Cutting the Commute: Assess Authentically and Still Arrive on Time

Toni Carter
Juliet Rumble
Auburn University Libraries

LOEX of the West, June 2012
Roadmap for Today

- Authentic assessment…it’s not “extra”
- Examples of what we’ve done & what you can do
- “Closing the loop”
- Lessons learned
- Practical tools for collecting assessment data
- Questions?
Library sessions of all types and at all levels:

- Library tours & orientations
- Freshman Year Experience
- Core Curriculum classes
  -- English Composition
  -- Communication
- Upper-division and graduate level sessions
- For-credit course (Chemical Literature)
- 642 sessions taught in 2011
Our focus on student learning drives instructional design:

- What do you want the student to be able to do? (learning outcome)
- What does the student need to know in order to do this well? (curriculum)
- What activity will facilitate student learning? (pedagogy)
- How will the student demonstrate the learning? (assessment)
- How will I know the student has done this well? (evaluation criteria)

(from Gilchrist, Debra. Outcomes assessment from the inside out. LMDC of Washington, 1999.)
The assessment cycle

5 questions for Assessment Design
Adapted from Deb Gilchrist

What do you want the student to be able to do?

What does the student need to know in order to do this well?

How will the student demonstrate the learning?

How will I know the student has done this well?

What activities will facilitate student learning?
We gather data from a variety of different assessment tools:

- Institutional level: Project SAILS

- Program Level:
  - English Department: random sampling of essays and works cited lists
  - School of Nursing: (Theoretical Concepts of Professional Nursing) Review of work cited lists

- Individual classes:
  - Peer evaluations
  - Student evaluation of teaching
  - Informal assessments: e.g., one minute papers, muddiest point
  - Formal assessments: worksheets completed in information literacy sessions
Designing IL Assessment

Key considerations:

• The information literate person can DO things;
  → **determine** the nature and scope of the information need
  → **access** information effectively
  → **evaluate** information
  → **use** information to accomplish a specific purpose

• These activities involve higher order thinking that goes beyond mere recall of facts and concepts
Show us what you can do…

- Active learning pedagogies ask students to **DO** something.

- We are asking our students to **interact** with information by:
  - defining their research project
  - applying a search strategy
  - evaluating the sources they retrieve
Our “aha!” moment

- Why not assess student performance of these active learning tasks?

- This type of assessment is part of the teaching and learning process—not something extra
Traditional Assessment–VS– Authentic Assessment

• Selecting a response  
  - vs -  
  Performing a task

• Contrived test environment  
  - vs -  
  Real world problem-solving

• Recall of concepts  
  - vs -  
  Applying knowledge
Student Drivers

Attribution: teamstickergiant
New Drivers
http://creativecommons.org/licenses/by/2.0/
http://www.flickr.com/photos/stickergiant/5204700407/
What are we doing and How are we doing it?

• ENGL1120 – 3 visits to the library

• Assessments have focused on specific learning outcomes central to seeking and using information: Two we will discuss today:
  --Identifying keywords that describe a research topic
  --Evaluating sources of information

• Students record their thought process on worksheets which we collect
  --We encourage students to treat worksheets as working documents to revisit and revise
  --“Carbonless” carbon paper allows students to share a copy of their work with us

• Student performance is evaluated according to criteria set out in a rubric
Keywording worksheets address ACRL IL Standard 2

The information literate student accesses needed information effectively and efficiently.

Performance Indicator 2: The information literate student constructs and implements effectively-designed search strategies.

Outcome: Identifies keywords, synonyms and related terms for the information needed.
Evaluating sources worksheets address ACRL IL Standard 1
The information literate student determines the nature and extent of the information needed.

Performance Indicator 2:2.: The information literate student identifies a variety of types and formats of potential sources for information.

Outcome: Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
Identifying and Evaluating Articles

Examine your article and answer the following questions:

1. Describe the format of the article:

2. How carefully is the article documented?

3. What are the author's credentials and how do they relate to the article?

4. Who is the intended audience for the article? What leads you to this conclusion?

5. What is the primary purpose or objective of the article? Are there any secondary objectives? Explain your reasoning.

After analyzing the article, you have determined that the article is:

Popular    Scholarly    Trade
Closing the loop
Worksheet 6

Please check the appropriate statement:

I am 19 years old or older  
I am NOT 19 years old or older

Research Question/Thesis Statement/Topic Proposal:

Parents are narcissistic toward their children

Main Keywords of Research Question/Thesis Statement/Topic Proposal:

Sports AND School

Synonyms (or other words) for Keyword 1:

Baseball

Synonyms (or other words) for Keyword 2:

education institution & forced learning

Synonyms (or other words) for Keyword 3:

around the house succeeding in life
Please check the appropriate statement:
I am 19 years old or older  
I am NOT 19 years old or older

Research Question/Thesis Statement/Topic Proposal:
What is the importance of laws in America?

