

Adding Up to Success?

Assessing Freshman Skills in Information Literacy



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ECIL 2014

- 74 Sections of First Year Seminar
- Tutorial has 4 parts
- Each part consists of 4 modules + 4 quizzes
- Each part worth a total of 100 points x 4 = 400 points
- 10% of course grade
- Public version of tutorial:
<http://bit.ly/YQ34IV>



Access via Blackboard LMS

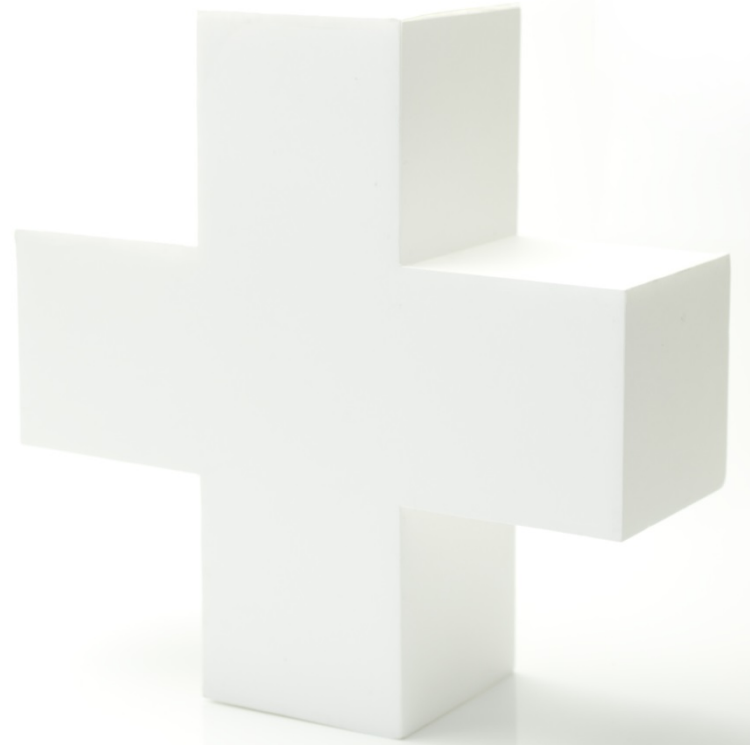
The screenshot displays the myImu|CONNECT Blackboard LMS interface. The top navigation bar includes the myImu|CONNECT logo, a user profile icon labeled "Library User 500+", and links for "MYLMU|Connect", "Courses & Organizations", and "Library". Below this, a green banner shows the course name "Information Literacy" and an "Edit Mode" toggle set to "ON".

The left sidebar contains a list of course navigation items: Announcements, Discussions, Projects, Readings, Writing Resources, **Information Literacy** (highlighted with a red box), Office Hours, Faculty Help, Information Literacy Quiz Questions & Answers, About This Course, Tools, Content, My Grades, and LibGuides. A "COURSE MANAGEMENT" section is also visible at the bottom of the sidebar.

The main content area is titled "Information Literacy" and features a sub-navigation bar with "Build Content", "Assessments", "Tools", and "Partner Content". The primary text area contains the following information:

- IMPORTANT INSTRUCTIONS - PLEASE READ BEFORE BEGINNING THE INFO LIT MODULES!**
- A paragraph stating: "Firefox is the preferred browser for viewing the modules. If you have technical difficulties, you can try taking the tutorial in either Internet Explorer or Safari. Please avoid using Chrome - this tutorial suffers known issues in Chrome."
- A paragraph stating: "The modules are fully functional on all of the computers in the library. If you have technical trouble using the modules on your personal computer, please come to the library and complete the modules on the Information Commons computers (level 1). The Information Commons is open 24/5 during the fall and spring semesters."
- Section headers for "Starting Your Assignment: Module", "Starting Your Assignment: Quiz", "Types of Information: Module", and "Types of Information: Quiz".
- Instructions for the quiz: "Take this quiz after completing the 'Types of Information' module. Firefox is the preferred browser."

Tutorial Excerpts



Lion's Guide to Research and the Library

TYPES OF INFORMATION

Types of Information

Producing Information

Scholarly Information

Introduction to
Disciplines

Where to Find
Information

Get Help!

CHECK POINT

7 points

Drag the Information Source on the right to the Information Need it fulfills.

NEED

Instant sports scores

Lengthy summary of what is known
about a topic

Detailed analysis of a specific, complex
problem or issue

Wide range of articles from different
journals

Current regional or local information

Factual, background information and
further readings

SOURCE

NEWSPAPER

SCHOLARLY
JOURNAL ARTICLE

BOOK OR BOOK
CHAPTER

ENCYCLOPEDIA

INTERNET

DATABASE

SCHOLARLY, POPULAR, & TRADE RESOURCES: WHAT'S THE DIFFERENCE?

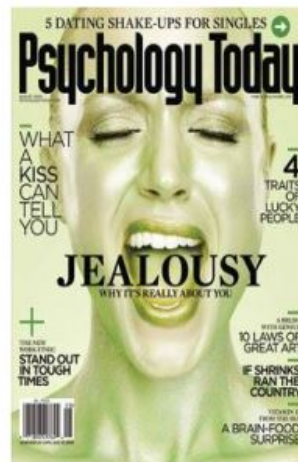
What's in them? Click on each publication to find out.

SCHOLARLY



© University of Illinois Press

POPULAR



© Sussex Publishers

TRADE



© American Psychological
Association

THE PLAGIARISM SPECTRUM

There are many different ways to plagiarize. It is your responsibility to know what constitutes plagiarism so you can avoid it in your assignments. Click on the icons to understand these different types of plagiarism.

404 ERROR



Includes inaccurate citations or citations to sources that don't exist.

MASH-UP



Mixes copied material from multiple sources without citation.

CLONE



Submitting another's work, word-for-word, as your own.

RECYCLE



COPY + PASTE



FIND + REPLACE



INTRO TO RESEARCH

UNDERSTAND YOUR
ASSIGNMENT

CHOOSE A TOPIC

SELECT KEYWORDS

FIND BACKGROUND
INFORMATION

GET HELP!



Which combination of keywords represents the topic "Marketing and Coffee"?

- ☐ coffee AND coffee shops
- ☐ coffee AND beverages
- ☒ coffee AND marketing
- ☐ coffee AND community
- ☐ coffee AND sales

Correct

Correct! Marketing is a keyword related to advertising.

Continue

Research Question:

How effective was the tutorial at meeting the information literacy learning outcomes?



Mixed Methods: Direct Measures

- **Overall averages:**
Student scores across all 4 tutorial modules and 4 quizzes
- **Individual quiz questions:**
Ran item analysis in Blackboard

		Filter	Work Offline ▾
		Sort Columns By: Layout Position ▾	Order: ▲Ascending ▾
Last Saved: December 13, 2013 2:29 PM			
Availability	STARTING YOI	Starting Your	
Available	77.00	19.33331	
Available	75.00	19.99998	
Available	62.00	19.99998	
Available	60.00	19.99998	
Available	75.00	19.99998	
Available	54.00	19.99998	
Available	75.00	16.49998	
Available	70.00	19.99998	
Available	52.00	19.33331	
Available	75.00	18.33331	

Mixed Methods: Indirect Measures

- **Qualtrics survey:**
Stratified random sample of 300 students (41% response rate)
- **Qualtrics survey:**
All 89 Faculty and Writing Instructors teaching (54% response rate)



