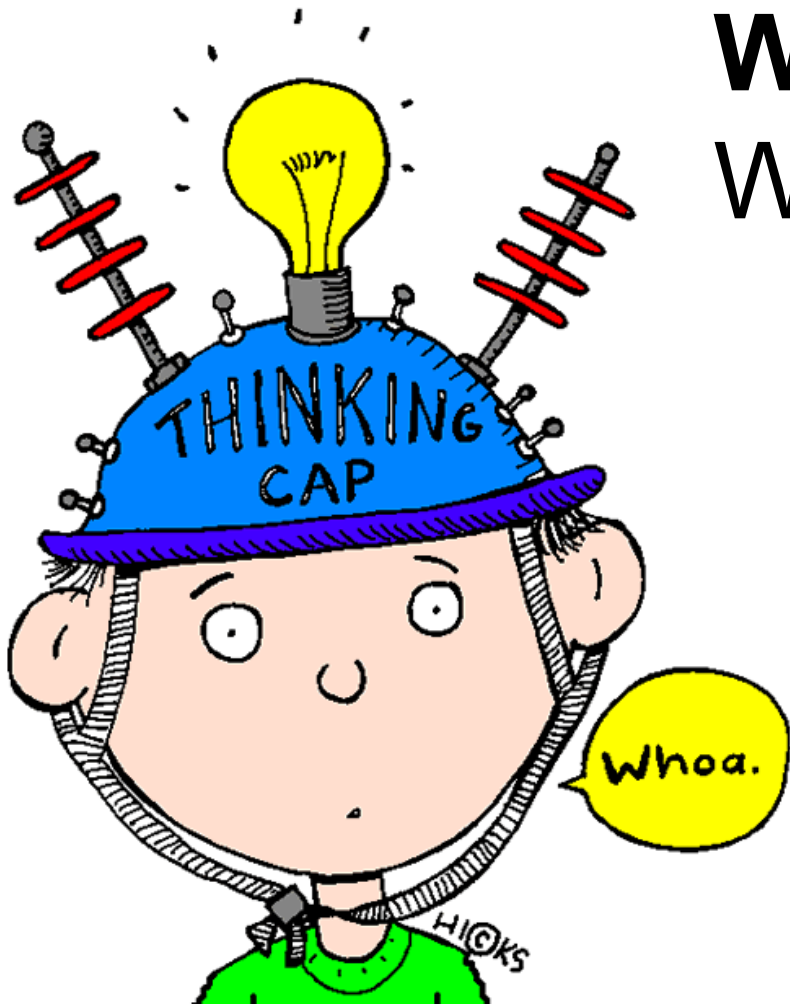


We're Teaching *and Assessing*—

So

**Why Don't We Know  
What They're Learning?**



Megan Oakleaf, MLS, PhD

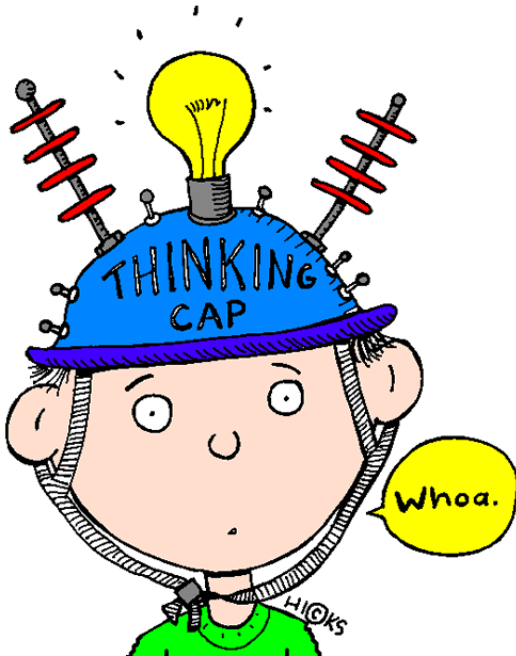
2011 Kathleen A. Zar Symposium

John Crerar Library

University of Chicago

# Overview

- Where we are or have been
- Why we've been there
- Why we're a bit stuck
- Where we're going
- Successes from the field
- Q & A



# Where we are or have been...



- ACRL Standards
- Bibliographies
- Clickers
- Demo, Demo, Demo
- ETS iSkills
- Faculty Feedback
- GPA
- Handouts
- iCritical Thinking
- Journaling & Reflection
- Keywords
- Lesson Plans
- Mentoring
- Needs Assessment
- Outcomes
- Pre- & Post-
- Questionnaires
- Rubrics
- Satisfaction Surveys
- Tests & Quizzes
- Usability
- Videos
- Worksheets

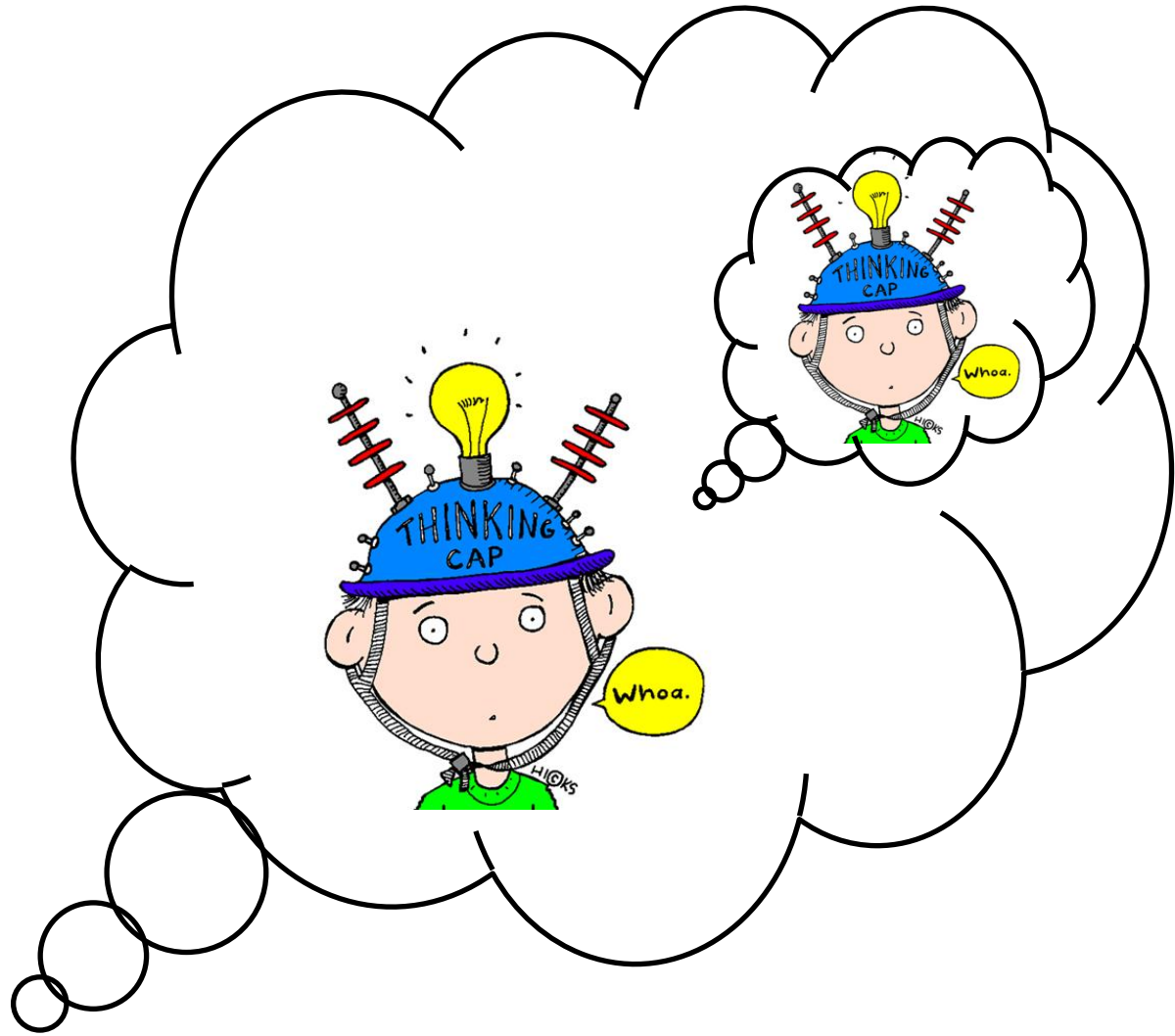
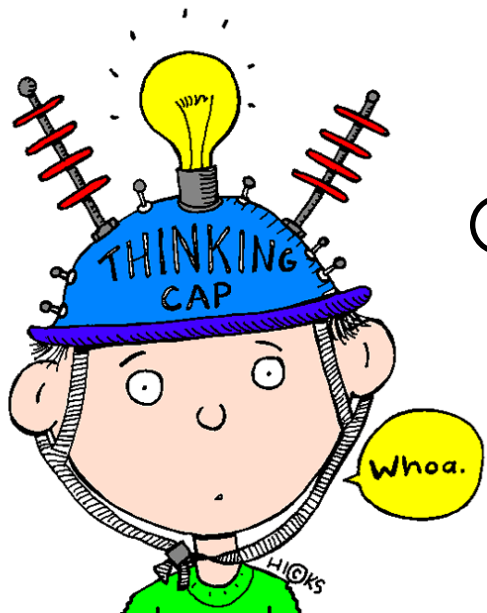
# Why We've Been There

