“One-Shots” and Research Consultations Can Make a Difference

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Research Question
Do students who receive information fluency instruction from librarians demonstrate better use of sources in their capstone projects for their major?

Methodology
Developed and normed rubric to evaluate:
✔ Attribution
✔ Evaluation of sources
✔ Communication of evidence
Scored 42 capstone projects from the 2011 student cohort representing majors in:
✔ History
✔ Theatre
✔ Political Science
✔ Physics & Astronomy
✔ International Studies
Matched scores to individual student attendance data:
✔ Course-integrated instruction sessions (“one shots”)
✔ Individualized research consultations

Literature Review
Research we reviewed frequently examined impact of library use, rather than instruction, on overall grades or retention (Soria, et al., 2013; Bell, 2008). We wanted to examine instruction impact.

Work by Carleton College (Jastram, et al., 2011) and Claremont Colleges was instrumental in our methodology development.

Results
Mean Capstone Scores by Total Instruction

<table>
<thead>
<tr>
<th>Attribution</th>
<th>Evaluation of Sources</th>
<th>Communication of Evidence</th>
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<tbody>
<tr>
<td>Scale for each area scored was 1 (low) - 4 (high)</td>
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<tr>
<td>Highest possible total score was 12</td>
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<td>Highest score given was 11.5</td>
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<td>Lowest score given was 5</td>
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Course-Integrated Instruction Sessions Experienced by Students 2011-Fall 2014

- 0 sessions: 27
- 1 session: 12
- 2 sessions: 3
- 3 sessions: 8
- 4 sessions: 6
- 5 or more sessions: 9
Number of Students = 42

Research Consultations Experienced by Students Fall 2012-Fall 2014

- 0 consultations: 27
- 1 consultation: 12
- 2 consultations: 3
- 3 consultations: 2
Number of Students = 42

Conclusions
✔ Better scores in the assessed areas correlated with more librarian-led information fluency instruction
✔ Scores improved with both integrated course instruction and individual research consultations
✔ All students had room for improvement in one or more areas

Recommendations
✔ Repeat study with 2012 student cohort
✔ Repeat study with a different selection of majors
✔ Compare results by major
✔ Offer rubric to faculty for capstone evaluation
✔ Survey students or integrate student self-evaluation

Next Steps
✔ Share results with faculty
✔ Consult with Writing Director

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