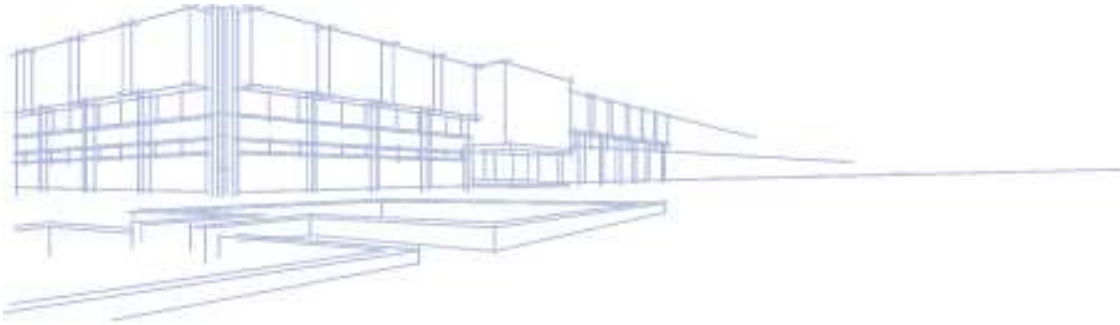




University-wide elective information literacy e-course for doctoral students: results of analyses

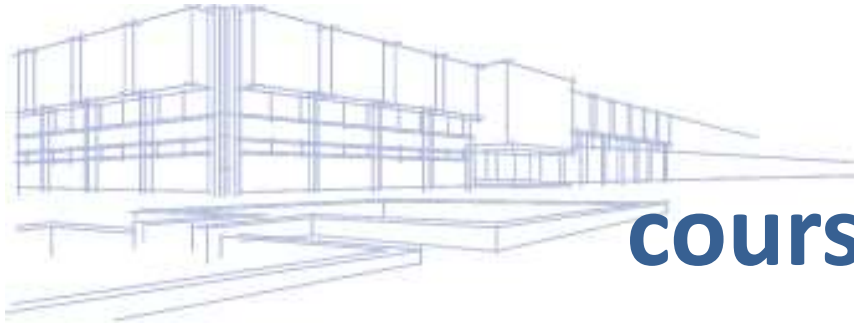
Vilve Seiler, Kärt Miil, Krista Lepik
University of Tartu Library, Estonia

ECIL 2013, Istanbul



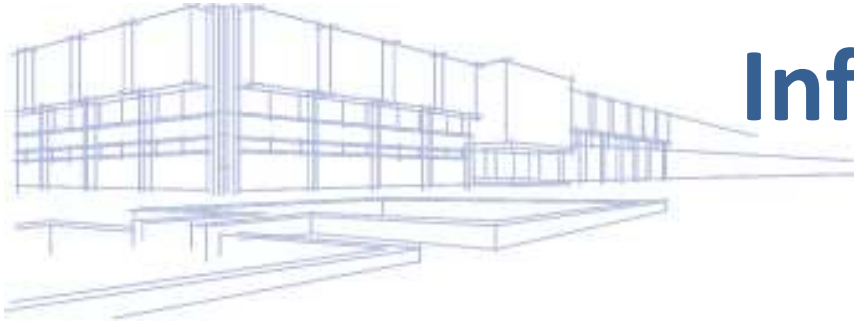
Overview

- Context – information literacy e-course
“Introduction to information research”
- Methodology
 - qualitative content analysis of the reflections from the participants
 - focus group analysis with course tutors
- Results of the study



Information literacy courses in the curriculum

- Free elective online credit course for bachelor's and master's students
- Elective online credit course for PhD students integrated into all doctoral curricula
- Online courses integrated into different subjects







Information literacy for doctoral students

- Information literacy as a key competence
- Defining the needs of doctoral students
- Stand alone university-wide elective course (3 ECTS credits, 70-80 graduates every year)
 - Subject librarians as instructors
 - Individual tutoring and feedback




Inimesed

Osalejad

Tegevused

-  Foorumid
-  Kursuse materjalid
-  Raamatud
-  Rühmade valimine

Administreerimine

-  Hinded
-  Kustuta mind kursuselt
OIAO.06.051
-  Kasutaja andmed



Sissejuhatus erialainfootsingusse OIAO.06.051

Tere tulemast kursusele Welcome to the course

NB! Kõigepealt valige kursuse keel, klõpsake **Rühmad**. Siis avanevad nädalate all juhendid ja materjalid.
NB! First choose the language of the course, click **Groups**. Then you will see the course instructions and materials.

