Why are we doing this?

Transforming IL assessment to encourage students and engage the campus
5 minutes:
Think about one class that could be better:

● What is a class/instructional experience you’re hoping to improve?
● What are your goals and learning objectives for the students?
● What is the instructor like? What are their goals/wants? What do they think about IL?
● What are the students like? What assumptions do they bring to the class?
● What challenges do you face in revising that IL session?
Oh Hi!

I’m Eloise Stevens

(That’s Lilly..)
Defining assessment
Assessment is **not**: (/shouldn’t be)

- Something ‘they make us do’.
- Annoying.
- Something we use to make us feel better about what we’re doing.
Assessment is:

- Based on our goals for ourselves and our students.
- Linked to teaching.
- Something we use to challenge our assumptions and continue to improve our teaching.
How I like to think of it:
“Why are we walking like this”?

To faculty:
Why have you always done it that way?
Why do you want the students to come to the library for the same database demo every class?
What do you grade on? Why?
How do your students demonstrate this learning objective?

To students:
What are your strengths/weaknesses in the research process?
Why do you wait until the last minute to write your papers?
How does what you’re doing connect to what you want to be doing in 10 years?
What do you wish you learned in class today?

To ourselves:
Why do I teach this way?
How do I know the students are learning?
How can I better communicate with instructors?
Is what is important to me important to them? Why/why not?
Assessment Cycle

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

Oakleaf's information literacy instruction assessment cycle:

Stage 1 – review learning goals
Librarians identify their goals for the instruction, and possibly how they relate to the curriculum.

Stage 2 – identify learning outcomes
Librarians write specific, teachable, assessable learning outcomes based on their learning goals.

Stage 3 – create learning activities
Librarians design learning activities.

Stage 4 – enact learning activities
Librarians do the thing they planned in stage 3.

Stage 5 – gather data to check learning
Librarians collect data from the class.

Stage 6 – interpret data
Librarians analyze the data in relation to their learning outcomes. Then they draw conclusions and reflect on how they might apply the data in the future.

Stage 7 – enact decisions
Librarians make decisions and take actions. Librarians may refine their learning objectives or make changes to their instructional activities based on their data. Librarians may also report their results and major conclusions to interested stakeholders at this stage.
I love you but you have no idea what you’re talking about.

Faculty
Why involve faculty?
What are the potential benefits?
What are the challenges?
Oakleaf's information literacy instruction assessment cycle: Adapted for Librarian/Faculty Collaborative Assessment

Pre-stage: The Invisible step
Librarian and instructor decide to work together and/or make changes to their collaborative instruction.

Stage 1 – review learning goals
Librarian and instructor identify their goals for the information literacy instruction, and discuss how these goals align with the curriculum, the assignment, and the student’s life beyond.

Stage 2 – identify learning outcomes
Librarian writes specific, teachable, assessable learning outcomes based on the learning goals discussed with instructor. Often these goals will be written with the instructor’s input.

Stage 3 – create learning activities
Librarian, or librarian/instructor design learning activities. They will discuss where they will capture the data and how it will relate to their learning outcomes/goals.

Stage 4 – enact learning activities
Librarian and instructor deliver the planned instruction.

Stage 5 – gather data to check learning
Librarian and instructor collect and shares data from the class. Often the instructor will be collecting and sharing with the librarian.

Stage 6 – interpret data
Librarian and instructor analyze the data in relation to their learning outcomes. Librarian may take the lead depending on instructor’s other commitments. Then they meet to discuss what they found, draw conclusions, and reflect on how they might apply the data in the future.

Stage 7 – enact decisions
Librarian and instructor make decisions and take actions based on data- often this will mean revisiting and refining steps 1-4. Librarian and/or instructor may communicate data with interested parties within/outside of their institution.
What does this look like?

Meet Diana!
What does this look like?

Pre-stage: The Invisible step
Librarian and instructor decide to make changes to their instruction.
What does this look like?

Stage 1 – review learning goals
Librarian and instructor identify their goals for the information literacy instruction, and discuss how these goals align with the curriculum, the assignment, and the student’s life beyond.

Stage 2 – identify learning outcomes
Librarian writes specific, teachable, assessable learning outcomes based on the learning goals discussed with instructor. Often these goals will be written with the instructor’s input.

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What does this look like?

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Good stuff!

- Continual improvement
- Closer working relationship
- Better understanding of what/how the students are meeting our objectives and goals
- Better understanding of how the students think of research and themselves as learners
- Co-presenting this Summer!
- Potential launching point for more cool stuff in School of Education!
Why involve students?
What are the potential benefits?
What are the challenges?
What does this even look like?
Oakleaf’s information literacy instruction assessment cycle:

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Stage 7 – enact decisions
Librarians make decisions and take actions. Librarians may refine their learning objectives or make changes to their instructional activities based on their data. **Librarians may also report their results and major conclusions to interested stakeholders at this stage.**
Oakleaf’s information literacy instruction assessment cycle:
Adapted for Student Involvement in the Assessment Process:
Meet Stephanie!
Stephanie has an instructional design problem!
What does this look like?

Pre-stage: The Invisible step
Librarian and instructor decide to work together. They also decide that the students should be involved in this process.
What does this look like?

Stage 1 – review learning goals
Librarian and instructor: Students identify their goals for the information literacy instruction, and librarian and instructor discuss these goals and how they align with the curriculum, and the assignment.

Stage 2 – identify learning outcomes
Librarian and instructor write specific, teachable, assessable learning outcomes based on the learning goals identified by the students discussed with instructor. Often these goals will be written with the instructor’s input.

Stage 3 – create learning activities
Librarian, or librarian/instructor design learning activities. They will discuss where they will capture the data and how it will relate to their learning outcomes/goals.

Stage 4 – enact learning activities
Librarian and instructor deliver the planned instruction. In this case, it means having the students each choose what they want to learn and teach the rest of the class about. (Librarian and instructor didn’t do much at this stage)
What does this look like?

Stage 5 – gather data to check learning
Librarian and instructor collect and share data from the class.

Stage 6 – interpret data
Librarian and instructor analyze the data in relation to their learning outcomes. Librarian may take the lead depending on instructor’s other commitments. Then they meet to discuss what they found, draw conclusions, and reflect on how they might apply the data in the future.

Stage 7 – enact decisions
Librarian and instructor make decisions and take actions based on data – often this will mean revisiting and refining steps 1-4. Librarian and/or instructor may communicate data with interested parties within/outside of their institution.
Good stuff!

- Continual Improvement
- Better understanding of a unique model of IL instruction
- Closer working relationship
- A new advocate for library-lead information literacy
- Better understanding of what/how the students are meeting our objectives and goals
- Hopefully future co-presenting/co-authoring
And:

Students who are enthusiastic about their class time in the library!
The next time we tried it?
**Takeaways**

**Assessment**
Will help us most when we take ownership of it!

**Why are we walking like this?**
The question that starts your process.

**Opening it up**
How can this process help you come towards deeper and mutual understanding with other stakeholders.
Time to try it out!

Back of worksheet:
Based on the class you’ve had in mind
   ● What would your assessment process look like using Oakleaf’s ILIAC?
   ● How might you include faculty/students in this cycle? What are the risks/rewards
      ○ Think about specifics- no two classes/partnerships look exactly alike!
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Recommended reading on assessment!


Any questions?

Talk to me!
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Credits

Special thanks to all the people who made and released these awesome resources for free:

◉ Presentation template by SlidesCarnival
◉ Photographs by Unsplash