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## Sharpening Your Aim: Building an Instructional Assessment Toolkit

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# Sharpening Your Aim: Building an Instructional Assessment Toolkit

**Karen Doster-Greenleaf**  
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**Georgia International Conference on Information Literacy**  
**2018**



# History

- January 2015 - USG voted to consolidate Georgia State University & Georgia Perimeter College
- January 2016 – Final approval of consolidation
- Unifying as Georgia State University Library
- Challenges
  - Single campus vs. multi-campus
  - Librarian job descriptions
  - Student body



# Merging Instruction

- April 2016 – formation of the Library Instruction Outcomes and Assessment Working Group (LIOAWG)
- Charge:
  - Develop and define standard learning outcomes for library instruction in core classes, regardless of location or method of delivery.
  - Support a culture of assessment with tools that align directly to the developed learning outcomes.



# Reflection

What are the core courses for your one-shot instruction?

What are your objectives for a one-shot instruction session?



# Findings

- **Core Courses**
  - 1<sup>st</sup> tier: ENGL 1101 & 1102
  - 2<sup>nd</sup> tier: 1000 level philosophy, communication, history
- **Program Level Learning Outcomes**
- **Assessment Toolbox**

# Reflection

Does your library have program level learning outcomes?

Do you teach using program level or course level learning outcomes?





# Program Learning Outcomes

The learner will be able to:

1. Develop a focused research topic/question.
2. Identify tools and materials that are both relevant to information need and appropriate for academic research.
3. Formulate effective search strategies.
4. Evaluate information and sources critically.
5. Use information ethically.
6. Seek assistance from the library.





# Toolbox Goals

- Provide an accessible collection of assessment ideas
- Help alleviate anxiety regarding assessment
- Provide guidance and structure
- Support an environment of creative learner-centered and reflective teaching practices

# Reflection

How does assessment shape your teaching?

What type of assessment do you currently use?

# Building Assessment into Your Instruction Program





# Building an Assessment

## Guidelines:

- Align to a specific learning outcome (i.e. backward design)
- Be mindful of your time and classroom constraints
- Have a clear intent
- Learning outcome and assessment are at the same cognitive level



# Building an Assessment

## Formative

- Occurs before or during instruction, helps “form” instruction
- Monitors student learning, often requiring demonstration of a particular task

## Summative

- Occurs at the end of instruction
- Assesses level of accomplishment, comparatively to a benchmark or standard

# Example

## Formative

“Pop Quiz” – midclass poll to gauge students understanding of a topic covered earlier in class.

## Summative

Completion of a “Research Trail” worksheet for a citation mining class.





# Building an Assessment

## Formal

- Data-driven that measures what and how well students have learned
- Compares students' performances against each other

## Informal

- Focuses on observations, questioning, and self-reflection
- Immediate feedback





# Building an Assessment

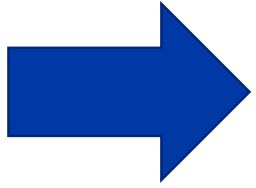
## Domains

- Affective: feelings or opinions
- Behavioral: what students can do (mechanics)
- Cognitive: what students know (critical thinking)