## Or, Why Assessing IL Outcomes Is Important





Feedback

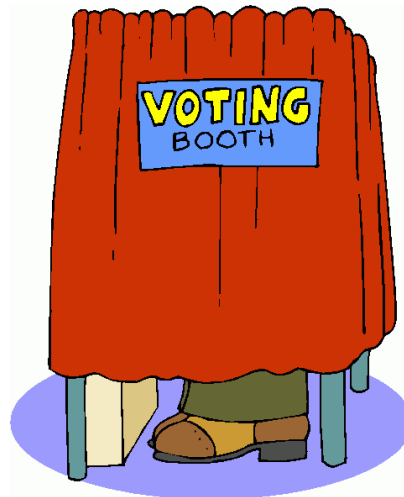
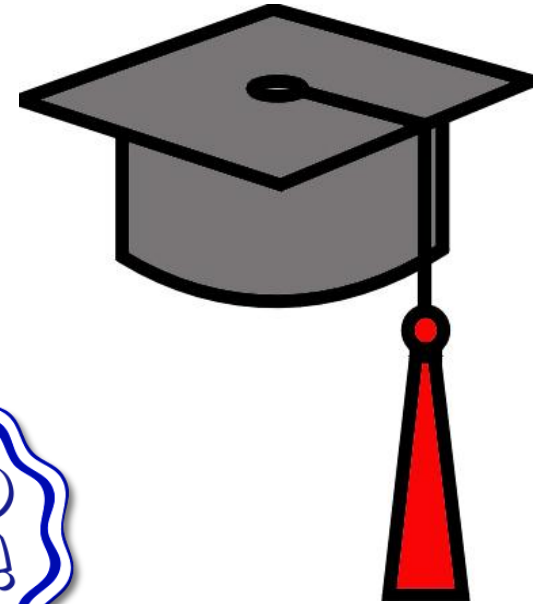


