

Reimagining Info Lit Assessment

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MIAMI UNIVERSITY

LIBRARIES



20

3

Assessment Instruments

- ETS iSkills
 - \$18-20 per student
- SAILS
 - \$4 per student
- James Madison University ILT

Our saving grace was a drink....



and then it was 1985



VICE and the timeline

VICE (Virtual Information Competency Evaluation)

Late 2010: Initial Question Design

Summer 2011: Question Finalization

August 2011: First Class

August 2012: Second Class

June-August 2013: Third Class

September 2013: Followup for First Class

Samples

- Convenience Sample
 - Approx 500 students of 3500 total First Years
 - ~4.0-4.5% Confidence Interval
 - Reported by cohort (but individ scores possible)
- Students Recruited at Univ Outreach Events
 - Welcome Week Library Open House
 - New Student Orientation (2013+)

Question Crafting Process

Based on ACRL's Information Literacy Standards

For first year-questions, foundational competency level skills in five areas:

- Defining
- Searching
- Critiquing/Analysis
- Synthesis
- Citing

Information Literacy Components

Competency Levels:	<i>ACRL 1: Defines and articulates the need for information</i>	<i>ACRL 2: Accesses needed information effectively and efficiently</i>	<i>ACRL 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system</i>	<i>ACRL 4: Uses information effectively to accomplish a specific purpose</i>	<i>ACRL 5: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally</i>	
	Framing the Research Question	Accessing Sources	Evaluating Sources	Evaluating Content	Using Information for a Specific Purpose	Understands Contexts and Ethics of Information Use
Foundation	<p>- Begins to understand the value of finding evidence to support ideas and opinions</p> <p>Debate Topics: Students prepare for and present evidence from both sides of an argument</p>	<p>- Identifies keywords, synonyms, and related terms to describe information need effectively</p> <p>Tagging Exercises: Students scan articles for keywords and tag them using Delicious</p>	<p>- Understands that there are differences in sources of information</p> <p>Openly Discussing Credible Evidence: Library or classroom discussions on scholarly vs. popular research, including overview of Wikipedia</p>	<p>- Identifies an author's thesis/main point and basic structure of the information</p> <p>- Explores the perspective/bias of sources</p> <p>Annotated Bibliography: Students include evaluative information about each source in their bibliography, including how it benefits their paper and the overall quality/credibility of it.</p>	<p>- Organizes informational content to support the purposes of the student's product</p> <p>- Understands the difference between quoting, paraphrasing, and summarizing</p> <p>Summary Exercises: Students read a selection and summarize it in their own words</p>	<p>- Understands what constitutes plagiarism</p> <p>Utilize Miami eScholar: Students complete an online tutorial to increase familiarity with University policy on plagiarism.</p>
Thematic (Intermediate)	<p>- Recognizes that knowledge can be organized into disciplines that influence the way information is presented and accessed</p> <p>Interdisciplinary Research Topics: Students compare the information presented on the same topic from different disciplines.</p>	<p>- Understands basic structured search methods including Boolean logic</p> <p>"Board" games: Interactive games like Pictionary can be used to help students brainstorm synonyms and recognize the relationship between search terms</p>	<p>- Reviews information retrieved to assess the reliability of the source using multiple criteria</p> <p>- Understands the relative value and differences in sources and formats of information (e.g. book, website, multimedia, data set, visual, etc.)</p> <p>Web Analysis Formulas Students use CRAAP or the 5 W's (who, what, when, where, why) to evaluate resources</p>	<p>- Develops the ability to analyze information and evaluate point of view</p> <p>Textual Analysis Assignment: Students write a paper where they actively analyze the text of their sources and consider author credibility</p>	<p>- Effectively organizes informational content to support the purposes of a product using multiple sources</p> <p>- Develops the ability to quote, paraphrase, and summarize information appropriately</p> <p>Turn-It-In: Students view reports and revise assignments accordingly</p>	<p>- Cites information in proper style based on course/discipline requirements</p> <p>Explaining the reason different styles (APA, MLA, etc) exist: Library or classroom discussion on the reasons the disciplines use different styles and the similarities between them.</p>
Capstone (Advanced)	<p>- Demonstrates the ability to refine topics after reviewing retrieved information</p> <p>- Articulates a focused research question</p> <p>Concept Mapping: Students map out possibilities for topic before</p>	<p>- Identifies appropriate discipline-specific and general indexes and databases needed to find relevant information</p> <p>Library Research Appointments: Students have individual consultations with Librarian to identify appropriate databases</p>	<p>- Modifies search strategies to ensure that information retrieved is comprehensive enough to address the issue at a level appropriate for a senior</p> <p>Research Journal: Students record the research process by writing critically about their search strategies and how they have refined them to find appropriate resources</p>	<p>- Develops ability to integrate new information with prior knowledge</p> <p>Reflection: Students articulate how they integrated their forms of knowledge together and the positives / negatives encountered</p>	<p>- Blends research within multiple formats to expand upon current research</p> <p>Research Paper with Evaluative Annotated Bibliography: The annotated bibliography includes ALL resources discovered during the research process – students explain</p>	<p>- Understands the fundamentals of copyright and free use.</p> <p>Online Image Search: Students search for images that are in the Public Domain or licensed under Creative Commons and cite them accordingly.</p>

