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Finding a Balance: Using Qualitative Data to Identify Student Learning Barriers and Alleviate Instructor Burnout in an Online Information Literacy Course

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Finding a Balance

Using qualitative data to identify student learning barriers and alleviate instructor burnout in an online information literacy course

Natalie Bishop and Holly Mabry
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GARDNER-WEBB
UNIVERSITY

Do you teach a for-credit IL course ?

Respond using [PollEv.com/gwulibrary](https://www.poll Everywhere.com/gwulibrary)



Or text **GWULIBRARY** to **37607** once to join, then text your message.

View Responses link:

https://www.polleverywhere.com/free_text_polls/9pEvznwkMqfavCf?preview=true

LIB 301 - Research Skills

One hour for-credit online research skills course offered through a Degree Completion Program (DCP).

Offered in both 16 and 8 week formats and administered through the Blackboard learning management system.

DCP students are nontraditional adult learners seeking to complete a 4 year degree after completing at least 30 hours at the community college level. LIB 301 is a required course for graduation.

Potential for Instructor Burnout

6 librarians teach LIB 301 each Fall/Spring semester.

- Adjunct status; LIB 301 is taught in addition to regular job duties

11 sections taught each Fall, 7 each Spring, 2 - 3 sections each Summer.

- 30 students are enrolled in each section; 24 - 27 remain after the Drop/Add period.
- 1 - 2 librarians teach two sections each semester.

DCP students are identified as a high-need, high-stress population

- inexperience with online learning
- limited technology knowledge

Data-Informed Decision Making

Data-informed decision making is about implementing incremental change and measuring its impact - **create a culture of continuous improvement.**

The aim is to create **sustainable change**. Data-informed decision making “is a way of thinking and a way of life rather than a discrete event or process” (Means, et al, 2009).

Make continuous improvements to instruction using feedback and measurement loops to reflect on learning outcomes and **data-supported refinements** to instruction (Means, et al, 2009).

Use Data to Prevent Burnout

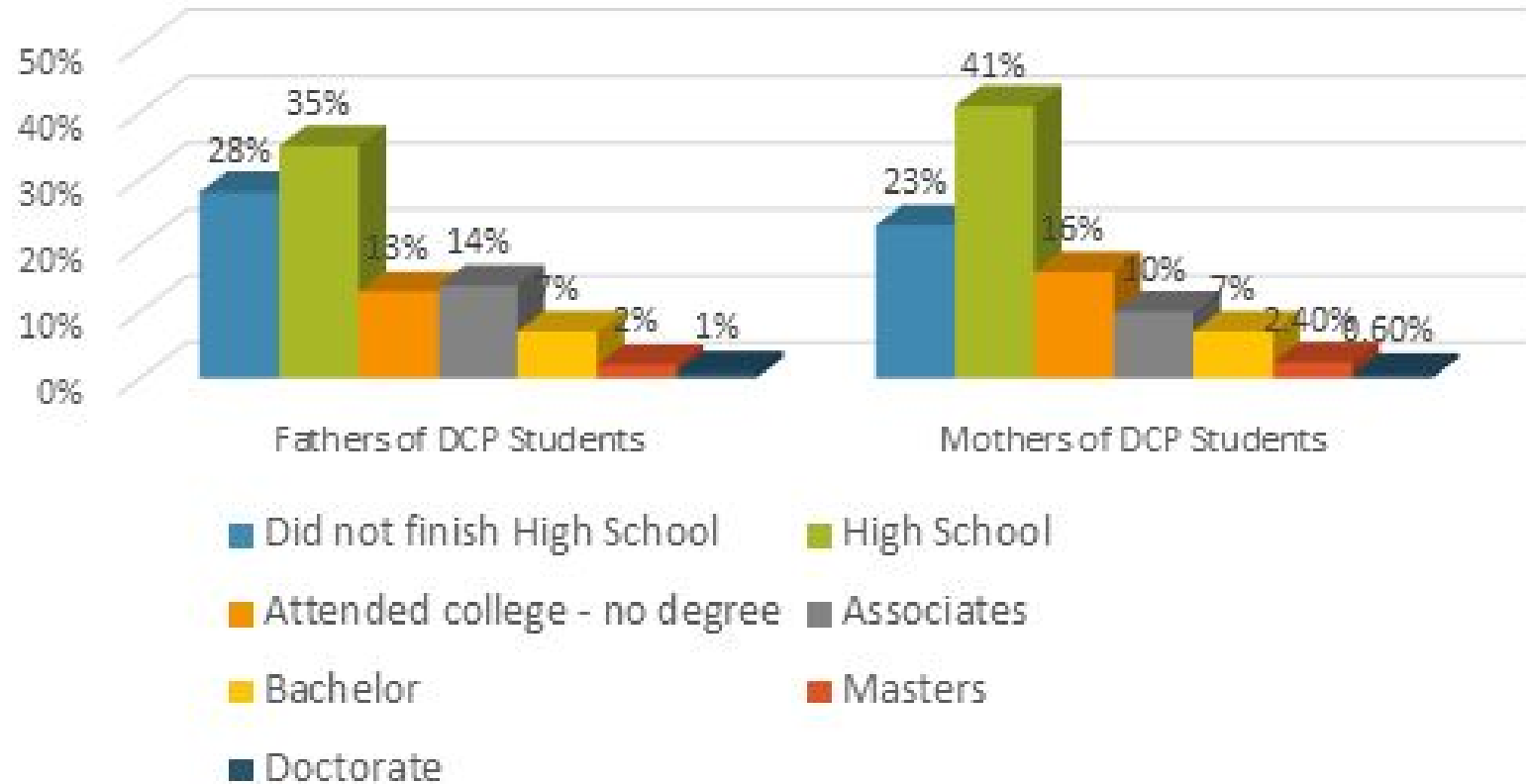
Establishing a culture of data-informed decision-making takes front-loaded effort.