Metacognition

ETS

GRE

A+







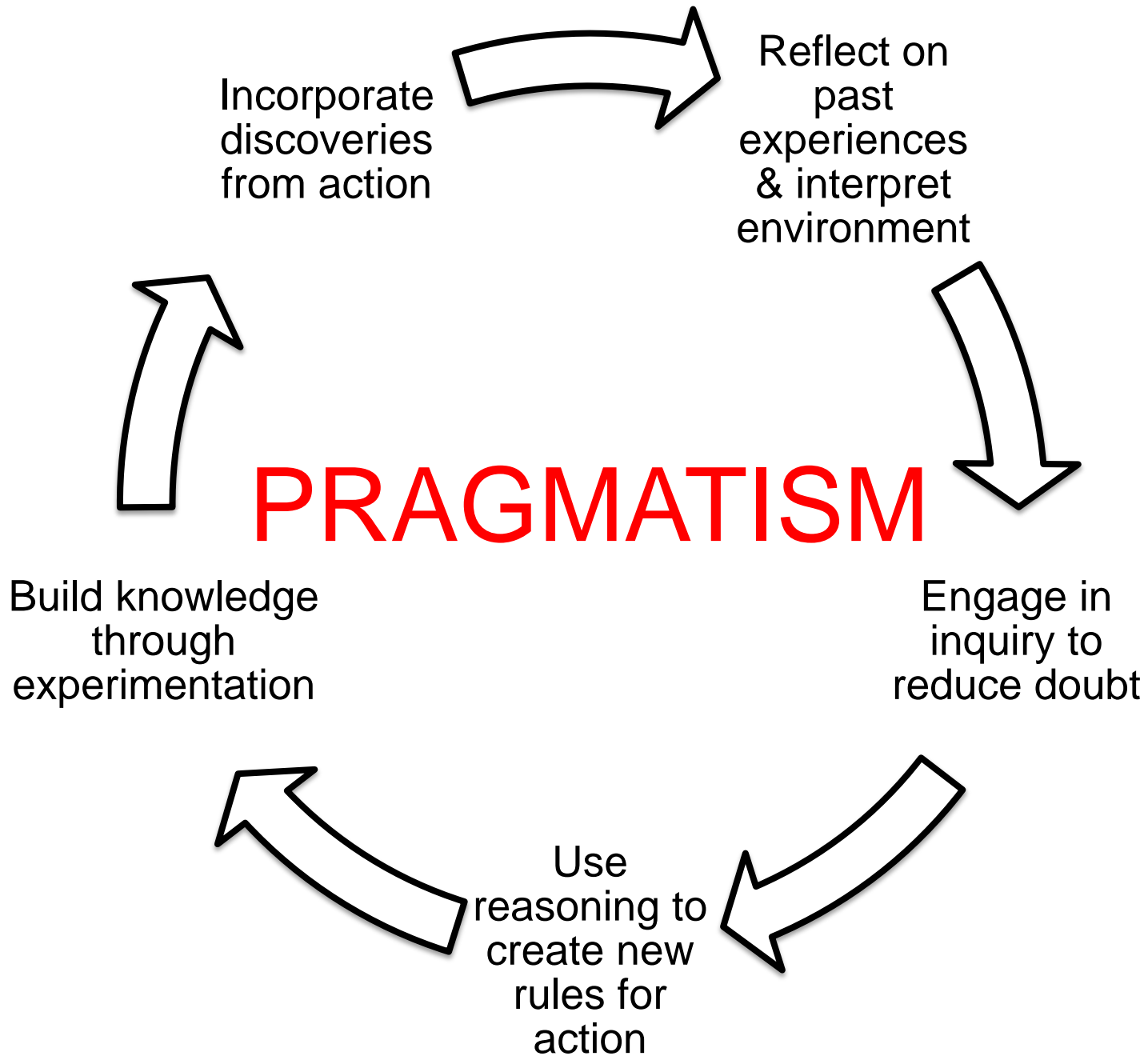


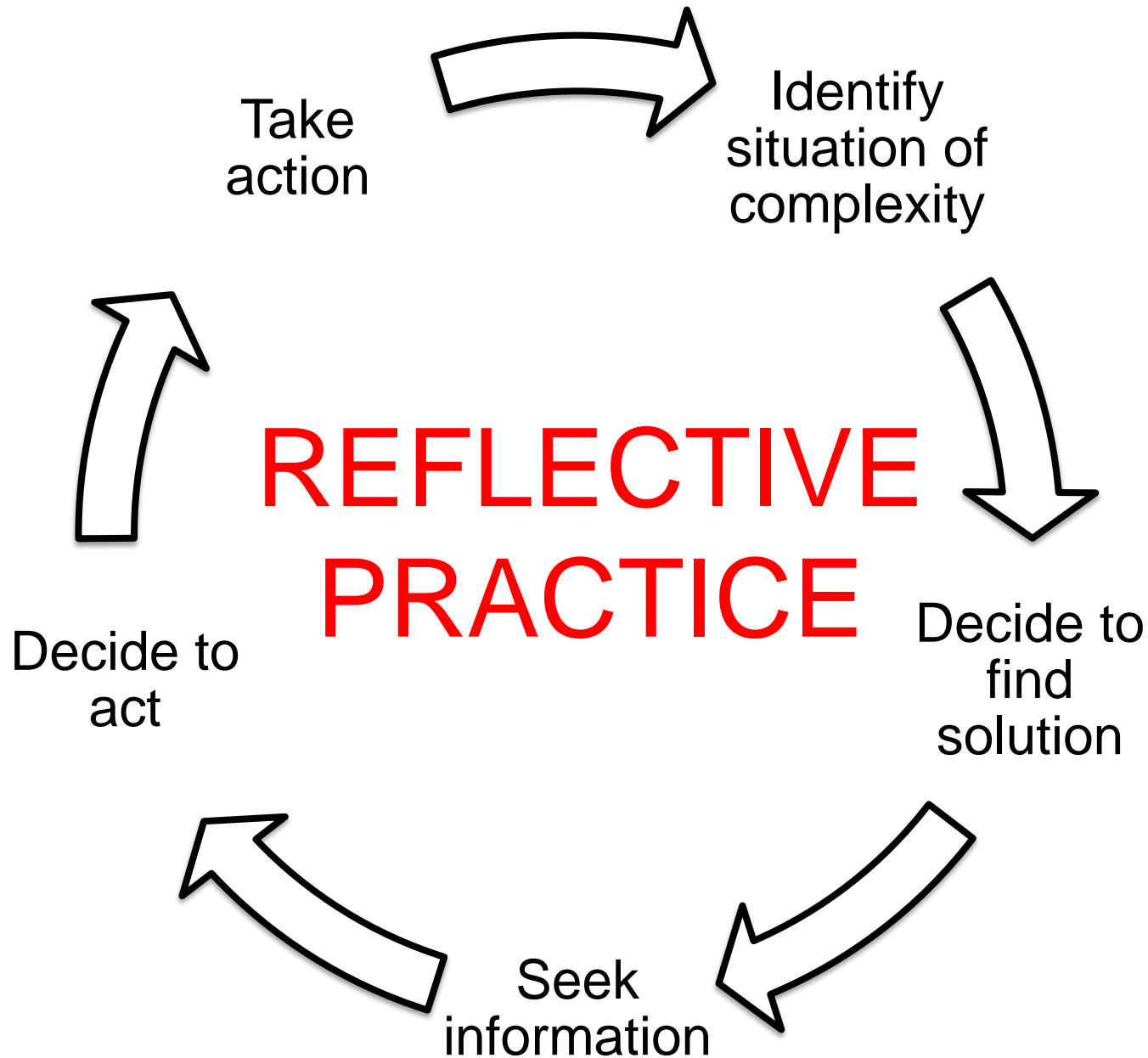


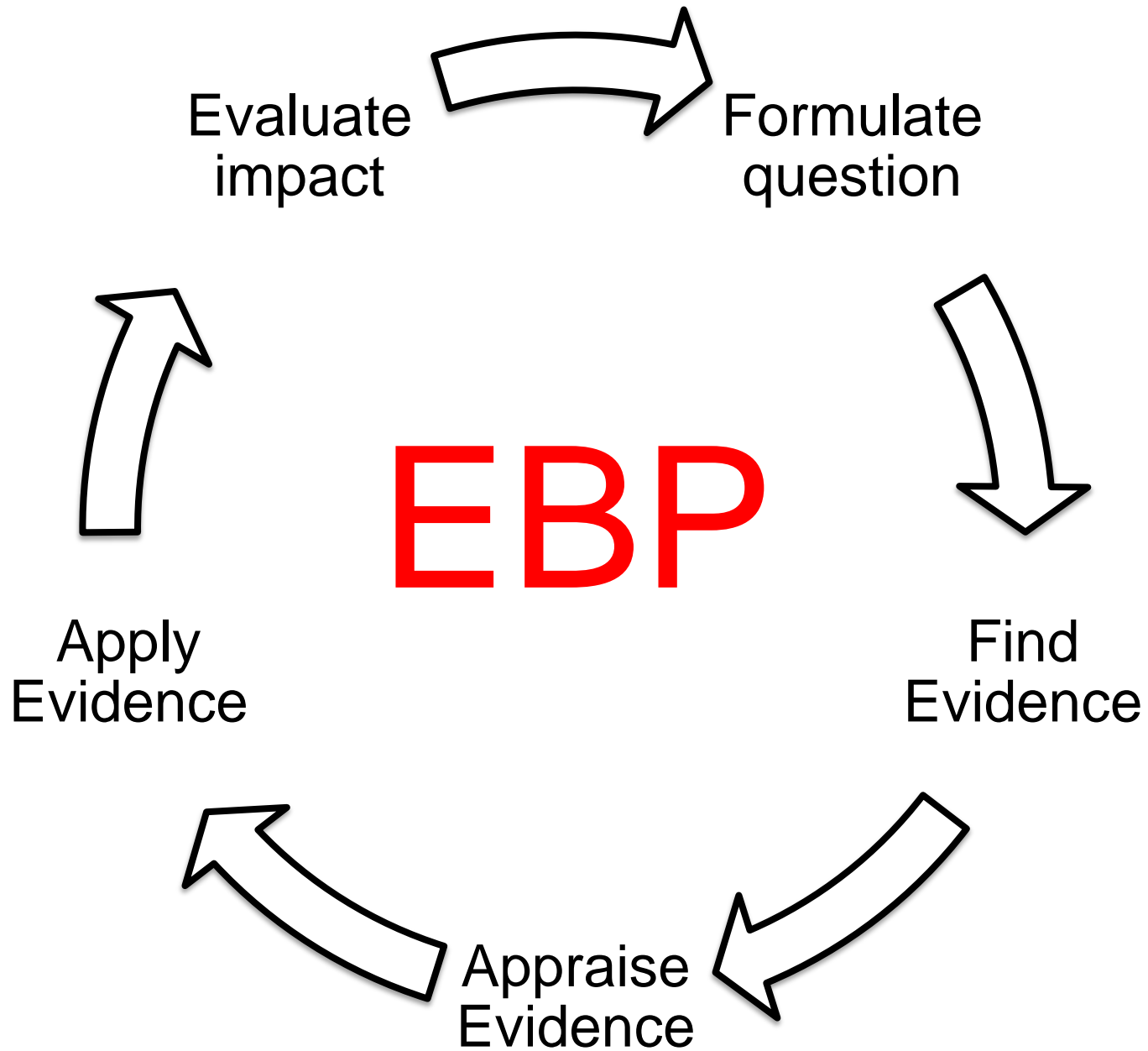
# Why We've Been There

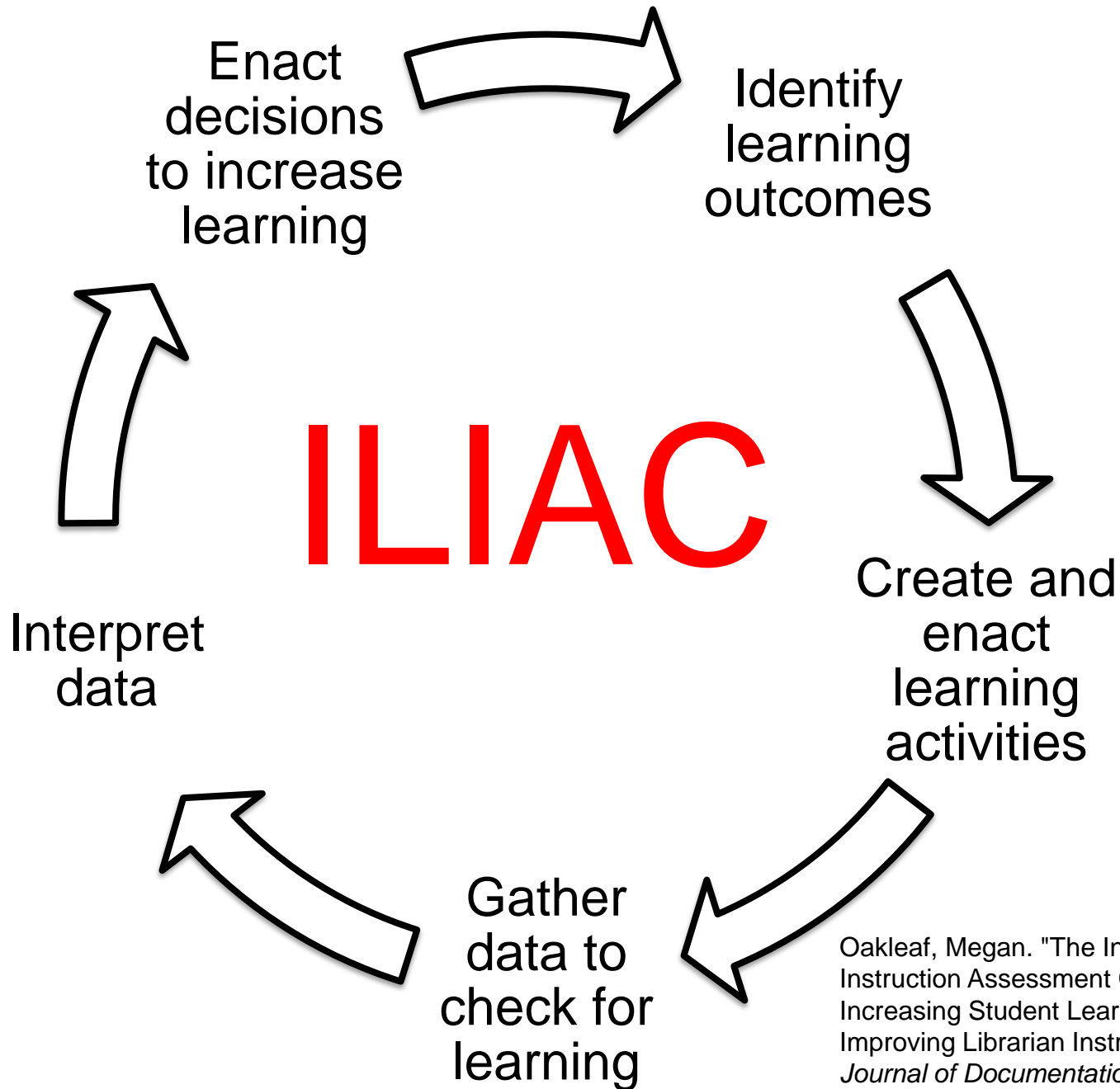
Or, Why We Care What They're Learning



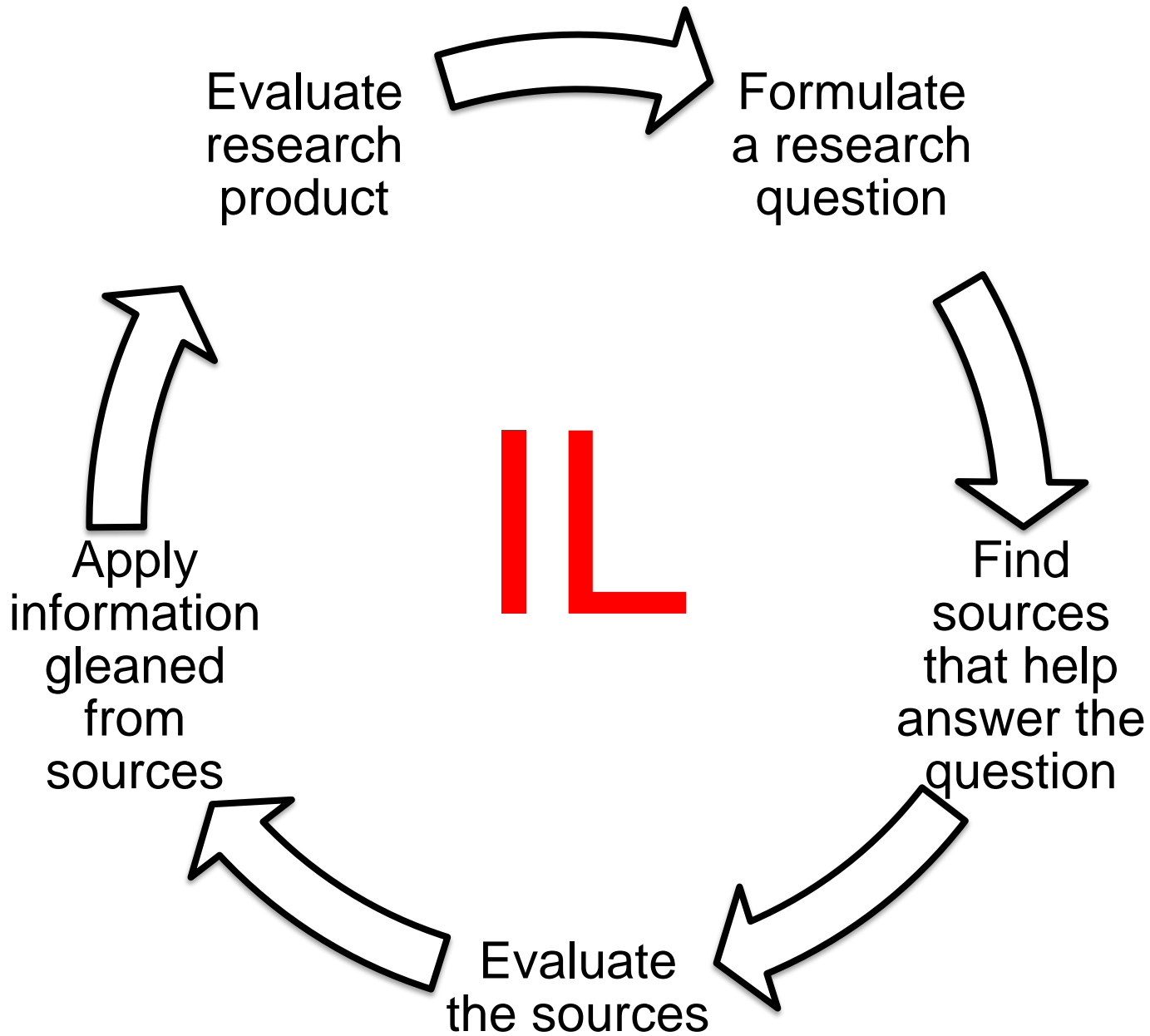








Oakleaf, Megan. "The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instructional Skills." *Journal of Documentation*. 65.4. 2009.





# Standards for Proficiencies for Instruction Librarians and Coordinators

## Assessment

- 2.1 **Designs effective assessments** of student learning and uses the data collected to guide personal teaching and professional development.
- 9.5. Practices or **refines instruction content** as necessary in order to achieve familiarity and confidence with planned presentation.
- 12.6 **Reflects on practice** in order to improve teaching skills and acquires new knowledge of teaching methods and learning theories.

# THE VALUE OF ACADEMIC LIBRARIES

A Comprehensive Research Review and Report



**ACRL** Association of College  
& Research Libraries  
A Division of the American Library Association

*Prepared by Dr. Megan Oakleaf, Syracuse University  
for the Association of College and Research Libraries*

# Where We Are with Assessing IL Learning



We know...

- Libraries provide instruction, including face-to-face “one-shots”, credit courses, online learning objects.
- Students appear to acquire “information literacy” skills as a consequence of library instruction, but **assessments are scattered and episodic, not coherent and longitudinal.**



We don't know...

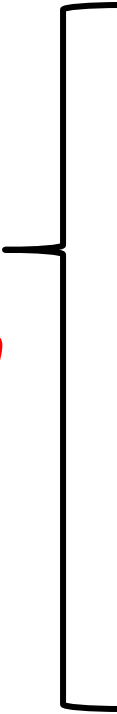
- **How much or how well do students learn information skills?**
- **Do they transfer these skills to other contexts?**
- What might assessment management systems reveal about student learning?
- What library interactions besides overt instruction make a difference in student learning?