 Rühmad/Groups: click here to choose the language of the course

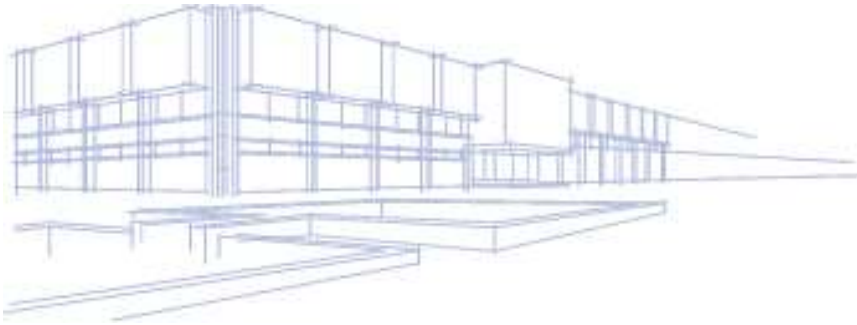
 Syllabus

 Teated, küsimused ja vastused /Announcements, questions and answers

This e-course will offer you knowledge and skills for professional information search and reference management. You will master general principles of information search and practice searches in different databases and search environments on the Internet.

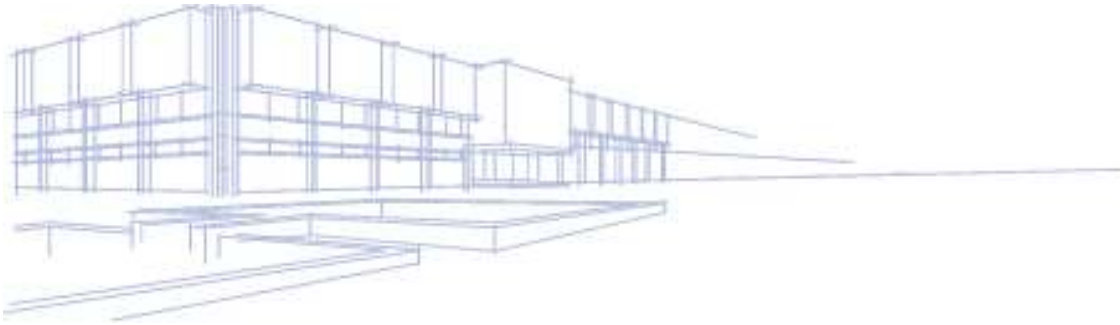
For the beginning, read the course syllabus. On the homepage of the course, you will find learning materials, tasks and guidelines for each week. Some minor changes can be made in the course materials up to the beginning of the respective week.

We wish you good results with the course.



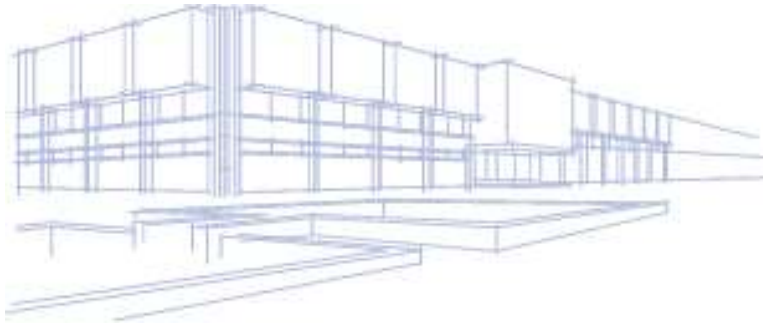
Learning process

- Learning activities – information search exercises on students' own research topics, submitted to discussion forums
- Reflection on learning
- Formative assessment
- Individual feedback from subject librarians and fellow students
- The role of the tutor



