Designing Information Literacy Assessments: Assessment-as-Learning

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Pre-Conference 2014

Student experience
“Assessment is an ongoing process aimed at understanding and improving student learning…”

AAHE Bulletin, 1996

“Assessment-as-Learning is a multidimensional process, integral to learning, that involves observing performances of individual learners in action and judging them on the basis of public developmental criteria, with resulting feedback to the learner.”

- Assessment-As-Learning at Alverno
my version

- Knowing **what** you are doing
- Knowing **why** you are doing it
- Knowing what students are **learning** as a result
- **Changing** because of the information

- debra gilchrist

Assessment is Value Added ++

- “to sit down beside”
- informal and formal
- enriches our understanding
- reaffirming
- A “pre-thought” - not “after-thought”
- a compass

It all begins with outcomes....

Outcomes answer the question:
What do you want the student to be able to do?
Analyzes information in order to evaluate quality, relevance, or perspective.

2 foundational rules

- Measurable / “Judgeable”
- Clear to the Student, Faculty, and Librarian
- Integrated, Developmental, Transferable
- Use ACRL Standards as a basis, not an end
- Matches the level (course, 50 minute session, program…)
Begin with a Verb or Action Phrase:

- Develop topic-relevant vocabulary
- Distinguish between general and specialized databases
- Analyzes information

**good learning outcomes:**

- Measurable / “Judgeable”
- Clear to the Student, Faculty, and Librarian
- Integrated, Developmental, Transferable
- Use ACRL Standards as a basis, not an end
- Matches the level (course, 50 minute session, program...)
- Uses a variety of levels of Blooms Taxonomy

Search a database using boolean logic and flexible vocabulary in order to retrieve articles that are on-target and topic-relevant

- Use a thesaurus or controlled language list in order to select topic relevant vocabulary
- Construct a search statement using topic-relevant and controlled vocabulary in order to search databases with maximum effectiveness

- Develop topic-relevant vocabulary in order to search databases with maximum flexibility and effectiveness
Outcomes Formula

<table>
<thead>
<tr>
<th>Verb or Action Phrase</th>
<th>In Order To</th>
<th>= Great Outcomes!</th>
</tr>
</thead>
</table>

Develop topic-relevant vocabulary in order to search databases with maximum flexibility and effectiveness

Distinguish between general and specialized databases in order to select the best database for the topic and maximize relevancy

**Define Assessment**

- Recognize why assessment is such a hot topic

Define assessment in terms of student learning in order to cement its relationship to good teaching, library viability, and change.

**Revised Outcomes:**

- Define assessment in terms of student learning in order to cement its relationship to good teaching, library viability and change.
- State several concepts and applications of assessment in order to apply it as a viable information literacy tool.
- Develop measurable outcomes clear criteria, and valid assessment tools in order to improve your own teaching and increase student learning in information literacy instruction sessions or courses.
- Critically examine different classroom assessment techniques in order to evaluate them for application to individual library or classroom settings.
Verb phrase

Develop topic-relevant vocabulary

Why Phrase

In order to search databases with maximum flexibility and effectiveness

balance the “verb” and the “in order to” statements to capture the uniqueness of the verb phrase

Analyze search results

In order to assess if sources match the topic and cover a variety of aspects

In order to assess the quality of information

In order to identify potential bias

Determine point of view

Describe criteria for evaluating sources

Design a search strategy

In order to assess the quality of information

In order to identify potential bias
IOT pitfall #1: balancing the two phrases

Evaluate websites in order to Search databases

Evaluate websites in order to Distinguish quality from unreliable online information

IOT pitfall #2: using broad phrases

Search periodical databases in order to retrieve good information

Search the library catalog in order to retrieve good information

Use the library in order to write papers effectively

IOT pitfall #3: multiple verbs

Define, identify, and formulate controlled vocabulary in order to conduct successful online searches
IOT pitfall #4: transferability

Find 2 scholarly articles in order to write a 10 page paper in psychology

Distinguish between popular and scholarly literature in order to match quality and validity of information to the type of inquiry