*(Value of Academic Libraries Report, p 37, 117)*

# Why We're A Bit Stuck

Or, What it Takes to Assess Information Literacy Learning Outcomes Well

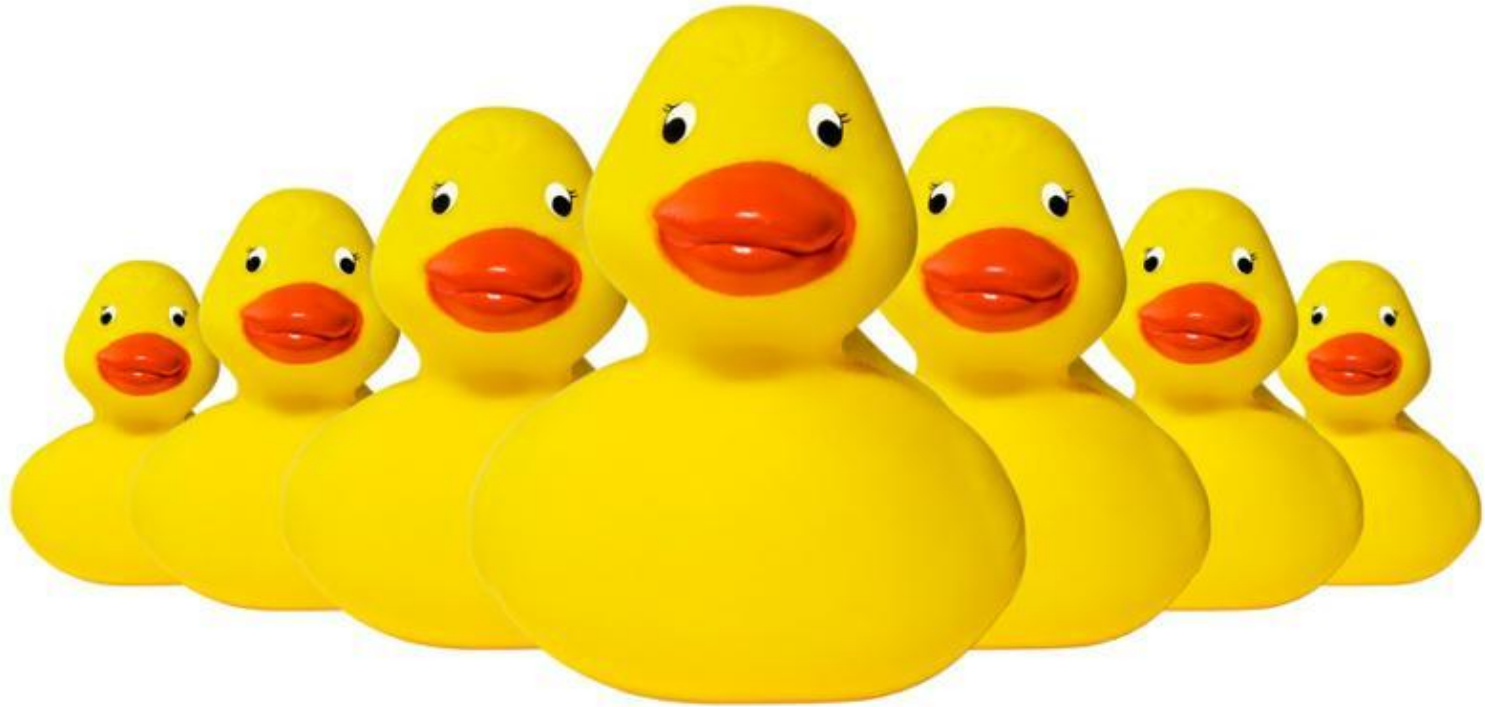
***Clarity***  
***Integration***

- 
- ✓ Linked Outcomes
  - ✓ Assessment within Pedagogy
  - ✓ Collaboration with Colleagues
  - ✓ Data Tracking
  - ✓ Changed Actions
  - ✓ Communications

# Where We're Going Or, Our New Strategies for Success



# Linked Outcomes



# Assessment within Pedagogy



## “ADDIE”

1. Analysis
2. Design
3. Development
4. Implement
5. Evaluate

## Instructional Design

## “Understanding by Design”

1. What do you want students to learn? (outcome)
2. How will you know if they've learned it? (assessment)
3. What activities will help them learn and, *at the same time*, provide assessment data? (teaching method)



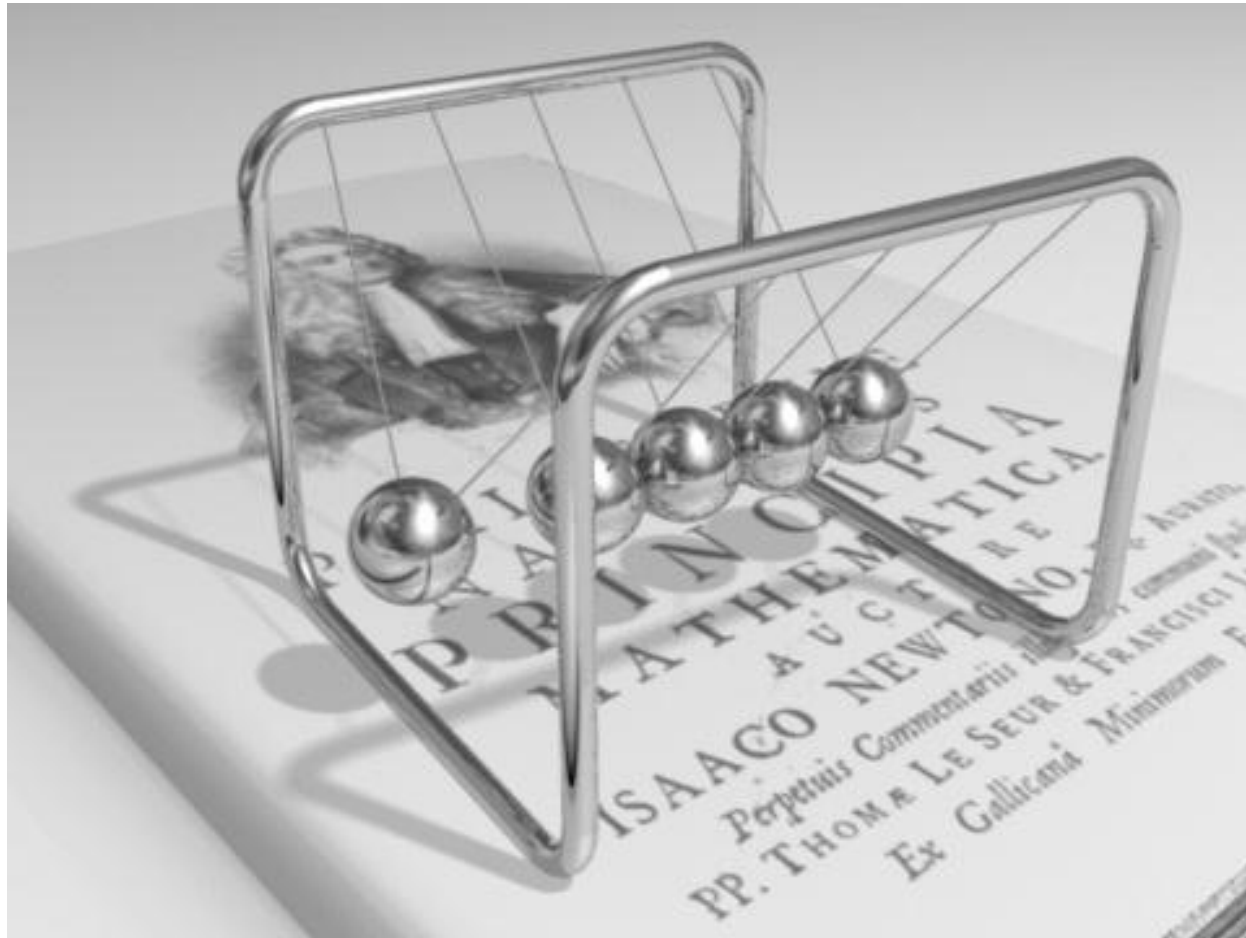


Product vs. Process

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>● research journals</li><li>● reflective writing</li><li>● “think alouds”</li><li>● self or peer evaluations</li><li>● research drafts or papers</li><li>● open-ended question responses</li><li>● works cited pages</li><li>● annotated bibliographies</li><li>● speeches</li><li>● multimedia presentations</li><li>● posters</li><li>● exhibits</li></ul> | <ul style="list-style-type: none"><li>● group projects</li><li>● performances</li><li>● portfolios</li><li>● library assignments</li><li>● worksheets</li><li>● concept maps</li><li>● citation maps</li><li>● tutorial responses</li><li>● role plays</li><li>● lab reports</li><li>● blogs</li><li>● wikis</li></ul> |
|--|--|

What are good artifacts of student learning for assessment?

