

Loyola University Chicago

Private, Jesuit University | 17,159 students enrolled | 62 FTE library employees

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Impact of Library Instruction on Inclusion of Library Resource on a Final Project

This project aimed to investigate the relationship between attending a library instruction session and the rate at which library resources were incorporated into final projects.

The motivation for this project was to determine whether an instruction session alone can influence the use of library resources, or if another intervention (like a rubric item/assignment requirements) is needed to influence student use of library resource.

The instructors of MARK 201 (introductory marketing course) in Fall 2019 (ten sections) were the partners for this project.

Inquiry Question: What impact does library instruction have on the rate at which students include library resources on their final assignments?

Study participants: All students enrolled in MARK 201 (Fall 2019). This is an introductory marketing course, which is taken primarily by sophomores. There was representation from freshmen, juniors, and seniors as well.

The data was collected in two parts. The first phase of data collection focused on comprehension. Students were asked to complete an activity based on the library instruction session called a "defining features matrix." They were asked to evaluate four business research tools that are well suited for the final project in MARK 201, and answer questions about what type of research each tool facilitates. A demographic profile was also filled out, so that the data could be normalized for anomalies like if a student had already taken advanced marketing courses, whether the student's primary language was English, and other factors. The second phase of data collection was a citation analysis project where final projects for MARK 201 were analyzed to determine the rate at which students incorporated library resources into their projects. Citations were analyzed from classes that had library instruction and from classes that did not have library instruction.

Unfortunately, low participation by faculty (for phase one and two of data collection) prevented any meaningful findings. Insufficient data makes me hesitant to make any claims about this project. However, three courses provided citation data for analysis. Two courses did not receive library instruction sessions, and one did.

- For course #1 (no library instruction) 9 student groups submitted work. Not a single library tool was used, and most students only used websites. Out of the 9 submissions, only two cited the links properly, and seven either only listed links or cited the links incorrectly.
- For course #2 (no library instruction) 9 student groups submitted work and only 2 groups turned in citations. The first group submitted citations with 2 websites and

their textbook, and the second group submitted citations with 6 websites. All were cited properly.

- For course #3 (did receive library instruction) 9 student groups submitted work, and 8 included citations. All students included at least 2 library databases, and many websites. All groups also cited their work, not just listing links. Five groups did this correctly, and three groups had some errors. The group that did not turn in citations had visual evidence that they used databases (including easily identifiable screenshots with database branding) but did not include a citation page.

My initial intention to use these findings has pivoted due to lack of participation and not reaching any firm conclusions. I intend to use these results when working with faculty to schedule instruction sessions, and as evidence for faculty members that don't typically schedule instruction sessions to invite me to their classes.

My next steps will be to attempt to repeat this process and encourage more participation for better data collection and results. The eventual goal is to use the results of the research to contribute towards the rubric for the final project and require the use of library resources and proper citations for every student.

I believe this process would have gone as planned if there was additional buy-in from the marketing department. The coordinator of the course offered little to no support for the project and did not encourage or require participation. Next time I attempt this project I will start with the department chair for additional leverage in getting participation from teaching faculty.

The timeline for this project was as follows:

- June 2019: Create phase 1 data collection tool (with Qualtrics). Get IRB approval for the project and establish a relationship with the MARK 201 coordinator
- August 2019: schedule instruction sessions for the fall semester
- Sept-Oct 2019: offer instruction sessions, collect phase 1 data
- November 2019: analyze phase 1 data
- December 2019: collect and analyze phase 2 data (students submitted this work as a final project, so the data collection had to take place after they submitted their work).

Cited works:

Radcliff, C. (2007). A practical guide to information literacy assessment for academic librarians. Westport, Conn.: Libraries Unlimited.