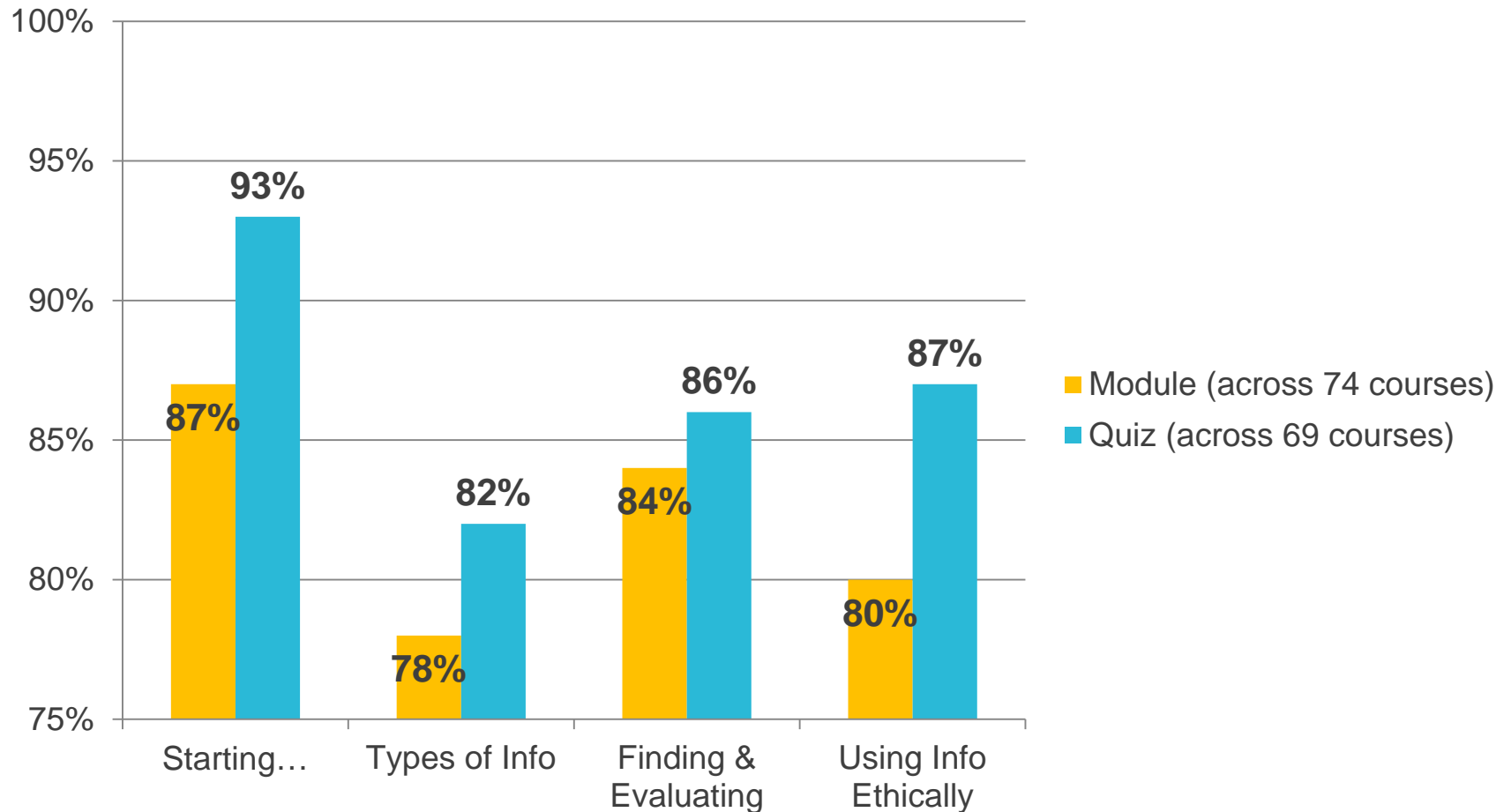
Welcome to the **First Year Seminar (FFYS) Information Literacy Student Feedback Form!** The purpose of this form is for you to record your experiences with and opinions about the information literacy tutorial modules entitled "Lion's Guide to Research and the Library" you took last semester through myLMU Connect.

Your feedback will help the Library improve these tutorial modules for the incoming freshman class. By completing this survey, you will have the chance to enter a raffle drawing to win one of five \$20 Amazon gift cards (provided you give us your email address).

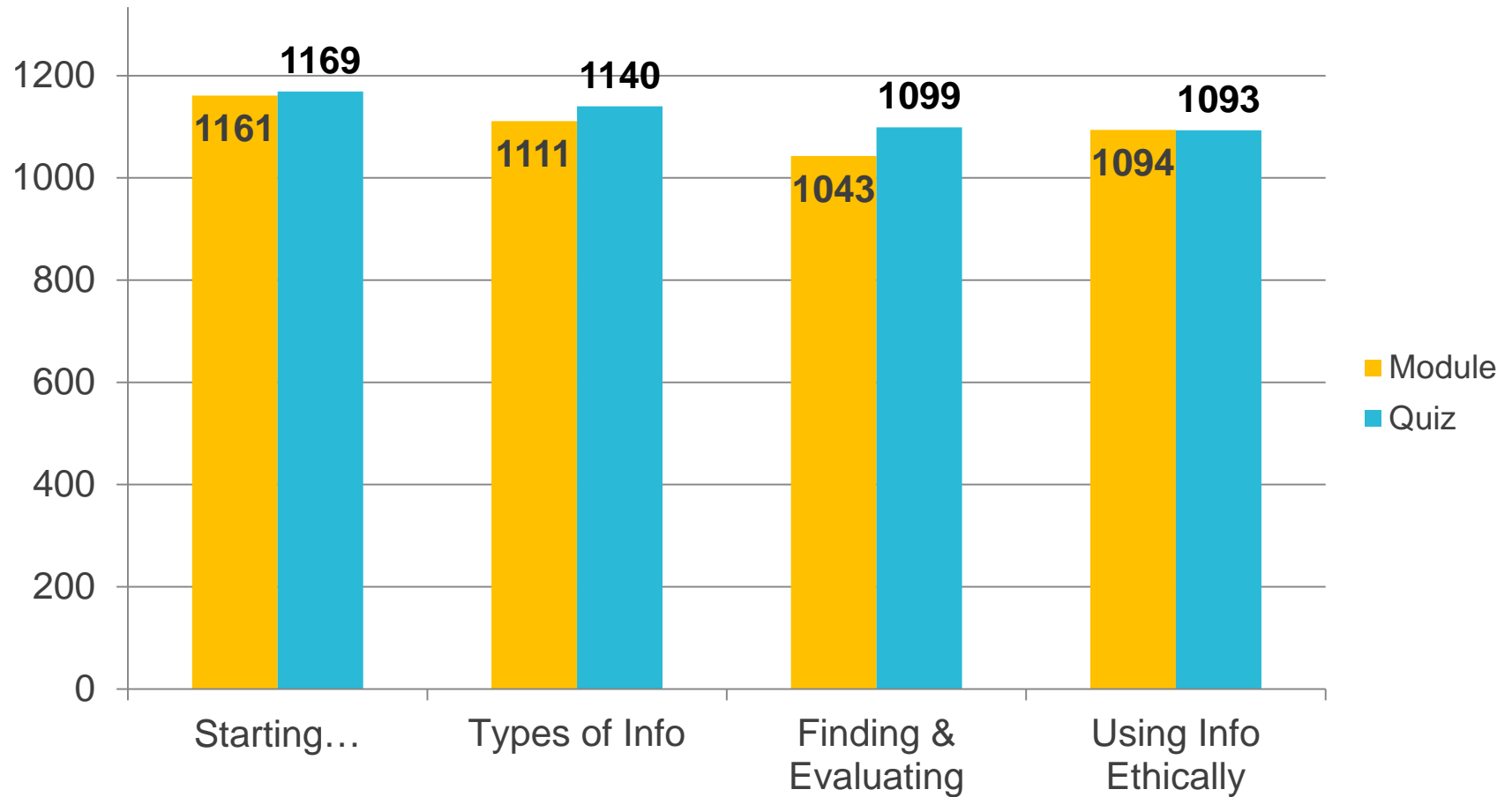


Overall Average Scores:

FYS Info Literacy



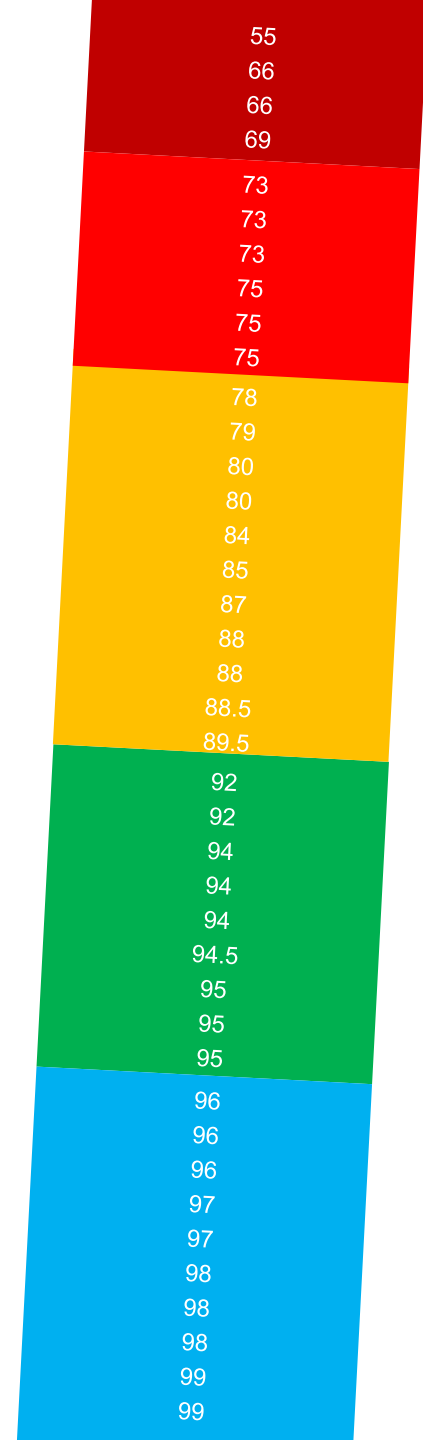
N (Number of Students out of 1334)



