Integrated Assessments:  
Incorporating Information Literacy Assessment into Course Assignments

200 level Fashion Merchandising

Original Assignment: Research a company you might consider employment with, including size, structure, earnings, philosophy, history and competition.

Restructured: Include information that indicates how the company sees itself and how others, (on the outside) perceive the company. What is the difference and why is this important to this assignment?

English Composition

A research journal with guided questions.

Dental Hygiene

Original Assignment: Students discussed what is appropriate information for a patient vs. themselves on an emerging health issue...

Restructured: Students find one article on a health or immune system topic that would be useful for themselves as professionals, and one on the same topic that would be useful for a patient. Compare and contrast the two sources and explain why they are a good choice for each group.

100 level Speech Class

Original Assignment: Students submitted bibliographies that documented their sources for a speech

Restructured: Students submit a topic worksheet and bibliography to the library faculty member and discuss it in an appointment or at reference. The worksheet documents their vocabulary, topic development and rationale for selecting the resources they did, including why they are scholarly enough to meet the requirements of the assignment. Topic is approved by the course instructor only after approval from the librarian. Worksheet becomes part of the grade for the speech.

Sociology – Senior Seminar

Each student takes one work from the required readings. Who else has build on this core work? What has been done with this idea since the date of publication? What was your strategy in identifying these items?

History:

Students writing a paper on the Vietnam War are to examine the same concept in a chronology, a specialized encyclopedia and a specialized dictionary and compare/contrast the type of information and access points and describe how the information was used in the development of their paper.

Debra Gilchrist
Pierce College, Lakewood/Puyallup, Washington
**Sociology:** Students do the same search in Sociological Abstracts and ProQuest. How are the results different? The Same? What makes them different? How would you characterize the type of information found in each? Which is better for your topic and why?

**Anthropology:** Students locate articles on the Macah whale hunt issue in Washington state in both Ethnic NewsWatch and the Seattle Times or ProQuest. The ENW article should be a Native American publication. Students compare and contrast the language in the Native American publication and the newspaper, as well as the types of information and articles found in the 2 databases.

**Early Childhood Education:** Students identify the 8 most critical reference and database resources for ECE and the 2 most critical websites and justify the inclusion of each on your list. They make a separate paragraph for the “11th” source and explain why it was 11th instead of 10th.

**Current Issue Political Science Term Paper:** Include one page detailing the ways in which the production and dissemination of information or research on this topic have shaped public opinion of this issue.

**General:** Students critique several search statements they used in their research that they consider successful. Why did those statements retrieve good information on this topic?

**General:** Students evaluate the results of a database search based on the first 10 articles retrieved. What is included in the result list? What is missing? Students then list 2-3 search statements that would improve the results or get to different aspects of the topic.

**General:** As part of a paper, students include an analysis of how they incorporated multiple voices and perspectives, and how they included viewpoints different than their own.

**Portfolio of Progressive Assignments** - same type of assignment in each of the 2 academic years, but with increasing expectations of analysis and reflection. Student can choose to do the assignment with any assigned research paper in any course. Librarian provides questions to direct the student responses.

**Capstone:** Students are required to synthesize and evaluate the research process they used through a set of guided questions; it becomes part of the evaluation of the project.

**Exam Question:** Explain several of the criteria you used in evaluating sources for the research papers in this course. Why is this knowledge important?

**General:** Consider the core readings for this course - why were these particular articles selected? What role do they play in the overall outcomes and topics for this course?

**Junior or Senior Thesis:** Within the junior or senior thesis, students are required to synthesize and evaluate the research process they used through a set of guided questions; it becomes part of the evaluation of the thesis.

Debra Gilchrist  
Pierce College, Lakewood/Puyallup, Washington
EXAM QUESTION:
Explain some of the criteria you used in evaluating sources for the research papers in this course.

IN CLASS:
After in-class discussion of search statements:
Students develop a topic sentence and a search statement for a database that addresses the topic in their paper/project. They are turned in before leaving the class and are returned to the students at the next class meeting or by email with librarian comments and suggestions.

In groups:
Select the best database for each group member's topic and describe why it was the best first choice. Report out on one OR Use a topic selected by the librarian and see how the search statements vary from group to group.

Students critique several sample search statements developed by the librarian. They improve them and say why theirs are better.

Students evaluate a sample search provided by the librarian based on the first 10 articles on the result list. What is in the result list? What is missing? Students then list 2-3 search statements that would improve the results or get to different aspects of the topic.

As part of a paper, students include an analysis of how they incorporated multiple voices and perspectives, and how they included viewpoints different than their own.

STUDENT SELF ASSESSMENT

What are the important parts of this research assignment? How well have I done this? How do I know?

Describe the 3-5 most important things you learned about: the research process while doing this assignment, and B) yourself as a researcher while doing this assignment.

Briefly describe the assignment. What was it about? Give 1 or 2 examples of your most successful research techniques or "finds". Explain what made them successful or good.

Give 1 or 2 examples, if relevant, of less successful research techniques or sources. What makes you say they are less successful?
The next time you confront a similar situation, what if anything could you do differently to increase your learning, research methods and productivity?

Looking at the criteria for information competency, which of these would you say you have accomplished through this assignment? Briefly explain why and how.

Debra Gilchrist
Pierce College, Lakewood/Puyallup, Washington