Main Keywords of Research Question/Thesis Statement/Topic Proposal:
LAWS  AND  America  AND  importance

Synonyms (or other words) for Keyword 1:
legislation, government, police

Synonyms (or other words) for Keyword 2:
Democracy, freedom, United States

Synonyms (or other words) for Keyword 3:
reasoning

Topic too broad
Worksheet 6

Please check the appropriate statement:

I am 19 years old or older [x] I am NOT 19 years old or older

Argument:
To drill or not to drill Alaska’s wildlife reserve for oil.

Main Keywords of Argument:
Alaska AND Wildlife Reserve AND Oil

Synonyms (or other words) for Keyword 1:

Synonyms (or other words) for Keyword 2:

Synonyms (or other words) for Keyword 3:
adhoit coat decrease

Not every synonym is a good synonym.
Please check the appropriate statement:

- I am 19 years old or older [✓]
- I am NOT 19 years old or older

Topic:

Brainstorm Aspects of Topic:

Improving communication technology in Africa

Keyword/s
Improving

Synonyms
- Expand
- Advance
- Enhance

Keyword/s
Communication

Synonyms
- Correspond

Keyword/s
Technology

Synonyms
(Could include mobile phones, smart phones & portable computers)
Identifying and Evaluating Articles
Examine your article and answer the following questions:

1. Describe the format of the article: Research, Informative, Very scholarly.

2. How carefully is the article documented?
   It's documented very carefully.

3. What are the author's credentials and how do they relate to the article?
   There are 6 authors and all their credentials seem to be closely related to sustainability.

4. Who is the intended audience for the article? What leads you to this conclusion?
   People in this field

5. What is the primary purpose or objective of the article? Are there any secondary objectives?
   Explain your reasoning. To inform, teach.

After analyzing the article, you have determined that the article is:

Popular

Scholarly
I am 19 years old or older X I am NOT 19 years old or older.

Identifying and Evaluating Articles
Examine your article and answer the following questions:

1. Describe the format of the article.
   
   magazine article

2. How carefully is the article documented?

3. What are the author's credentials and how do they relate to the article?
   no credentials stated within the article.

4. Who is the intended audience for the article? What leads you to this conclusion?
   general public, the article is aimed to everyone.

5. What is the primary purpose or objective of the article? Are there secondary objectives? Explain your reasoning.
   primary is to inform, a possible secondary is to persuade the audience to the author's political standpoint.

After analyzing the article, you have determined that the article is:

[ ] popular
[ ] scholarly
[ ] trade
Scratches & Dents

Dented car

Attribution: net_efekt

https://www.flickr.com/photos/wheatfields/3260484477/
https://creativecommons.org/licenses/by-nc-sa/2.0/
So what about the rubrics?

- Analytic/Task-specific
- Keywords/Synonyms: 5-point scale
- Evaluating Sources: 3-point scale
- Defined level of performance expected at each point of the scale – good for the majority of papers, but…

  Some student work didn’t quite fit into any of the levels

  Common challenge!

  Expect trial and error
<table>
<thead>
<tr>
<th>Outcome</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify appropriate keywords within the topic in order to effectively conduct online searches.</td>
<td>More than one appropriate keyword identified</td>
<td>One appropriate keyword identified</td>
<td>No appropriate keywords identified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify appropriate synonyms for keywords in order to effectively conduct online searches.</td>
<td>More than one appropriate synonym identified</td>
<td>One appropriate synonym identified</td>
<td>No appropriate synonyms identified (although available)</td>
</tr>
<tr>
<td>Outcome</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Identify appropriate keywords within the topic in order to effectively conduct online searches.</td>
<td>Identified two or more appropriate keywords or identified the only appropriate keyword AND identified no inappropriate keywords</td>
<td>Identified one appropriate keyword AND identified no inappropriate keywords</td>
<td>Identified two or more appropriate keywords BUT ALSO identified inappropriate keywords</td>
</tr>
<tr>
<td>Identify appropriate synonyms for keywords in order to effectively conduct online searches.</td>
<td>Identified two or more appropriate synonyms or identified the only appropriate synonym AND identified no inappropriate synonyms</td>
<td>Identified one appropriate synonym AND identified no inappropriate synonyms</td>
<td>Identified two or more appropriate synonyms BUT ALSO identified inappropriate synonyms</td>
</tr>
</tbody>
</table>
### Keywords/Synonyms

