

# UC San Diego

## Presentations and Posters

### Title

Evaluating One-shot Asynchronous, Online Primary Source Instruction: a Case Study Using Student Feedback

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# Evaluating One-shot Asynchronous, Online Primary Source Instruction: a Case Study Using Student Feedback

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## Research Question

How can we evaluate students' perceptions of their ability to evaluate and use primary sources taught via an online tutorial?

## Design & Methodology

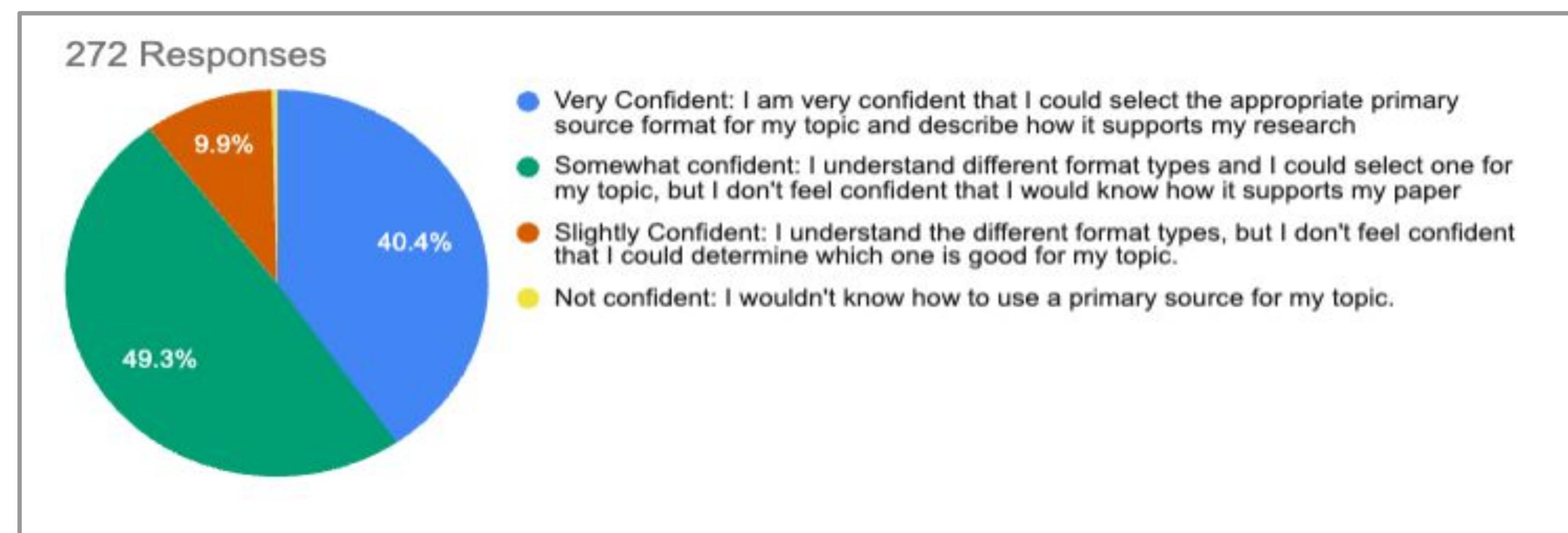
Writing Program students completed an online tutorial to learn skills required to use primary sources. Evaluative data was collected over two quarters from 571 students who rated their perception of how well the tutorial taught skills associated with using primary sources.