Question Crafting

Created 1-3 questions for each component within those categories. This is Foundational Defining. Code for each outcome.

- FD 1: Recognizes the need to find information to fill gaps in knowledge
- FD 2: Begins to understand the value of finding evidence to support ideas and opinions
- FD 3: Explores general information sources to increase familiarity with a topic

Question Crafting

- Miami specific, but not too much so
- Free from jargon, misleading words or tricky questions
- Keep it foundational, not too challenging
- Multiple choice, which meant we needed to come up with wrong answers (Hard part)

Tips for Good Questions

One objective per question

Positively phrased

Simple and precise wording

Longer question, shorter answers

Avoid all of the above/none of the above

Don't give it away: keyword in the answer

Make wrong answers/distractors plausible

Example of Question Creation

FD 3: Explores general information sources to increase familiarity with a topic

Your psychology professor asks you to come in the next day prepared to give a brief definition and historical overview of evolutionary psychology, including common research areas and the main points of the discipline's theory. What would you use to find this information?

- a) Library catalog**
- b) Database**
- c) Dictionary**
- *d) Encyclopedia**

Problem Questions (after year 1)

We looked at question results

Remove library jargon or explain it in the question

Take a second look at Miami specific questions, incoming first-years wouldn't know yet

Linking out to outside websites was problematic

Creating Intermediate/Capstone Q's

- 1st year more identification, beyond is more application and synthesis

- Make them apply the knowledge

FY3/IY3 “Understands the difference vs develops the ability to”

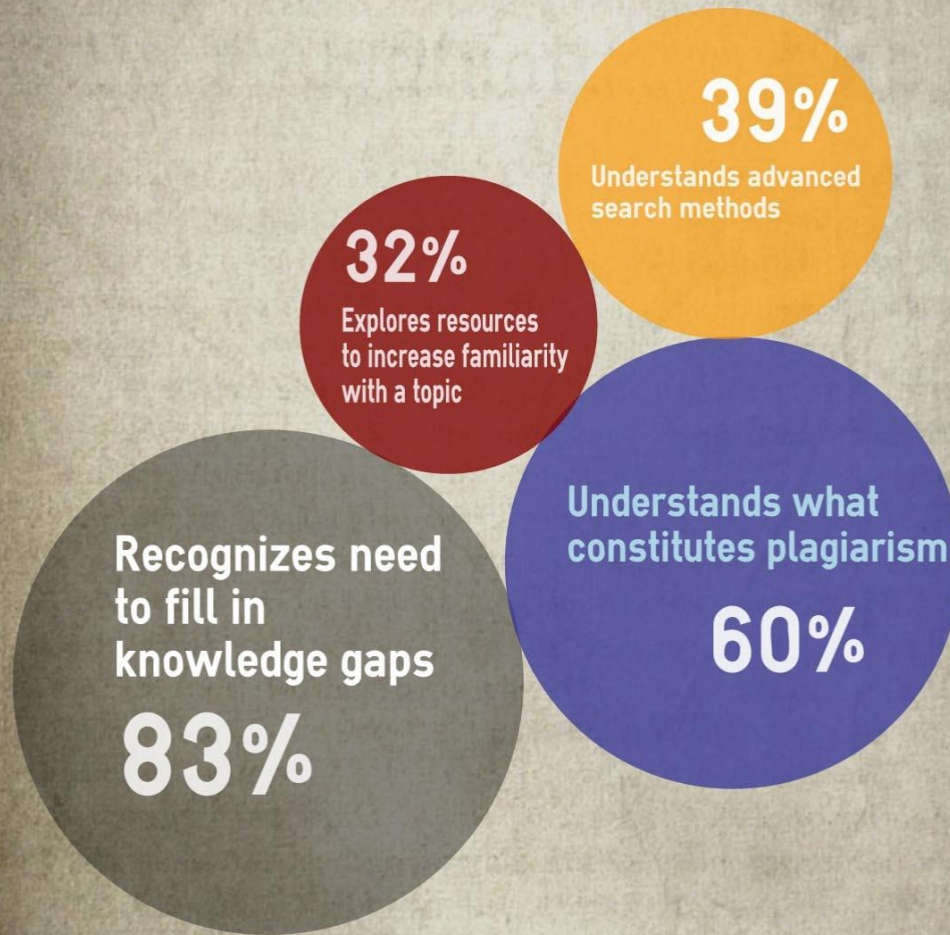
- Look at the Foundational question and make it harder or more in depth

