

Use of a Pre and Post Survey to Measure Intended Learning Outcomes of Information Literacy Teaching: Measuring Online Teaching During the Covid Era

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Abstract

Over recent years, the information literacy [IL] teaching delivered to the undergraduate medicine cohort has been developed to be delivered in a flipped classroom approach; pre-learning asynchronous teaching consisting of content delivered via Xerte tutorials or YouTube videos followed by synchronous face-to-face workshops. This blended approach, in particular the asynchronous material, stood us (the subject librarians) in good stead for the significant change to online learning in 2020. As we endeavoured to deliver all of our IL teaching, but still using a flipped approach, we considered very early on whether the shift to online learning might change the face of delivering IL teaching forever. We therefore decided we should measure the impact of the flipped approach delivered through this entirely online platform.

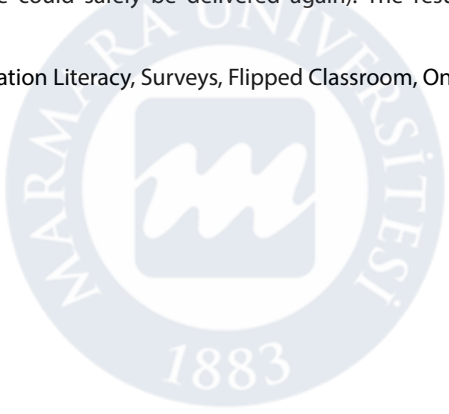
We designed a pre and post survey that mapped to the intended learning outcomes [ILOs] of the teaching delivered to the MBBCh year 1 and iBSc courses. Questions were a mix of MCQs and free text. Any questions that required self declared understanding of a topic (e.g. How well do you understand how to choose a database to find the most appropriate literature for your academic work? a) I don't have any understanding b) I have a limited understanding c) I have a good understanding) was always followed with a freetext answer asking the students to evidence their level understanding (e.g. 'Briefly explain how you choose a database to find the most appropriate literature for your academic work') to allow us to assess their true understanding. There were two different surveys for the two different cohorts, each with questions mapped to the different levels of ILOs. One of the pre surveys was completed by 258 year 1 MBBCh students. This consisted of 23 questions and was circulated before the students came to university/started their course. Topics covered included understanding of peer review, Boolean searching, critical evaluation, plagiarism and collusion, and citing and referencing. The second of the pre surveys was completed by 66 iBSc students. This consisted of 12 questions and was circulated at the beginning of their academic year of study. The iBSc students received a higher level of IL teaching, appropriate to their level of study. Topics covered included understanding of types of review (systematic, rapid etc.),

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use of appropriate databases, Boolean searching, subject heading searching and textword searching, proximity searching, and limiting/filtering results.

The post surveys are a replica of the pre survey questions. The post surveys will be circulated in approx. April, once teaching is completed. Students who have completed both the pre and post surveys can be identified as student numbers were recorded. Their results will be directly compared. We hope for a high compliance rate for the post survey, just as we achieved in the pre survey. As the ILOs were the same for both face-to-face and online it is hoped the results will help inform decisions about online vs face-to-face IL teaching in future years (when face-to-face could safely be delivered again). The results will be presented at conference.

Keywords : Information Literacy, Surveys, Flipped Classroom, Online Learning

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