

Exploring assessment based pedagogies in helping students learn information literacy skills



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Goals of Study



(U.S. Navy photo by Mass Communication Specialist 2nd Class Charles White/Released)

Target Audience



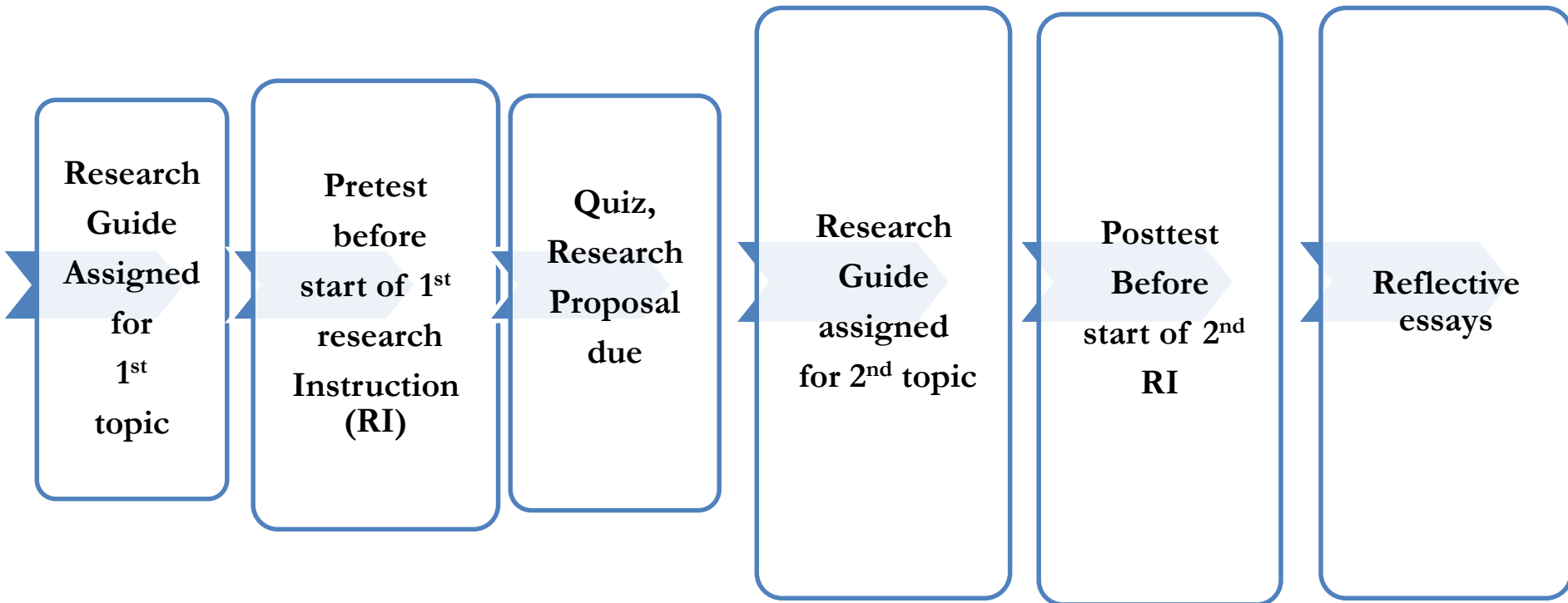
<http://commons.wikimedia.org/wiki/File:Aims..JPG>

Pretesting and Posttesting Procedure



http://commons.wikimedia.org/wiki/File:Coffee_Cupping-3.jpg

Intervention 1: Preview Group



Research Guide



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[Learning Objectives for Research Instruction](#) | [Comments\(0\)](#) | [Print Page](#) | **Search:** This Guide

Learning Objectives for Today

By the end of class today, you will be able to...