- Questions about Ethics and copyright

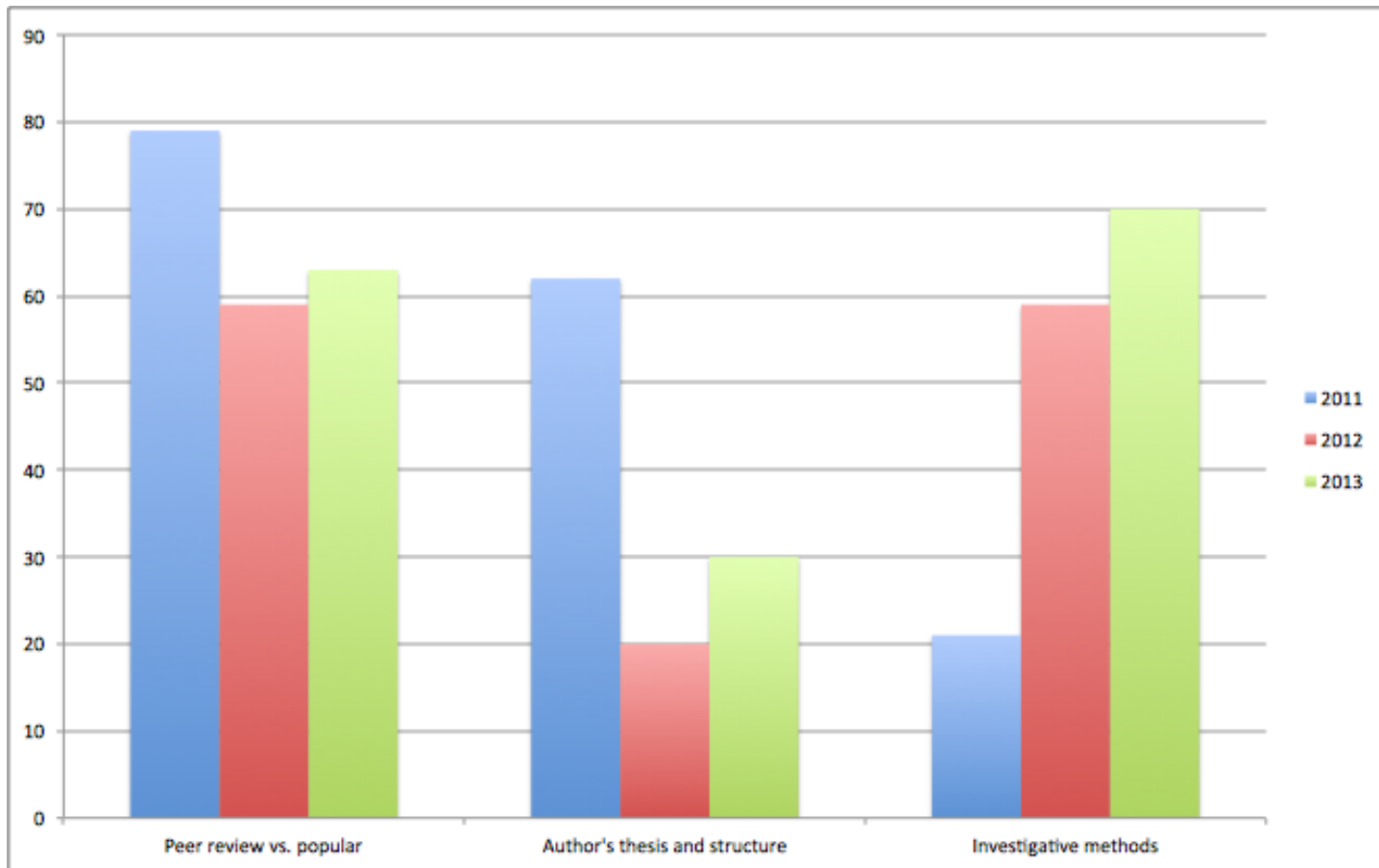
Comparison of Results, 2011-2013

- 3 years of data
- Consistent response rates
 - Reliable questions

COMPARISON OF TEST RESULTS FOR 2011-2013



Correct Scores (%), 2011-2013



IL Challenges

- Using/Understanding academic texts
- Performing sophisticated searches
- Citing