# Collaboration with Colleagues



# Data Tracking



### latest

**Assessment Immersion Applications Now Accepted**  
RAILS institutional participants for the 2011-2012 academic year will be selected from the pool of participants in Assessment Immersion 2011. Applications for Assessment Immersion 2011 are now being accepted. See... [read more](#)

### recent updates

> [Waypoint Outcomes](#)

### The RAILS Project

helps librarians assess student information literacy skills exhibited in "artifacts of student learning" like research papers, presentations, worksheets, portfolios, or reflective journals. Using the AAC&U VALUE rubrics and the Information Literacy Competency Standards for Higher Education as starting points, RAILS assists librarians who seek to create campus-specific rubrics, "norm" them for use with multiple raters, and gather results data that inform instructional improvements.

### assess

- [Waypoint Outcomes](#)
- [AAC&U VALUE Rubrics](#)

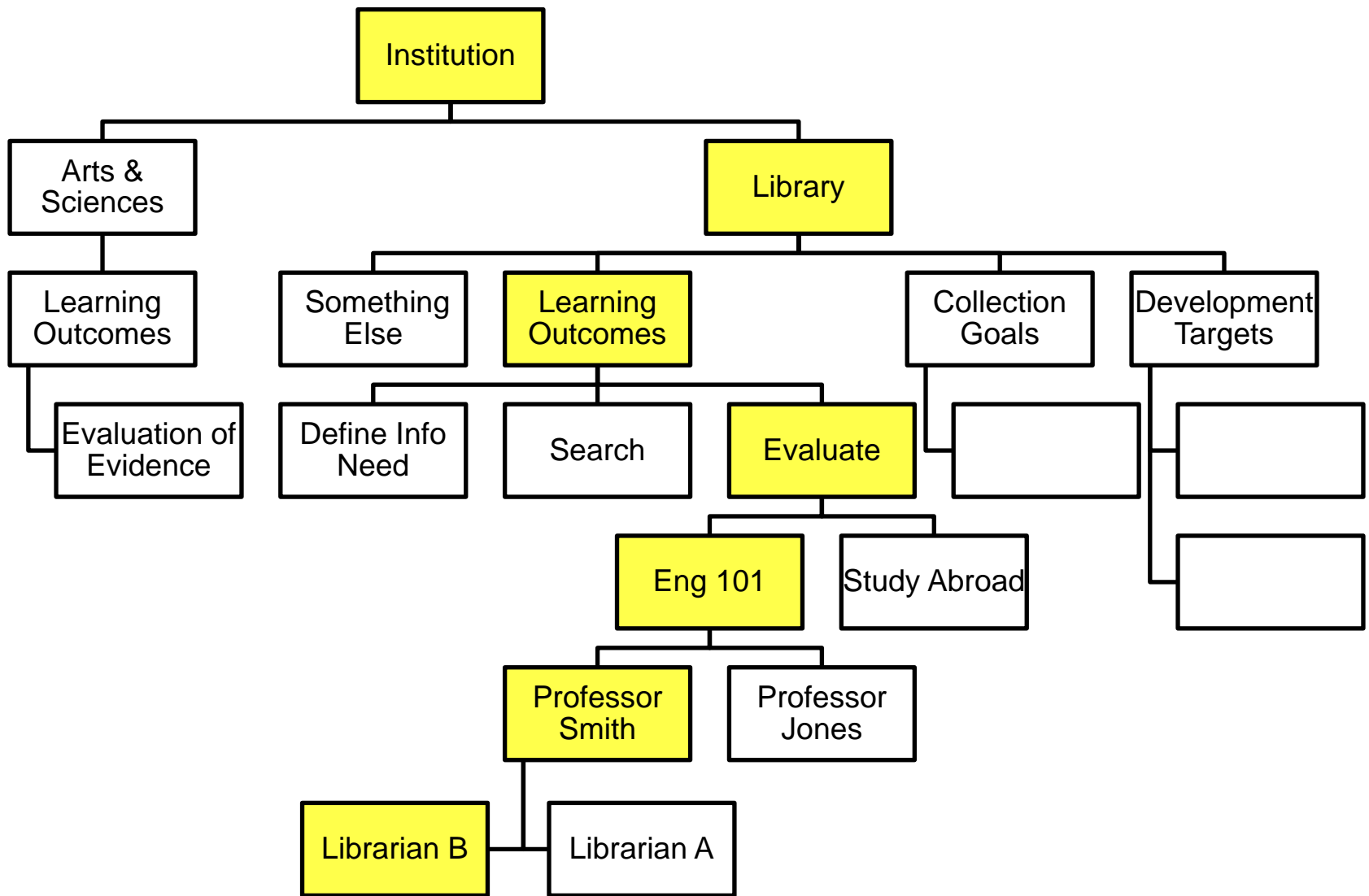
### learn

- [ACRL Assessment Immersion](#)
- [Library Assessment Conference](#)