## Findings

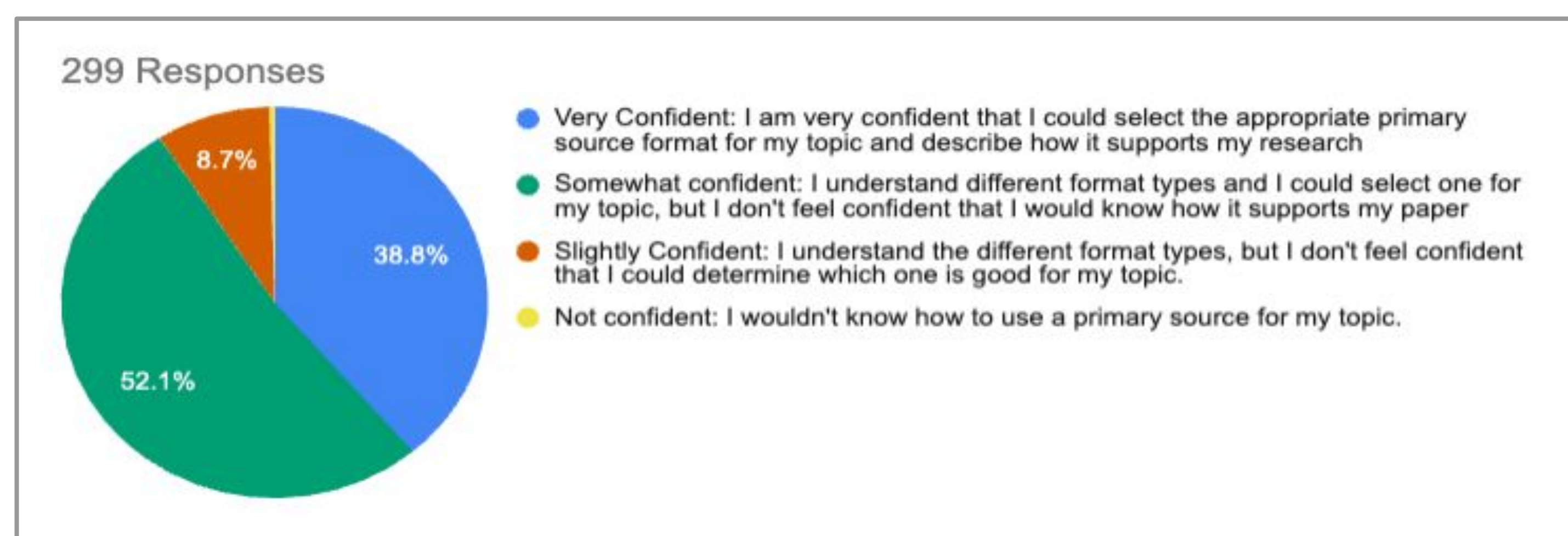
Our data show that 75% feel very confident or confident about their ability to analyze a primary source after completing the tutorial. This is significant because only 50% were able to demonstrate their abilities in completing the tutorial activities. Students shared that they like the online tutorial format while also providing further evidence that they were overconfident in their ability to analyze a source.

Q: How confident do you feel about your ability to use a primary source after completing this tutorial?

