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

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

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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>Category</th>
<th>Novice (0)</th>
<th>Developing (1)</th>
<th>Accomplished (3)</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 like the assignment, it is incredibly beneficial.*
*The blog post assignment kept their attention during the research session.*

Intraclass reliability between two blind reviewers’ scores was computed using Pearson’s R correlation. Results showed high significance (r=0.094, p=0.03) suggesting that intraclass reliability between the blind reviewers’ scoring schemes was high.