closing the loop on information literacy instruction

Toni Carter
Instruction/Reference Librarian
Auburn University Libraries
GaCOMO & SELA 2012
tcarter@auburn.edu
The “active” part

• What is one question/problem you find with assessment?
5 questions for Assessment Design

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

CRITERIA: How will I know the student has done this well?

EVIDENCE: How will the student demonstrate the learning?

PEDAGOGY: What activities will facilitate student learning?

CURRICULUM: What does the student need to know in order to do this well?
path for today

• Building a culture of assessment
• Informal: examples of what we’ve done & what you can do
• Formal: examples of what we’ve done & what you can do
• Questions?
Library sessions of all types and at all levels by 17 teaching librarians:

- 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
building a culture of assessment

Efforts led by a four member instruction team. We gather data from a variety of different assessment tools:

• Institution level: Project SAILS

• Program level:
  --English Department: citation analysis of research papers
  --School of Nursing (Theoretical Concepts of Professional Nursing): citation analysis of research papers

• Class level:
  --Peer evaluations
  --Student evaluation of teaching
  --Informal assessments: e.g., one minute papers, muddiest point
  --Formal assessments: worksheets completed in information literacy sessions
• Assessment workshops for teaching librarians....everyone plays a role in assessment

• Requirements for annual evaluation and support from administration key to participation

• Open communication and discussion of successes and failures equally important

• Gradual adoption, not sudden
informal assessments

LB 2822.75 .A54 1993, Thomas A. Angelo and K. Patricia Cross, Classroom Assessment Techniques: A Handbook for College Teachers, 1993. (this is where most of the examples below have come from). You can also ask Toni for suggestions.

Comments (0)

Suggestions for Quicks SLAs (that you can adapt)

Use these for WHAT STUDENTS ALREADY KNOW or WHAT STUDENTS HAVE LEARNED. And remember, you are not required to use these at the END of class. Some of these are designed for the BEGINNING or even the MIDDLE of a class.

- Application Cards
- Background Knowledge Probe
- Chain Notes
- Directed Paraphrasing
- Mapping
- Minute Paper
- Misconception/Preconception Check
- Muddiest Point
- One-Sentence Summary
- Pro and Con Grid
student-centered learning....
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/question
  - applying a search strategy
  - evaluating the sources they retrieve
ENGL1120 – 3 visits to the library

Assessments have focused on specific learning outcomes central to seeking and using information: One I will discuss today:
--Identifying keywords that describe a research topic
--Examples of others

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

**Outcome:** Identifies keywords, synonyms and related terms for the information needed
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
AND
life in general

Synonyms (or other words) for Keyword 1:

football
baseball

Synonyms (or other words) for Keyword 2:

education
institution
learning

Synonyms (or other words) for Keyword 3:

around the house/succeeding in life

Not choosing the correct keywords
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:
distant coat scarce

Not every synonym is a good synonym.
Please check the appropriate statement: I am 19 years old or older.

Topic:

Brainstorm Aspects of Topic:

IMPROVING COMMUNICATION TECHNOLOGY IN AFRICA

Keyword/s

Improving

Keyword/s

Communication

Keyword/s

Technology

Synonyms

- Expand
- Advance
- Enhance

Synonyms

Correspond

Synonyms

(Might include mobile phones, smartphones & portable computers)
<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>
<td>-------------------------------------------------------------------</td>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th>4</th>
<th>3</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>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>
<td>Identified at least one appropriate synonym BUT ALSO identified inappropriate synonyms</td>
<td>Identified no appropriate synonyms</td>
</tr>
</tbody>
</table>
### Rubric #3

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Insufficient</th>
<th>Sufficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extract appropriate keywords and key phrases (main aspects) within the topic/thesis statement or research question</td>
<td>Student failed to extract appropriate keywords and key phrases (main aspects) from topic/thesis statement or research question</td>
<td>Student succeeds in extracting appropriate keywords and key phrases (main aspects) from topic/thesis statement or research question</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Insufficient</th>
<th>Sufficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify obvious synonyms and/or related terms of the keywords and key phrases (main aspects) in order to find the information needed.</td>
<td>Student failed to identify obvious synonyms and/or related terms of the keywords and key phrases (main aspects)</td>
<td>Student succeeds in identifying obvious synonyms and/or related terms of the keywords and key phrases (main aspects)</td>
<td></td>
</tr>
</tbody>
</table>

**Keywords/Synonyms/Related Terms**
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
evaluating sources

more formal assessments:

4. Is the website up to date? *
   - yes
   - no

5. Why do you think it is or is not up to date? *

6. Can you tell who is responsible for posting the information? (hint: the responsible party could be an individual, a group or an organization) *
   - yes
   - no

7. If yes, what do you know about this person or group or organization? If no, can you find and list any clues about why the site was created? *

8. Does the site intend to sway you in a particular direction about an issue? *
   - yes
   - no
so what?

• Workshops allow librarians to share experiences of what they have learned and how they have improved their teaching
• Teaching tips for common outcomes posted to LibGuide
• Better class level teaching should result in better programmatic and institutional assessments
• We are hopefully beginning to “close the loop”
questions?? & thank you!

Toni Carter
tcarter@auburn.edu

http://libguides.auburn.edu/studentlearningassessment