Method

- Qualitative content analysis of students' reflections about the course
 - Inductive category application
 - Software Atlas-ti for coding
- Focus group with 7 tutors



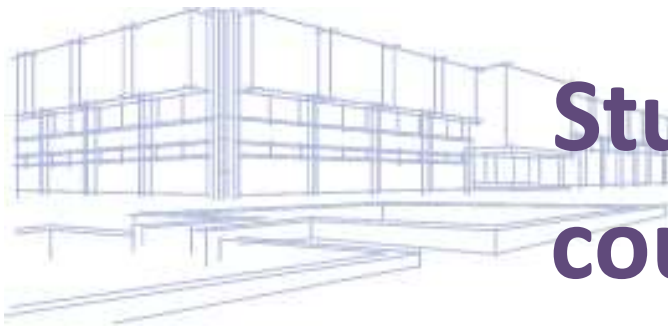
Research questions

- What are students' perceptions of their learning experiences?
- What are tutors' perceptions of their teaching experiences?



Results of qualitative content analysis

- Course organization and learning process
- Course assignments and feedback from tutors and fellow students
- Benefits of the course : new knowledge and skills



Students perceptions of the course and learning process

- *I believe that it is, undoubtedly, **one of the most useful courses** I have so far passed during my studies - I could **work with just the very materials I need for my reserach**, I could **master extremely practical and applicable skills** and I could **get feedback from the specialist who is knowledgeable in my field.***
- *I already had spent time in searching for literature in my field, but the **systematic approach** of this course, and getting familiar with new databases and reference management systems will surely make my further searches more effective.*
- *Within this course I performed **searches in various databases**, using different search words and different methods. Such approach is very important in order **to understand the logic of databases and the possibilities they offer.***



Students perceptions of course assignments and feedback

Assignments

➤ *I liked this course very much, especially the **structure of exercises**. Solving these problems gave me new knowledge, as well as skills and confidence.*

Analysis of the work of fellow students

➤ *An **interesting nuance of the course** was the opportunity to evaluate and analyze the works of fellow doctoral students. I believe that it was **beneficial for both** the analysts and those whose works were under examination.*

Getting feedback

➤ *Patient tutoring, useful criticism, competent, motivating*



Students perceptions of the benefits of the course

Skills for systematic search and practical search tips

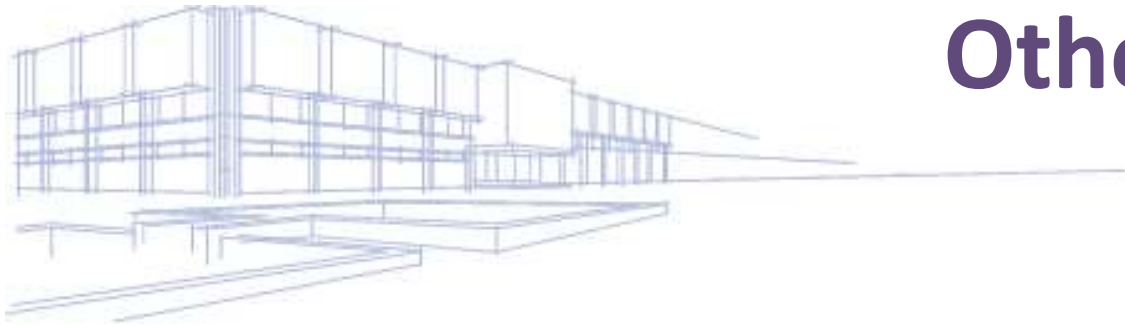
- *Thanks to this course I can **more confidently and purposefully** search for articles and research publications.*

