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

Colourbox.com

Learning strategies
Source evaluation
Information search
Academic formation

40 MC-question exam

(80% to achieve course certificate)

The UiT iKomp community

879
registrants

2015

2880
registrants

2016

iKomp a course requirement for all
new students at the second largest
faculty at UiT

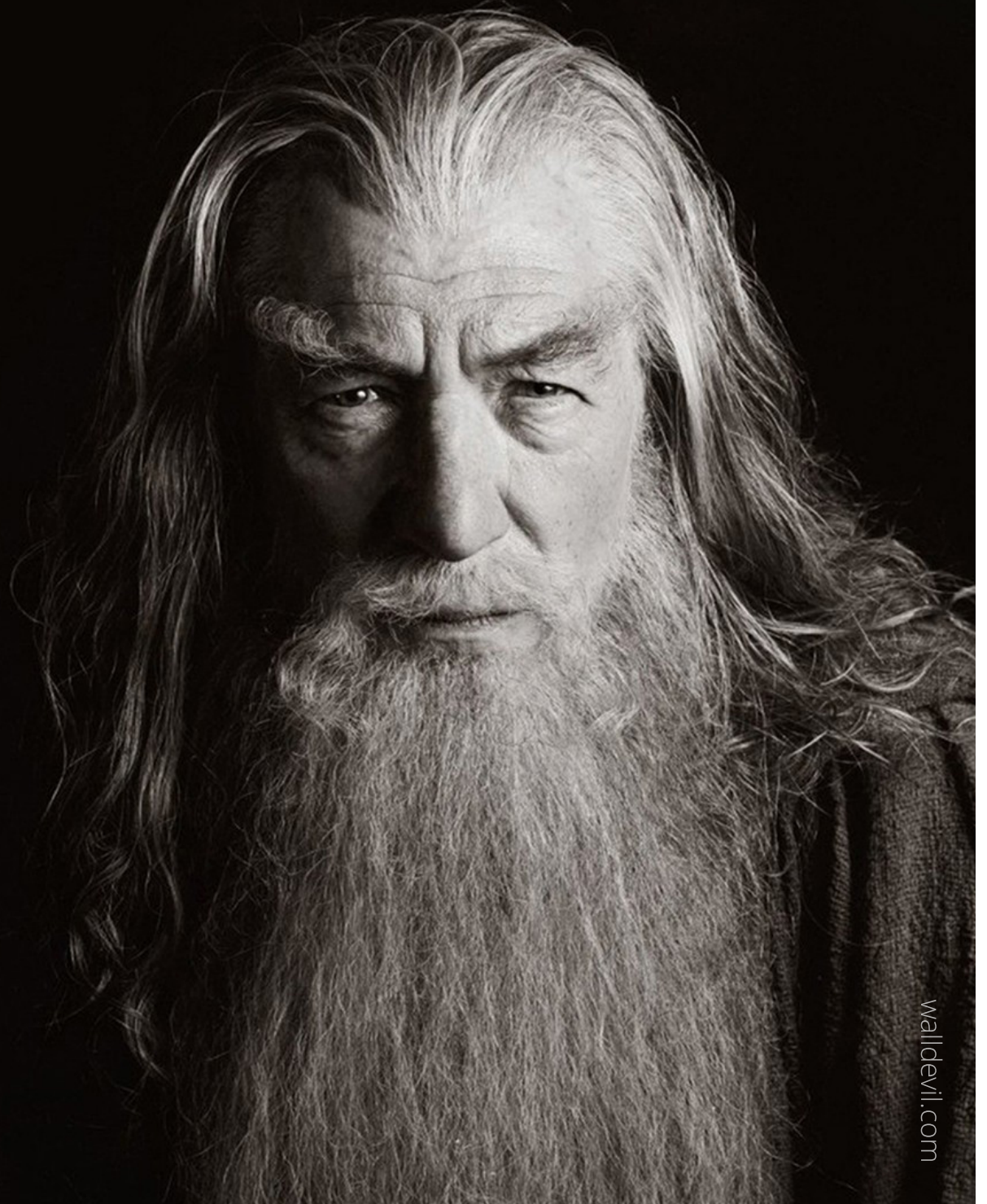The path
of least
resistance

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?
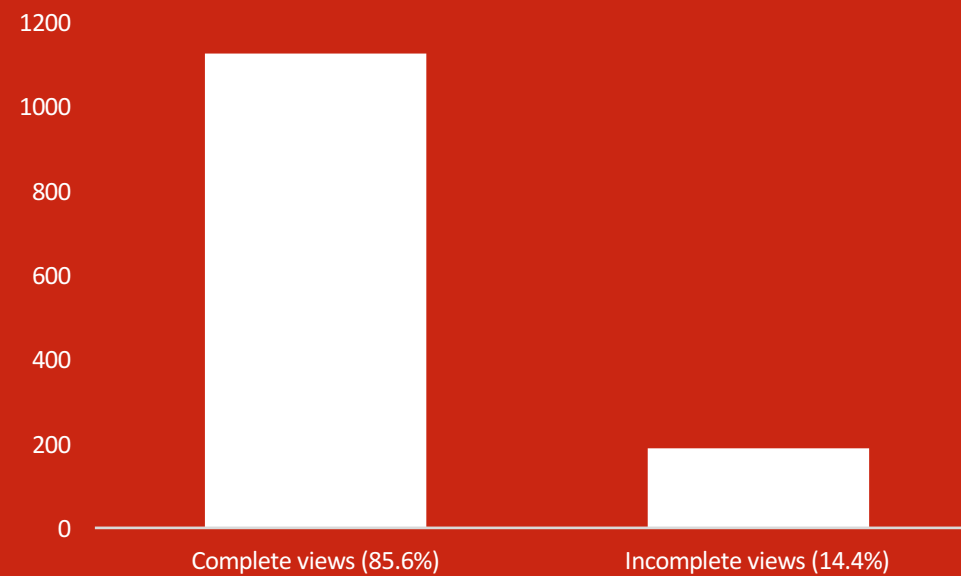
Improving the exam questions