- **Locate an article in a specialized encyclopedia, either print or online.**
- **Find books related to your topic using the library catalog.**
- **Search an appropriate database effectively using your search terms to find a relevant article.**

[Comments \(0\)](#)

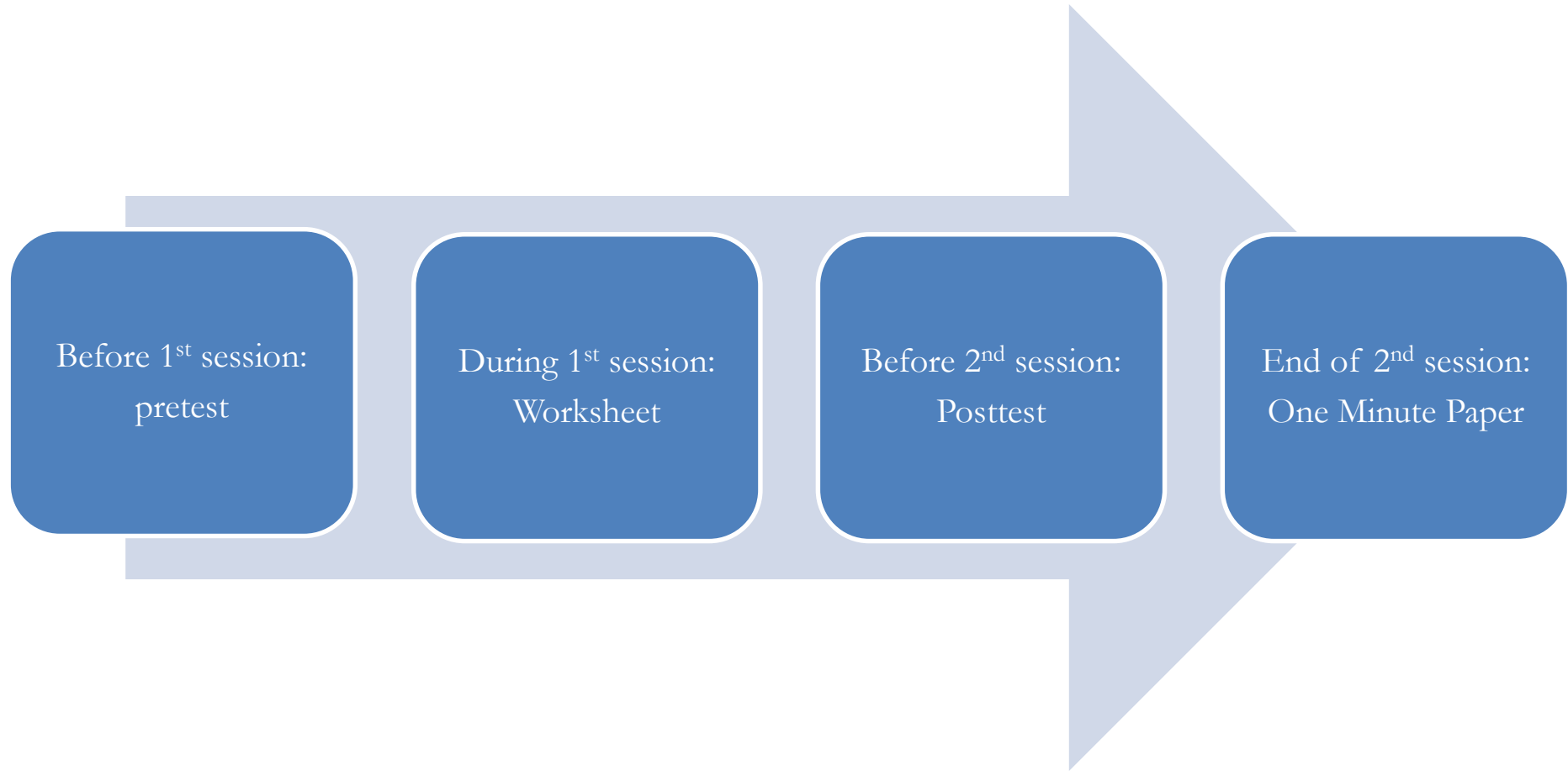
Assistant Professor II-Librarian



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[Moore Library Chat](#)

Intervention 2: Active Learning



Search Strategies

Write alternative words (synonyms) for keywords:

Keywords:	Synonyms:	Synonyms:

EXAMPLES:

Keywords:	Synonyms:	Synonyms:
<u>cognition</u> :	<u>thought</u>	<u>awareness</u>

Searching is a combination of using specific words and technique to find sources related to your topic. Most search tools allow you to modify your search. Typically, you will want to:

- **EXPAND** a search to increase relevant results. (MORE)
- **NARROW** a search to omit irrelevant results. (LESS)

Search Strategy	Did you get more results or fewer results?	Why would you use this?
1. Phrase searching Team building = "Team building"=		
2. AND		
3. OR		
4. Truncation (*)		
5. Limit using subject headings or facets		

(Source: U. of Minnesota Libraries)

Do

- Select the most important words for your research question.
- Think of scholarly words.
- Think of synonyms or related terms. Try dictionaries, textbooks, or encyclopedias.
- Examine your results to find more keywords.