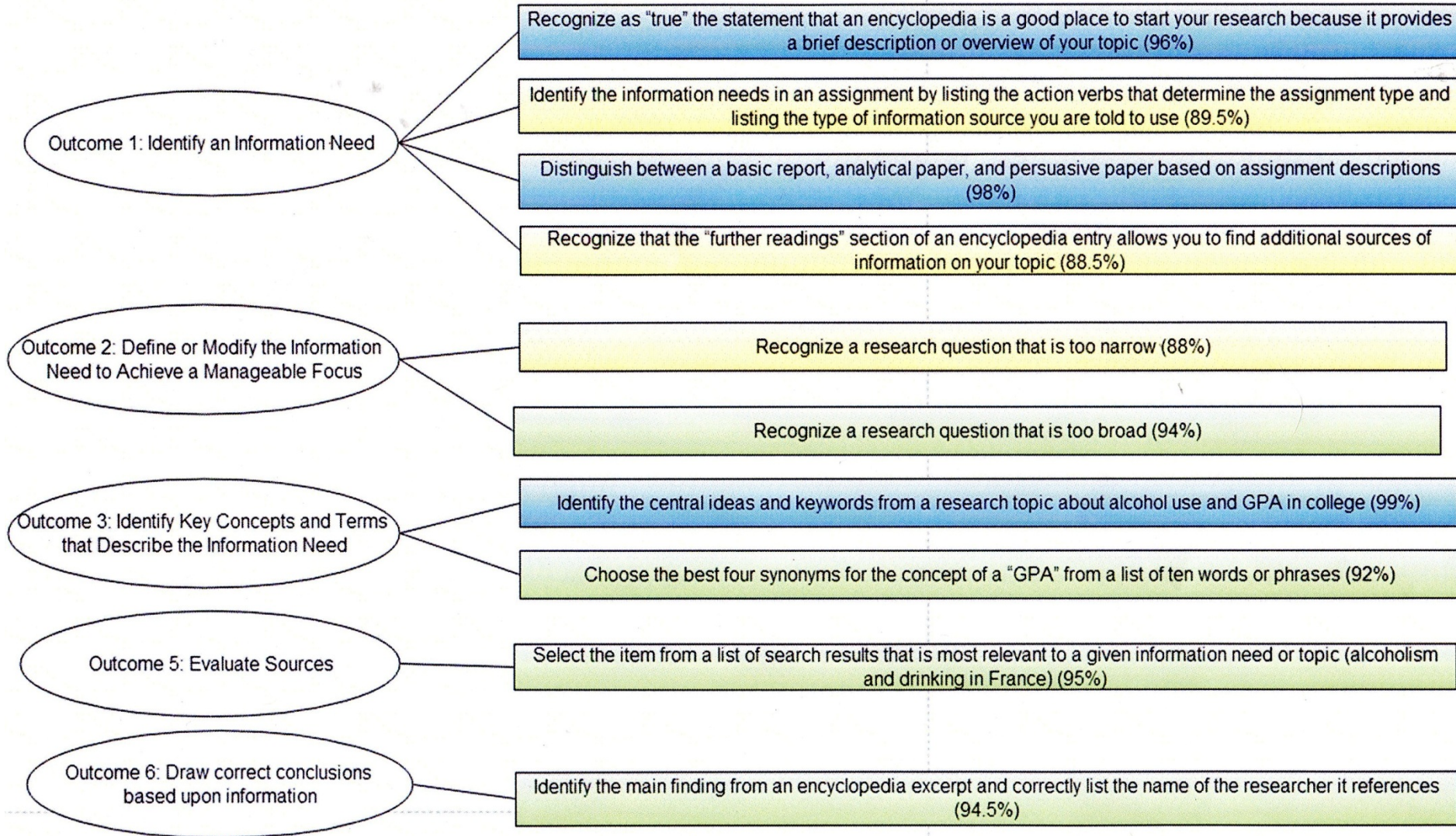
#TEST TODAY

Student Quiz
RESULTS

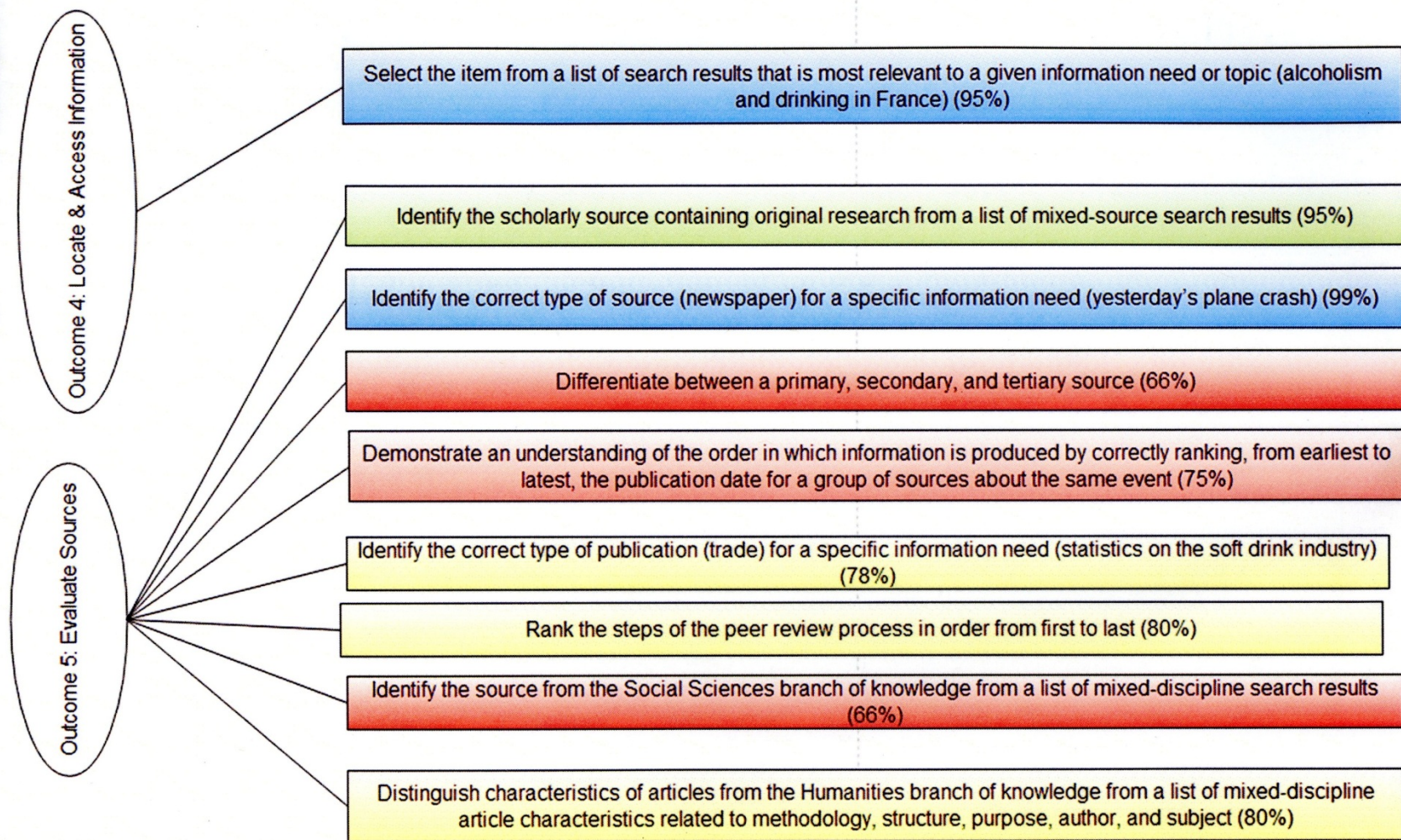
COLOR LEGEND for Quiz Scores Handout



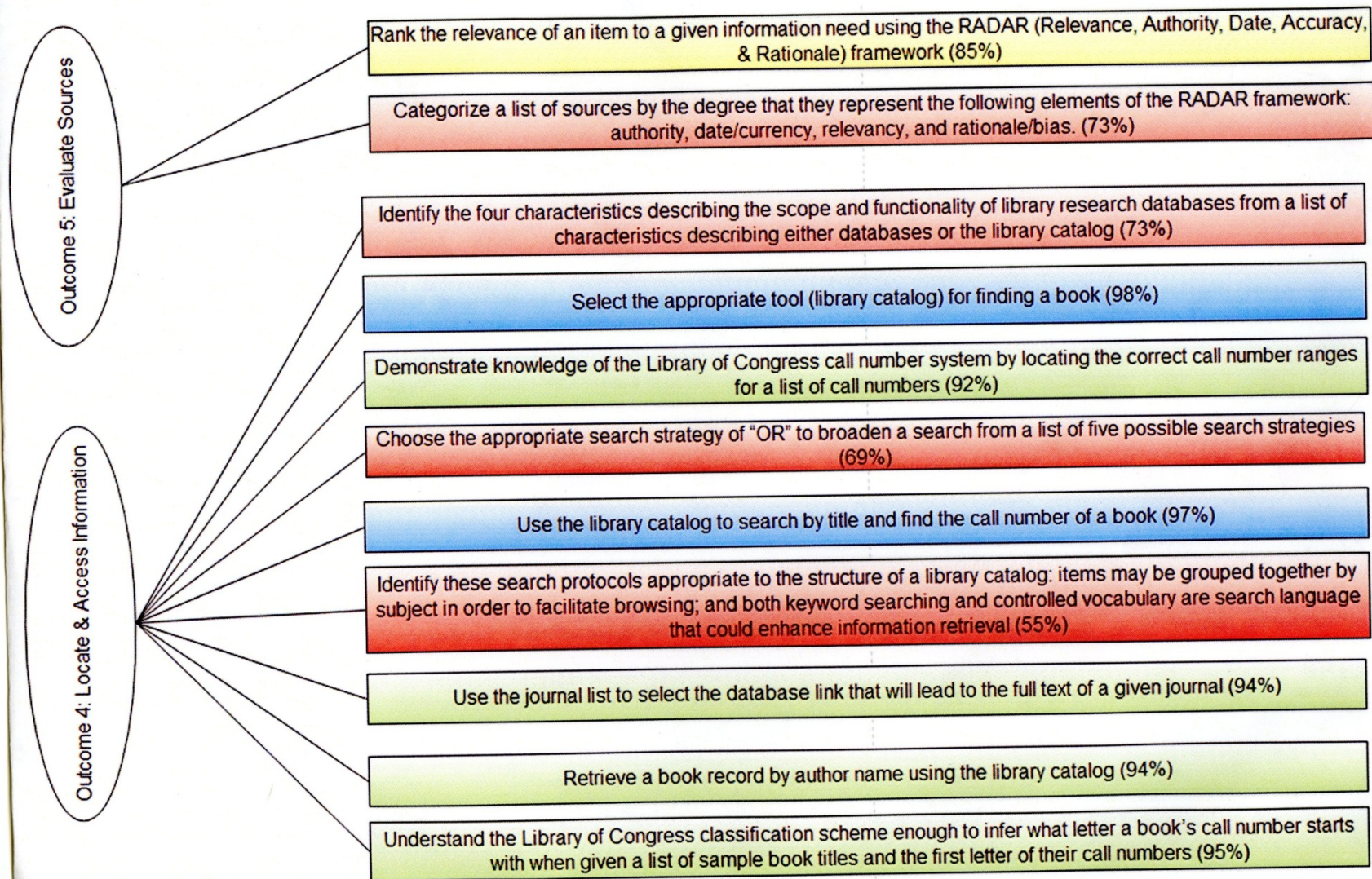
FYS Tutorial: Starting Your Assignment (module 1)