- Incorporating/representing others' ideas

Teaching IL

- Assume students are familiar with Google but not academic sources
 - Significance and value of academic sources
 - When framing assignments -- watch restrictions
- Clarify expectations with citing
 - Discipline-specific formats
 - Direct quote vs. paraphrasing

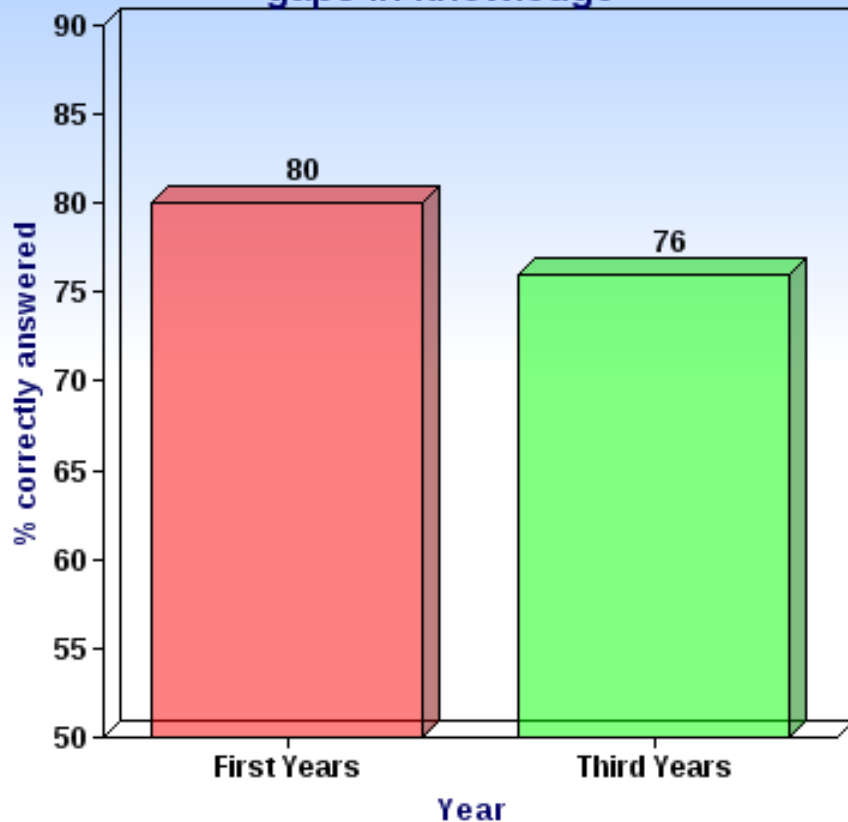
3rd Years: do they know everything?