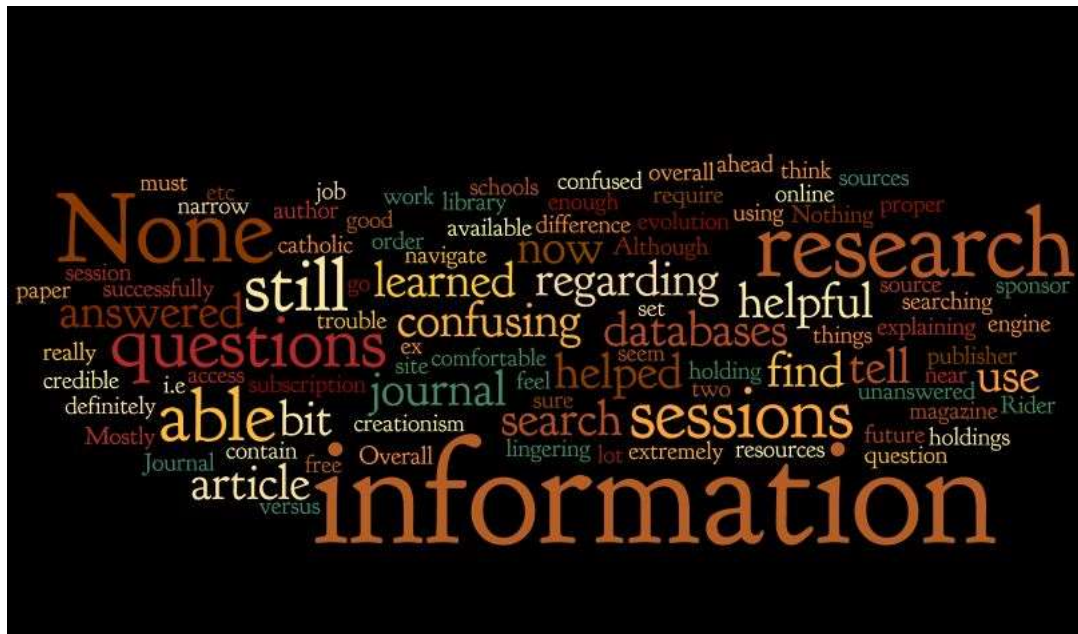
Don't

- Use sentences or long phrases in the search boxes in the article databases.
- Give up after one or two searches. It takes time to find good sources.
- Use common words like effect, affect, cause, etc.

Example

Example

What questions do you still have about researching information for your paper?



Intervention 3: Multiple Research Instruction Sessions

Multi-Sessions

- Pretest
- ILI
- Second ILI with hands-on time (1 day after first ILI)
- Posttest before second follow-up session (no ILI; 2 weeks after first ILI)

Sample Sizes (Pretest & Posttest Matching)

Group	Pre- Posttest Matching
Preview	39
Active Learning	36
Multi-sessions	14
Control	22

