Authentic and Active:
A Pilot Project to Assess a Large Scale Information Literacy Program

Jessica Knoch, Richard Hayman, Lisa Shamchuk, & Leah Townsend

Grant MacEwan University Library
WILU 2012
25 May 2012

Today's Session

Background
- A foundation for Assessment
- The ELIP Program

Methods
- Learning outcomes
- Methods for learning
- Methods for assessment

Results
- Setting flexible goals

Discussion
- Unintended consequences and lessons learned
- Closing the assessment cycle

Activity

- Write a question/comment/concern you have about:
  - Assessment
  - Active Learning

- Share your question with a neighbour.

- Consider your/your neighbour's question as we progress through the session.

Assessment Foundation

Student Learning Assessment Cycle (Gilchrist and Zald, 2008)

Authentic Learning (Burke, 2009)

ELIP Assessment Plan

Information Literacy Assessment Cycle (Oakleaf, 2009)

Assessment-for-Learning (Shepard, 1989, Wiggins, 1989, Stiggins, 1991 in Oakleaf, 2009)

"Good Enough" Assessment

Assessors cannot always attain "perfect" studies, but must make do with "good enough"... Although there is a great need for rigorous research to demonstrate library value, there is an equal or greater need for practical, local, less arduous assessment.

~The Value of Academic Libraries (Oakleaf, 2010)

Focus in on what's important…

English Library Instruction Program (ELIP)
- ☐ English represents +25% of our overall instruction program
- ☐ ENGL 102/111 = ~20% of total instruction
- ☐ Faculty buy-in: IL sessions for these courses are strongly recommended (and supported) by the Department
- ☐ Provide baseline IL skills

Need for assessment

…and then focus in a bit more.

Construct an effective search strategy in order to locate relevant resources

This outcome aligns with the following English Learning Outcomes from 2011 Master Course Syllabi:

ENGL 102: Locate, integrate and document secondary sources

ENGL 111: Locate, evaluate, integrate and document research materials

This outcome aligns with the following ACRL Information Literacy Standards:

2.2.b : Identifies keywords, synonyms and related terms for the information needed

2.2.d: Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation and proximity for search engines)

2.2.e: Implements the search strategy in various information retrieval systems using different user interfaces and search engines…

2.3.a: Uses various search systems to retrieve information in a variety of formats.

Identify resources in order to determine which are most relevant for assignment

This outcome aligns with the following English Learning Outcomes from 2011 Master Course Syllabi:

ENGL 102: Locate, integrate and document secondary sources

ENGL 111: Locate, evaluate, integrate and document research materials

This outcome aligns with the following ACRL Information Literacy Standards:

3.2.a: Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness and point of view or bias.

3.2.d: Recognizes the cultural, physical or other context within which the information was created and understands the impact of context on interpreting the information.

Areas of Inquiry

Hypothesis
- ELIP meets the curricular needs of ENGL 102 and 111
- ELIP provides baseline IL skills/attitudes

Research Questions
- Are students achieving the IL related outcomes of the ENGL 102/111 curriculum?
- Does ELIP provide that set of baseline IL skills and attitudes to carry forward?
  - Are we reaching a majority of students via ENGL 102/111?
  - At what point in their academic career do students take ENGL 102 or 111?

Build your Toolbox

- ELIP Curriculum

- ELIP Pedagogy

- Student worksheet for evidence collection

- Rubric for worksheet evaluation

Opportunities for Learning: Curriculum

Topics covered in ELIP sessions include a combination of:

- ☐ Navigating the library website
- ☐ Constructing a search strategy
- ☐ Finding books in the catalogue
- ☐ Finding articles in the databases
- ☐ Searching and evaluating websites
- ☐ Citation Tips

Opportunities for Learning: Pedagogy

Pre-Game (optional) Introduction to (or review of) the library and its services	First Period Identifying alternate synonyms and spellings	Second Period Applying Boolean Logic	Third Period Identifying popular/trade/academic articles	Overtime Searching databases
Jeopardy Review of library skills (general library, catalogue, periodicals, databases, etc.) using PowerPoint Jeopardy game.	Taboo Topic keywords are declared taboo and cannot be used to search. Students brainstorm other terms in pairs or groups.	Human Booleans Student clothing or birthdates are used to demonstrate how Boolean operators can be used to narrow or widen a search.	Sorting Journals Provided stacks of mixed types of journals are sorted and described by students.	Scrimmage Based on discovery principle, students search databases on their topic without receiving instruction and then discuss their methods before the librarian demonstrates.
Shoot Out Students write questions on slips of paper and throw them to the front of the class. Questions are answered at the end of the session, if not covered at the beginning or during the class.	Synonym Race Students are placed in teams and given a keyword. Teams then race to come up with the most synonyms.	Shuffle and Deal Students are given a playing card, and stand when instructor asks for certain combinations using AND, OR to demonstrate how Boolean operators can be used to narrow or widen a search.	Wanted Ad Students write a wanted ad for academic journals, describing their characteristics.	Librarian Needs a New Car Students search for an item and discuss different results found via web, CBCA, 1search, catalogue, etc.
Press Conference Coloured cards with library questions are given to students at the beginning of class and answered throughout at timely intervals.		Coloured Shapes Premade coloured shapes are given out to students. Students stand when their card is described with AND, OR, NOT to demonstrate how Boolean operators can be used to narrow or widen a search.	Resource Referee: Journals Folders are filled with articles that might be found in different types of journals etc. Students are asked to examine contents and comment.	Resource Referee: Databases Folders are filled with items that might be found on Google, different databases, etc. Students are asked to examine contents and comment.

