Yours, Mine and Ours...

Assessing Collaborative Information Literacy Instruction

CJ CLS Program for ALA
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Not only does assessment play a critical role in teaching, learning and accountability, but when practiced collaboratively it can, like a powerful glue, hold the collaboration together and even strengthen it.
Assessment Challenges

• Access to students
• Access to the curriculum
• Access to learning products
• Differing stakeholder needs
• Resource limitations
• Communication issues

Some Foundational Principles

➢ Good teaching is inseparable from good assessing.
➢ Good assessing is inseparable from good learning.
➢ Assessment is a quality control cycle: ILIAC
➢ Assessment requires sound planning.
➢ Sound planning in a collaborative environment requires effective communication.
The Information Literacy Instruction Assessment Cycle
(Oakleaf, 2008)

- Enact decisions
- Review learning goals
- Interpret data
- Identify learning outcomes
- Gather data to check learning
- Create learning activities
- Enact learning activities

Checklist for Collaborative Planning of Assessment, Teaching and Learning

- ✓ Change the conversation.
- ✓ Establish ground rules.
- ✓ (Try to) Get all the players to the table.
- ✓ Share and discuss goals.
- ✓ Learn each other’s motivations.
Planning Checklist Continued

- Discuss existing student assignment.
- Agree to two or three learning outcomes.
- Determine what is acceptable evidence of learning.
- Plan learning assessments and activities.
- Schedule your responsibilities.
- Continue talking.

Recommendations for Academic Librarians (AL)

Think formative. Focus on low cost, low access assessments that provide instant feedback.

- Observation/Reflection with journaling.
- Classroom Assessments (Angelo & Cross, 1993).
- Informal interviewing with journaling.
- Low-stakes performance assessments.
- Can partner on performance assessments and other summative assessments.
Recommendations for School Librarians (SL)

Think formative and summative. Opportunity for deeper assessments. Much depends on collaboration with Teachers (T).

- Student reflection (Research journals).
- Performance assessments.
- Rubrics.
- Portfolio assessments.
- Quizzes & Tests.
- Standardized knowledge assessments (TRAILS).

TRAILS: Tool for Real-time Assessment of Information Literacy Skills

Welcome!

TRAILS is a tool for library media specialists and teachers to assess the information literacy skills of their students. It is completely Web-based and freely available for use.

Go to the About section for more background on how information literacy standards contributed to the development of TRAILS.

The procedure for using TRAILS for your class is outlined in the How TRAILS Works section. There you will also find the link to Create an Account.

Please share any feedback you might have. We're very interested in making this site work for you. We can be reached via the Contact Us page.

As always, thank you for your participation!

www.trails-9.org
Sample Outcome 1

Goal: To prepare students for college.

Learning Outcome: Students will be able to describe features and benefits of academic libraries.

Learning Activities: Students will receive library tour and go over “Top 10 Things” handout. Reinforce thru assessment.

Assessment 1: Classroom assessment “The Final Word” - AL
Assessment 2: Reflection & discussion - SL/T
Assessment 3: Class quiz -- T

Sample Outcome 2

Goal: To instruct students on the ethical use of information (AASL St #8 / ACRL St #5).

Learning Outcome: Students will effectively cite sources using MLA on their final papers.

Learning Activities: Teacher provides initial instruction, academic librarian provides handout and review. Reinforce thru assessment.

Assessment 1: Low-stakes performance assessment - students format their 1st found source in MLA - AL
Assessment 2: Content analysis of student papers & references - T/SL
Sample Outcome 3

**Goal:** To improve student information literacy competency levels.

**Learning Outcome:** Student will be able to acknowledge their information literacy weak areas and demonstrate improvement.

**Learning Activities:** Students review, analyze and report on TRAILS questions that they missed. They will use the web and librarians to find new information. They will complete a worksheet.

**Assessment 1:** Analysis of worksheets (formative & summative) – AL/SL/T

**Assessment 2:** TRAILS post-test – SL/T

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TRAILS Online Review Report

1. You have been assigned "The Effects of the Desert Storm War" as a research topic in your social studies class. Which of the following would be the best individuals to help you focus your topic?

   - [ ] Your social studies teacher
   - [ ] Your school principal
   - [ ] Your school librarian
   - [ ] A public librarian

2. Consider the topic below as a possible topic for a three-page research paper. Indicate whether the statement would be a Good Topic, a Topic Too Broad for this paper, or a Topic Too Narrow for this paper.

   List the locations for voting in a small town.

   - [ ] Good Topic
   - [ ] Topic Too Broad
   - [ ] Topic Too Narrow
Special Task Force on 12-13 Transition in Ohio

• White page: Preparing 21st Century Ohio Learners for Success: The Role of Information Literacy and Libraries.

Task Force Action Steps

1. Focus on Students - 21st Century Skills

2. Focus on Teachers - Incorporate Research Experiences

3. Focus on Resources – Deliver Research

4. Focus on Partnerships – Enhance Statewide Collaborations.
Questions