Section Header	Description
Institution Name	Lewis University
Institution Characteristics	Lewis University is one of 60 private not for profit universities worldwide, sponsored by the De La Salle Christian Brothers, an international Roman Catholic teaching order. The Lewis main campus is located in Romeoville, IL, and offers more than 80 undergraduate majors and programs of study, 37 graduate programs, and two doctoral programs. Lewis has an FTE of 6400 students, with 11 total library staff, including 2 Instruction librarians.
CARLI Counts Participant Name + Job Title	Kelley Plass, Head of Library Instruction and Research Services
Project Name/Title	Is librarian driven virtual instruction more beneficial than student-driven virtual instruction without a librarian?
Single Sentence Abstract	Lewis University library conducted an investigation into virtual Information literacy instruction comparing student learning outcomes from an online student-driven tutorial to an online librarian-driven tutorial and found students who took the librarian-driven module scored better in the tutorial.
Motivation(s) for Project	In March 2020, the Covid-19 pandemic caused Lewis University to cease all in-person activities and move to an entirely online format. All classes in the 2020-2021 school year are hybrid with limited in-person interaction. Consequently, traditional in-person information literacy classes are not feasible for the instruction librarian, students, and faculty's safety. Therefore, new options for virtual information literacy instruction became necessary. One option offered is a student-driven tutorial that students would complete outside of class. However, the students missed the added benefit of a librarian to help add context to the information and answer questions in real-time. To provide quality information literacy instruction, the library needed to determine if students genuinely benefit from a librarian guiding a tutorial or if a student-driven

	tutorial provided the same benefit to student outcomes.
Partners and Stakeholders	Andrew Lenaghan, Library Director Antonieta Fitzpatrick, Director of Academic Support Services Dr. Melissa Eichelberger, Student Success Coordinator
Inquiry Question	What is the impact of Librarian-guided instruction on student performance when completing an online tutorial?
Study Participants/Population	The study participants were first-year students enrolled in the Cornerstone class and first-year students enrolled in the Success Scholars program. Cornerstone is a required class for all first-year students at Lewis University. Success Scholars is a required program for selected first-year students who are likely to struggle without additional support.
Method(s) of Data Collection and Analysis	The Head of Library Instruction and Research Services used Checkology lesson modules to create a lesson on misinformation and assigned each group the same two instructional modules. The Success Scholars program students received the lesson set in teacher-driven mode, which requires students to wait until the instructor advances the module to advance. The students completed the module in class with the instruction librarian asking open-ended questions designed to help students absorb the material, additional context, and answering questions. The Cornerstone students received the lesson set in student-driven mode, allowing them to advance through the lesson at their own pace. Cornerstone students did not receive additional input from the librarian during the tutorial. Checkology automatically scores quizzes and captures answers from open-ended questions. Once the semester concluded, the Head of Library Instruction and Research services downloaded the reports from Checkology and compared the scores from both groups.
Findings	Students in the Success Scholar's program scored higher on average than the students in

	the Cornerstone classes. Additionally, a smaller percentage of students in the Success Scholar's program received a zero score indicating they did not complete the tutorial, or less than 20 points, indicating they only completed a few questions.
Use of Findings	The Head of Library and instruction Services will study the results with the Library Director and use the results to adjust future virtual options for information literacy classes. Additionally, the results can help advocate for the inclusion of librarian guided information literacy classes in the future.
Next Steps and Other Results	The data is in the evaluation process; however, results demonstrating the benefit of a librarian leading information literacy will advocate for the stakeholders to continue to include information literacy sessions in both courses. Additionally, the results will inform future options for virtual instruction models.
Additional Reflections	There was no cost associated with this study. Checkology is free for educators and allows the instructor to customize a lesson. The project was successful because the curriculum of the Success Scholars and Cornerstone classes incorporates information literacy. All of the students were first-year freshmen. Success Scholars take Cornerstone class, but their responses were separate from the larger group as a cohort. The biggest obstacle was trying to facilitate the sessions remotely during the pandemic.
Timeline	February 2020 – First CARLI Counts! weekend March 2020 – University Shuts down on orders of Governor and all classes are remote May 2020 – Spoke with Professors to get students' scores for the new online class format both live with a librarian and use just videos. July 2020 – CARLI Counts meeting held virtually. The initial project changed due to the Covid-19 pandemic.

	August 2020 – Facilitated librarian-driven Success Scholar's learning module. October 2020 – Cornerstone students assigned student-driven learning Module November 2020 – CARLI Annual meeting and virtual poster presentation December 2020 – Cornerstone class completed. January 2021 – Final reports analyzed from Checkology and final CARLI Counts report written.
Bibliography/Works Cited	N/A
Appendices	Score breakdown from Checkology Checkology Class Report - **Success Scholars** | TOTAL number of students	47
Average score	334
percent of Students signed in but didn't answer any questions (received zero score)	6%
Students who received a score under 20	10% | Checkology Class Report - **Cornerstone** | TOTAL number of students	147
Average score	76
Percent of Students signed in but didn't answer any questions (received zero score)	59%
Students who received a score under 20	65%	