Use data to:

- Understand your student population & identify learning barriers
- Design high-impact instructional strategies, assessments, and interventions
- Create a support network for colleagues

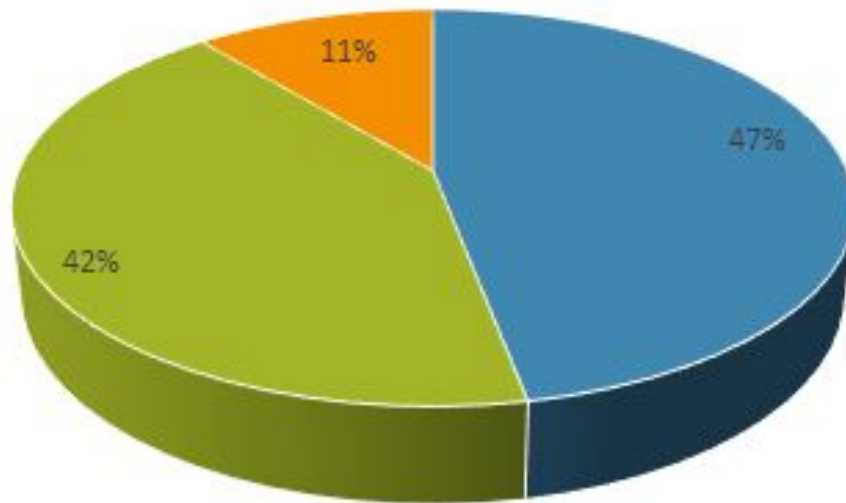
Profile of Degree Completion Students

Highest Level of Education Completed by Parents of DCP Students - 2012 Survey



Digital Immigration

Percentage of DCP Students who are Digital Natives, Settlers, or Immigrants



■ Digital Natives - 18 - 34 ■ Digital Settlers - 35 - 49 ■ Digital Immigrants - 50 +

Digital Natives, born after 1980

Digital Settlers, born 1965 to 1979

Digital Immigrants, born prior to 1964

(Palfrey & Gasser, 2010)

Identifying Learning Barriers

Limited technology knowledge and access

Work and family obligations

First online course experience

Critical thinking skills



Live Tweet

Using the hashtag **#DIDM**, live tweet your thoughts to the two questions below:

Q1 - To begin making data-informed decisions about your student population, what tools or resources are available at your institution?

Q2 - Are you using student population data to inform instruction? How?



