Impact of Instruction:
Looking at How Library Instruction Affects Student Research and Use of Library Services

**Background**
During Texas Lutheran University’s Student Academic Symposium in Spring 2014, Kinesiology seniors expressed a desire for more resources for their capstone projects. The librarians approached the Kinesiology faculty, explaining how the library could help the students. We then conducted instruction sessions for the senior capstone class, teaching students how to search the literature more thoroughly. To help measure the impact of instruction, we examined Interlibrary Loan statistics, circulation statistics, and the results of a questionnaire (n = 34) distributed to students near the end of the semester.

**Kinesiology at TLU**
- Roughly 15 graduates in the fall and 40 graduates in the spring
- Kinesiology is the study of human movement. For example, Kinesiology students might study exercise science, athletic training, or fitness management.

**Library instruction**
- Created a LibGuide in F2014
- One-shot sessions in S2015 and F2015
- Sessions focused on:
  - Identifying research articles
  - Developing keywords
  - Using subject headings
  - Using subject-specific databases

**Findings**
**Many students learned new skills**

- “I was introduced to multiple databases that I was not aware of which allowed me to find more primary sources”
- “I was able to locate sources easier and quicker”

**Some felt they didn’t have more to learn**
13% of respondents said the session did not change their process because they already knew how to conduct research. In part, this demonstrates a misconception that research as a simple process that can be learned once, rather than a complex set of skills that build on each other. It might also represent an opportunity to teach more advanced skills to some students.

- “I already knew how to use the database”
- “I already learned the skills in previous sessions”

**Students found more resources**
After the instruction partnership began, an increased percentage of Kinesiology seniors interacted with the library through ILL and checkout.

**Behavior change is difficult**
Although 81% said the instruction session was helpful, only 44% said it had changed their behavior.

- 59% had library instruction before

**Questions to consider**
- How can we increase the number of students whose research process changes?
- How can we address students’ idea that they already know how to conduct research?