Evidence Collection: The Worksheet

ENGLISH LIBRARY INSTRUCTION WORKSHEET   NAME:_____

INFORMED CONSENT: I have been provided with information about this study, and consent to have this worksheet used in the **English Library Instruction Program Assessment Pilot**. I understand that once this worksheet has been reviewed by a librarian and returned to me, my name will be removed and any information I provide will be anonymous.

YES ⭘   NO ⭘

1. What program are you in? _____ What is your year of study? _____

2. What is your topic? _____

3. Circle the main ideas in your topic.

4. Brainstorm any keywords related to each of your main ideas. Be sure to consider alternate spellings and synonyms. Use this chart to help organize your main ideas and keywords. Don't worry if you have more or less than three main ideas.

Main Idea 1	Main Idea 2	Main Idea 3

5. Link your main ideas using Boolean Logic. Group similar ideas with "or" and connect each group of similar ideas with "and". Ex. (dog or poodle or puppy) AND (groom* or haircare).

6. Use the search strategy above in the library tool discussed in class. Locate one article related to your topic. List the title of your article here.

7. Scan your article. What kind of article is it? List one of the article types you have learned about in this class.

8. List at least two of the criteria discussed in class that helped you to determine the type of article you have.

Evidence Analysis: The Rubric

Outcome: Construct an effective search strategy in order to locate relevant articles.

Skill	Competent – 3	Developing – 2	Emerging – 1	Not Present – 0	Worksheet Question evaluated	Score
Determines Keywords	Determines multiple keywords that reflect research topic / thesis statement accurately	Determines some concepts that reflect the research topic / thesis accurately	Determines concepts that reflect the research topic / thesis statement inaccurately	Does not show any evidence of keywords	4	
Constructs search statement	Applies multiple appropriate search terms and appropriate Boolean search strategies as well as appropriate use of wildcard / truncation searching	Applies multiple appropriate search terms and appropriate Boolean search strategies	Applies search terms and simple/basic keyword search strategies and/or uses inappropriate Boolean strategies	Does not show any evidence of applying search terms.	5	

Outcome: Evaluate sources in order to determine which are most appropriate for the assignment.

Skill	Competent – 3	Developing – 2	Emerging – 1	Not Present – 0	Worksheet Question evaluated	Score
Lists the title of an article related to the topic.	Lists the title of an article relate to the topic.	Lists the title of an article partially related to the topic.	Lists the title of an article not related to the topic.	Does not list the title of an article.	6	
Identifies the type of article found (scholarly, trade or popular)	Identifies the type of article correctly	Lists all three types of articles	Identifies the type of article incorrectly	Does not identify the article type.	7	
Lists at least two criteria used to identify article type.	Lists 2 or more criteria correctly.	Lists 1 criteria correctly.	Lists 1 or more criteria incorrectly.	Does not list any criteria.	8	

Go forth and assess!

10 classes evaluated
- 37.0% of sessions given in Winter term

147 worksheets collected
- 127 informed consent
- 29 worksheets rejected as invalid

N=98
- 66.6% of collected worksheets
- 77.2% of those giving consent
- 17.6% of all students who attended library sessions in Winter term

Pre-Assessment Measure of Success

Rubric Scoring Definitions
- 1=Emerging Skills
- 2=Developing Skills
- 3=Competent Skills

Result scenario
- 1=unacceptable standard
- 2=acceptable standard
- 3=exceptional standard

Success = 75% of the students achieved an average score of "2" or higher.

Making Sense of Student Learning

Outcome One: construct an effective search strategy in order to locate relevant articles.

Skill	Worksheet Question	Median Score
Determine keywords	4	2.3
Constructs search statement	5	1.7
Median score outcome one		**2**

Making Sense of Student Learning

Outcome Two: evaluate sources in order to determine which are most appropriate for the assignment

Skill	Worksheet Question	Median Score
Lists the title of an article related to the topic	6	2.1
Identifies the type of article found (scholarly, trade or popular)	7	1.9
Lists at least two criteria used to identify article type	8	1.6
Median score outcome two		**1.83**

Making Sense of the Assessment Process

- Assessment teaches us to become better teachers
- Assessment challenges our values and assumptions about teaching
- Assessment tools are "evergreen"
- Small assessment projects grow confidence

Start the Cycle Again

- Fall 2012

- Revise the student worksheet

- Minor curricular changes

- Provide training to the larger instructional team to deliver the assessment tool in a statistically relevant number of first year English sessions

- Additional data analysis

Activity Reflection

☐ Discuss with your neighbour:
  ☐ Answers to your questions
  ☐ Conclusions
  ☐ A-ha moments!

Questions?

- Jessica Knoch: knochj@macewan.ca

- Richard Hayman: haymanr2@macewan.ca

- Lisa Shamchuk: shamchukl@macewan.ca

- Leah Townsend: townsendl8@macewan.ca

Works Cited

- Burke, K. (2009). *How to Assess Authentic Learning* (5th ed.). Thousand Oaks, CA : Corwin Press.

- Gilchrist D. & Zald, A. (2008). Instruction and program design through assessment. In C. Cox (Ed.), *Information Literacy Handbook (*pp. 164-193). Chicago, IL:, Association of College and Research Libraries.

- Oakleaf, M. (2009). Writing information literacy plans: A guide to best practice. *Communications in Information Literacy, 3*(2), 80-89.

- Oakleaf, M (2010). The value of academic libraries: A comprehensive research review and report. Retrieved November 7, 2011 from http://www.ala.org/acrl/sites/ala.org.acrl/files/content /issues/ value/val_report.pdf