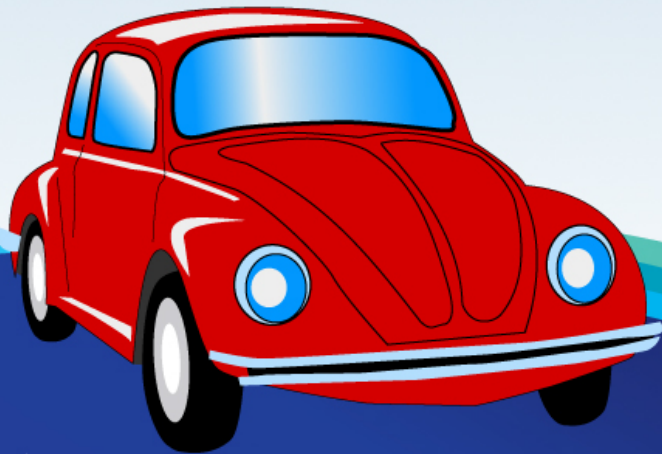# Cutting the Commute: Assess Authentically and Still Arrive on Time

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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?

Framework

AU Libraries Instruction Program

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

Student centered learning

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

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

How will I know the student has done this well?

5 questions for Assessment Design Adapted from Deb Gilchrist

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

How will the student demonstrate the learning?

What activities will facilitate student learning?
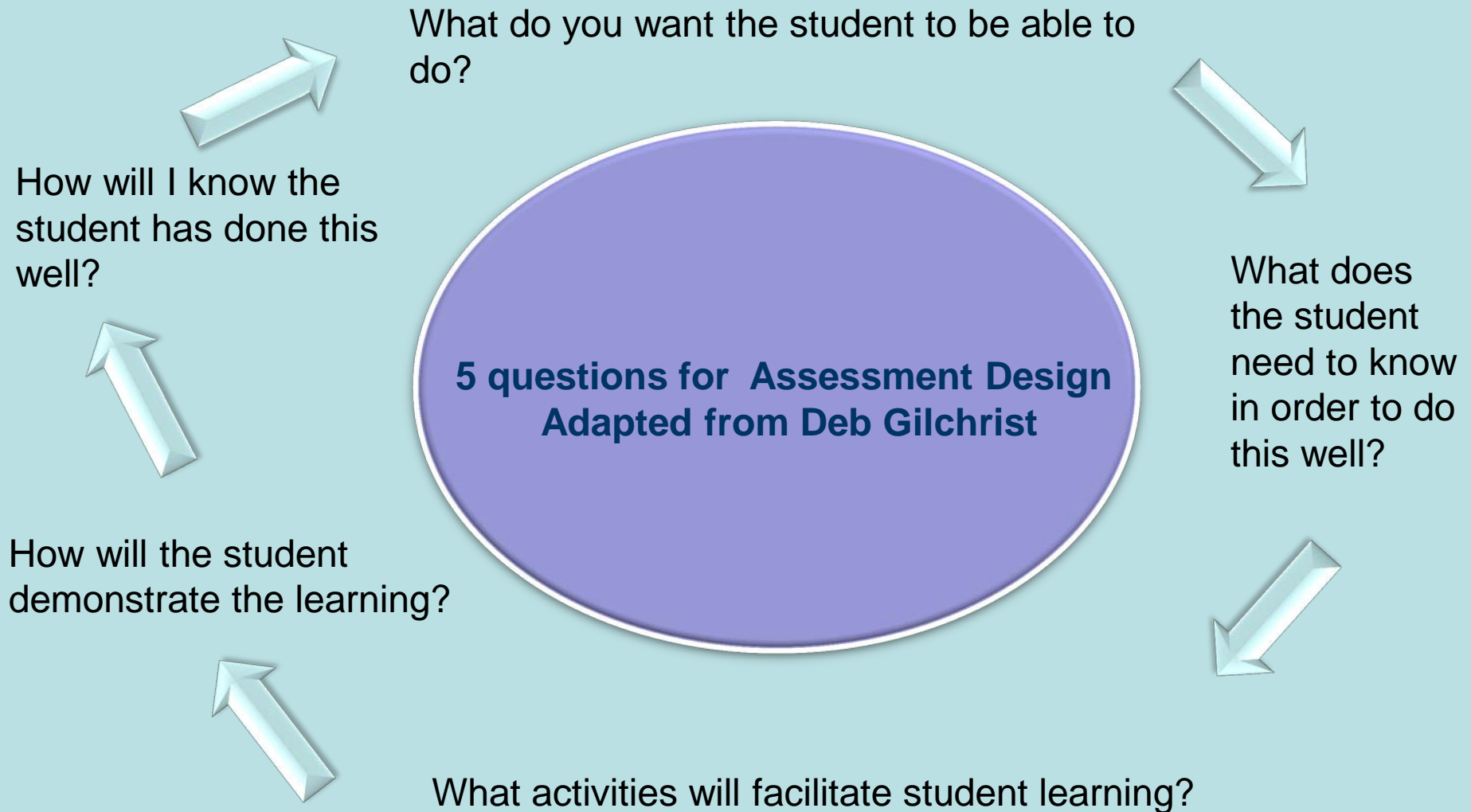
Building a culture of assessment

