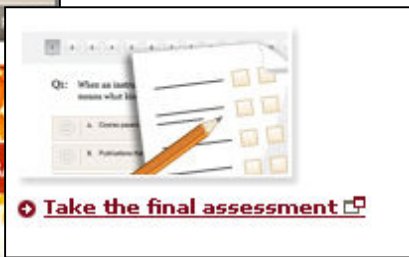
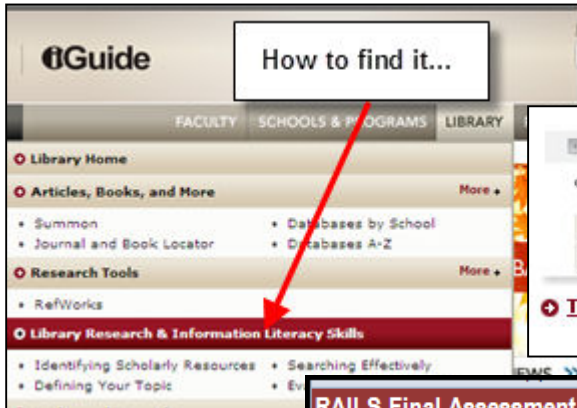




New Skills Site for New Learners

Library Research & Information Literacy Skills

- Integrated into the Psychology Master’s and Doctoral First Courses in 2011.
- Dedicates courseroom time to learning effective library research techniques.
- Gives learners early successes and confidence with 1) identifying scholarly resources, 2) defining a topic, 3) searching effectively, and 4) evaluating information.



We monitor all monthly confidence and skills test data, and report back to courseroom faculty on the aggregate level.

RAILS Final Assessment				
Assessment Completion				
Total 2011:				
Final Assessment Scores	July	Aug	Sept	Q3
Total	129	123	192	444
Below 75%	43%	40%	41%	41%
From FirstCourse	119	117	169	405
Total:				

Feedback Ratings:

- According to the literature, students are likely to over-rate their ability to research effectively and find credible, relevant resources ([Gross & Latham, 2007](#)).
- In a recent poll, **81% of learner respondents**, using a library research guide in their First Course, felt the guide either moderately or greatly increased **their confidence in completing their coursework**.
- In end-of-course evaluations, **10-11% of learners** assigned the new site mentioned the library unit, unprompted, as an **aspect of the course they liked**.

First Course Quotes:

Learner Voice:

- “Learning my way around the Capella Library. I believe, long term, this will be one of the most useful things I learned during this course.”
- “I like the Library research test in the earlier weeks. That test forced me to learn more about researching and library tools.”
- “I now feel very comfortable with being able to do research... and know how to properly search for a Scholarly, Peer-Reviewed article without feeling intimidated and not



properly knowing how to do a search. This has been a very rewarding experience and I am thankful to have taken this course.”

Faculty Voice:

- “[I’ve] noted a marked improvement in the quality of sources [learners] use in their second writing assignment, which comes after information literacy instruction, compared to the first assignment, which precedes the instruction.”
- “Based on [my] initial experience with the use of customized learning modules, they will prove even more effective than past methods in teaching information literacy skills... When students do not do as well as they expect on the pre-test, the immediate feedback punctures their overconfidence, and they start to take the need to learn these skills seriously. Ultimately, the result is that they apply themselves and achieve greater mastery.”

“Since online students largely work independently, they also need information literacy skills ... Deficiencies in these special skills can lead to academic difficulties and attrition.”

- Rovai, A.P. (2003). In search of higher persistence rates in distance education online programmes. *Internet and Higher Education*, 6, 1–16. doi:10.1016/j.iheduc.2003.07.004

Search Builder: Interactive Learning Media



<http://media.capella.edu/NonCourseMedia/library/searchBuilder/searchBuilder.html>