

Comparing Two Information Literacy Development Strategies for Online Doctoral Students

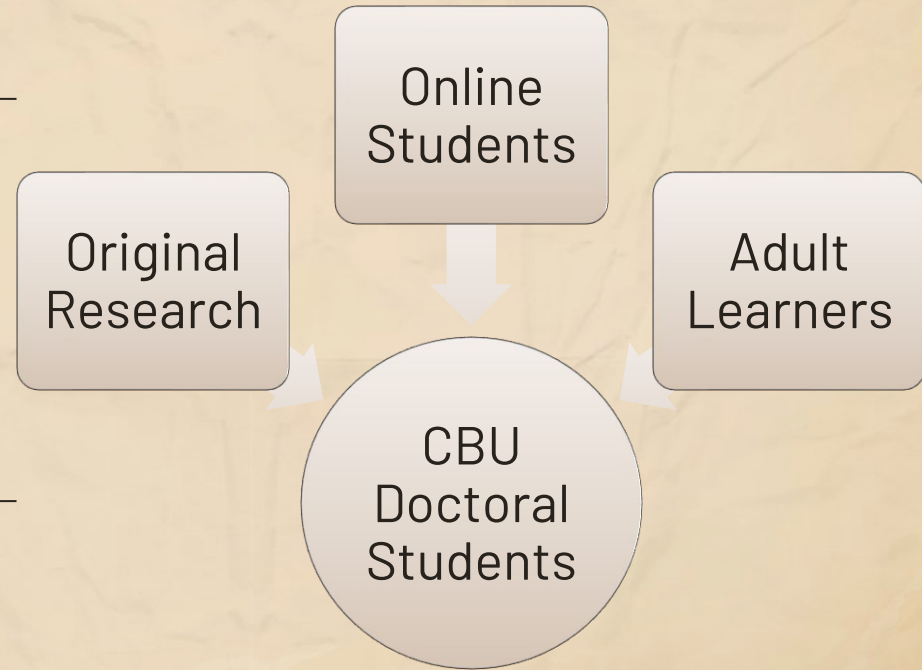
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The Problems

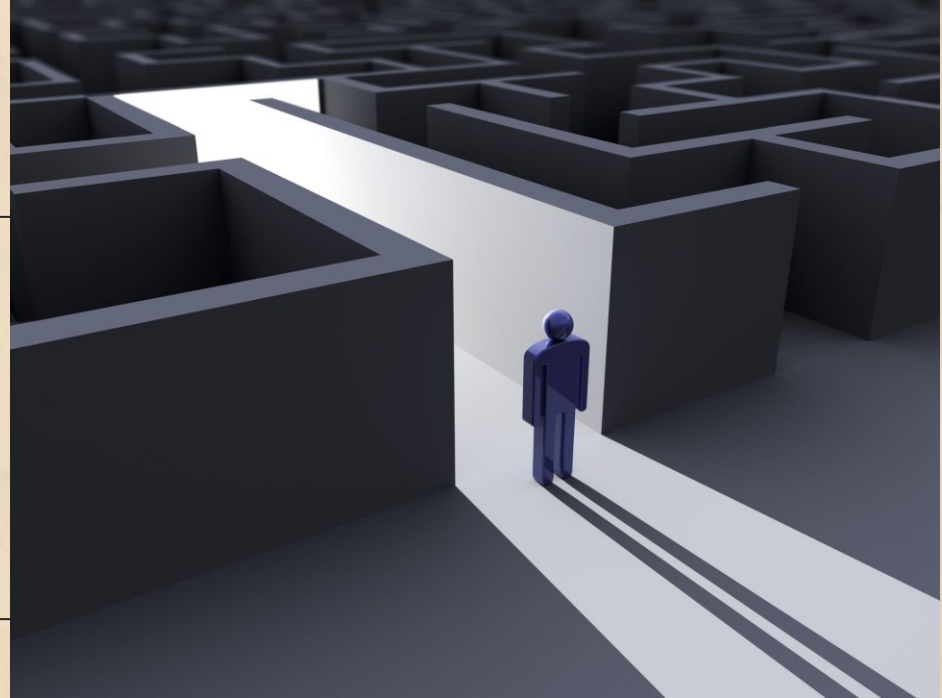
Doctoral students were underserved

Limited opportunities for IL assessment



The Solution

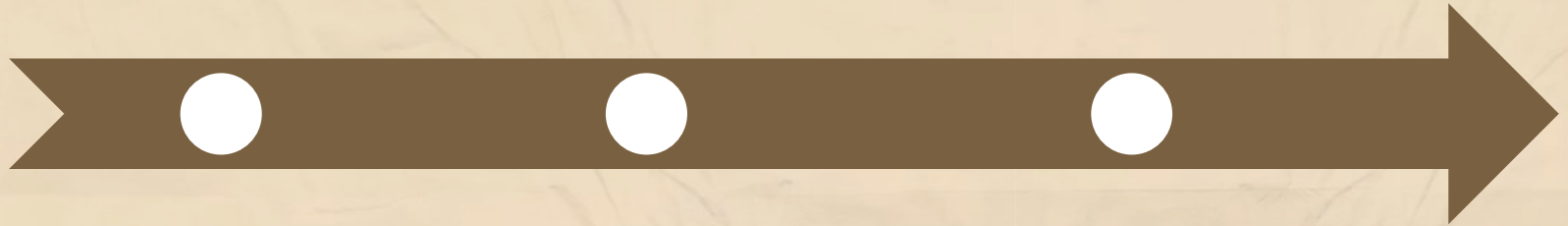
Fully asynchronous modules provided as a stand-alone course in Blackboard with built-in IL assessment



Experiential Learning Modules

ACTIVITY

REFLECTION



VIDEO

Confidence and Knowledge



No significant difference between groups in overall scores

Treatment group significantly more confident in identifying keywords

Significant differences within each group

Demonstrating Information Literacy

Significant
differences in
overall scores



Identifying
keywords

Describing the
search process

Student Feedback



Indirect Searching
Software & tools



Improve navigation
Additional content

**Filled a service gap for
doctoral students**

**Filled a research gap: ELT
in asynchronous context**



Implications for Assessment

1

Student work (e.g., research papers) will better gauge IL development and demonstration

2

Multiple instructional approaches can be effective, but the magnitude of effectiveness can vary greatly

3

Experiential learning modules are effective in a fully asynchronous context, provide valuable assessment data, and simple to update and expand

Questions?

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