All, Some or Nothing At All: What is the Effect of Librarian Information Literacy Instruction on Student Learning Outcomes?

Project Question

Does more instruction from a librarian affect student use of information resources compared with less or no instruction?

Results

Students' questionnaire answers from a pre-test administered at the beginning of the course, compared with answers to the same set questions at the conclusion of the course, with respect to the three sections: no librarian instruction, embedded librarian instruction, and one-shot librarian instruction.

Literature Review

(See LibGuide for details.)

Method

A successful partnership was put in place between a faculty member teaching English composition and a librarian, with three class sections devoted to library instruction. See Statkus and Graham (2014).

Pre-test and post-test questionnaires were administered at the beginning and conclusion of these courses.

We engaged English composition teaching faculty with the following library involvement for three different sections:

1. Section One – no librarian instruction
2. Section Two – one-shot in-class librarian instruction
3. Section Three – embedded library instruction with a librarian in-class visit four times during the semester

Project Team

Team Leader: Garrett Eastman, Director of Libraries
Team Members:
Daryl Statkus, Associate Professor of English
Dr. Maria Calkins, Associate Professor of Psychology
Pamela Graham, Instruction Librarian*

*former team leader, now at the United States Coast Guard Academy

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Claims & Contributions

Our results indicate that some library instruction, whether embedded or one-shot, correlates with student comfort in using library resources and scores on an information literacy rubric. (For latter, see LibGuide by scanning code at left.)

Lessons Learned

The results indicate that some instruction is better than none, but embedded instruction does not deliver significantly better results than one-shot instruction. We did not review student searches, citations and bibliographies; nor, aside from the cumulative rubric grading, could we determine whether faculty were seeing desired research results from their students. Aside from class scores, there is no definite indication that students who indicated greater awareness of library resources on the survey correspondingly scored high grades on the composition rubric.

Next Steps

Pending results from this study, our initial aim was to implement embedded instruction across all English composition courses. The results indicate positive outcomes from some librarian intervention but not a significant difference between embedded and one-shot instruction.

Further study, if necessary, may compare an embedded in-person library course instruction with an online or hybrid course instruction. As our college moves towards more hybrid and online learning, such an experiment would support the evolution of the institution and curriculum.