Student interaction with online IL content

The impact of exam structure and course design

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iKomp
Online resource on information literacy
Motivation

Improve our own teaching by adding an online component
Objective

Enhance the students’ learning through focus on the whys instead of the hows
Student engagement in iKomp

(Andreassen, Låg & Stenersen, 2015)

Less than ¼ passed the exam on the first attempt and around ¼ used more than 10 attempts on the exam.

Engagement with in-course activities correlated only very weakly with exam score.

Conclusion: Too little engagement with course content before taking the exam.
Measures taken to enhance learning
(Andreassen, Låg & Stenersen, 2015)

Reduce student control by tightening the rules
(McLoughlin & Lee, 2010)

Favor interactive activities to boost student engagement
(Wanner & Palmer, 2015)

Evaluate course in light of student activity and performance
(Admiraal, Huisman & Pilli, 2015)
Outline

iKomp in brief, the UiT iKomp community, user data, linking the aspects, lessons learned
iKomp
Information literacy
UB / Result - UiT The Arctic University of Norway
Learning strategies
Source evaluation
Information search
Academic formation
40 MC-question exam
(80% to achieve course certificate)
The UiT iKomp community

iKomp a course requirement for all new students at the second largest faculty at UiT
The path of least resistance
You shall not pass!

Gandalf the Grey

The Fellowship of the Ring
J.R.R. Tolkien (1954)

Rewritten by P. Jackson (2001)
Reducing student control by tightening the rules

Exam settings

Four attempts only
Five minute interval between attempts
Hints to course content with wrong answers
Reducing student control by tightening the rules

Exam results

1121 participants passed the exam (Feb-Oct 2016)

Test with N = 614: 82 % passed on the first attempt (vs. 22% in 2015)

High use of Save button before each attempt

The observations indicate engagement with the content
Improving the exam questions

Less repetition, more application

2015: What is Boolean search?

2016: Below are four examples of combined searches in a database that supports Boolean operators. Which combination gives the fewest hits in the results list?
Improving the exam questions

Less repetition, more application

Citing and referencing still problematic

Favor interactive activities to boost student engagement

Use of videos

- Complete views (85.6%)
- Incomplete views (14.4%)
Favor interactive activities to boost student engagement

Use of activities

- Average number of users: 1200
- Average correct responses: 1000
- Average incorrect responses: 100
Favor interactive activities to boost student engagement

Use of self tests

- Learning strategies
- Source criticism
- Information search
- Academic formation
Evaluate course in light of student activity and performance

Open edX Insights

Recently released user-friendly analytics tool with access to a rich variety of participant data

Allows making informed choices in revision of content and settings

Decision (based on good intentions) to not rerun course after revision not a very wise one

Changes in settings and content has led to incomparable data within the same database
Lessons learned and the road ahead
Optimise use of technology

The Open edX Insights tool has great potential – when we know how to use it in the right way.
Increase level of interaction

Student feedback indicates a general satisfaction with iKomp

- high level of engagement in in-course activities
- desire for even more interaction
Increase level of interaction

Take advantage of iKomp being a course requirement and further develop our teaching to optimise learning

- combine online and face-to-face teaching
Instructor control and guidance

The level of performance indicates that imposing constraints on the final exam has positive effects, on all levels

- high use of videos
- engagement with in-course activities
- overall improved exam results
Thank you for your attention!

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