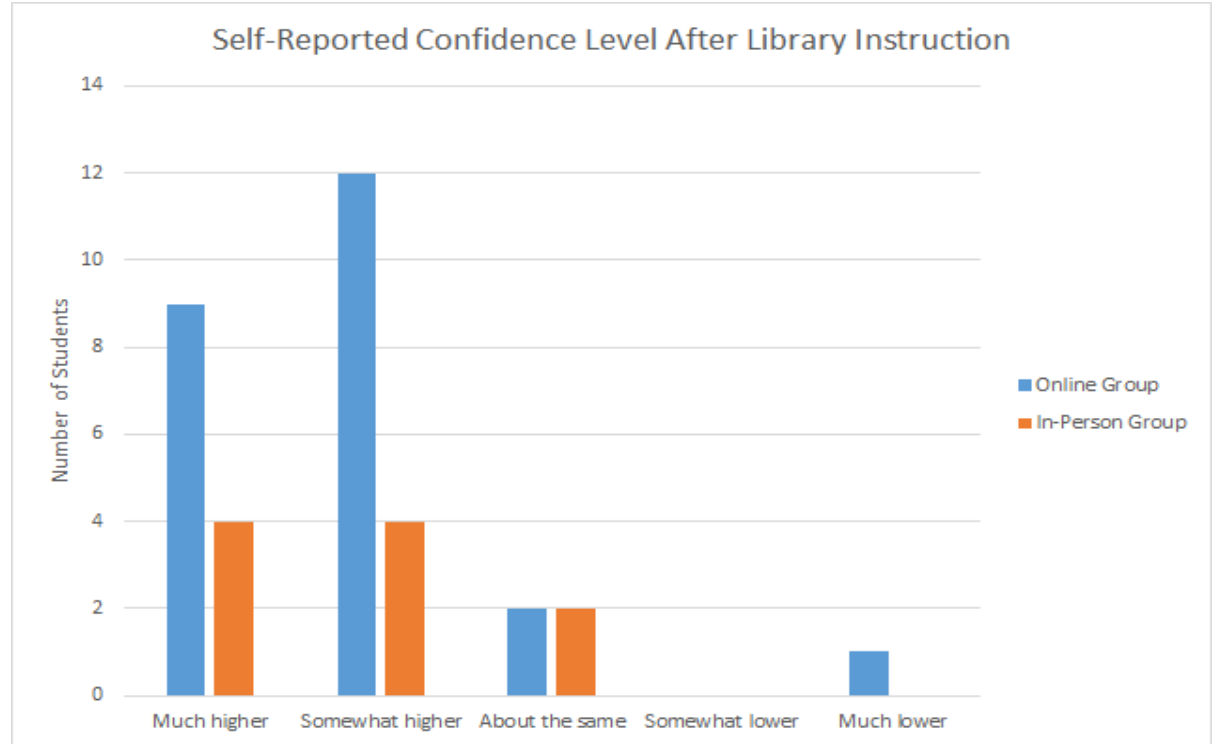
Fall 2017 Group



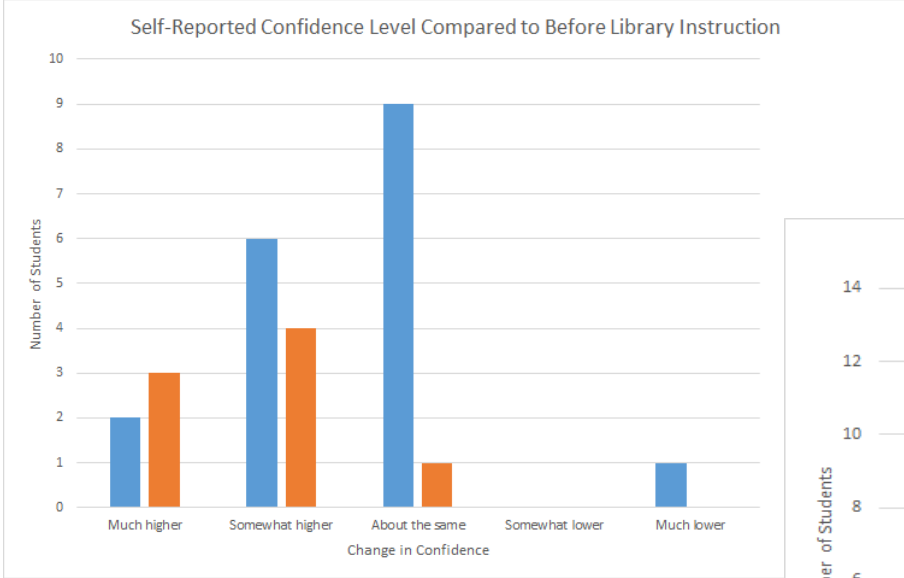
Fall 2017 Results

The majority of students in the online group and in-person group reported increased confidence in research skills after library instruction