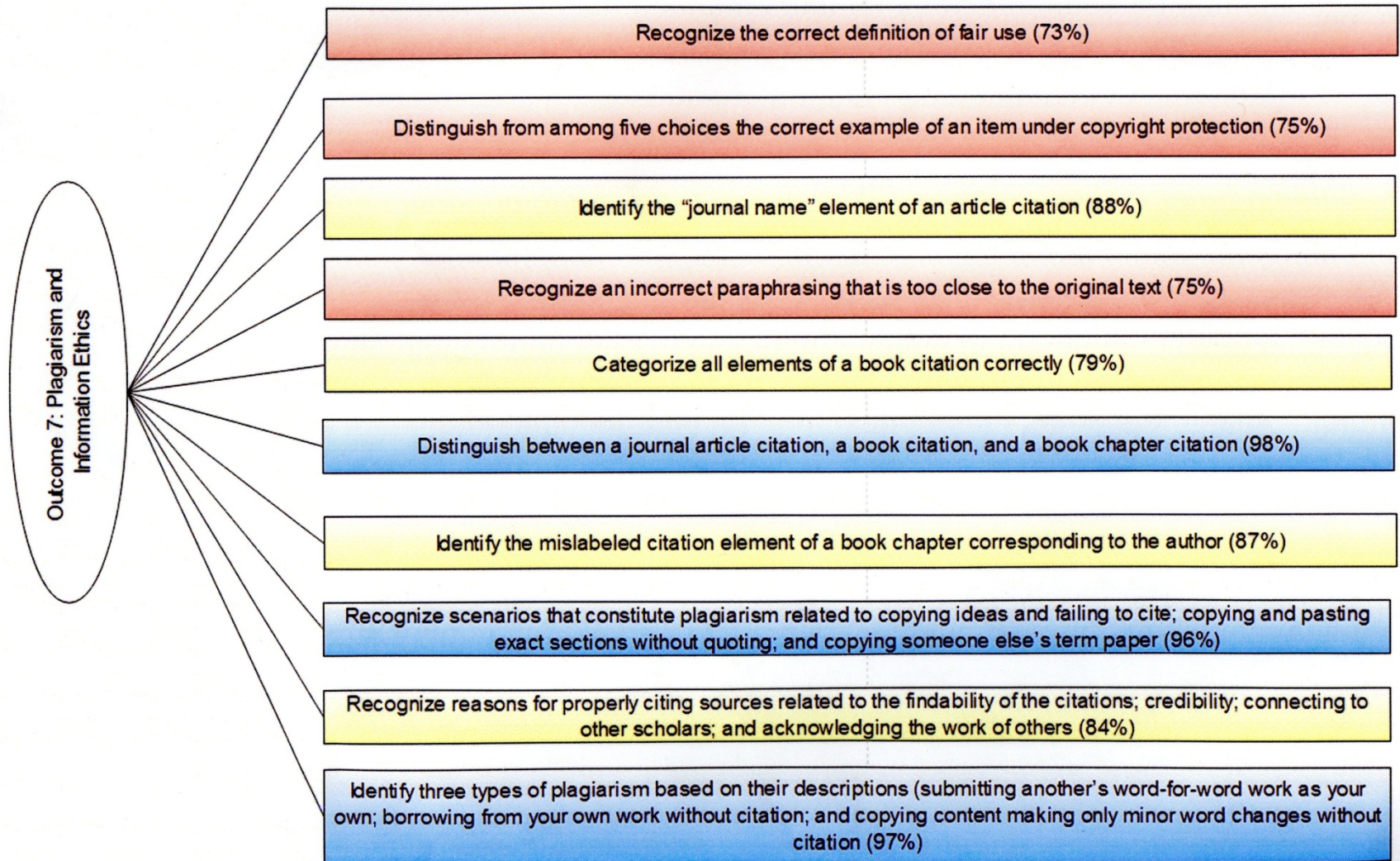
FYS Tutorial: Types of Information (module 2)



FYS Tutorial: Finding & Evaluating Information (module 3)



FYS Tutorial: Using Information Ethically (module 4)



Module 2: Low Performing Questions

*All related to Outcome 5: Evaluate Sources

TASK	AVERAGE SCORE
Differentiate between a primary, secondary, and tertiary source	66%
Demonstrate an understanding of the order in which information is produced by correctly ranking, from earliest to latest, the publication date for a group of sources about the same event	75%
Identify the source from the Social Sciences branch of knowledge from a list of mixed-discipline search results	66%

Module 3: Low Performing Questions

OUTCOME	TASK	AVERAGE SCORE
Outcome 5: Evaluate Sources	Categorize a list of sources by the degree that they represent the following elements of the RADAR framework: authority, date/currency, relevancy, and rationale/bias.	73%
Outcome 4: Locate & Access Information	Identify the four characteristics describing the scope and functionality of library research databases from a list of characteristics describing either databases or the library catalog	73%
“ “	Choose the appropriate search strategy of “OR” to broaden a search from a list of five possible search strategies	69%
“ “	Identify these search protocols appropriate to the structure of a library catalog: items may be grouped together by subject in order to facilitate browsing; and both keyword searching and controlled vocabulary are search language that could enhance information retrieval	55%

Module 4: Low Performing Questions

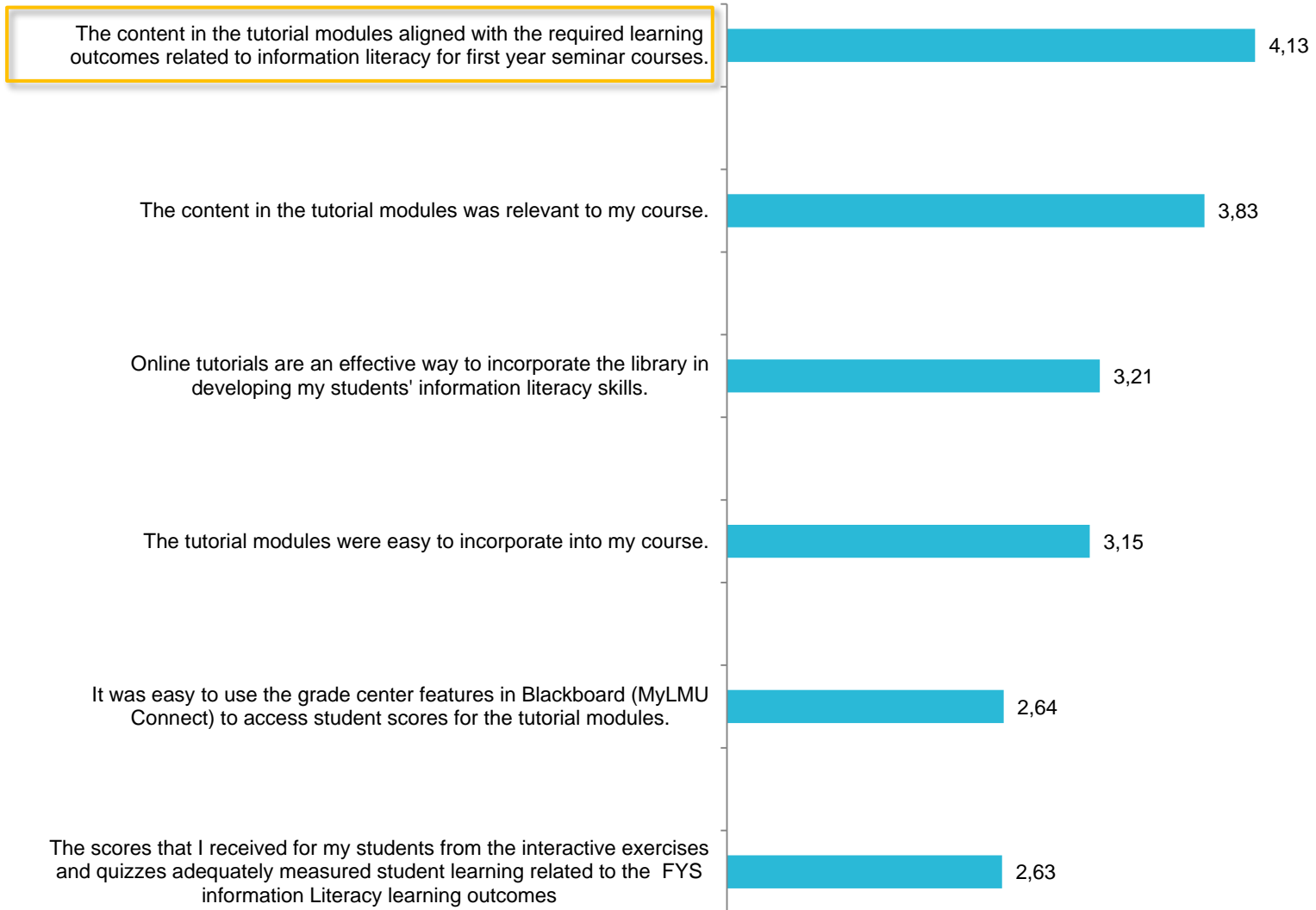
*All related to Outcome 5: Plagiarism & Information Ethics

