

Authentic Information Literacy Assessment Without Burning Out

Criteria	Great!/Yay!/OMG!	Good/fine/yes, they got it	No, they didn't get it	Comments
Relevance aka Peer- Reviewed Articles (Searching as Strategic Exploration)				
Synthesis (Research as Inquiry)				
Citation Style (Informatio n Has Value)				

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My Situation & Background

- Teaching one-shots, primarily English Composition and my humanities liaison areas at a regional comprehensive
- Taught first-year experience (FYE) credit-class
- Served on three iterations of the campus assessment committee – highly recommend you or one of your colleagues get involved!
- Attended various presentations and workshops on assessment, both library and campus, for 17ish years

Definitions

- **Assessment** – “systematic collection of information about student learning, using the time, knowledge, expertise, and resources, in order to inform decisions that affect student learning” (Walvoord, 2010, p. 2)
 - Did they learn X?
 - Composed of goals, information, action
- **Authentic assessment** – assessing authentic assignments, ones that asks students to apply and do what is being taught
 - It’s definitely not student satisfaction, debatable if it’s minor assignments & quizzes

Think/Pair/Share to Google Doc – 3
minutes

<https://bit.ly/3kOXyfw> – 3kOXyfw

What's one assessment of student learning you've been a part of that worked?

Was it sustainable?

What's one assessment that didn't work?

What was the pitfall?

Think/Pair/Share Responses

What's one assessment of student learning you've been a part of that worked? Was it sustainable?

- Google Form with a children's lit class - yes, somewhat sustainable
- Reflection, "I used to think, now I think", yes, for small groups
- One student assessment my library uses is combining an activity with a rubric. So, once students have completed the activity, we can use the rubric to see what students learned through applied learning. If we get a lot of students engaging with the activity, it means a lot of assessment. Takes longer to go through each activity with the rubric, but we get a bunch of positive assessment from it to improve student learning.
- Discussion board posts in embedded classes, especially reflection posts after the research process
- Minute papers
- Formative assessment: Google Forms survey at the top of class
- A formative assessment during a session using Padlet to see what students were doing/finding/struggling with as we went along. It also helped me slow down when needed.
- Asking students at the end of a one-shot to record in a form what their "ah-Ha" moment was
- Assessed student writing (senior theses) as part of a college committee for WASC re- accreditation. Successful, but totally unsustainable.
- Looking at bibliographies of student papers

What's one assessment that didn't work? What was the pitfall(s)?

- Pre- and post-test assessment for our English 1301/1302 courses. While the tests are well documented with a lot of participation, there was inconsistencies in how the librarian reported the data.
- I realized we didn't have a question on a tutorial that asked students what they learned/how they would apply the idea to their own work.
- Pre & post test assessments. Faculty members didn't make it required, which means many students would not complete them.
- -Same for us: no incentive for students usually leads to very poor participation
- If we get into the habit of collecting the data but not using it to make changes, that goes badly-we know we need to collect data but maybe we don't always know what to do with it to make good changes

Types of Assessments I've Tried (Not Necessarily "Authentic")... Minute Paper/Essay

- “Top 3 things I learned from this session are...”
 - Interesting to see what resonated the most, though some struggle to come up with 3
 - Mainly pragmatic (how to find articles), but occasionally reinforces that you definitely taught them something new to them (Newsguard)
- “I still have questions about...”
 - My attempt at the “muddiest point” but very rarely get a response
- “Additional comments”
 - Usually where I get the “thank you’s”

Types of Assessments I've Tried... Post-test Quiz

- Library attempted to collect data for the campus via 3 standardized, multiple-choice questions for each composition class
- Collected all the answers from all the librarians teaching composition one-shots
- Very difficult to write meaningful multiple-choice questions
- But most students did try their best

Which of these statements is **not true** about scholarly journal articles. (Mark only one answer.)

- The article must describe original research conducted by the author(s), summarize and synthesize other people's original research, or offer an in-depth analysis of an issue.
- The article must have a bibliography or a list of references.
- The article must be at least 15 pages long.
- The article must have an author or authors listed, and usually it says where they were employed when the article was written.

Types of Assessments I've Tried...

For FYE class, required to assess general education outcomes

- Used rubrics for grading & then turning into assessment standardized scores

Assessed 130 bibliographies of undergraduate capstones

- Created rubric first, 4-point scale
- Presented results at ACRL poster session in 2013

Streamlining Assessment

1. Sample!!!
2. Remember that you're assessing, not grading. Do you really need a nuanced scale?
3. If you didn't create the assignment, read over a few before creating/modifying the rubric
 - What can you determine from the artifact that matches your goals? And what do you care about?
4. Do you need IRB approval?
5. To norm or not to norm...

What am I missing? [think/pair/share to google doc – 3 minutes] - <https://bit.ly/3kOXyfw> – 3kOXyfw

Think/Pair/Share Responses

Methods of Streamlining Assessment to Share

- Google Forms - can feed into a spreadsheet
- Using online learning tools like Mentimeter that automatically saves results
- Consider who needs your results, and what they actually need/will read. Do you really need to write a long and comprehensive report?
- Match your assessment to a learning outcome you've already established and for which you are creating in-class artifacts (see Google Forms or LibWizard!)
- Using programs like LibWizard to collect and help analyze results
- Leveraging faculty relationships to help collect assessment data and artifacts
- Use ACRL Project Outcome tools and dashboards ← this. Has its limitations but is great for what it's meant for
- Leverage other assessment experts on campus - consultations with office for institutional research or assessment or whatever their acronym is, if you don't have an in-house (library) expert. Find out about tools your CTL may subscribe to that you may not know about.
- Assess artifacts that are already being produced in a session rather than adding on a separate assessment-only item like a post-session quiz or test- build assessment into your session so it's not burdensome (align through backwards design)- YES!!

