**TV or Not TV: Assessing Student Learning of Searching as Strategic Exploration, Video Tutorials VS. Traditional Instruction**

**Why this project?**

- Paraphrasing via librarian assigned worksheet.
- Requested student responses by means of directed instruction through video tutorials and traditional means.
- Divided classes into two groups and librarian provided surveyed participants about educational background, language, and number of discipline specific databases used.
- Students were able to determine searching strategies utilized to identify students’ success.

**Method:**

- Course is hybrid in nature.
- ACCESS targets an adult student population.
- ACCESS is an accelerated undergraduate program that targets adult student population.
- Courses are paid in full.
- 2016 ACCESS enrollment was 5,340.

**Participants:**

- Subjects consisted of 25 ACCESS students enrolled in three different courses during the Fourth Session of Spring 2016.
- 2003 - Lynne Kvinnesland, MLIS, MEd, (now Information Literacy Librarian at Colgate University);
- TV or Not TV: Assessing Student Learning of Searching as Strategic Exploration, Video Tutorials VS. Traditional Instruction
- Anca B. Balteanu, MBA, Associate VP of Campus Information Services and Access Instructor
- Debi Rossow, MFA, Chair of Writing Learning.
- Jim Castagna, MBA, MBA Program Coordinator-Eastern and ACCESS Instructor
- Morgan Alayne, MBA, Associate VP of Campus Information Services and Access Instructor

**Analysis:**

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**Outcomes Assessed:**

- Students will be able to:
  - Frame searching as strategic exploration.
  - Explore research techniques by means of directed paraphrasing via librarian assigned worksheet.
  - Identify course-related specific database(s). Use search techniques applying controlled vocabulary based on search results.

**Limitations:**

- Small class sizes and low response rate from instructors resulted in small participant population.
- Impossible to limit instruction to one course or courses are offered every eight weeks, at most.
- Impractical to make any claims about statistical significance.
- Time response rate from students when they were requested to fill out assessment materials online required all assessment to be done in class.
- Low response rate from students when they were requested to fill out assessment materials online required all assessment to be done in class.
- On-line term assessment to demonstrate application in classwork.
- ACCESS students' outcomes were essentially the same, independent of instruction method.
- Data suggests that traditional instruction encourages use of more strategies per step. However, difference is minimal: (.516 vs. .453).
- Larger sample size would provide stronger support for this implication.
- ACCESS students are interested in the speed and flexibility of library instruction.
- Knowledgeable practice of Searching as Strategic Exploration can be taught through video tutorial.
- Research assistance by appointment strongly prefer
- Online tutorials may enhance the learning experience by providing agency and convenience.
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- Faculty, too, may find online information literacy instruction more convenient when it is provided online, because it can be done outside of class time.

**Next Steps:**

- This study can be utilized as the foundation for further assessment.
- Additional characteristics of successful instruction to ACCESS students.
- Aims to increase sample size as definitive claims can be made.
- Include ACCESS instruction to require asynchronous Library instruction.
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**Conclusions, Contributions:**

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**TV or Not TV: Assessing Student Learning of Searching as Strategic Exploration, Video Tutorials VS. Traditional Instruction**

**Question:**

Is video instruction or traditional face-to-face instruction more effective for teaching Searching as Strategic Exploration to ACCESS students?

**Method:**

Lynne Kvinnesland, MLIS, MEd, (now Information Literacy Librarian at Colgate University);

**Participants:**

ACCESS is an accelerated undergraduate program that targets adult student population.

**Question:**

- Is video instruction more effective for teaching Searching as Strategic Exploration to ACCESS students?

**Analysis:**

Students will be able to:

- Frame Searching as Strategic Exploration
- Explore research techniques by means of directed paraphrasing via librarian assigned worksheet
- Identify course-related specific database(s).
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