TASK	AVERAGE SCORE
Recognize the correct definition of fair use	73%
Distinguish from among five choices the correct example of an item under copyright protection	75%
Recognize an incorrect paraphrasing that is too close to the original text	75%

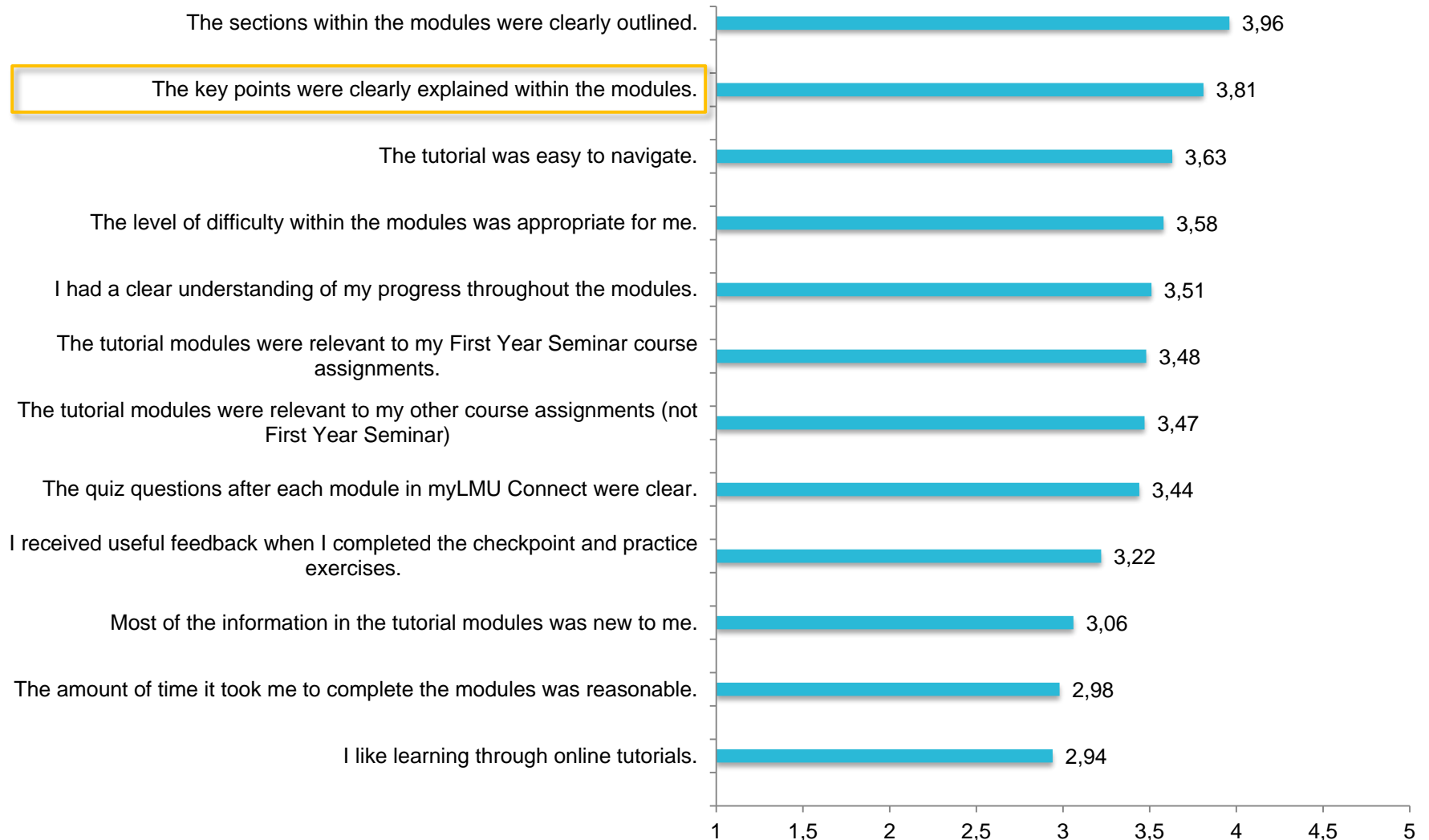
ONLINE SURVEY

Student & Faculty/Writing Instructor
SURVEY RESULTS

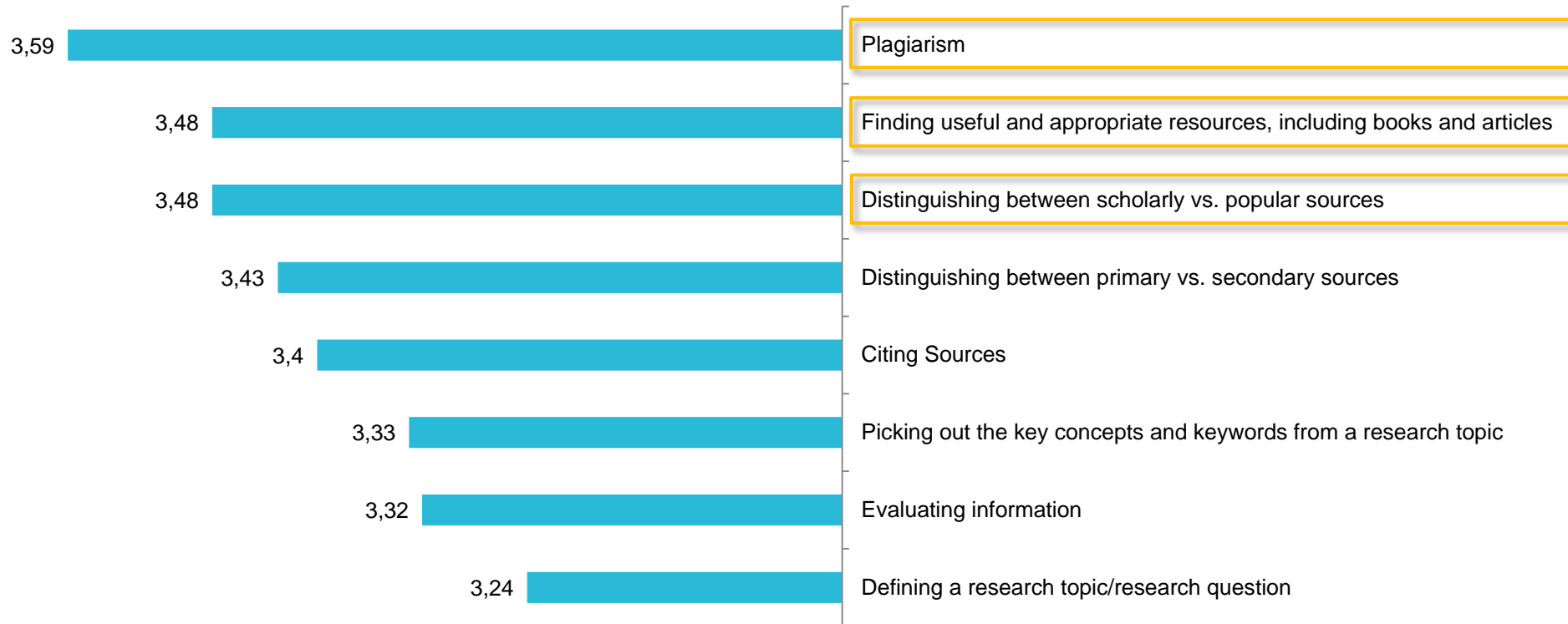
Faculty Level of Agreement with Statements about the Tutorial



