

Every Citation Tells a Story: Framing a Collaborative Assessment Design of Information Literacy

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How Did We Get Here?

The path of
design. . . .



Learning Outcomes

Participants will be able to:

- Analyze citations included in papers to determine students' ability to find and evaluate information sources.
- Evaluate the quality of discipline appropriate and relevant sources cited to support research.
- Synthesize information gathered from references to draw conclusions about instructional and program effectiveness.
- Initiate an effective embedded assessment practice drawing from student work samples.

Authentic Assessment

What do the references/
citations from student work
samples say about
information literacy
outcomes?

... About student learning?
What stories do they tell?

Foundations of Authentic Assessment

1. Aligned with Student Outcomes.
2. Assess What is Valued.
3. Keep Assessment Simple—Start Somewhere.
4. Cannot Assess Everything All the Time.
5. Make Assessment Relevant.

Citation Analysis

Citation Analysis – measure students ability to access and evaluate information through an analysis of the cited references used in a research paper or project such as a capstone paper—also called bibliometrics.

Why Citation Analysis?

- Citation analysis is not as intrusive as other types of instructional assessment (Bennett and Brothen, 2010).
- Info Lit scoring rubric is applicable in multiple situations such as different disciplines or academic levels (Van Helvort, Brand-Gruwel, Huysmans, and Sjoer, 2017).

Citation Analysis: Six Criteria of Descriptive Rubric

- 1.Necessity to Cite
- 2.Consistent and Complete Format
- 3.Timeliness
- 4.Relevance
- 5.Quality
- 6.Range of Sources

(Vidmar, 2018)

Citation Analysis: Information Literacy Assessment

Rubric designed to review sources without reviewing how those sources are used within the body of the paper.

Reviewers have the first page of the paper in order to see the topic, thesis statement, and purpose.

Interrater Reliability

- Independently score a sample set.
- Review responses as a group.
- Reconcile inconsistencies.
- Repeat independent scoring.
- Review responses again.
- Reconcile differences and achieve agreement among the raters.

(Maki, 2010)

What is the Story?

Using the Information Literacy Rubric, let's take a look at some sample student references from the 2016-17.

“Drug Courts: The Outcomes and Effectiveness Drug Courts have in Society”

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“Elicitation or Requirements”

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“Strategies for Improving Fatigue and Quality of Life in Cancer Patients”

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“Pigs Can Fly . . . As Organ Donors: Swine Xenotransplantation”

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Let's Give It a Try!

- Form groups of two or three.
- Use the rubric to evaluate the list of references.
- Mark a score from 1 to 4 for each of the six proficiencies.
- You will have six scores for the list of citations.
- As a group, discuss your scores to achieve a consensus scores

2016-17 Senior Writing Sample Scores

#	Proficiency	1 - Beginning	2 - Developing	3 - Accomplished	4 - Exemplary	Total Responses	Mean
1	Necessity to Cite	9	17	36	39	101	3.04
2	Consistent and Complete Format	18	35	45	4	102	2.34
3	Timeliness of Sources	7	37	36	21	101	2.70
4	Relevant Sources	5	21	52	24	102	2.93
5	Quality of Sources	5	42	38	17	102	2.66
6	Range of Sources	12	39	32	19	102	2.57

The Intention or Outcome

- Improve student learning rather than library faculty or departmental accountability.
- Center professional development around improving teaching and learning.
- Inspire campus conversations about info lit across disciplines.
- Tap into natural curiosity about students work and teaching goals.

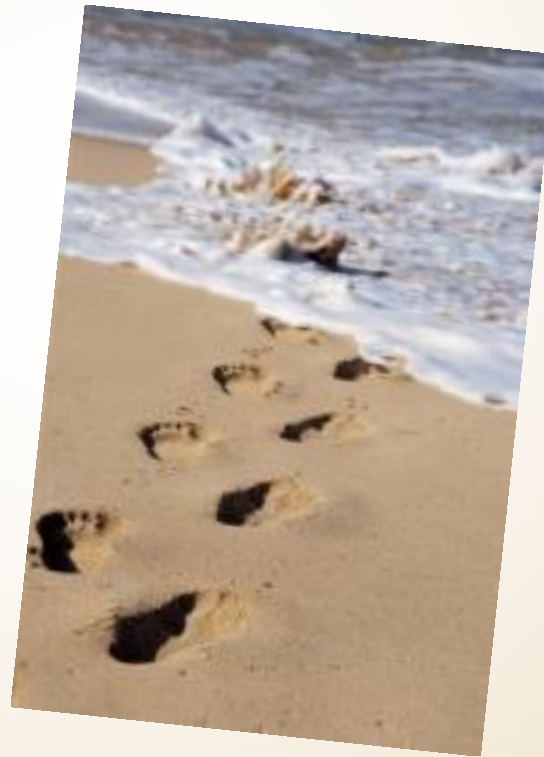
The “So What”

- What conclusions could we draw about the library instruction program as well as the institutional and departmental outcomes based on the student work samples?
- Were the samples what we expected?
- Can we do better?
- How?

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Questions/Comments?



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