Student motivation in a non-credit online information literacy course

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Background

2007-2009 Credit course, lecture-based, 4 faculty, 50 students2010-2014 Credit course, blended learning, 3 faculty, 95 students2015-2016 Non-credit course, distanced learning, 2 faculty, 130 students

Feedback assessment before redesign

End-of-semester evaluations provided valuable insights for improving the course

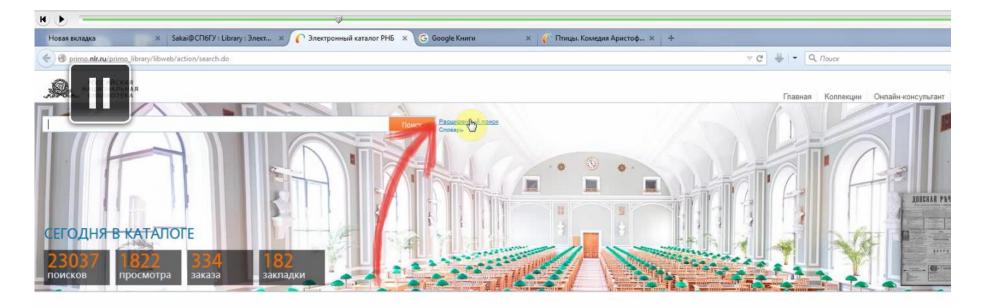
Points of engagement

- Instructors as guides (different skill levels, lack of self-learning experience)
- Learning by doing
- Interactive content based on real search situations
- Instantly applicable skills
- Riding the freshman interest wave
- Project-based assignments

Designing a distanced learning course

- Modular structure
- Theory through practice
- Interactive video lectures at the center
- Links to material outside the LMS for broader context

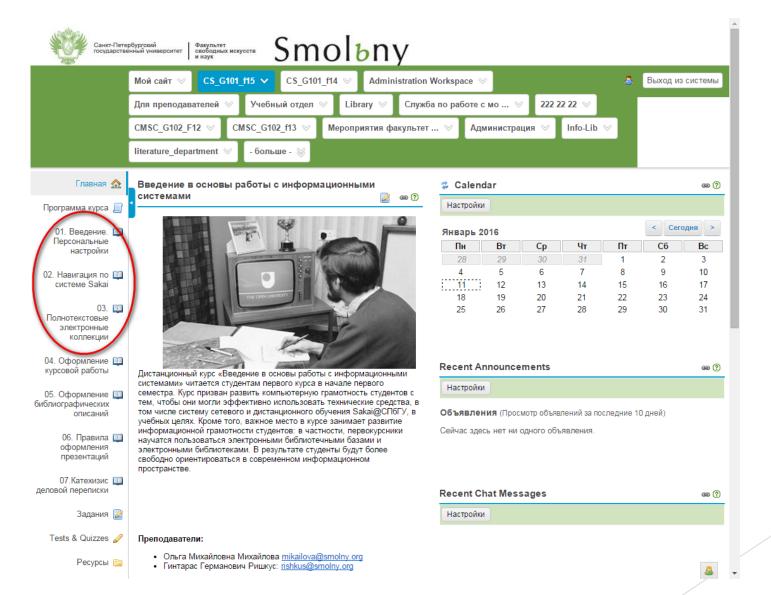
Interactive video content





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Modular structure



Assignments design

- Assignments mimic real situations
- Freshmen have issues with self-organized learning
- Project work in groups

Results

- 120 students
- 74 completed the core modules
- Average grade is C+ (71% из 100%)

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