Evaluating the Impact of Face-to-Face and Online Information Literacy and Writing Skills Instruction Using a Mixed Methods Research Design

In our AiA research, we evaluated the impact of F2F, online, and blended approaches to information literacy and writing skill development in a large, first-year Management course using a mixed methods approach. Our results are not generalizable but it did prompt us to think critically about these common approaches to instruction. It also raised our awareness of pitfalls to avoid in research design.

**FINDINGS**

- Students used Google almost exclusively.
  - We don’t know what citations students used to find information, or what they didn’t easily differentiate between types of sources found on the web. This was also evident in the results [i.e., if they can’t correctly identify the type of source (book, journal, article), they can’t apply the citation style correctly].
  - Sources appeared to be selected based on ease of access and basic relevance. Authority did not appear to be highly considered.

**At the end of the class, students will be able to:**

- Identify relevant types of information sources for the assignment, including journal articles, articles, statistic site, and company information.
- Identify types of sources such as relevance and authority in order to select sources that support their argument.
- Write effective search statements.
- Develop why citing sources is important.
- Research a topic comprehensively using APA style.
- Use the most effective citation support to help them write effective sentences.

**Writing Skills**

- Students (n=27) who completed an online tutorial scored higher on a post-test than those who attended a face-to-face lecture (Lechner, 2005).
- Clark and Chinburg (2010) used citation analysis to compare face-to-face and online (PPT) IL instruction for upper-division undergraduates. IL skills and found no significant difference in the citation patterns of each group.
- Anderson and May (2010) found that IL instruction did not have a significant impact on students’ research skills, regardless of modality, using a pre-post-test after participation in two library instruction sessions but instructor use of active learning enhanced student learning gains (Steele, 2006).
- Effective use of rubrics for evaluating research and writing skills.
  - Head & Eisenberg (2010) recommend faculty, librarians and writing centers jointly develop and integrate comprehensive research rubrics, including criteria about what quality course-related research entails; we would support this recommendation.

**CONCLUSIONS + RECOMMENDATIONS**

- “Data” person from the start
- “Done” person from the start
- “Help” person from the start
- “Comment” person from the start
- “Follow-up” person from the start

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