Oct 10th, 1:30 PM - 5:00 PM

Promoting Transferable Research Skills: A New Take on English Composition Assessment

Melissa Mallon

Wichita State University, melissa.mallon@wichita.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gaintlit

Recommended Citation

https://digitalcommons.georgiasouthern.edu/gaintlit/2014/2014/16

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Promoting Transferable Research Skills: A New Take on English Composition Assessment

Melissa Mallon, Assistant Professor & Coordinator of Library Instruction
Wichita State University Libraries

Demographics

Fall 2012 - Spring 2014

96 library research sessions
2,103 students attended a research session
74% students completed the assignment

Learning Outcomes

Students will be able to . . .
1) Select appropriate levels of information sources for their information needs
2) Critically apply scholarly information to their topic/thesis statement.
3) Evaluate information sources for authority and relevancy.
4) Blog their responses on the blog post set up for their class section.

Assessment Instrument

<table>
<thead>
<tr>
<th></th>
<th>Novice (0)</th>
<th>Developing (1)</th>
<th>Accomplished (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Blog Assignment</td>
<td>Does not complete any of the questions on the blog.</td>
<td>Partially completes the questions on the blog.</td>
<td>Fully completes the questions, showing proficiency with the blog format.</td>
</tr>
<tr>
<td>Selection of Database</td>
<td>Does not choose an appropriate database for the topic/information need.</td>
<td>Chooses an appropriate database for the topic/information need, but does not explain why it was chosen.</td>
<td>Chooses an appropriate database for the topic/information need and provides an explanation on why the tool was chosen.</td>
</tr>
<tr>
<td>Evaluation of Sources</td>
<td>Does not provide an evaluation of the article chosen.</td>
<td>Provides an evaluation of the article chosen, but does not comment on relevance to the topic.</td>
<td>Thoroughly evaluates the article chosen, and comments on the relevance to the topic.</td>
</tr>
<tr>
<td>Reflection on the Search Process</td>
<td>Does not reflect on strategies for revising a search.</td>
<td>Lists other database(s) or keywords to search, but does not reflect on how this might change the results.</td>
<td>Provides options for revising their search, and reflects on how this might change the results.</td>
</tr>
<tr>
<td>Response to Another Student’s Response</td>
<td>Does not comment on another student’s response.</td>
<td>Comments on a response, but comment is brief and lacks depth.</td>
<td>Provides a thoughtful 1-2 sentence comment showing critical thinking.</td>
</tr>
</tbody>
</table>

Results & Evaluation

English 102 Instructor Survey Results

- 75% of instructors strongly agreed that the blog post assignment was beneficial for students.
- 50% of instructors agreed that the research session effectively met the needs of students.

“For those that do not agree, it is incredibly beneficial.”

The blog post assignment “kept their attention” during the research session.

Intraclass reliability between bare reviewer’s scores was computed using Pearson’s R correlation. Results showed high significance (r = .0894, p = .001), suggesting that intraclass reliability between the bare reviewer’s scoring schemes was high.