Beta test for 3rd years: in progress

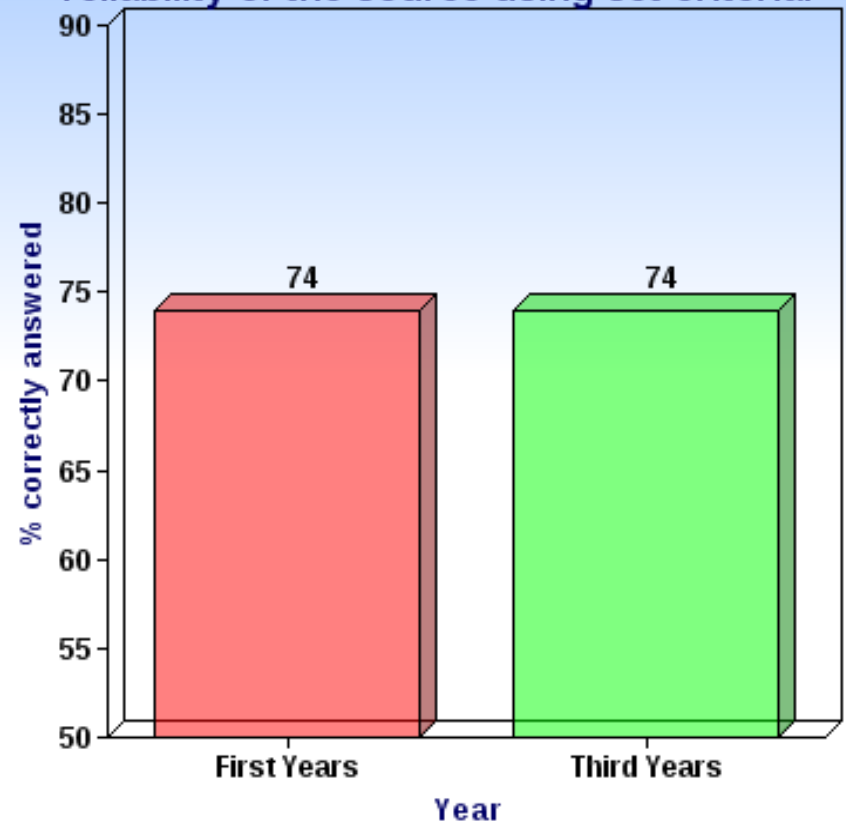
- Recruited students from 2011 sample
- Retested on questions from 2011 with poor results
- Included certain questions with 50-80% success
- Asked more advanced questions (not from 2011)

What did we find out?: Stasis

Recognizes the need to find information to fill gaps in knowledge

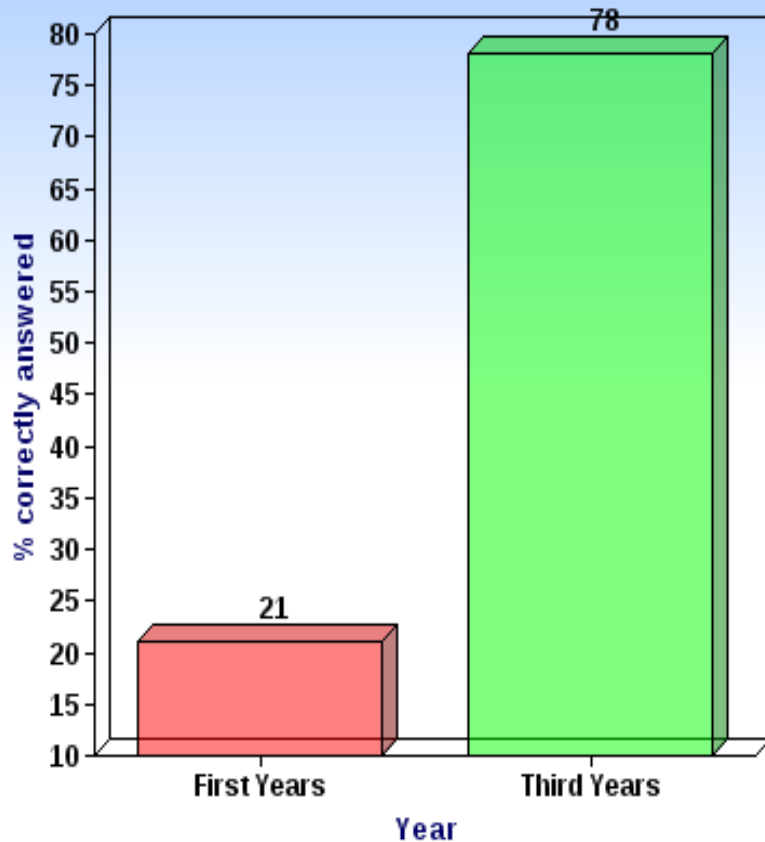


Reviews information retrieved to assess the reliability of the source using set criteria.