Less re
more a

Citing and
referencing
still problematic

What type of information is missing in the following reference, which is a chapter in an edited book? Campbell, L. (2001). The History of Linguistics. In *The Handbook of Linguistics* (p. 81-104). Oxford: Blackwell. (Tip: Check the Reference generator.)
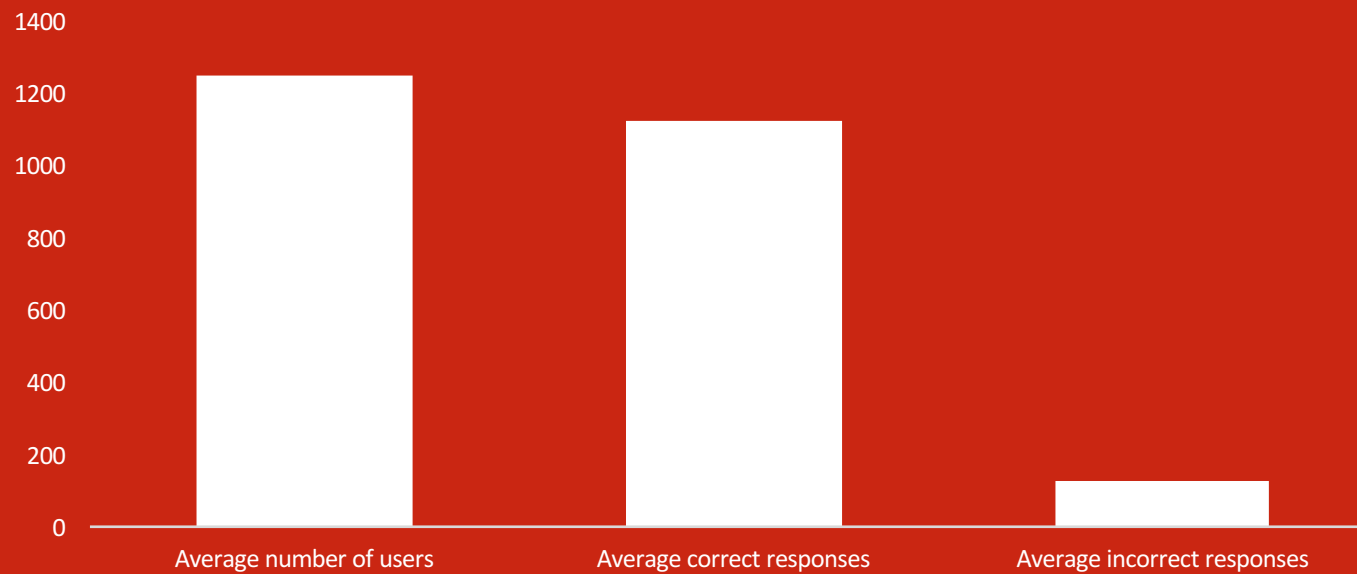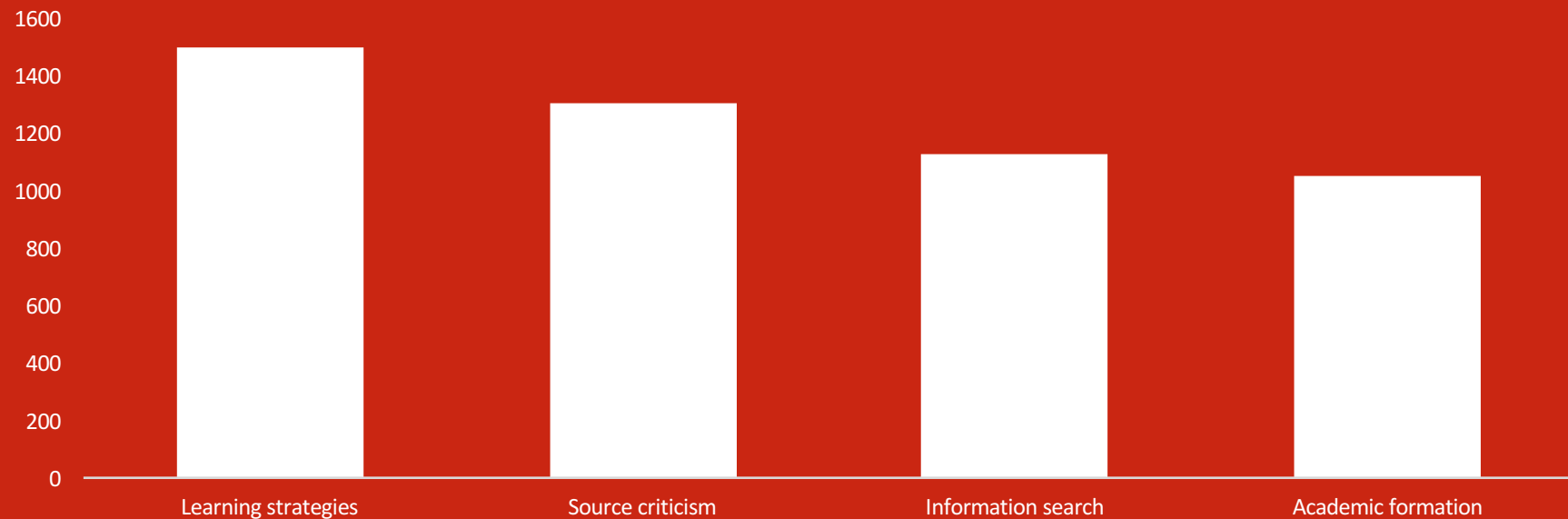
Favor interactive activities to boost student engagement
Use of activities

Favor interactive activities to boost student engagement

Use of self tests

OPENedX

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

UiT

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Thank you for your attention!

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