

The Academic Library & Online Learning

Empowering Students through Flexibility,
Customizability, and Convenience

Amanda Nichols Hess
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Presentation Objectives

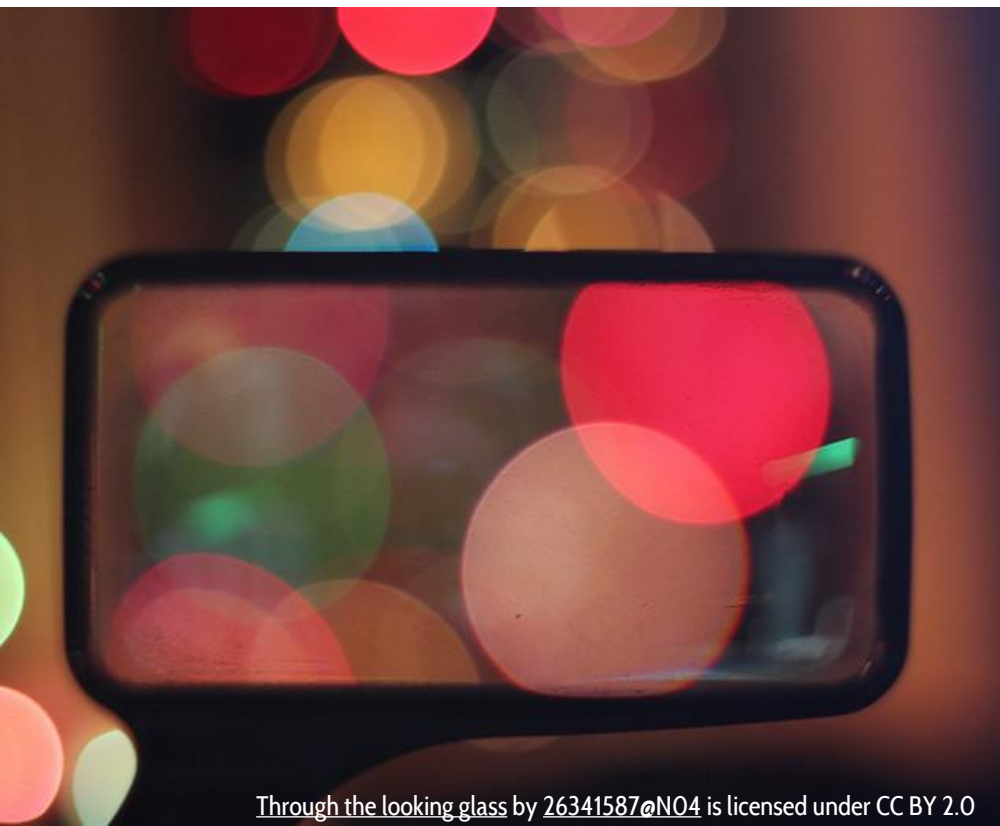
- Address information literacy as an instructional concept
- Share study of learning information literacy skills online vs. face-to-face
- Discuss the study's implications for empowering learning



Have you got your eye on the target by 21560098@NO6 is licensed under CC BY 2.0

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Information Literacy Defined



“The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.”

National Forum on Information Literacy

AAC&U: LEAP Essential Learning Outcome

ACRL: *Information Literacy Competency Standards for Higher Education*

Study Background

- Optional instructional workshops for three upper-level sociology courses (n=36)
 - Varying levels of knowledge and experience
- Offered content online / in-person
 - Identical, except for delivery method
 - Online modules embedded in CMS

Library Instructional Resources

These instructional resources are intended to help you as you work on your research. Information is presented through short video demonstrations that can be stopped, paused, rewound or fast-forwarded, and replayed at any time to help aid in your use of the OU University Library's resources. These videos are also available at www.youtube.com/oulibraries.



Study Participation Consent Form - PLEASE BEGIN HERE!



Learning Workshop Entry Survey

This questionnaire, taken **before beginning** the instructional modules or participating in the face-to-face instructional workshop, will provide a baseline for researchers in their evaluation and comparison of online and face-to-face learning workshops. Participation in this survey is optional, and should only be completed if you have granted your consent to participate in this study.

