The Role of LibGuides (Research Guides) on Student Success in Health Education Courses

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ORSP Research Colloquium – February 11, 2016
Welcome & Presenter Introductions
Audience Participation

Please pull out your smartphone or other mobile device
UALR &
Health Education Programs
Faculty & Librarian Observations

- Library skills – assumptions
- Evaluation skills (credible websites, resources)
- Finding articles –
  Journals vs. Magazines
- Google-centric
- Evidence-based resources
- APA/Citations
- Online students
Faculty-Librarian Collaboration

– Met and discussed research assignments for several undergraduate & graduate health education courses
– Customized research guide (LibGuides) created for each course, based on goals & objectives of assignments/projects
Online Research Guides

- Guides for departments, course-specific, or special topic
  - Access anywhere & embed in courses
- Highlight focused library resources and credible websites

Also...

Usage statistics
A Note About Statistics

Please keep in mind that most statistics you will find are several years old. The reason for this is it takes time to compile and analyze the data.

USA.gov

You may also find statistics by using USA.gov. USA.gov is the U.S. government’s official web portal.

Try searching your topic plus one of the following words to find websites that include data, tables, or reports with graphs and charts:

- statistics
- surveillance
- data

You may wish to try including the word “Arkansas” in your search for possible state information, as USA.gov may contain state resources.

Health Statistics Resources

- Data & Statistics (Centers for Disease Control & Prevention)
  Provides statistics for a variety of health topics

- National Center for Health Statistics
  FastStats and Health, United States (under Additional Resources) may have useful information.

- Morbidity and Mortality Weekly Report (MMWR)
  This Centers for Disease Control and Prevention (CDC) publication may contain useful statistics on your health topic and population group. Search by topic and population group.

- Health Data Tools and Statistics (Partners in Information Access for the Public Health Workplace)
  Additional resources for county, state, and national statistics.

Arkansas Resources
Research Method & Design

• Cross-sectional Survey Study
  – IRB approved
• Fall 2013-Fall 2015
• Questionnaire assessing students’ perceptions
• Number of Items= 17
• Two Types of Items:
  – Use of Research Guide
  – Demographics
Courses Surveyed

Undergraduate Courses (100% online)
- Health Education Evaluation
- Org/Admin of Health Programs*

Graduate Courses
- Evaluation of Health Programs (in person)
- Intro to Community/Public Health (hybrid)
- Org/Admin of Health Programs* (online)

*dual listed
Demographic Information

• N=217 students enrolled
  192 undergrad/online courses
  25 grad/17 in-person, 2 online, 6 blended

• n=133 respondents

• 61.2% Response rate (133/217)

• 76.7% Female

• 77.5% Full-time

• 94.5% Off-campus housing

• 37.2% 24-30 years old and 30.2% were 18-23

• 47.2% White and 42.6% African-American

• 100% Health Education Majors/Concentration
Helpfulness of Course Guide (*Used guide at least once)

1. <1%
2. 5.5%
3. 25.5%
4. 36.4%
5. 31.8%

Not at all useful
Very useful
## Course Guide Statistics*

<table>
<thead>
<tr>
<th>Course Level &amp; Number of Students</th>
<th>Course Guide Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate (N=171)</td>
<td>549</td>
</tr>
<tr>
<td>Graduate (N=23)</td>
<td>684</td>
</tr>
</tbody>
</table>

*Does not include dual-listed course guide*
Ratings of Resources

Finding Articles: 3.92
Best Practices (EBP): 3.78
Government Info: 3.68
Statistics: 3.66
Books: 3.59

Not at all useful

Very useful
## Benefits of Course Guides*

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved research process</td>
<td>76</td>
<td>69.1%</td>
</tr>
<tr>
<td>Easier access to resources on my topic</td>
<td>76</td>
<td>69.1%</td>
</tr>
<tr>
<td>Access to credible resources</td>
<td>84</td>
<td>76.4%</td>
</tr>
<tr>
<td>Reduced anxiety in completing assignments</td>
<td>49</td>
<td>44.6%</td>
</tr>
<tr>
<td>Identified new sources for information</td>
<td>62</td>
<td>56.4%</td>
</tr>
</tbody>
</table>

* Respondents could select more than one answer.
Open-Ended Comments

• Most helpful about course guide
  – “It is available at my fingertips for quick and accurate research”
  – “Able to use it online since I am not in Arkansas anymore.”
  – “Always someone there if you did need help.”
  – “Ease of use. I also like that there were resources I never thought of using.”
Open-Ended Comments

• Suggestions/Other
  – “I did not use it, but I do regret that! I forgot…”
  – “Include more evidence-based information and tutorials.”
  – “A little too complicated. This should work more like Google.”
Conclusions

• Research guides are a useful teaching and learning tool for in-person, hybrid, and online courses.
  – Offer convenience, access to a variety of resources in one central place, can be tailored to courses
  – Positive student feedback

• Faculty-librarian collaboration is beneficial
Recommendations

• Ongoing research
  – Refine guides based on survey results & instructor feedback on papers/projects
  – Additional survey questions to capture additional insight

• Continue use of LibGuides for online/hybrid courses and enhance library participation
  Virtual appointments, recorded tutorials, librarian participation in Blackboard (embedded librarian)
Suggested Readings


Questions
Thank You!

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Research Guides
researchguides.ualr.edu