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 <u>interact</u> 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 <u>part</u> of the teaching and learning process--not something <u>extra</u>

- Selecting a response
      -vs-
  Performing a task

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

- Recall of concepts
      -vs–
  Applying knowledge

Student Drivers

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
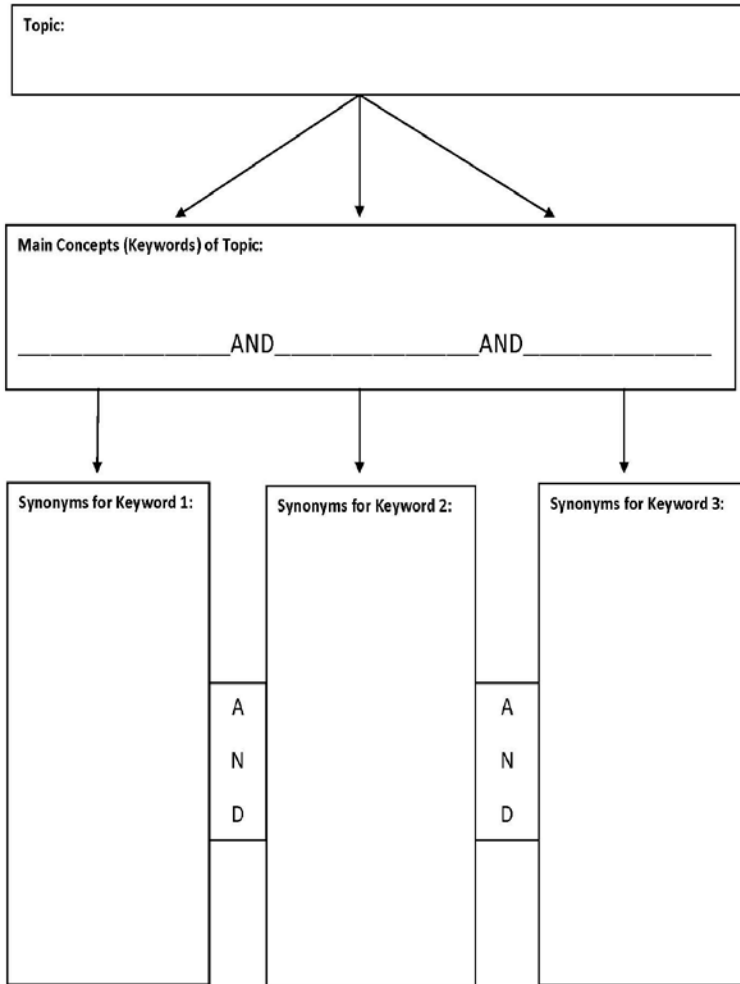
Keywording

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

Topic:

Main Concepts (Keywords) of Topic:

_____AND_____AND_____

Synonyms for Keyword 1:		Synonyms for Keyword 2:		Synonyms for Keyword 3:
	A N D		A N D	

What Interests You?