Student level of agreement with statements about the tutorial modules



Which Tutorial Topics Were Most Helpful/Valuable? (Avg. student/faculty scores)



Frequent Student/Faculty Comments

COMMENT	# OF COMMENTS
Presentation/Delivery Mechanism/Prefer In Person	28
Organization/Length/Too long	27 (10)
Content/More Relevance or Integration/with coursework	11 (13)
Graded Assessment/Module Grading/Counts too much	11 (3)
Content/Repetition	10 (10)
Graded Assessment/Recording/Tech problems	10 (19)

Additional Student Comments

COMMENT	# OF COMMENTS
Organization/Sections/Make smaller	9
Organization/Transitions/More reporting	9
Delivery Mechanism/Multimedia	8
Content/Repetition/Too much	7
Graded Assessment/Too hard	7
Graded Assessment\More transparency	6
Supplement/Reference Sheet/Key Concepts	6

Top Technical Problems

CATEGORY	SPECIFICS	# OF TIMES
Not Loading	Questions; examples; drop-down menus; videos; quizzes; searches; slow wifi	28
Crashing	Includes freezing; timing out; refreshing; quitting; lost wifi	27
Not Saving	Doesn't save progress; goes back to beginning	22
Multiple Browsers	Doesn't work on all browsers	11

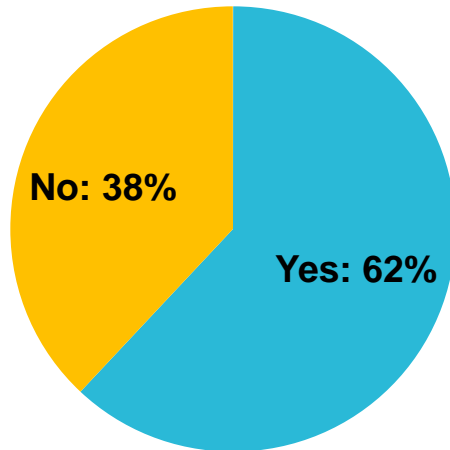
Blackboard/MyLMU

Connect Problems

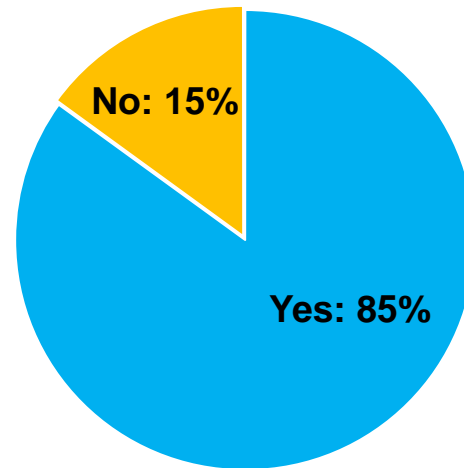
- **Grade center miscalculations**
- **Too many scores**
- **Confusing weights**
- **Hard to reset**
- **Hard to access**

Integration With Coursework

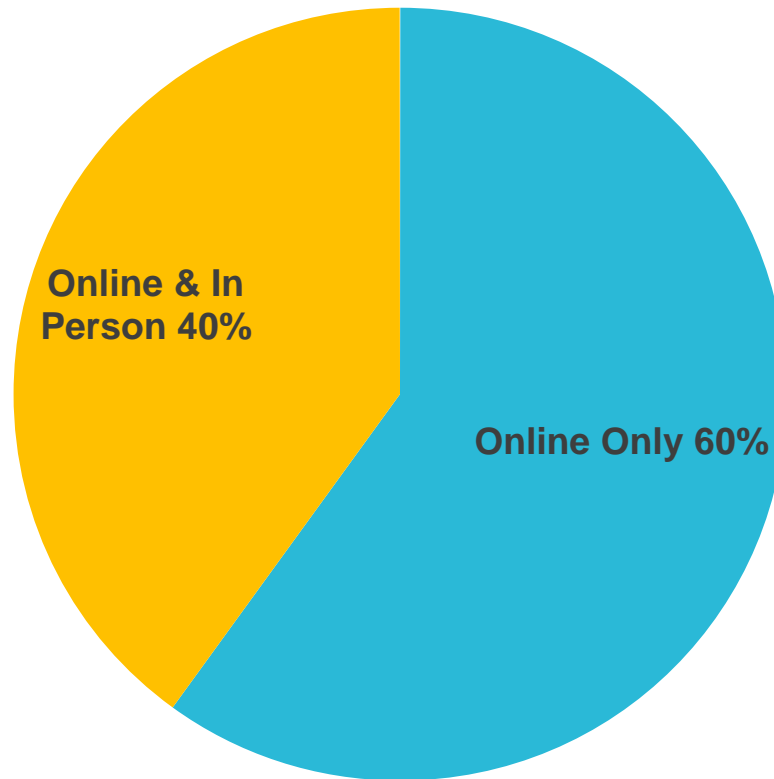
*Discussed tutorial content
in class (student view)*



*Discussed tutorial content
in class (faculty view)*

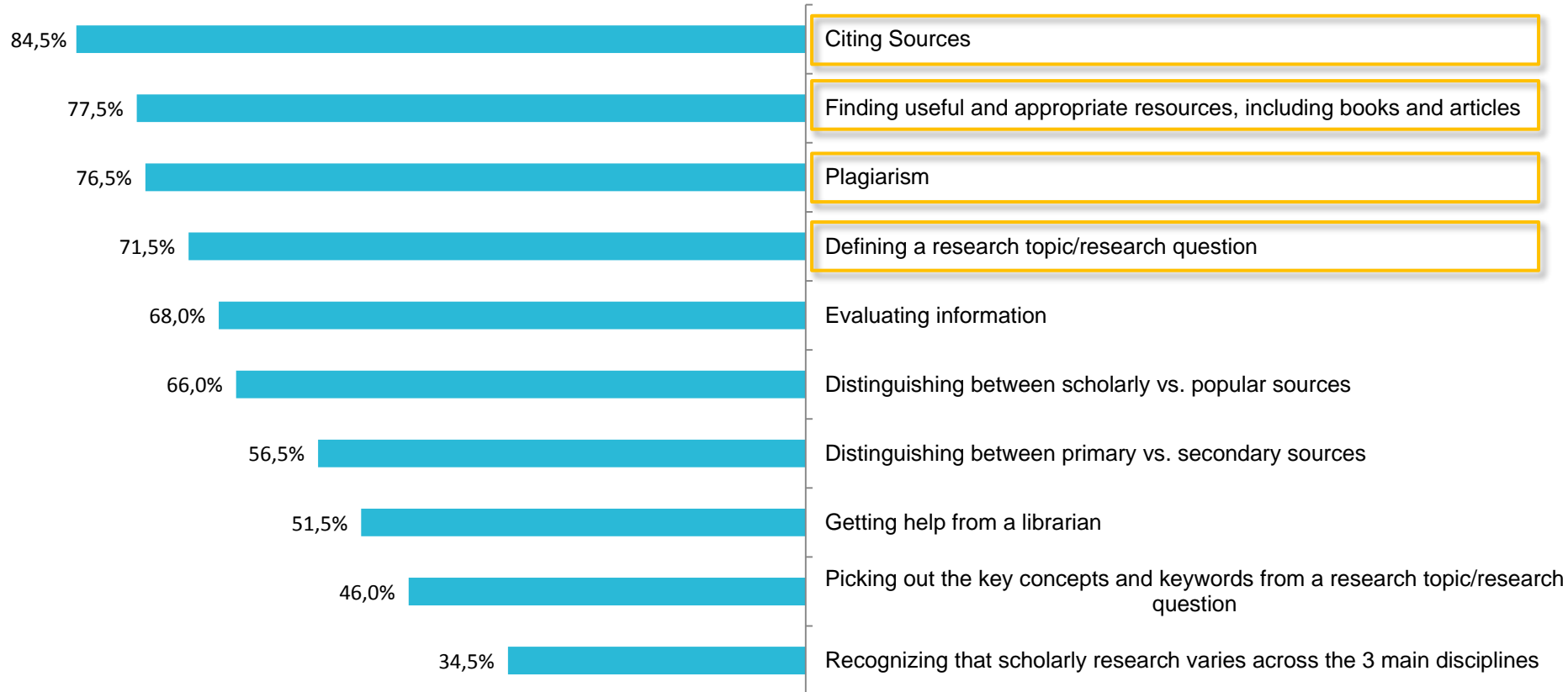


How Did You Fulfill The **10% Information Literacy Requirement** For Your Course?



