



# **closing the loop on information literacy instruction**

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# The “active” part

- What is one question/problem you find with assessment?

# the assessment cycle

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

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

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

## 5 questions for Assessment Design

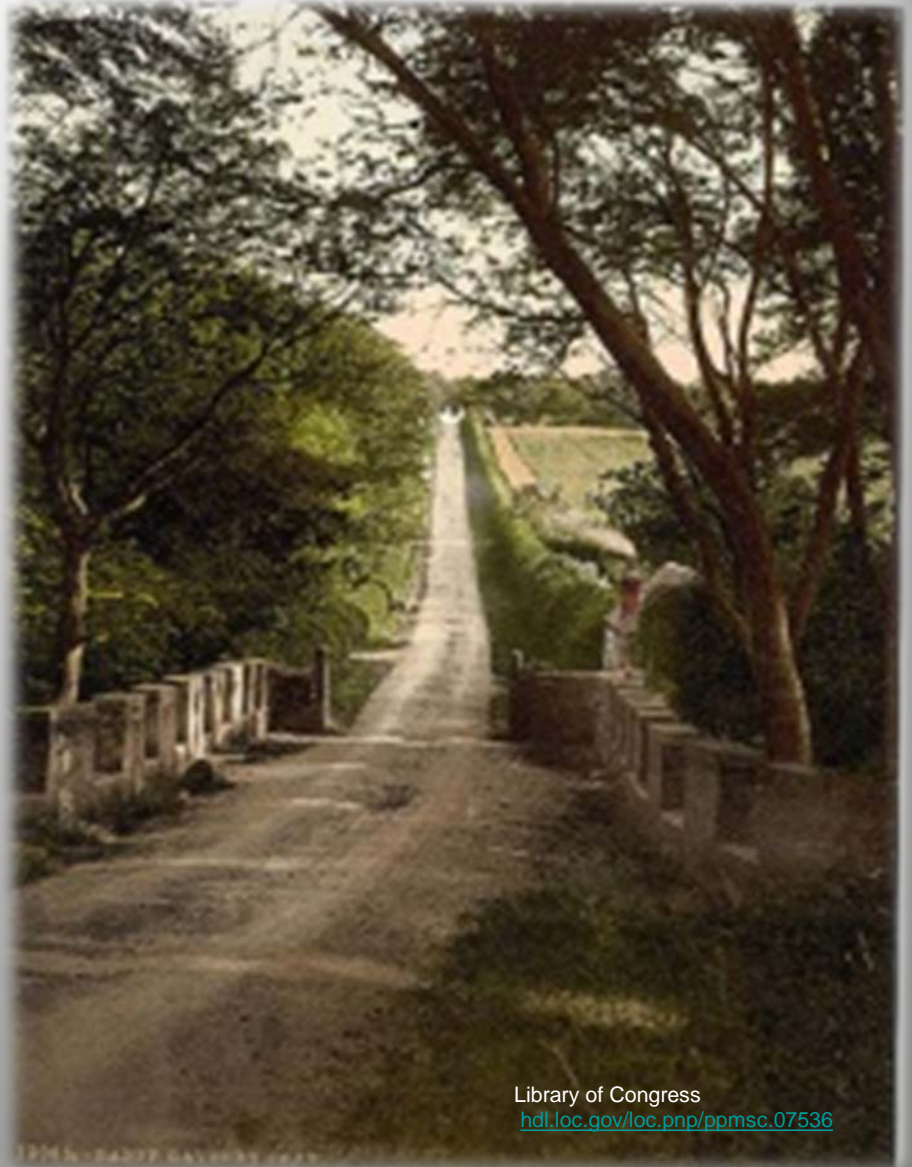
Adapted from Debra Gilchrist, Megan Oakleaf, and Anne Zald

EVIDENCE: How will the student demonstrate the learning?

PEDAGOGY: What activities will facilitate student learning?