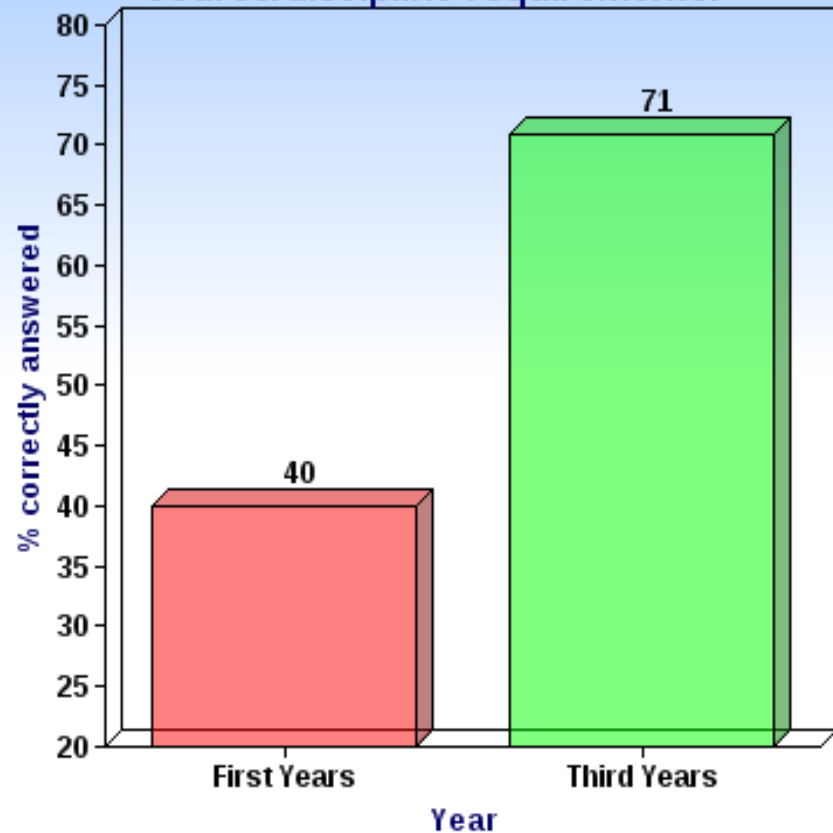


What did we find out? Improvement!

Identifies Appropriate Investigative Methods



Cites information in proper style based on course/discipline requirements.



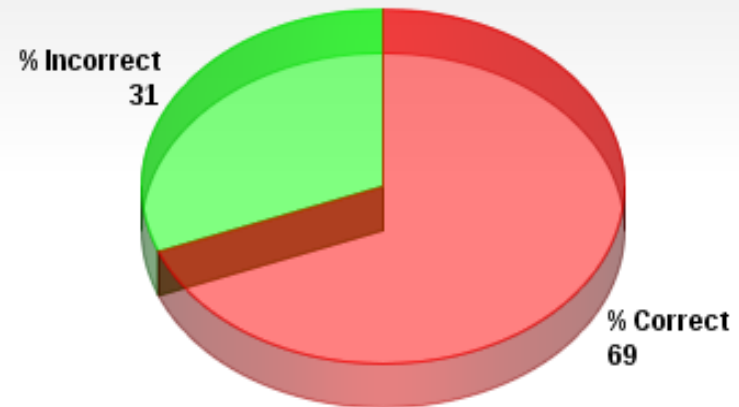
What did we find out?

More advanced skills

Differentiates between sources.
Primary and secondary



Recognizes prejudice and/or deception.



What's next?

- Further refine 3rd year questions (also 1st yr)
- Close the assessment loop
 - targeting classes/winter term retreat
- External validation (and reliability measures)
- Share results with faculty

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