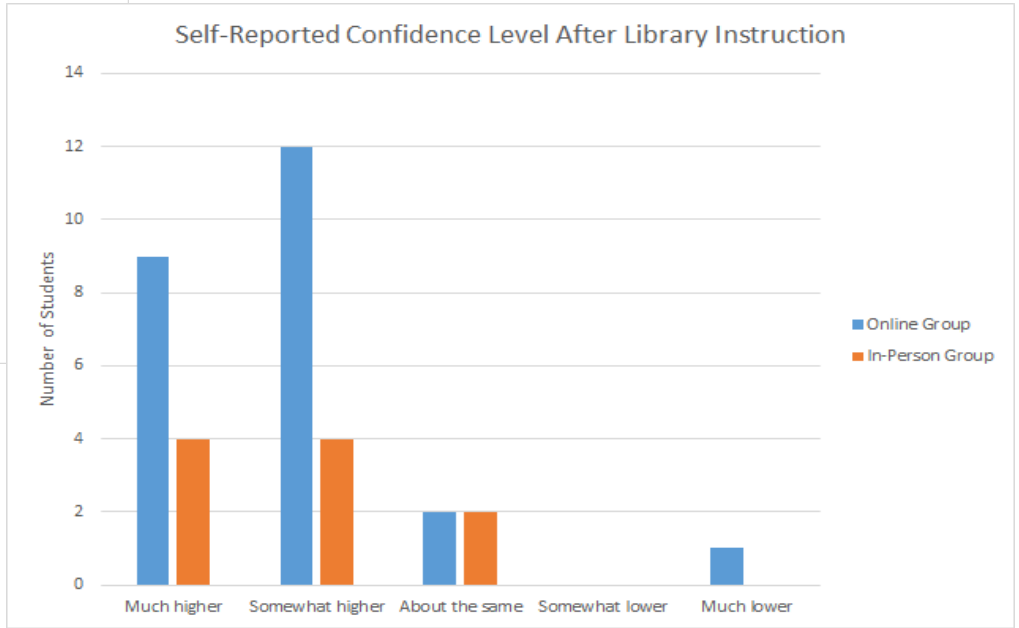
1 student in the online group reported “much lower” confidence in research skills after library instruction



Spring 2017 Group



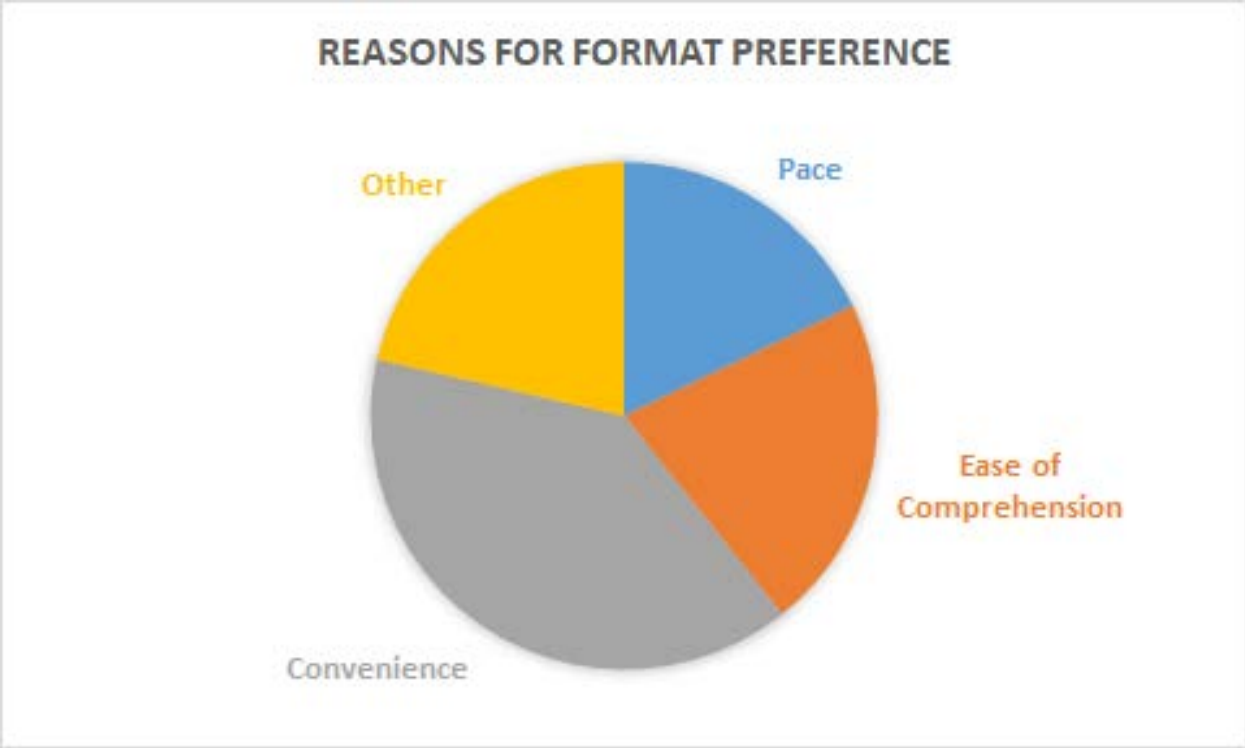
Fall 2017 Group



Fall 2017 Results

Online group students who had received a previous library instruction session in person gave their format preference

88% of respondents preferred online format



Fall 2017 Discussion

- Faculty: students' perception of or relationship with the professor could affect students' overall reception of library instruction
- Feedback: elimination of grading could have influenced students' assessment of skills

Going Forward

- Fully online version of this class offered in Summer 2018
- Incorporating active learning with emerging technologies
- Considering how to scale up or use this model for other classes

Questions?

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