Comparing Two Information Literacy Development Strategies for Online Doctoral Students

Carolyn Heine EdD, MLIS
California Baptist University

THURSDAY • NOV 3 • 2022
The Problems

Doctoral students were underserved
Limited opportunities for IL assessment

Original Research
Online Students
Adult Learners
CBU Doctoral Students
The Solution

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

ACTIVITY

VIDEO

REFLECTION
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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Student work (e.g., research papers) will better gauge IL development and demonstration</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Multiple instructional approaches can be effective, but the magnitude of effectiveness can vary greatly</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Experiential learning modules are effective in a fully asynchronous context, provide valuable assessment data, and simple to update and expand</td>
</tr>
</tbody>
</table>
Questions?

cheine@calbaptist.edu