

Topic stream: B. Good practice

Submission type: Presentation

Submission title:

Contextualising information literacy to assessment criteria and measuring the impact on students

Abstract:

To develop the digital literacy skills of under-graduate business students, direct links to bespoke library resources were added to module assessment guidelines within VLE to replace the generic signposting of material. The resources developed made use of short-form videos to illustrate the process of data collection as well as specific links to the relevant academic repositories. The materials were developed by the subject librarian in conjunction with the academic module leader to fully integrate the material into the assessment guidelines. The class selected for this pilot is a very large-cohort (c. 270 students each semester) business management module that is already supported by a wide range of web-tools (lecture capture, revision podcasts, short form video and Facebook). Students on the module are drawn from a wide range of business programmes, including Law and Accounting, as well as a number of exchange students. This very large, mixed cohort has driven the development of the range of support tools to support students at the appropriate point in the semester.

This study focusses on the student's use of the library specific tools with data collected through the VLE system logs. This data allows a measure of how often students make use of the tools provided and when in the semester this happens. This information can be linked to student performance in the different assessments to establish if there is any link between tool usage and performance.