High Impact Instructional Strategies

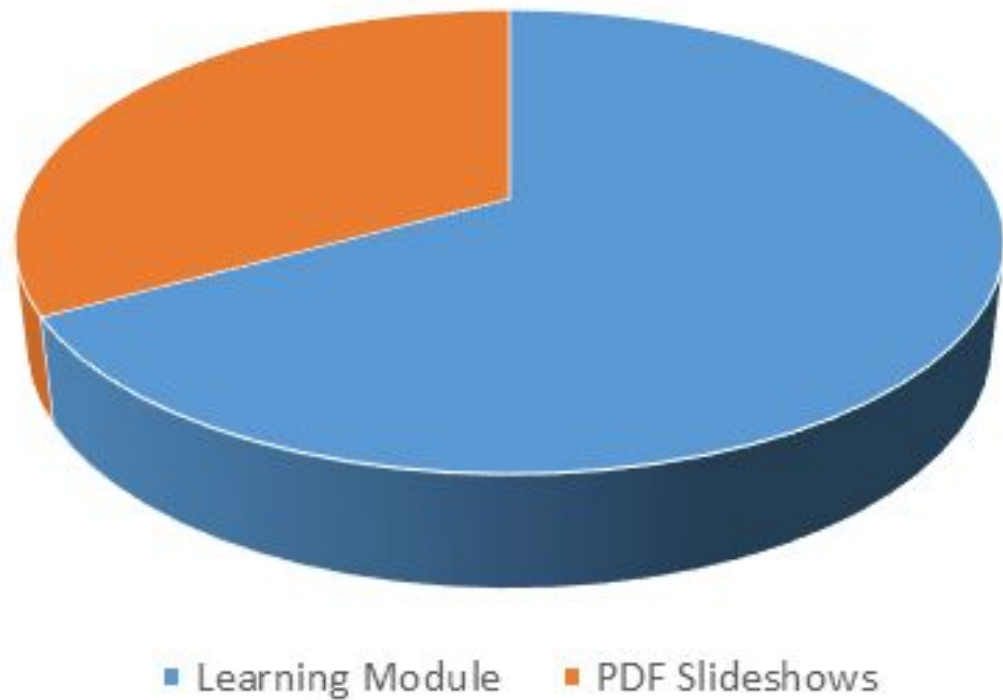
Learning experiences should be engaging and compelling, relating to experiences that allow students to exercise their knowledge (Ainsworth, 2010).



Strike a balance between creating a dynamic learning experience and choosing activities that do not require additional accounts, logons, or downloads.

Infographic Content Delivery

Students Preference for Learning Modules or PDF Slideshows



Learning Modules: using infographics for content delivery was introduced to the course in 2015.

Responses indicated that many of our students identify as visual learners and that the less wordy infographics reinforced their understanding of module content.

Instructional Videos

Instructional Videos:

- Embedded in the course
- Limited to a 2 minute duration
- Skills-based instruction

Weekly Videos:

- Created 'on the fly'
- Designed to visually and aurally walk students through learning outcomes and assessments





Dynamic Feedback & Improvement

Carol Dweck:

The power of believing that you can improve

TEDxNorrköping · 10:20 · Filmed Nov 2014

 40 subtitle languages 

 [View interactive transcript](#)



Practice Segment

Formative Assessment

Scaffolded Learning

Dynamic Feedback

Knowledge Transfer

Hypnosis. (2005). In W. Jones (Ed.), *Mosby's dictionary of complementary and alternative medicine*. St. Louis: Credo Reference. Retrieved from Credo Reference Database.

Mosby's Dictionary of Complementary and Alternative provided a detailed and specific definition of hypnosis. It gave me information about the process and medical purpose of hypnosis. It also eliminated any misunderstanding or preconceived ideas about the meaning of hypnosis and its use in the medical community. This reference it provided easy access to additional information relating to this topic such as, hypnotherapy and its relation to treatment of illness. This source was written as a reference for medical professionals and as a basic guide for researchers. The material is helpful to my research as it provided valuable clarification and basic knowledge of my topic.

Source Type – Reference Source

Research Tool Used – Credo Reference

Permalink: <http://ezproxy.gardner-webb.edu/login?url=http%3A%2F%2Fwww.credoreference.com/entry/mosbycompmed/hypnotherapy>

APA Citation

Evaluative Annotation

Source Type

Data Collection & Analysis

Determine the type of data you need

- demographic, perceptual, etc

Create a data collection plan

- survey, document analysis

Identify your sample population

Analyze & Present your Data

- Excel, SPSS, qualitative coding



Qualitative Data

Working with qualitative data is time intensive, but it provides rich data that supports improvements in instructional design.

Create a Data Collection Plan

- Identify the sets of data that would best support instructional decision making.
- You do not have to collect data from each student or section. Designate a sample population.
- Find someone on your team whose strength is managing data. Provide that person with time and access to the data.

Data Informed Intervention Strategies

At-risk students are quickly identified and receive targeted interventions:

- Individualized emails with additional feedback and support
- Midterm Reports
- Retention Center Alerts
- Reference Desk Support



Instructor Support

Collaborative effort to provide feedback and support within the instruction team.

- Emails and chats
- Continuous discussion and debriefing
- Sense of humor
- Discuss long-range course goals

Formative grading is stressful, but it helps us to easily identify and target struggling students.



References

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Palfrey, J., Gasser, U. (2010). *Born digital: Understanding the first generation of digital natives*. New York, NY: Basic Books.

Recommended Resources

[Zoom Video Conferencing](#)

[Easel.ly infographic creator](#)

[Northeastern Illinois University Library Tutorials Toolkit](#)

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Continue the Conversation...

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