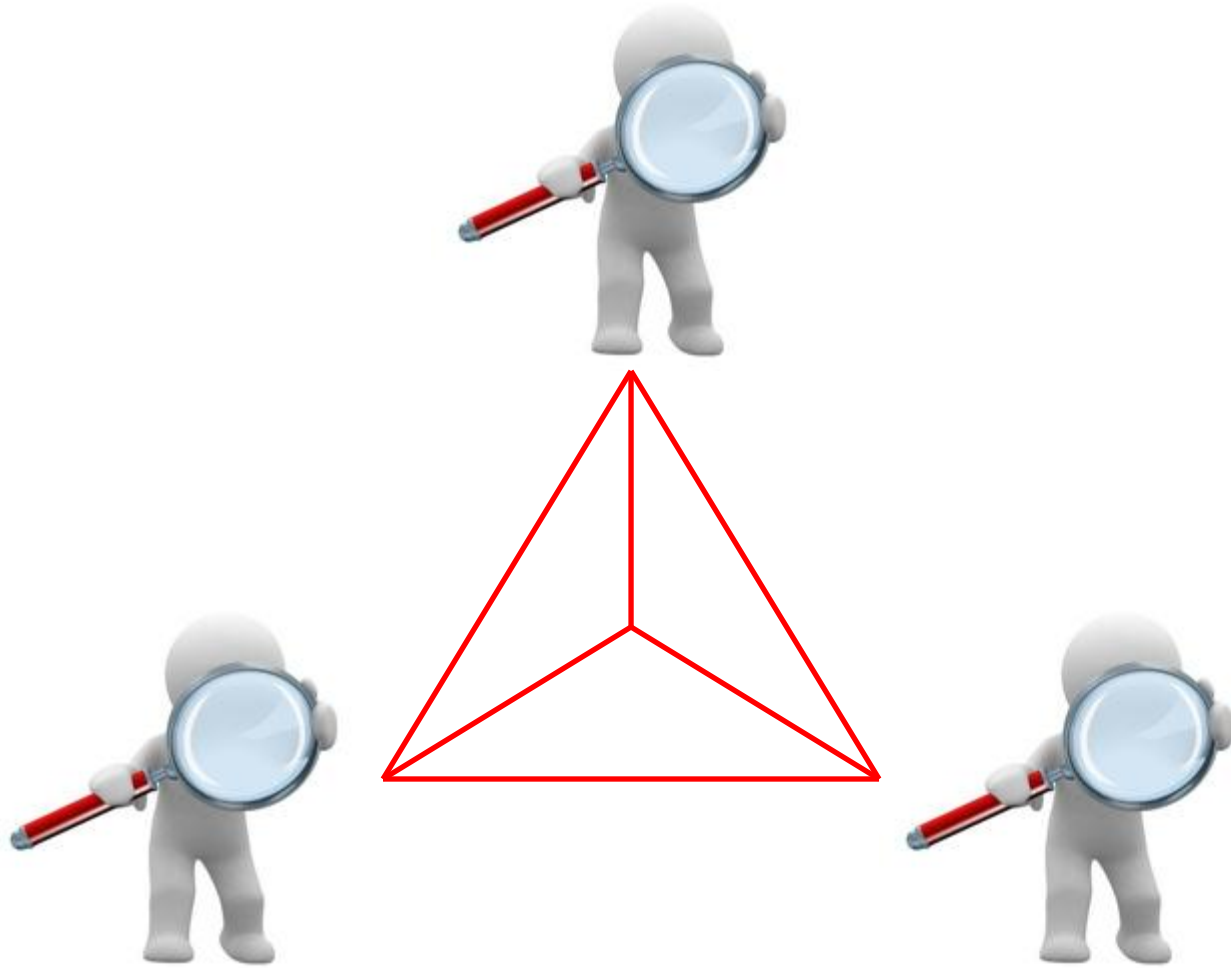
### improve

- [Closing the Loop](#)

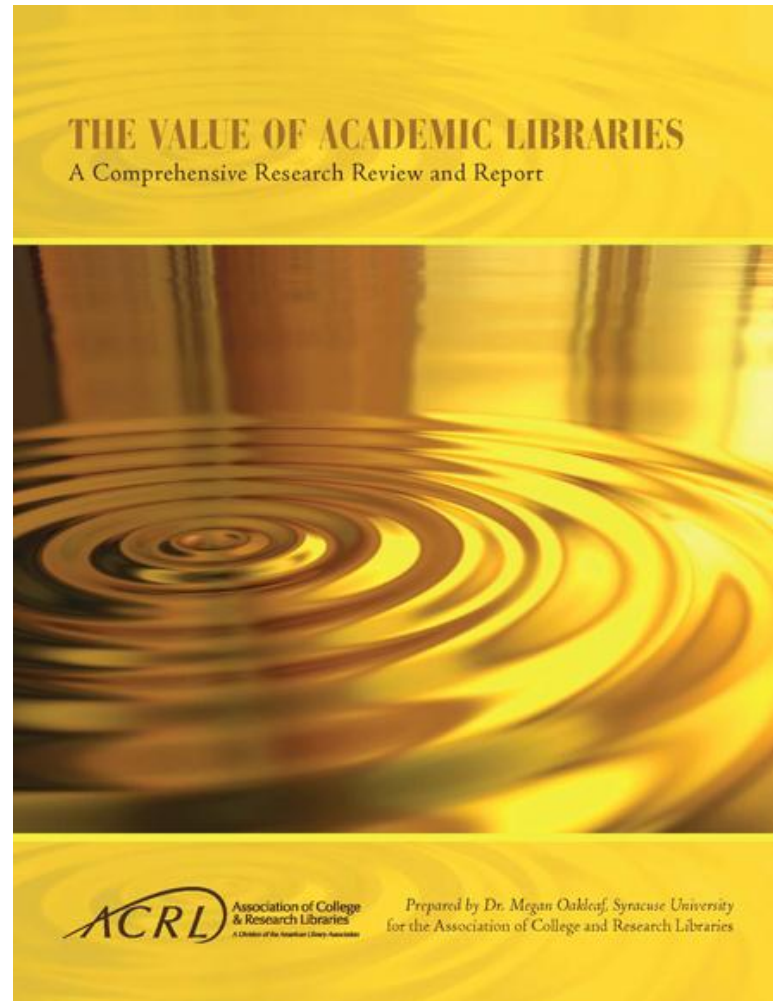
**rails email list**  
sign up now!



# Assessment Management Systems



**Multiple Methods & Triangulation**



# Research Agenda



# Changed Actions





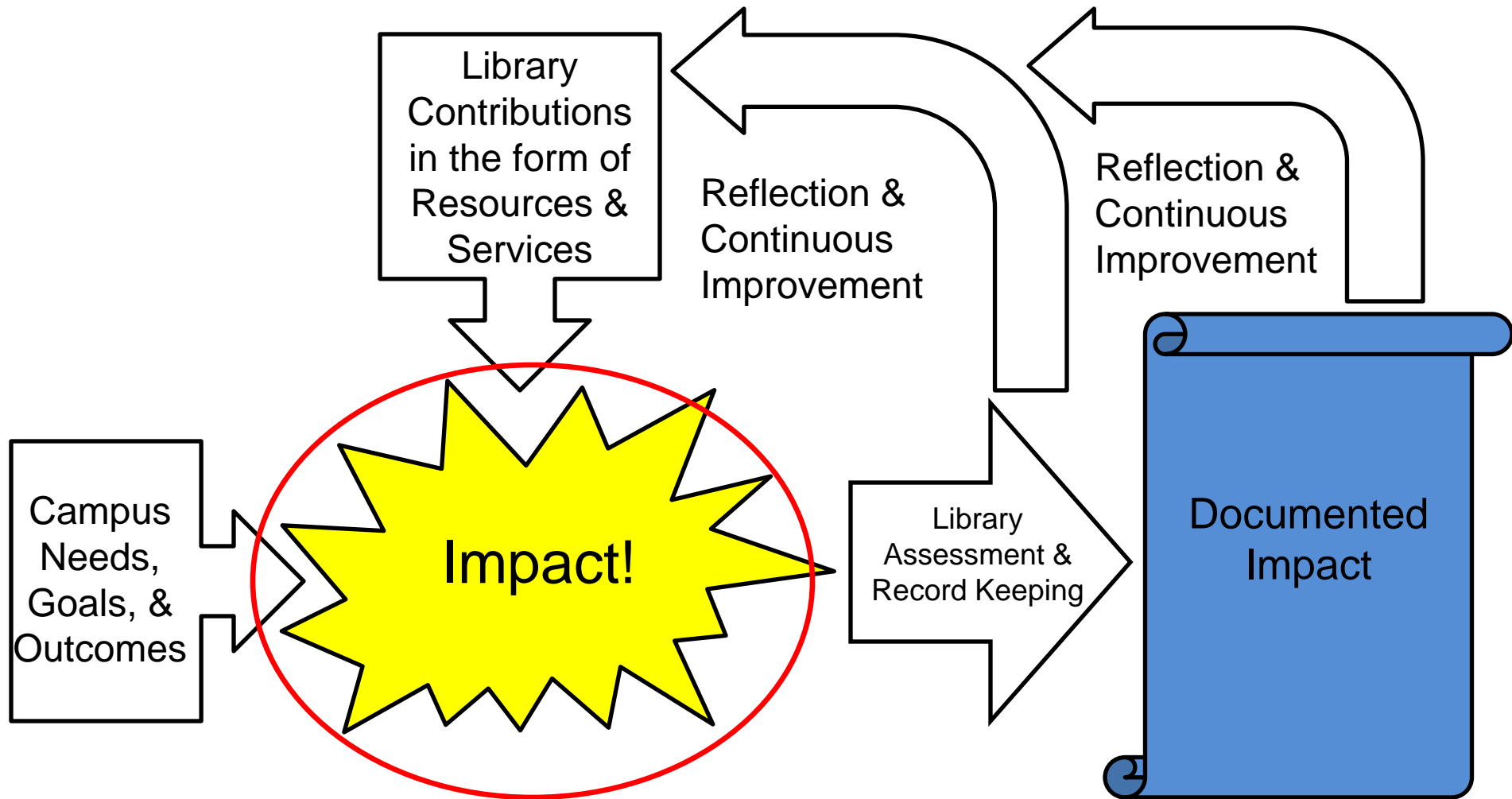
As Many Changes as it Takes!