Example: Assessing a Composition Literature Review

- Pre-covid, would teach around 15 sections of English 201 per year – using one class as my sample
- Worked several times with same instructor, got her and IRB approval to assess their literature review
- Goals for “library day”
 1. Discussed peer-reviewed vs other common types of sources – scholarly vs highly credible
 2. Discussed the wealth of subject specific databases we have
 3. Refresher on searching the article databases, demo one, spent time on honing results by date, subject & mechanics of finding the full text and generating a citation
 4. Remainder of the time roved the room and helped individuals
- If I get their topics ahead of time, I discuss in more detail what’s a good or good start research question, vs ones that are too broad/too narrow

Literature Review

- Students were required to find a minimum of 6 journal articles to write a 3-page literature review
- Read over a few of them before designing a rubric focusing on:
 - My main goal for the session – were they successful in finding journal articles
 - What I care about – were the articles related enough to each other for their research question?
 - What I can obviously assess – how well they cited their sources
- Used my 3-point scale

Results - Assessing 3-page Literature Review (N=21)

Criteria	Great!/Yay!/OMG!	Good/fine/yes, they got it	No, they didn't get it	# of Minutes to Assess	Comments
Relevance aka Peer-Reviewed Articles (Searching as Strategic Exploration)	All 6 articles were research-based journal articles = 10	All but 1 were research-based journal articles = 7 Only 5 refs (1) 1 magazine art (3) 1 news art in a journal (3)	Less than 5 were research-based journal articles = 4 No works cited (2) Only 3 refs (1) Cited books (1)	45	Yes, 81% were able to find research-based journal articles
Synthesis (Research as Inquiry)	All 6 articles are definitely related to one another = 12 Examples: Unemployment & suicide Mental health of First Responders	Most are related, but not all of them = 6 Judgement call that the topics weren't quite as honed as the Great! ones	Appear rather random or way too broadly related = 3 Really broad topics = death penalty, standardized testing, Paris Climate Agreement.	40 Just reading the references & intro, read further if unclear, & read through ones missing Works Cited	For first draft of their research paper, vast majority had nicely honed topics!
Citation Style (Information Has Value)	Very good, maybe a few minor errors = 7	Have the main elements, but kinda sloppy OR copy/pasted from database without fixing obvious errors = 7	Missing main elements of a citation = 5 No works cited (2)	50	Errors all over the place, so spent time tagging specific errors... Lack hanging indent (11) Not in alphabetical order (7) Missing or inconsistent italicizing journal name (5) Mixing different citation styles, not consistently MLA (4) Missing DOI or URL (4)

“Action” for My Composition One-shots?

- Relevance
 - Did very well overall, just need to remind them that not every article in a journal is a research-based article
 - Future assessment... the final essays, where could use non-scholarly sources
- Synthesis
 - Reading over the citations, did very well! Technically don't really need to even discuss this, since the instructor is successfully teaching this, but students like it when I address their topic.
- Citations
 - Much better understanding how things can go wrong, especially if grabbing from a citation generator
 - In-text ones looked terrible, should just have a discussion with the instructor about expectations for how to do them

Selected Resources & References

- Bowles-Terry, M. & Kvenild, C. (2015). *Classroom assessment techniques for librarians*. Association of College and Research Libraries. - lots of relevant examples
- Carbery, A., & Leahy, S. (2015). Evidence-based instruction: assessing student work using rubrics and citation analysis to inform instructional design. *Journal of Information Literacy*, 9(1), 74–90. <https://doi.org/10.11645/9.1.1980> - sampled 72 out of 565 annotated bibliographies across several sections
- Eastman, T. et al. (2018) Closing the loop: Engaging in a sustainable and continuous cycle of authentic assessment to improve library instruction. *Communications in Information Literacy*, 12(2), 64-85. <https://doi.org/10.15760/comminfolit.2018.12.2.2> - example of major undertakings, didn't sample
- Holliday, W., Dance, B., Davis, E., Fagerheim, B., Hedrich, A., Lundstrom, K., & Martin, P. (2015). An information literacy snapshot: Authentic assessment across the curriculum. *College & Research Libraries*, 76(2), 170–187. <https://doi.org/10.5860/crl.76.2.170> - example of scoring 884 essays, from writing/capstone classes across the 4 years, used VALUE rubric & norming - found some criteria didn't fit essays/couldn't tell
- Holmes, C. & Oakleaf, M. (2014) The official (and unofficial) rules for norming rubrics successfully. *Journal of Academic Librarianship*, 39(6), 599–602. - advice on how to norm
- Miller, I.R. (2013, April 10-13). *Authentic information literacy assessment: Can we get faculty buy-in?* [Poster presentation]. Association of College & Research Libraries, Indianapolis, IN, United States. <https://research.ewu.edu/acrl2013> -
- Lohmann, S., Diller, K. R., & Phelps, S. F. (2019). Potholes and pitfalls on the road to authentic assessment. *Portal: Libraries and the Academy*, 19(3), 429–460. <https://doi.org/10.1353/pla.2019.0026> - how campus-wide project became unsustainable, mainly because of issues with norming, and having to backtrack. Also their rubric was a 6-point scale
- Walvoord, B. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education* (2nd ed.). Jossey-Bass. - guide for depts, general education & administrators, “emphasis on brevity and practicality.”

Questions?

Observations on Your Experiences?