Research Question/Thesis Statement/Topic Proposal:

Keywords/Synonyms   Keywords/Synonyms   Keywords/Synonyms

Evaluating Sources

Evaluating sources worksheets address <u>ACRL IL Standard 1</u>
The information literate student determines the nature and extent of the information needed.
<u>Performance Indicator 2:2</u>.: The information literate student identifies a variety of types and formats of potential sources for information.
<u>Outcome</u> : 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 _____ 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 forced learning

A
N
D

Synonyms (or other words) for Keyword 3:

around the house / succeeding in life

Not choosing the correct keywords

Please check the appropriate statement:

I am 19 years old or older _X_

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:

Topic too broad

Laws AND _America_ AND _importance_

Synonyms (or other words) for Keyword 1:

legislation
government
Police

AND

Synonyms (or other words) for Keyword 2:

Democracy
Freedom
United States

AND

Synonyms (or other words) for Keyword 3:

reasoning

Worksheet 6

Please check the appropriate statement:

I am 19 years old or older _____

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:

Alaskan _____ AND_ Wildlife reserve _____ AND_ Oil _____

Synonyms (or other words) for Keyword 1:

Synonyms (or other words) for Keyword 2:

flora
fauna

refuge

Synonyms (or other words) for Keyword 3:

anoint
coat
grease

A N D

A N D

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)

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

Identifying and Evaluating Articles

Examine your article and answer the following questions: (# 21)

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 3 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)

#2

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 level is aimed to everyone.

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

   Primary is to inform, a possibel secondary is to persuade the audience to the authors political stand point

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

(Popular)   Scholarly   Trade

Scratches & Dents

RUBRICS

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

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.	Indentified two or more appropriate keywords OR identified the only appropriate keyword AND identified no inappropriate keywords	Indentified one appropriate keyword AND identified no inappropriate keywords	Indentified two or more appropriate keywords BUT ALSO identified inappropriate keywords	Indentified 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.	Indentified two or more appropriate synonyms OR identified the only appropriate synonym AND identified no inappropriate synonyms	Indentified one appropriate synonym AND identified no inappropriate synonyms	Indentified two or more appropriate synonyms BUT ALSO identified inappropriate synonyms	Indentified at least one appropriate synonym BUT ALSO identified inappropriate synonyms	Identified no appropriate synonyms

Keywords/Synonyms Ideas for Rubric # 3

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

From :

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

Community College of Philadelphia

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

From:

www.web.virginia.edu/iaas/assess/tools/rubrics/gened_infolit.pdf

McKendree University Lebanon, IL

Outcome	3	2	1
Describe the format (i.e. identify the physical characteristics) of an article in order to differentiate among types of publications	Identified three or more characteristics (e.g. length, abstract, technical language, references, advertisements, etc.)	Identified at least two characteristics (e.g. length, abstract, technical language, references, advertisements, etc.)	Identified only one characteristic (e.g. length, abstract, technical language, references, advertisements, etc.)

Outcome	3	2	1
Interpret how carefully an article is documented in order to differentiate among types of publications	Interpreted successfully and thoroughly how carefully the article is documented by noting types of sources, number of sources, authorship of sources, etc.	Attempted to interpret how carefully the article is documented, by noting types of sources, number of sources, authorship of sources, etc.	Listed the number of footnotes/references or lack thereof

Outcome	3	2	1
Identify and analyze the author's credentials in order to differentiate among types of publications	Identified the author's credentials correctly and successfully analyzed how they related to the article	Identified the author's credentials correctly and made some attempt to analyze how they related to the article	Identified the author's credentials correctly but failed to provide any analysis

Outcome	3	2	1
Identify the intended audience and provide evidence that supports identification in order to differentiate among types of publications	Identified the intended audience correctly with some level of detail; successfully provided evidence that supports identification	Identified the audience correctly, although in more general terms; made some attempt to provide evidence that supports identification	Identified the audience correctly, although in more general terms; failed to provide any evidence that supports identification

Outcome	3	2	1
Identify the purposes/objectives of article and provide evidence in support of identification in order to differentiate among types of publications	Identified the primary purpose/objective and any secondary objectives correctly; successfully provided evidence in support of identification	Identified at least one purpose/objective (either primary or secondary) correctly; successfully provided evidence in support of identification	Identified at least one purpose/objective (either primary or secondary) correctly; unable to successfully provide evidence or provided no evidence

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??

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