#### Ideas for Rubric # 3

<table>
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<tr>
<th>Outcome</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify appropriate keywords, synonyms, and/or related terms within the topic in order to find the information needed.</td>
<td>Student had an unclear understanding of appropriate keywords, synonyms, and/or related terms</td>
<td>Student had a basic understanding of appropriate keywords, synonyms, and/or related terms</td>
<td>Student had a clear understanding of appropriate keywords, synonyms, and/or related terms</td>
<td>Student had an excellent understanding of appropriate keywords, synonyms, and/or related terms</td>
</tr>
</tbody>
</table>

From:

http://www.ccp.edu/site/about/assessment_evaluation/information_literacy_rubric.php

Community College of Philadelphia

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<table>
<thead>
<tr>
<th>Outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify appropriate keywords, synonyms, and/or related terms within the topic in order to find the information needed.</td>
<td>Needs assistance to identify keywords</td>
<td>Identifies obvious keywords</td>
<td>Identifies key concepts that describe the information need</td>
<td>Identifies key concepts and related terms that describe the information need</td>
</tr>
</tbody>
</table>

From:


McKendree University  Lebanon, IL
<table>
<thead>
<tr>
<th>Outcome</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the format (i.e. identify the physical characteristics) of an article in order to differentiate among types of publications</td>
<td>Identified three or more characteristics (e.g. length, abstract, technical language, references, advertisements, etc.)</td>
<td>Identified at least two characteristics (e.g. length, abstract, technical language, references, advertisements, etc.)</td>
<td>Identified only one characteristic (e.g. length, abstract, technical language, references, advertisements, etc.)</td>
</tr>
<tr>
<td>Identify the intended audience and provide evidence that supports identification in order to differentiate among types of publications</td>
<td>Identified the intended audience correctly with some level of detail; successfully provided evidence that supports identification</td>
<td>Identified the audience correctly, although in more general terms; made some attempt to provide evidence that supports identification</td>
<td>Identified the audience correctly, although in more general terms; failed to provide any evidence that supports identification</td>
</tr>
<tr>
<td>Interpreted how carefully an article is documented in order to differentiate among types of publications</td>
<td>Interpreted successfully and thoroughly how carefully the article is documented by noting types of sources, number of sources, authorship of sources, etc.</td>
<td>Attempted to interpret how carefully the article is documented, by noting types of sources, number of sources, authorship of sources, etc.</td>
<td>Listed the number of footnotes/references or lack thereof</td>
</tr>
<tr>
<td>Identify the purposes/objectives of article and provide evidence in support of identification in order to differentiate among types of publications</td>
<td>Identified the primary purpose/objective and any secondary objectives correctly; successfully provided evidence in support of identification</td>
<td>Identified at least one purpose/objective (either primary or secondary) correctly; successfully provided evidence in support of identification</td>
<td>Identified at least one purpose/objective (either primary or secondary) correctly; unable to successfully provide evidence or provided no evidence</td>
</tr>
<tr>
<td>Identify and analyze the author’s credentials in order to differentiate among types of publications</td>
<td>Identified the author’s credentials correctly and successfully analyzed how they related to the article</td>
<td>Identified the author’s credentials correctly and made some attempt to analyze how they related to the article</td>
<td>Identified the author’s credentials correctly but failed to provide any analysis</td>
</tr>
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Tools in the Glovebox
Assessment Toolbox

• Carbonless paper to capture student responses

• iClickers

• Google forms for assessment data entry

• Assessment resources LibGuide (http://libguides.auburn.edu/studentlearningassessment)
In conclusion...

• Strategy working well

• More activities

• Doesn’t need to be perfect

• Doesn’t need to be complicated
Thank You!  Questions??

Toni Carter
tcarter@auburn.edu

Juliet Rumble
rumbljt@auburn.edu