# 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?



# AU libraries' instruction program

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



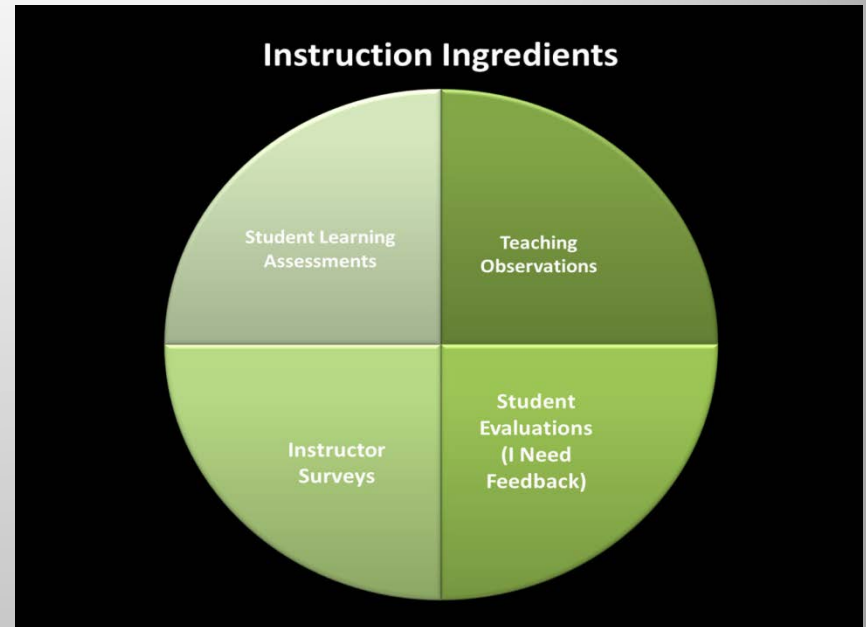
# building a culture of assessment


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

# class level

- 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



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### Student Learning Assessment

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#### Instruction Ingredients

**Student Learning Assessments** - Assessments that measure student learning **(at least 2 Quick SLAs and 2 SLA Worksheets per semester)**

**Instructor Surveys** - Surveys completed by the instructors/professors for whom you teach

**Teaching Observations** - Observations done by your librarian colleagues **(one peer observation for tenured librarians per year, one observation from both Instruction Coordinator & Department Head for untenured librarians per year)**

#### Teaching Cycle

[Teaching Cycle](#)

[Teaching Cycle](#)

Comments (0)

# 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



# formal assessments

- 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

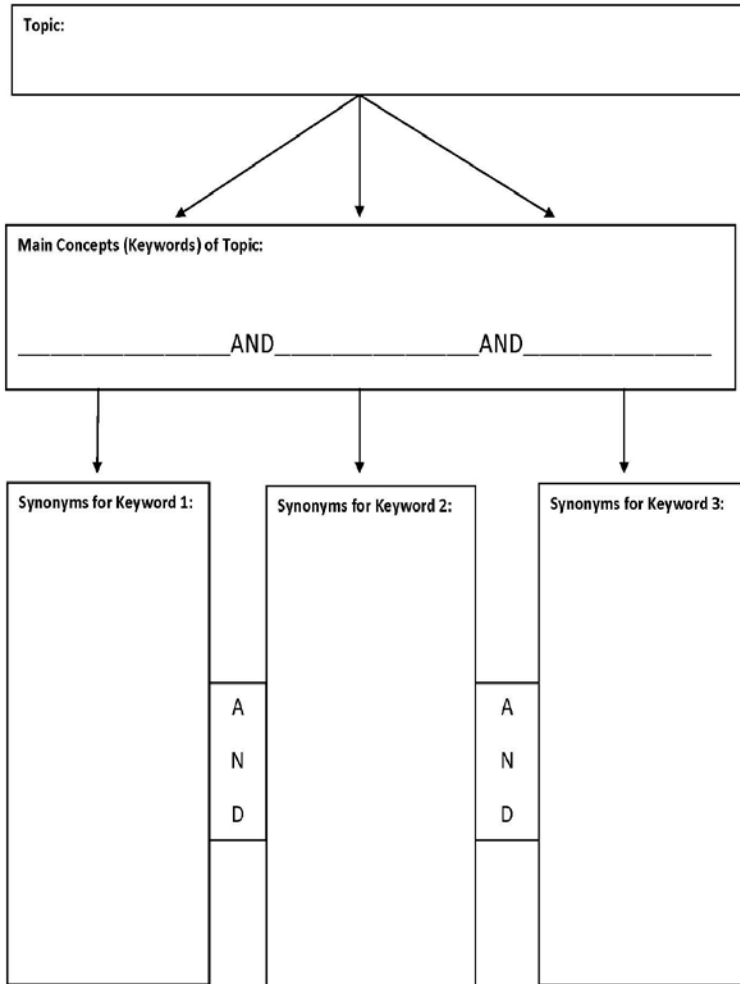
*Keywording worksheets* address ACRL IL Standard 2