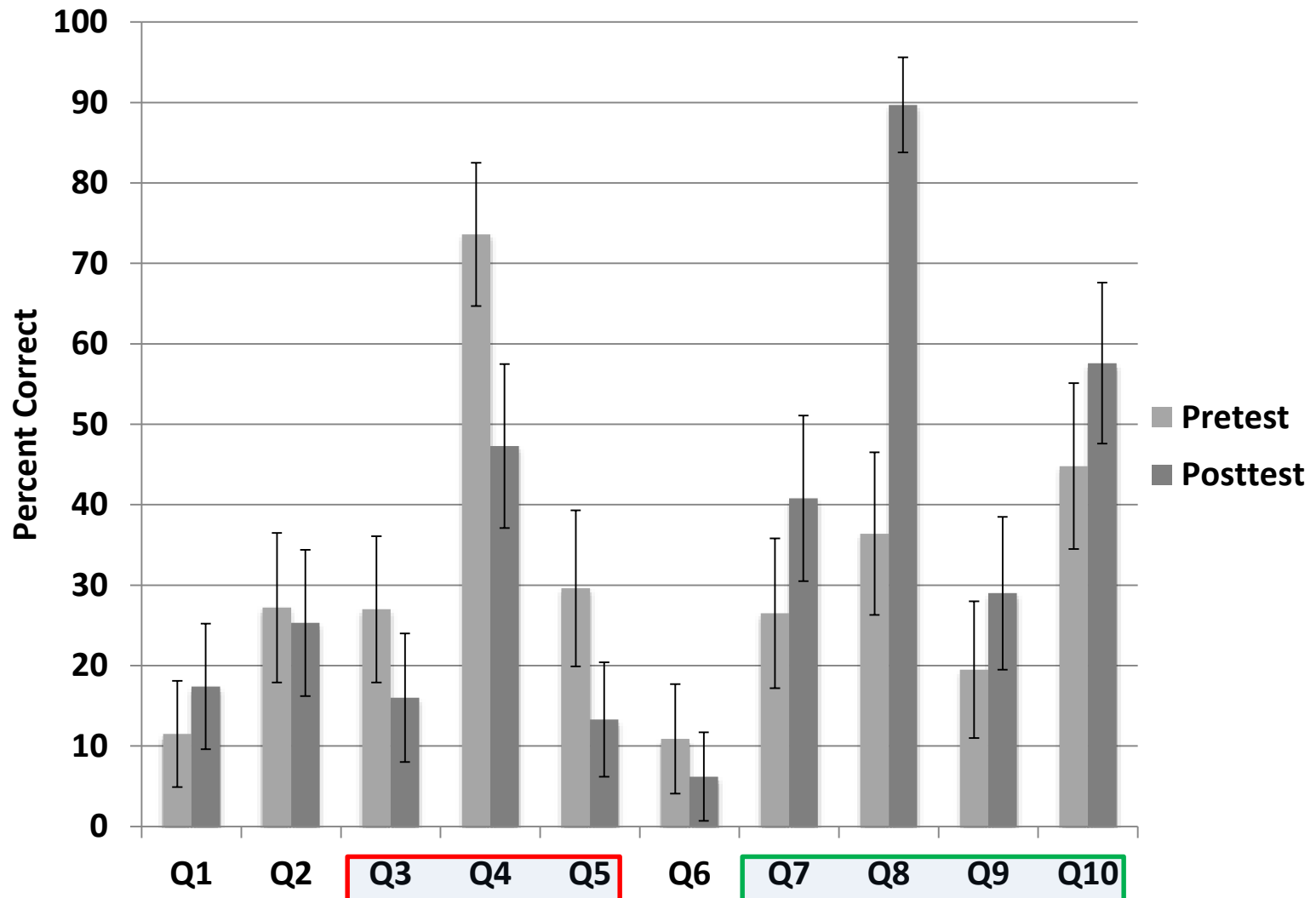
Pretest and Posttest by Group

Are there group differences?

