Part 1: Assessing student learning outcomes from the micro to the macro

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Background: Instruction Design

- Backward design
  - Helps to identify desired outcomes
  - Helps to design instruction/learning activities with those outcomes in mind
  - Helps to assess whether learning outcomes are being met

Quick Mention

  - Educational objectives
  - Many variables involved in design and application
    - Learners experiences important
Background: Instruction Assessment

- **Formative assessment** (vs. Summative assessment)
  - Necessary due to one-shot or limited time for library instruction
  - Ongoing during the learning process
  - Helps to realign or refocus teaching/activities

- Assessment evaluates learning taking place and effectiveness of instruction
  - Design & Assessment as iterative
Background: Outcome focused assessment

- **Session outcomes**
  - Did students achieve desired outcomes (reported or assessed)
  - E.g.: One minute paper

- **Related assignment outcomes**
  - Did students use the skills and critical thinking in the assignment
    - Used keywords efficiently, searched in the right databases for the type of research they were doing, found resources that aligned with their assignment
    - E.g.: rubrics to assess assignments; survey instructors about student performance in assignment

- **Course level outcomes**
  - Were there visible transferrable skills and understanding in other assignments
  - Transferrable skills and critical thinking transcends single course?
    - E.g.: end of semester survey of course instructors
Brief mention: Guide to Assessment

Authors: Melissa Bowles-Terry and Cassandra Kvenild

- Examples of assessment activities, tips, and rubrics
- Examples of assessment of critical thinking in using the ACRL Frameworks
- Interesting section: What to do with the results

Examples of assessment in a synchronous interaction

Tools in the Learning Management System (LMS)

<table>
<thead>
<tr>
<th>Polling and poll displaying options</th>
<th>Breakout rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chat in a synchronous online classroom</td>
<td>Discussion Boards (for asynchronous interactions pre and post synchronous interactions)</td>
</tr>
</tbody>
</table>
Examples of assessment in a synchronous interaction

Polling and poll displaying options
Examples of assessment in a synchronous interaction

Polling and poll displaying options (blended-audience)
Examples of assessment in a synchronous interaction

Chat in a synchronous online classroom
Assessment in an asynchronous online module

Pre-test for an Education Course

Self Pre-test: Using the Library: (10 questions)

4. The words AND, OR and NOT, used to focus an online search, are called:
   A. Searchers’ little helpers
   B. Digital identifiers
   C. Boolean Operators
   D. ISBN locators
Post-test assessment in an asynchronous online module
Macro Level Assessment

- Culmination of module/class/course level assessments

- Comparing Course Level outcome
  - Did students in course receiving IL perform better than students not receiving IL
  - Do you survey faculty about their satisfaction about their students’ use of library resources?
  - Can you get institutional data on student performance and compare across courses?

- Caveat:
  - Are these two courses different enough that they are not assessing for the same things?
  - Do instructors in these courses have different standards/focus
Macro Level Assessment

- Did students in courses receiving IL perform better than students not receiving IL overall in their academic success?
  - How about retention?
  - Applicable to “Traditional” and courses with “Distance students.”

- What does the institutional data show?

- Individual studies claim that there are differences
Macro Level Assessment

http://librarydatastudentsuccess.blogspot.com/p/presentations-and-papers.html

GWLA Student Learning Research Project

- Longitudinal study
- Are there significant differences in student success between students who get library instruction in their first year of college and those who do not?
- Measuring success/retention
- This study takes a large view of those claims in a longitudinal study across various institutions of various sizes
Part 2: Assessing student learning outcomes from the micro to the macro

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Background: The Role of Ed Tech/ID in Library Assessment

- Inter-departmental collaboration
  - Instructional designers, librarians and faculty
  - Role of the instructional designer
    - Pedagogical research, theory and practice
    - Close relationships with faculty
    - Often involved in design of library resources into courses

Quick Mention


  - Team of instructional designer/faculty/librarian
  - Instructional designer contributions:
    - Removing barriers, solving instructional challenges
Meso Level Assessment

- Based on collaborations, interactions and observation

- Collaboration guided by online student survey:
  - Online students indicated a desire for integration of more library resources (2013)
    - We responded—introduced library resources
  - Possibly because of integrating more library resources in online courses, students indicate less need for online library resources (they already have them) (2015)
In this approach, the instructional designer and faculty member determine the need for a library module, and they reach out to the librarian.
Course Design Process for Integrating a Library Module

- Similar to backwards design approach
- Library assignment aligned with course and module objectives
- The library module includes an assessment component. What will that be? Assessment construction consists of scaffolding through the course
- Designing library assessment in a course also includes a plan for grading and faculty-student; student-student interaction
- Reflection with faculty member at the end of the course is crucial to our assessment approach
A complete library module in an online course contains introductory elements, and instructor guidance, as well as varies levels of assessment.
Example of a Course Level Library Instruction Module

- Related to the course content (not library alone)
- Includes guidance for using LibGuides (and how to learn from the LibGuide)
- Includes instructions for accessing content, and smaller stakes assessment for scaffolding
- Includes a larger project that can evaluate library skills
Example of a Course-Level Library Skills Grading Rubric

The following is an example of a rubric that can assess a final project. While this rubric would not be used for the full project, which is content related, it could assess the application of skills learned in the library module.

<table>
<thead>
<tr>
<th>Assignment 3</th>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Articles relate to topic (please include topic or research question in assignment)</td>
<td>Full Marks 6 pts</td>
<td>No Marks 0 pts</td>
</tr>
<tr>
<td></td>
<td>Full article data is documented (volume, issue, page, title, dates, etc)</td>
<td>Full Marks 5 pts</td>
<td>No Marks 0 pts</td>
</tr>
<tr>
<td></td>
<td>Search terms are appropriate to topic</td>
<td>Full Marks 5 pts</td>
<td>No Marks 0 pts</td>
</tr>
<tr>
<td></td>
<td>Full text and scholarly articles are chosen</td>
<td>Full Marks 5 pts</td>
<td>No Marks 0 pts</td>
</tr>
<tr>
<td></td>
<td>2 articles have been found and identified correctly as peer reviewed or general</td>
<td>Full Marks 10 pts</td>
<td>No Marks 0 pts</td>
</tr>
</tbody>
</table>

Total Points: 30
Conclusion

- Assessment extends to all levels of the student experience, within and outside of the library. Collaboration with instructional designers, and other academic services on campus, can provide a holistic perspective of how students are using and applying their library skills.