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

Identifying Keywords/Synonym Development



What Interests You?



Research Question/Thesis Statement/Topic Proposal:

Keywords/Synonyms

An empty rectangular box for entering keywords and synonyms.

Keywords/Synonyms

An empty rectangular box for entering keywords and synonyms.

Keywords/Synonyms

An empty rectangular box for entering keywords and synonyms.

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

A  
N  
D

Synonyms (or other words) for Keyword 2:  
education  
institution of formal learning

A  
N  
D

Synonyms (or other words) for Keyword 3:  
around the house / succeeding in life

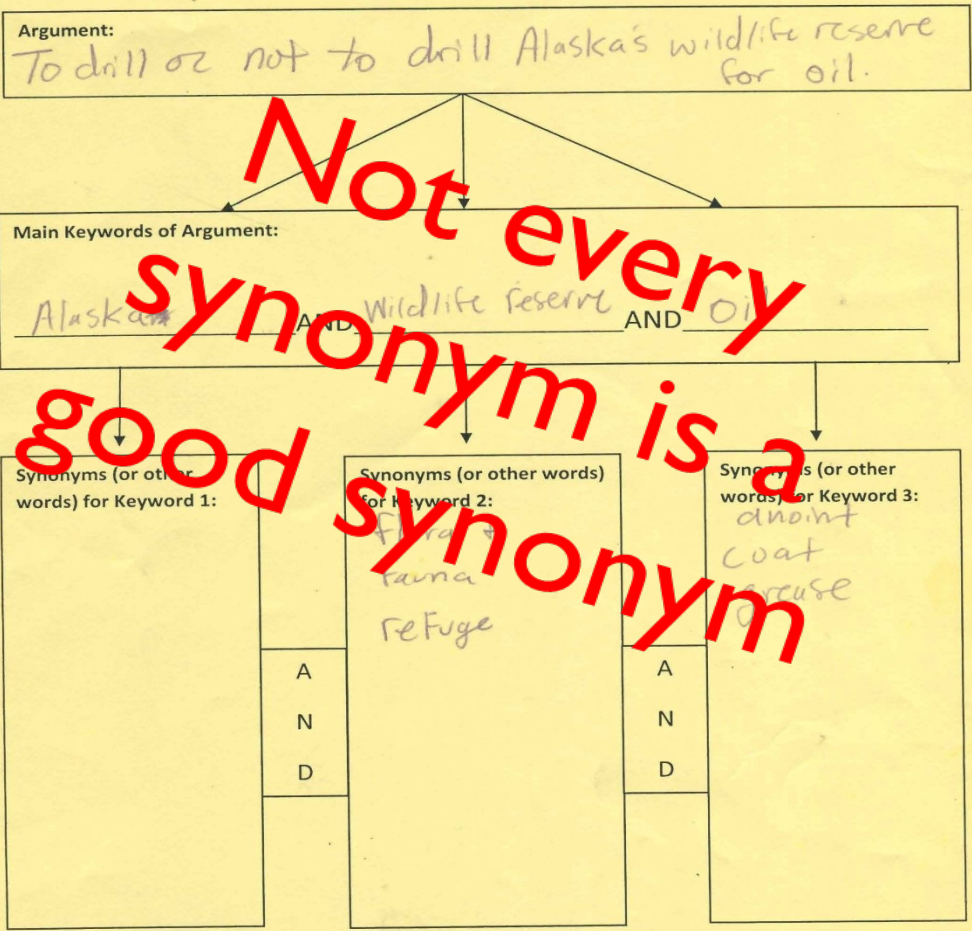
Not choosing the correct keywords

Worksheet 6

Please check the appropriate statement:

I am 19 years old or older

I am NOT 19 years old or older



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

Omitting crucial  
keywords

Keyword/s

IMPROVING

Keyword/s

COMMUNICATION

Keyword/s

TECHNOLOGY

Synonyms

-EXPAND  
-ADVANCE  
-ENHANCE

Synonyms

CORRESPONDENCE

Synonyms

(COULD INCLUDE  
MOBILE PHONES,  
SMART PHONES  
& PORTABLE  
COMPUTERS)

# keywords/synonyms

## rubric #1

Outcome	2	1	0
Identify appropriate keywords within the topic in order to effectively conduct online searches.	More than one appropriate keyword identified	One appropriate keyword identified	No appropriate keywords identified

Outcome	2	1	0
Identify appropriate synonyms for keywords in order to effectively conduct online searches.	More than one appropriate synonym identified	One appropriate synonym identified	No appropriate synonyms identified (although available)



# keywords/synonyms

## rubric # 2

Outcome	4	3	2	1	0
Identify appropriate keywords within the topic in order to effectively conduct online searches.	Identified two or more appropriate keywords OR identified the only appropriate keyword AND identified no inappropriate keywords	Identified one appropriate keyword AND identified no inappropriate keywords	Identified two or more appropriate keywords BUT ALSO identified inappropriate keywords	Identified at least one appropriate keyword BUT ALSO identified inappropriate keywords	Identified no appropriate keywords