**3 Choices**

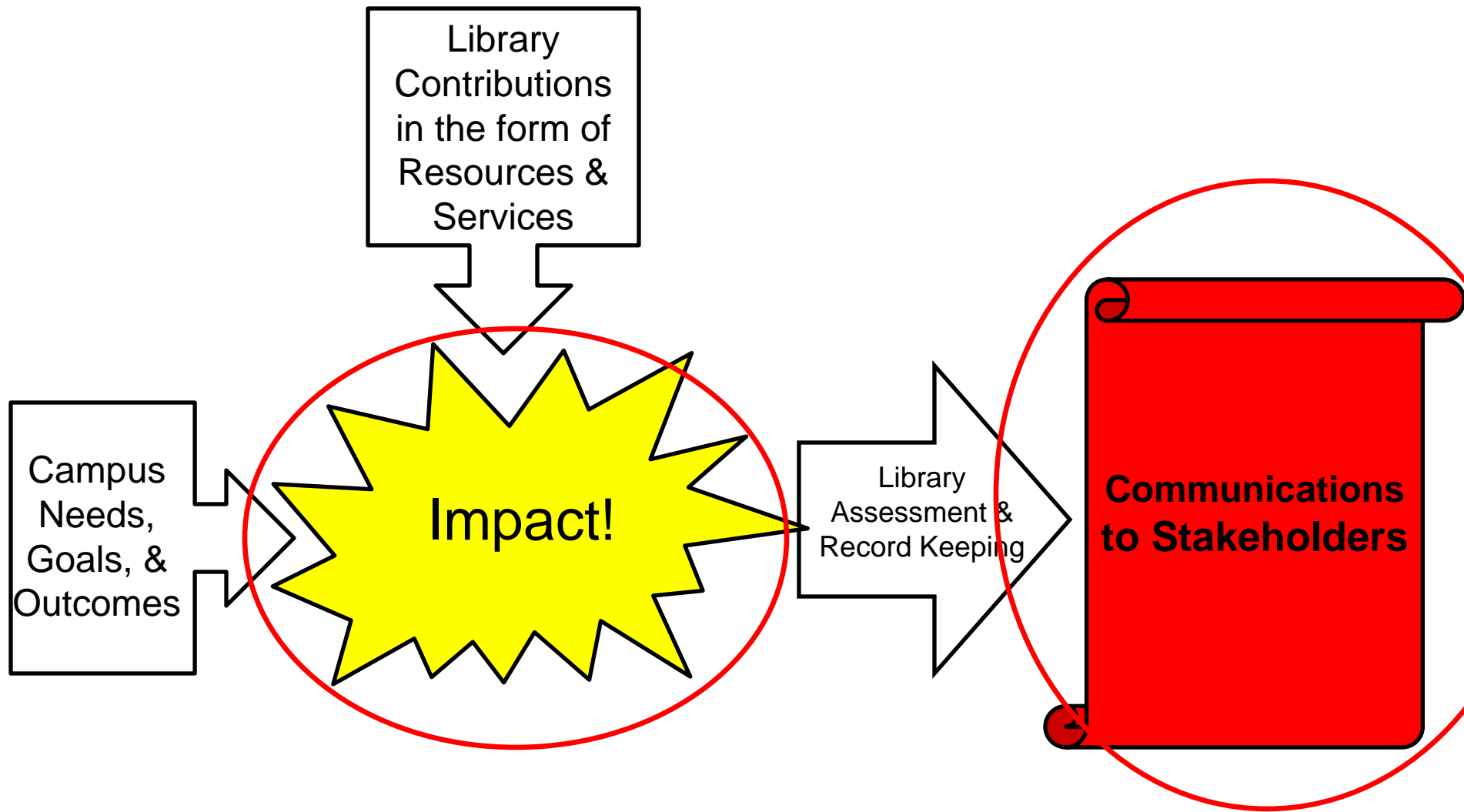
# Communications





*Focus Area for Communication Plans!*

Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81(1). 2011.



# Where We're Going...a Summary



- ❑ Local IL outcomes, linked to other national and campus outcomes, goals, initiatives, missions.
- ❑ Assessment that is central to pedagogy, not an afterthought.
- ❑ Authentic, integrated assessments to maximize assessment validity and student motivation as well as minimize perceived “add-ons”.
- ❑ Deep collaboration with disciplinary faculty and student affairs professionals for teaching, assessing, and ensuring transfer of skills.





- ❑ Organized assessment data, e.g., rubrics for interrater reliability, assessment management systems for coherent data tracking, research for connecting library instructional interactions with impact on students.
- ❑ Changed actions based on evidence, especially in areas of instructional approach and assessment strategy.
- ❑ Transformed communications plans focused on reporting what we want students to know and be able to do, where students are on the continuum of learning, how instruction has changed to increase learning, and to what degree increased learning has improved students' lives.





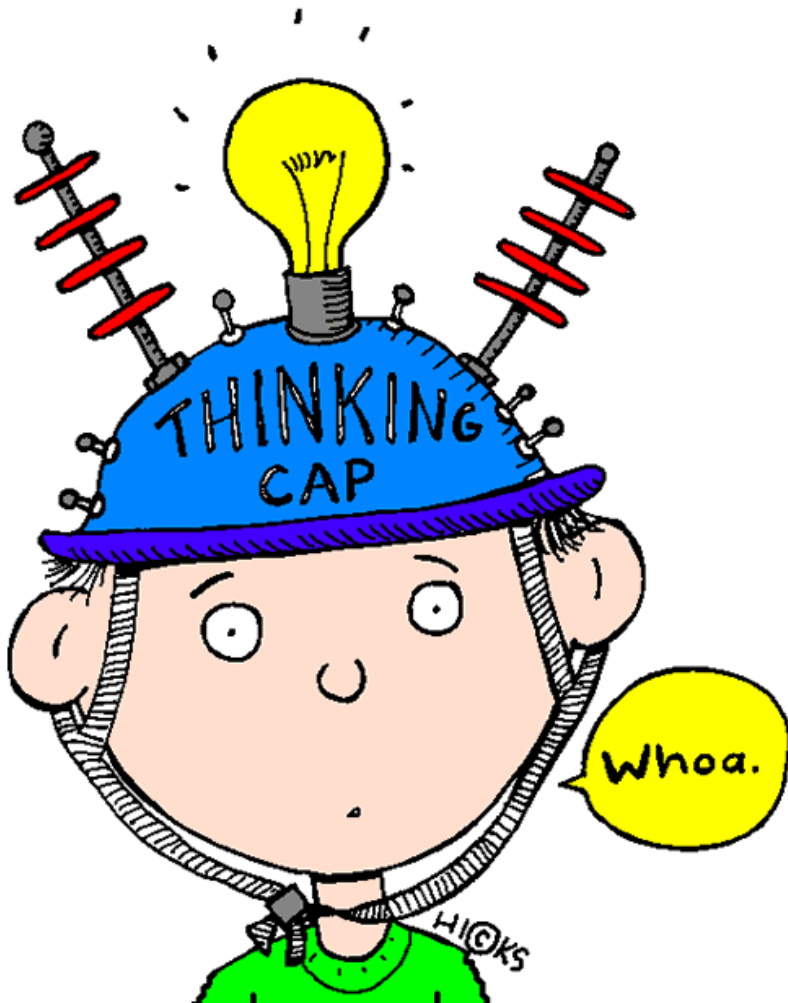
# Successes from the field...

**Pre- & post tests**  
**Reflective writing**  
**Authentic assessment**  
**Formative assessment**  
**Surveys**  
**Portfolios**  
**Rubrics**  
**Clickers**  
**Worksheets**  
**GPA correlations**

***Clarity***  
***Integration***

- ✓ **Linked Outcomes**
- ✓ **Assessment within Pedagogy**
- ✓ **Collaboration with Colleagues**
- ✓ **Data Tracking**
- ✓ **Changed Actions**
- ✓ **Communications**

# Questions?



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