Fall  
2023

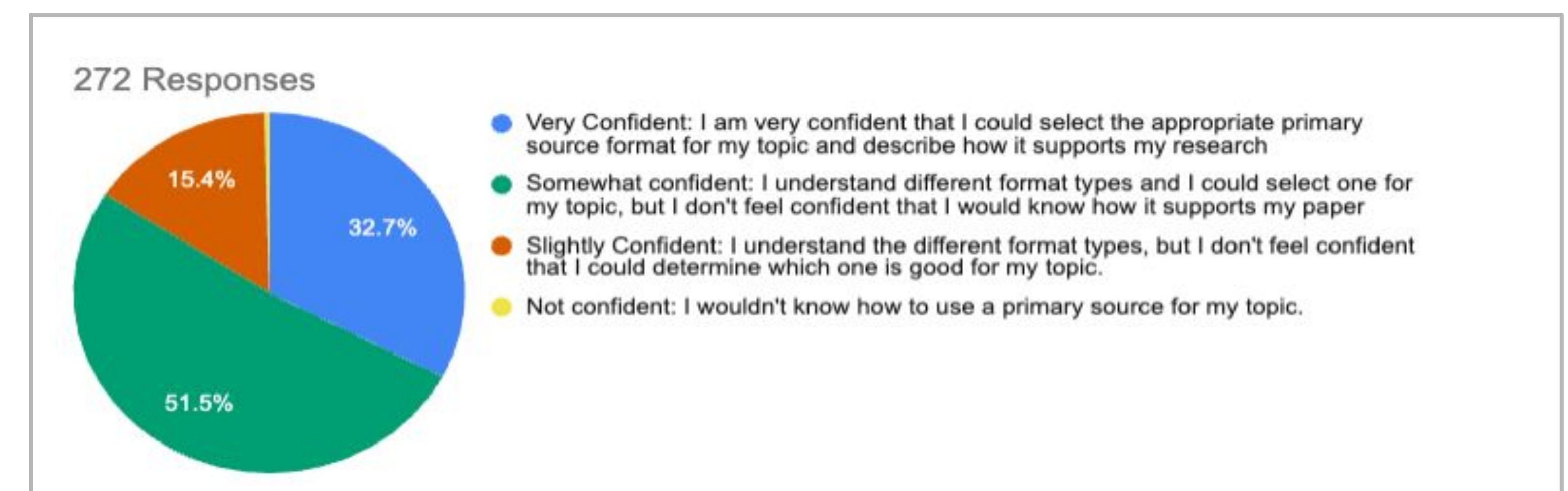


Winter  
2023

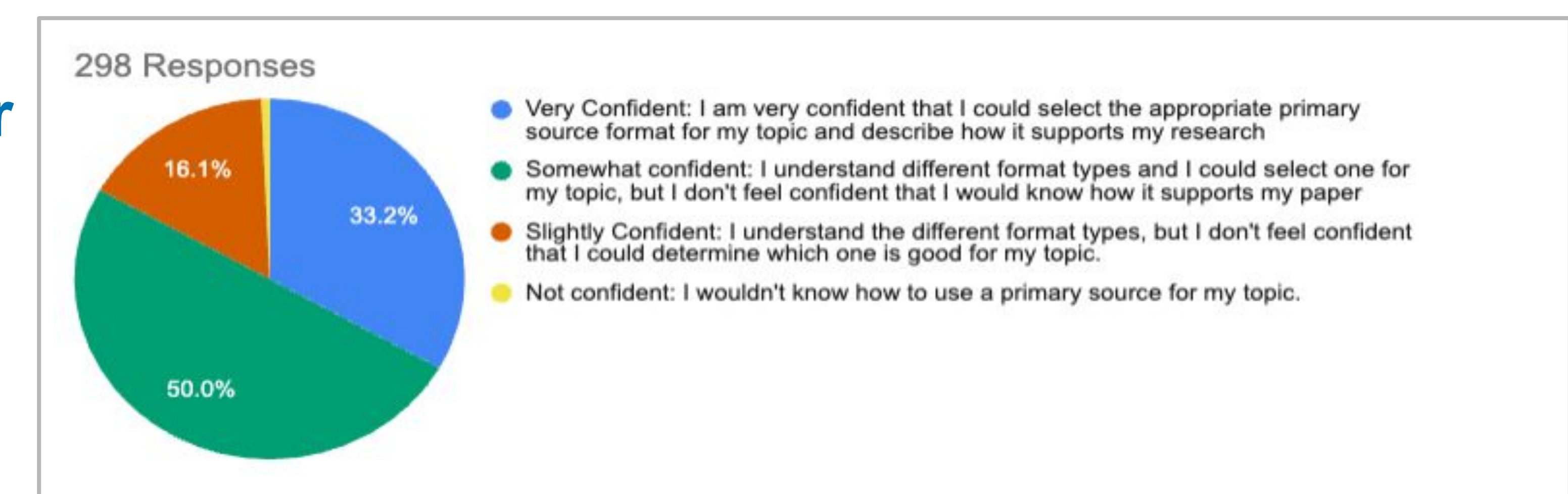


Q: How confident do you feel about your ability to analyze a primary source after completing this tutorial?

Fall  
2023



Winter  
2023



## Action & Impact

The analysis of student responses to questions where they applied their learning revealed areas in which we can improve our instruction. We plan to work with faculty and our librarian colleagues to make revisions to the tutorial content to close this gap. This also has implications for student help seeking behavior.

## Value of Evaluation

This project revealed the value of having an evaluation of student perception of their ability to complete tasks in addition to an assessment of student work. It provides additional information to librarians about where students are feeling more or less confident compared to their demonstrated abilities.