### good learning outcomes:
- Measurable / “Judgeable”
- Clear to the Student, Faculty, and Librarian
- Integrated, Developmental, Transferable
- Use ACRL Standards as a basis, not an end
- Matches the level (course, 50 minute session, program...)
- Use a variety of levels of Blooms Taxonomy
- “In order to” gets to the uniqueness of the learning - they are “balanced” statements

Exercise: Re-write match game IOT statement to avoid pitfalls

?= What do you want the student to be able to do?
Exercise: Developing outcomes using an assignment as context

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

Outcomes: Checks and Balances

- Is the Verb at the right developmental level for the students?
- If using several outcomes, do they represent a variety of levels of Blooms Taxonomy?
- Are the “in order to” phrases different and specific?
- Is the Language clear to students?
- Does this outcome integrate with the course assignment?
- Is the outcome transferable?

5 Questions for Assessment/Instructional Design

1. Outcome
   What do you want the student to be able to do?

2. Content/ Curriculum
   What does the student need to know to do this well?

3. Pedagogy
   What’s the learning activity?

4. Assignment
   How will the student demonstrate the learning?

5. Criteria
   How will you know the student has done this well?
#1 What do you want the student to be able to do?

**Outcome**

Outcome: Assess reference books in order to evaluate if the source's information and organization is relevant to the topic.

#2 What does the student need to know?

**Content**

- LC call number ranges for topics
- Reference books shelved separately/location of collection
- Role of reference books
- Organization of reference books
- Ways to view a purpose statement and what a reference book can tell you about itself
- Criteria for examining a reference book

#3 What's the learning activity?

**Pedagogy**

lecture  active learning
groups  hands-on
t worksheet  demonstration
problem-based  etc.
#4 How will the student demonstrate the learning?

**Assignment**

Student will include a paragraph that describes the scope of the book they used, how it is organized, and how it will be useful in their approach to a topic.

#5 How will I know the student has done this well?

**Criteria**

- Books cited are indeed reference books.
- Description/Evaluation of the book includes at least 3 of the factors discussed in class. Each goes beyond fact to include at least one comment about rationale.
- Organizational pattern for the book is accurately stated.
- Student states at least one opinion statement: why the reference book was useful, what they have learned about themselves or the research process, etc.

5 questions for assessment design

#1 What do you want the student to be able to do? (Outcome)

#2 What does the student need to know in order to do this well? (Curriculum)

#3 What activity will facilitate the learning? (Pedagogy)

#4 How will the student demonstrate the learning? (Assignment)

#5 How will I know the student has done this well? (Criteria)
Examples are everywhere.....

#4 How will the student demonstrate the learning?

**Assignment**

Student will include a paragraph that describes the scope of the book they used, how it is organized and why it was a good choice for their topic.
We are working with a 200 level anthropology class. Students need to use 4 types of resources in their paper. They can choose from journals, newspapers, DVD/video, books, reference books, or websites.

What is an in-class assessment we could use to check student's progress on determining the difference between types of resources?

What is an integrated assessment we could add to their paper/project?

Let's brainstorm......

Exercise: Developing Assessments

- Using the worksheet, develop an in-class assessment and an integrated assessment.

  • How will the student demonstrate the learning?

Assessment Strategy

- Tackle portions at a time...Not every outcome needs assessing
- Collaborative work with faculty yields the best integrated assignments
- Decide what is most important
- Make the assessment practical and meaningful for students
- Manage your assessments so that they can add up to a complete picture
#5 How will I know the student has done this well?

**Criteria**

- Books cited are reference books
- Description of the book includes at least 3 factors that describe the scope of the work
- Organizational pattern for the book is accurately stated
- Student states a minimum of 4 reasons why the book was a good choice for their topic. One may be opinion and 3 must be from the evaluative criteria list developed in class (or justified to be included in a list such as the one developed.)

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**Exercise: Developing Criteria**

- Develop criteria for your assessment. What will you see in the perfect answer?

How will you know the student has done this well?
What Do You Want Your Students to be Able to Do?

- identify learning outcome(s) for your class/assignment using the ACRL Standards or your campus definition of information literacy.
- design an integrated and/or in-class assessment that will measure at least 1 of those outcomes.
- develop criteria by which you will judge the results of the assessment.

1 minute questions......