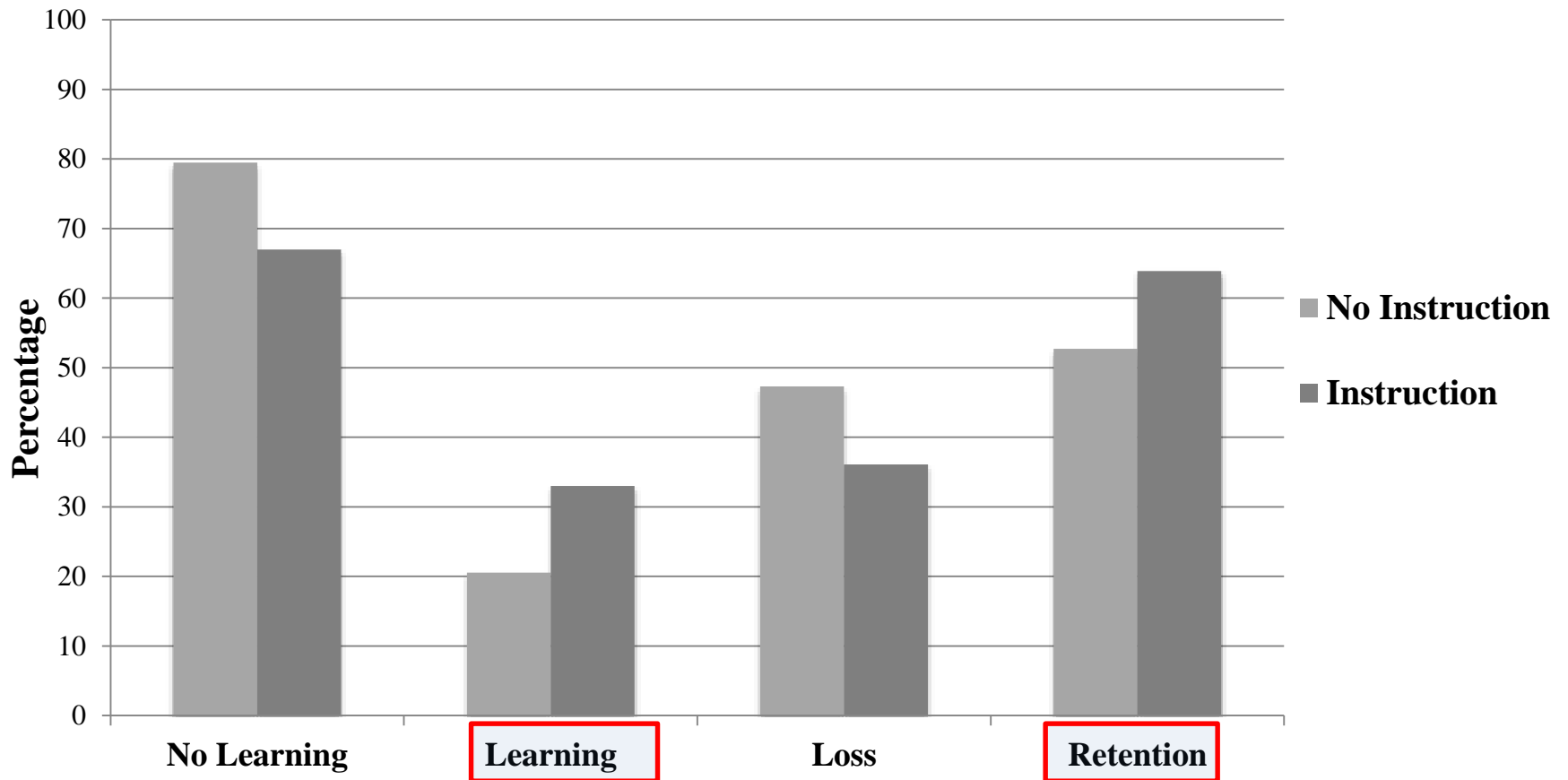


Image source: <http://www.warrenphotographic.co.uk/17685-four-golden-retriever-puppies-in-a-row>

Accuracy of Pretest and Posttest by Questions



Impact of Instruction on IL Concepts Taught



No Learning = incorrect on both tests

Learning = incorrect then correct answers

Loss = correct then incorrect answers

Retention = correct on both tests

Preview Group – Results



Image source: <http://haacked.com/archive/2009/12/15/live-preview-jquery-plugin.aspx>

Active Learning- Results of Scored Rubric of Worksheets

Identifying Main Keywords:

Score	Group 1(N = 23)	Group 2 (N = 20)
Exemplary	65.2%	60%
Competent	26.1%	25%
Needs Work	8.7%	15%

Construction of Query:

Score	Group 1(N = 23)	Group 2 (N = 20)
Exemplary	26.1%	20%
Competent	34.8%	45%
Needs Work	39.1%	35%

Active Learning Group - Results



Image source:

<http://www.flickrriver.com/photos/reallynuts/popular-interesting/>

Multiple-Sessions Group

How many times of ILI are enough?



Image source: <http://familyfare.blogspot.com/>

What Did We Learn?



- Cohesive integration of assignments helps the most.
- No single strategy makes significant difference. Use multiple strategies/assessment instruments.
- One session IL limited.

Image source
http://commons.wikimedia.org/wiki/File:Working_Together_Teamwork_Puzzle_Concept.jpg

Future Plans



Librarian /Faculty Collaboration

<http://legalwritepublications.com/copyright/so-whats-a-literary-agent-anyway/>



Integrating IL into Assignments & Curriculum

<http://www.movial.com/experience-engineering/engineering-services/system-integration/>



Online Tutorials

<http://www.rockyhill.org/e-learning>



Credit IL Course

http://www.alvernia.edu/library/library_information/information_literacy.htm