Learning Resources



Getting Started: Using Library OneSearch

The videos

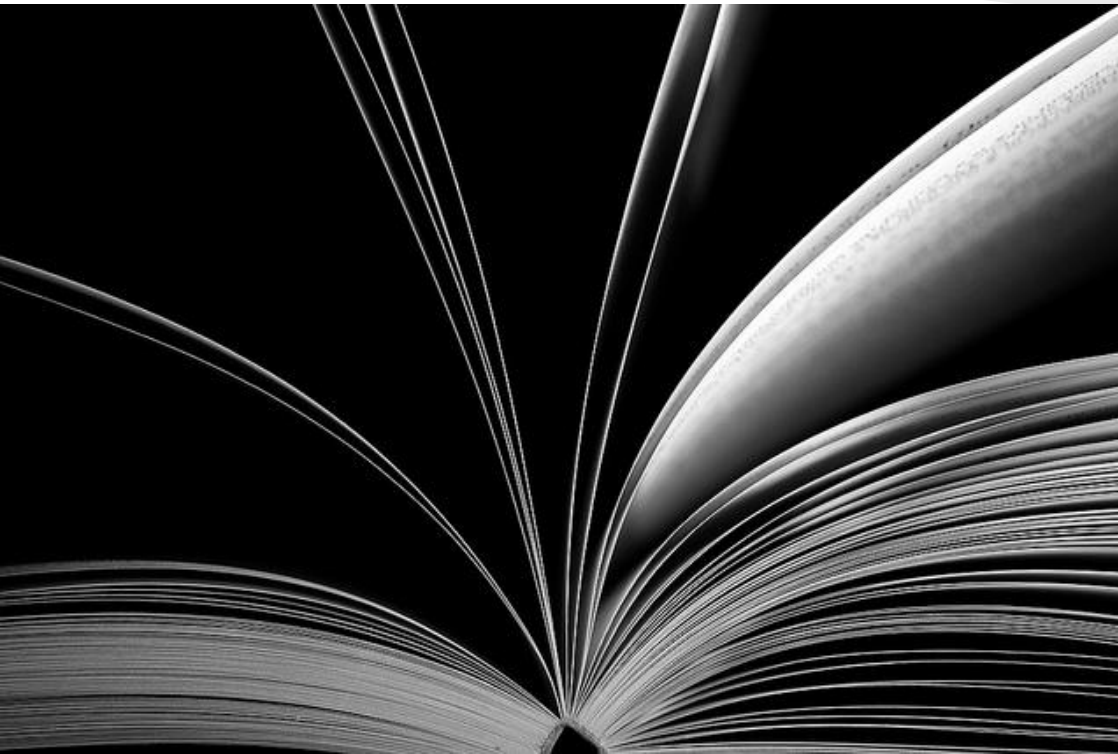


Keywords

The videos



Scholarly Foundation



- Upper-level social sciences students: more likely to work with e-resources than a librarian
- Online learning effective in providing point-of-need instruction
- “Embedded librarianship” in online / blended / face-to-face courses

Study Conditions

- Quasi-experimental design: pre/post-test
 - Five questions aligned with IL standards:
 - Starting the search process
 - Keyword / subject searching
 - Accessing subject-specific resources
 - Identifying scholarly / peer-reviewed sources
 - Advanced research strategies and tools
 - Perceptions of the library as research resource
 - Perceptions of online learning's effectiveness



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Findings

- Online vs. face-to-face instruction:
 - Both saw improved learning outcomes
 - No significant differences between formats
 - Use of both formats = higher scores
- Pre / post-test of library's relevance:
 - Significant difference in perception of:
 - Library's / librarians' availability for assistance
 - Availability of relevant content through the library
 - Ability to access relevant content through the library
 - The library as the first step in research
 - Online students - significant difference compared to face-to-face students

Teaching & Learning Takeaways



- Online IL instruction = F2F IL instruction
 - Gives librarians / instructors options for teaching while considering:
 - Convenience
 - Flexibility
 - Customizability
- IL instruction impacts perception of library's role in research
 - For librarians:
 - It's **working** - continue to embed!
 - For subject instructors:
 - Might this improve students' research results?

Did We Hit the Target?



- Address information literacy as an instructional concept
- Share study of learning information literacy skills online vs. face-to-face
- Discuss the study's implications for empowering learning



Questions & Discussion

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