# Reflection

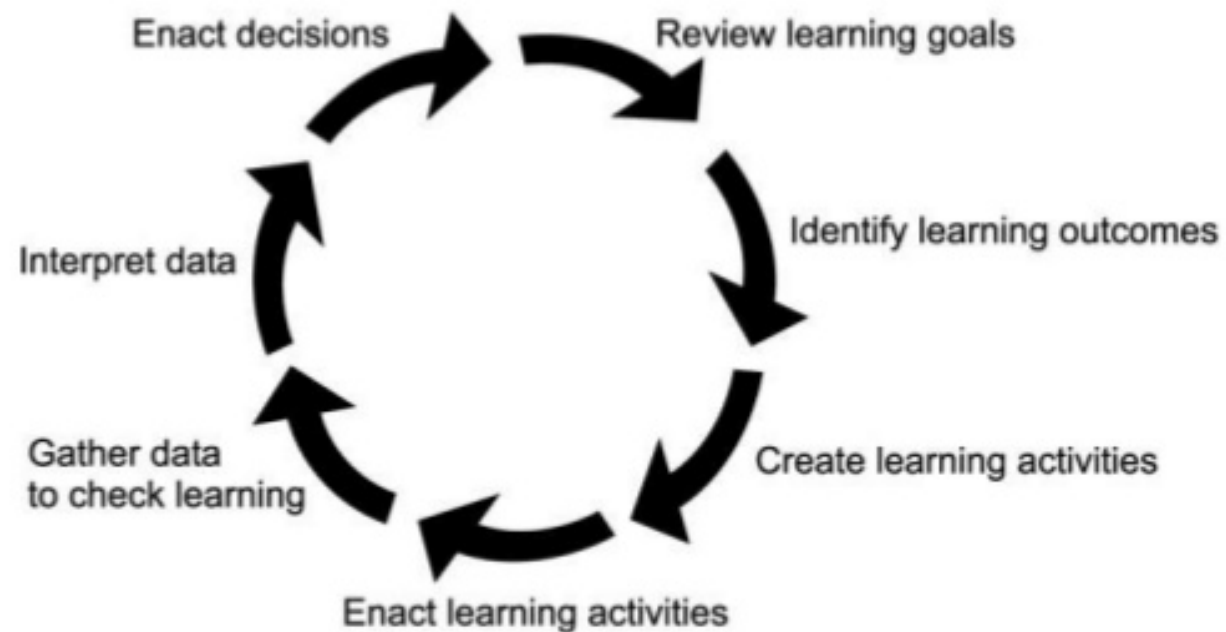
What domain do your assessments fall under most often?

# Assessment and Active Learning

- Formative assessment  active learning
- Provide a learning target
- Things to aim for

# Assessment Cycle

## Information Literacy Instruction Assessment Cycle (ILIAC)\*





# Challenges

- Time limitations of one-shot classes
- Variable skill levels among students
- Lack of consistency across curriculum

# Reflection

What instruction challenges have you faced?



# Putting It Together

Pick one of the following 3 learning outcomes :

1. Develop a focused research topic/question.
2. Formulate effective search strategies.
3. Evaluate information and sources critically.

Determine if/how you need to modify it for the assignment.





# Putting It Together

Identify the needs of the assessment:

- Formative or summative?
- Formal or informal?
- The domain?

# Example

Learning Outcome: Formulate effective search strategies.

- ✓ Informal
- ✓ Behavioral

Observable task: Students search core concepts terms in database or catalog.

Assessment: Students will return results on their core concept. Observed while walking around the classroom.

# Example

Learning Outcome: Formulate effective search strategies.

- ✓ Informal
- ✓ Cognitive

Observable task: Students make connections to key concepts and develop alternative search terms.

Assessment: Word association game – elimination style.  
See how many related terms vs. synonyms students can develop for a chosen term.

# Example

Learning Outcome: Formulate effective search strategies.

- ✓ Formal
- ✓ Behavioral

Observable task: Students select appropriate search tools and limiters to find relevant information.

Assessment: End of class multichoice quiz – students are given a topic scenario and asked to select appropriate search tools and limiters from a list.

# Scaling Up

	Introduction	Reinforced	Mastery
<b>The learner will be able to develop a focused research question.</b>	Selects a broad general topic & identifies aspects to direct focus (5Ws)	Defines focused scope of research, including key concepts	Develop scope and key concepts into concise research question/thesis.
<b>The learner will be able to formulate effective search strategies.</b>	Access information randomly using basic keyword searching. Retrieving information from limited & similar source.	Access information using simple search strategies (e.g. more than one search term) and demonstrates ability to refine search.	Well-designed search strategies that retrieve information from varying appropriate sources.
<b>The learner will be able to evaluate information sources critically.</b>	Questions some assumptions about acquired information with minimal understanding of relevancy	Recognizes constructions of authority, relevancy and context.	Analyzes own and others' assumptions and carefully evaluates the relevance and contexts of research.



# Things to Remember

- Different learning outcomes require different assessment methods.
- Assessment should help, not harm your teaching.
- Practice! Try your assessment out before the class.
- Evaluate and communicate.





# Toolbox Development

## Storage

Choose a platform (SharePoint, Google Drive, private LibGuide)

Develop a filing/organizational structure

- Folders for each LO
- Assessment identification – formal or informal & domain
- Test bank for multiple choice assessments





# Toolbox Development

## Identify facilitator

- A single librarian
- Group responsibility
- Regular maintenance

# References

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# Q & A

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