Outcome	4	3	2	1	0
Identify appropriate synonyms for keywords in order to effectively conduct online searches.	Identified two or more appropriate synonyms OR identified the only appropriate synonym AND identified no inappropriate synonyms	Identified one appropriate synonym AND identified no inappropriate synonyms	Identified two or more appropriate synonyms BUT ALSO identified inappropriate synonyms	Identified at least one appropriate synonym BUT ALSO identified inappropriate synonyms	Identified no appropriate synonyms

# keywords/synonyms/ related terms

## rubric # 3

Outcome	Insufficient	Sufficient	Accomplished
Extract appropriate keywords and key phrases (main aspects) within the topic/thesis statement or research question in order to find the information needed.	Student failed to extract appropriate keywords and key phrases (main aspects) from topic/thesis statement or research question	Student is able to extract some appropriate keywords and key phrases (main aspects) from topic/thesis statement or research question	Student succeeds in extracting appropriate keywords and key phrases (main aspects) from topic/thesis statement or research question

Outcome	Insufficient	Sufficient	Accomplished
Identify obvious synonyms and/or related terms of the keywords and key phrases (main aspects) in order to find the information needed.	Student failed to identify obvious synonyms and/or related terms of the keywords and key phrases (main aspects)	Student is able to identify some obvious synonyms and/or related terms of the keywords and key phrases (main aspects)	Student succeeds in identifying obvious synonyms and/or related terms of the keywords and key phrases (main aspects)

# more formal assessments: evaluating sources scholarly/popular

## 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

# more formal assessments: evaluating sources web sources

## Google form

- Google form for web site evaluation  
To be completed during class

Comments (0)

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!

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<http://libguides.auburn.edu/studentlearningassessment>