Knowledge about new databases, new sources

- *Knowledge about different databases is **very useful and much needed**. I am most happy about the fact that I believe that **now I am able to find all the articles that I need** no matter how hidden they may be.*

Reference management skills

- *For me, the best **surprises** were RefWorks and EndNote Web – I had never heard about such possibilities.*



Other themes that emerged

Necessity of information literacy course in the curriculum

➤ *I introduced this course to my supervisor and suggested that such a subject should be made obligatory.*

Emotions, self-confidence

➤ *I enjoy working with databases and I am pleased to see that I can find the articles that I need with little trouble and little amount of time.*

Impulses for doctoral research

➤ *During information search I was able to recapture my already disappearing motivation.*



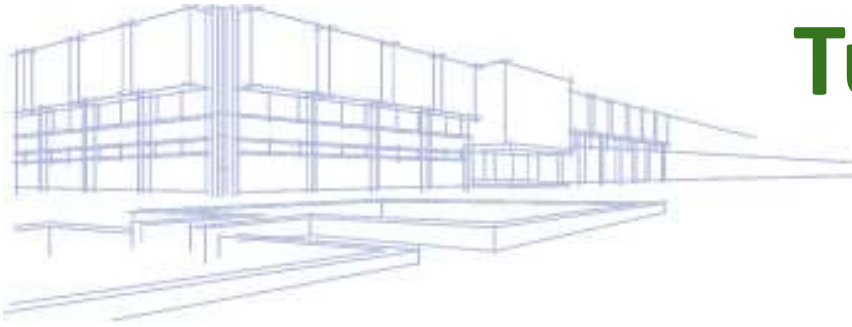
Controversial opinions and problems

- Conducting searches in different databases
- Analyzing the information search assignments of fellow students
- Technical problems
- Loss of motivation
- Equal opportunities for international students
- Difficult and time-consuming



Tutors perceptions of the teaching experience

- Flexible time management in online teaching
- Increasing feeling of self-confidence about teaching
- Feeling good about being useful for doctoral students
- Developing professional skills, improving the quality of work
- Coping with time-consuming task of giving individual feedback
- Dealing with low motivated students
- Unclear assessment criteria

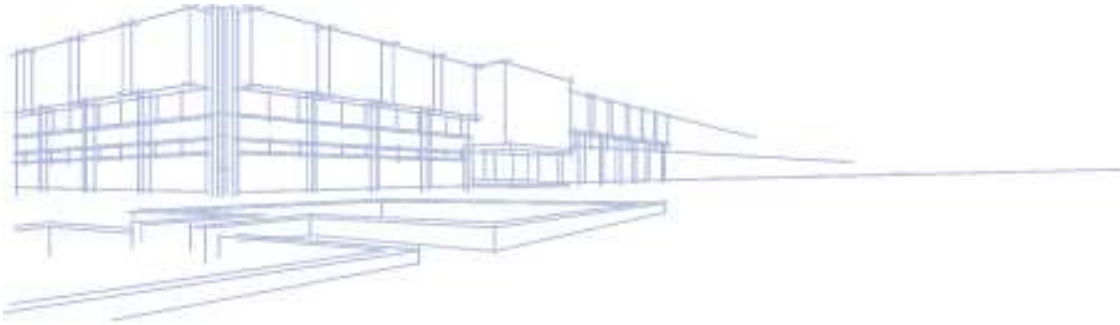


Tutors perceptions of the course model

- Individual feedback
- All assignments are compulsory
- Analyzing fellow student's assignments, getting feedback from fellow students
- E-learning supports acquiring information literacy skills
- Too much theory in the beginning of the course

Lessons learned

- ✓ Add an extra assignment about query formulation
- ✓ Avoid too much theory in learning materials
- ✓ Assignments' evaluation criteria need to be clear
- ✓ More proactive and immediate communication from tutors
- ✓ Offer a face-to-face seminar



Thank you!

Vilve Seiler, vilve.seiler@ut.ee

Kärt Miil, kart.miil@ut.ee

Krista Lepik, krista.lepik@ut.ee