What Tutorial Topics Were Most Often Discussed In Class?

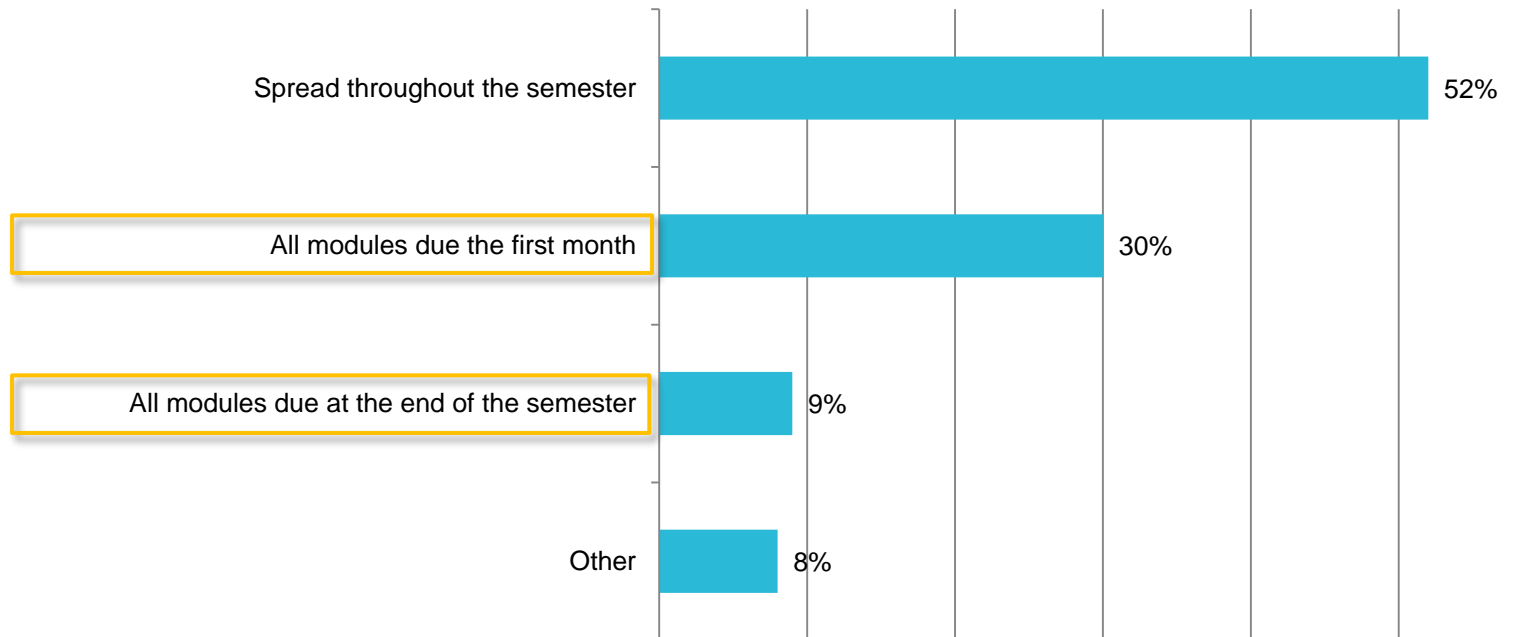
(Avg. student/faculty combined score)



Supplemental **Assignments** Used

ASSIGNMENT OR ACTIVITY	# OF MENTIONS
Research Paper	14
Annotated Bibliography	11
Source Comparison	3
Blog	2
Peer Review	2
Find Material in Library	1
Citations on Board	1
Class Reading List	1
Book Review	1

How Far Apart Were Tutorial Due Dates?



2014 Improvements

- **Break down content into smaller, shorter chunks** [5 modules]
- **Offer workarounds for student technical problems with the grade center** [printable certificates]
- **Greater transparency in scoring** [for both instructors and students]



2014 Improvements

- Add summary of key points for each section that students can print
- Sight-impaired version of tutorial will be available
- Assess “problem areas”



2014 Improvements

- **Encourage more integration of content into FYS course** [embed assignment or activity suggestions into tutorial]
- **Create a “Handbook” for faculty with supporting materials**
- **Offer option of having student scores emailed from the Library**



Integrate New ACRL Framework for Information Literacy for Higher Education

STARTING YOUR ASSIGNMENT

INTRO TO RESEARCH

CHOOSE A TOPIC

SELECT KEYWORDS

FIND BACKGROUND INFORMATION

GET HELP!

YOUR GRADE


LION'S GUIDE TO RESEARCH & THE LIBRARY

SCHOLARLY CONVERSATION IN ACTION


Let's look at an example of scholarly communication

A [study](#) was published recently in the peer reviewed journal *Proceedings of the National Academy of Sciences of the United States of America* that claimed to test how people's moods were affected by what they saw on their Facebook feed. The researchers altered the Facebook feeds of over 700,000 Facebook users without their knowledge. The researchers claim the alteration of these news feeds resulted in emotional changes in Facebook users, stating in the paper, "results suggest that the emotions expressed by friends, via online social networks, influence our own moods."


This study has proven to be controversial and has generated much discussion in scholarly spaces. Take a look at how some scholars are responding to this study. Click on each scholar to view a response to this study.




Journal Editor



Psychologist



Statement by 27 ethicists



Epidemiology PhD student

LMU|LA

William H. Hammann Library

PREVIOUS

NEXT

TYPES OF INFORMATION

TYPES OF INFORMATION

PRODUCING INFORMATION

SCHOLARLY INFORMATION

PRIMARY, SECONDARY & TERTIARY

GET HELP!

YOUR GRADE

LION'S GUIDE TO RESEARCH & THE LIBRARY

TYPES OF INFORMATION

Discover what types of information sources are best suited to the information needs below.

INFORMATION NEED	INFORMATION TYPE	COMMON FORMAT
Learn about current events	News	Newspapers (online or print)
Learn about a celebrity	Entertainment / Popular	Print Magazine (e.g. People Magazine), Entertainment News Site (e.g. E! online)
Learn about research findings for scientific evidence	Scholarly / Academic	Scholarly, Peer Reviewed Journal (online or print; e.g. Journal of Biological Chemistry)
Learn about a particular point of view	Opinion	Web pages, blogs, Twitter
Learn about practical, insider tips for working in a specific job or industry	Professional / Trade	Trade Magazine (e.g. Pharmaceutical Executive), Professional Association's Website

LMU|LA

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PREVIOUS

100%

NEXT

Thank You:

William H. Hannon Library Research Incentive Travel Grant

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