

MAPPING INFORMATION LITERACY: PLANNING FOR STUDENT LEARNING AND ASSESSMENT

Anne Zald, Northwestern University Library
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Overview

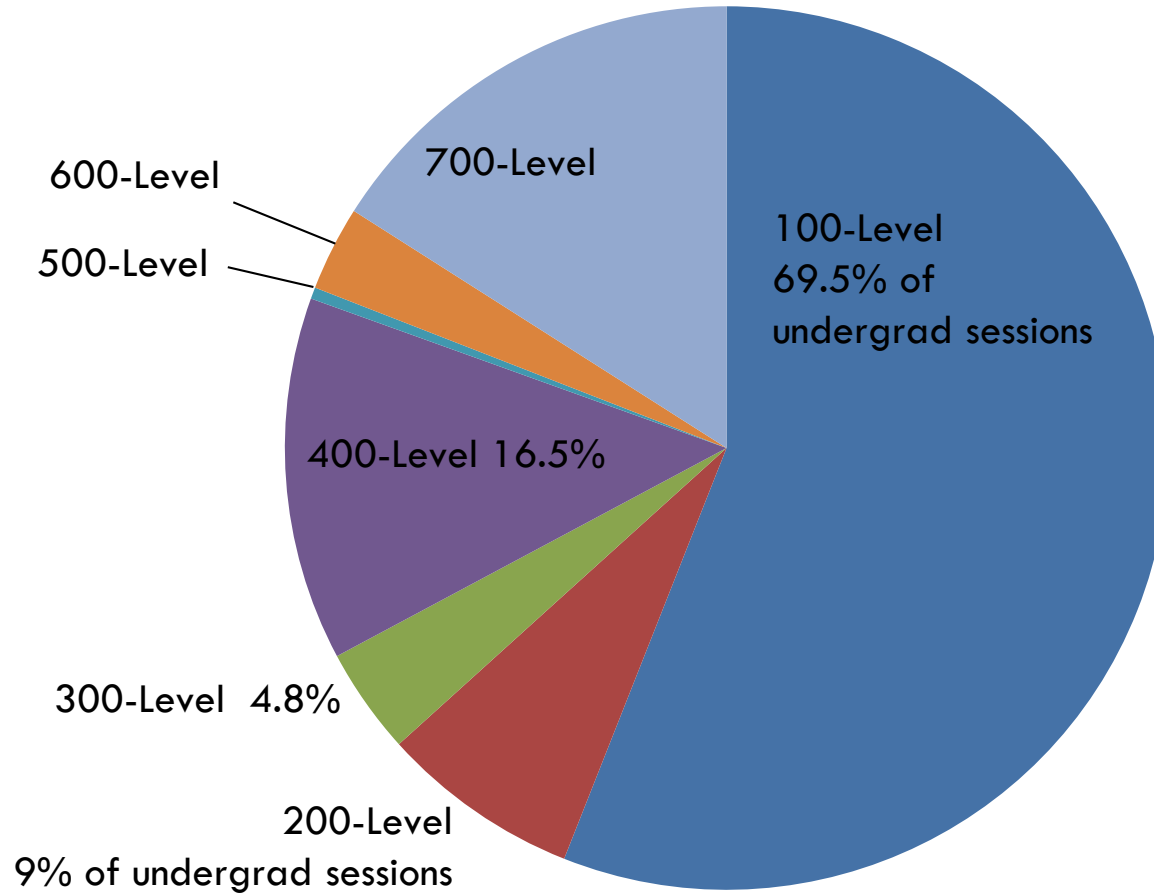
1. Rationale
2. Translating campus learning outcomes to IL learning outcomes
3. Articulating learning outcomes at course level
4. Documenting current program view
5. Establishing the “gap”
6. Thinking about strategic courses
7. Proposing a strategic program view
8. Action plan
9. Conclusion

Why Curriculum Mapping?

- ❑ Curriculum Integration is the stated goal for our library's instruction program
- ❑ Input / Output data collected doesn't communicate library impact
- ❑ Planning tool for Liaison outreach activities
- ❑ Knowledge transfer
- ❑ Library Faculty professional development related to implementation of General Education revision and new institutional learning outcomes

Why Curriculum Mapping?

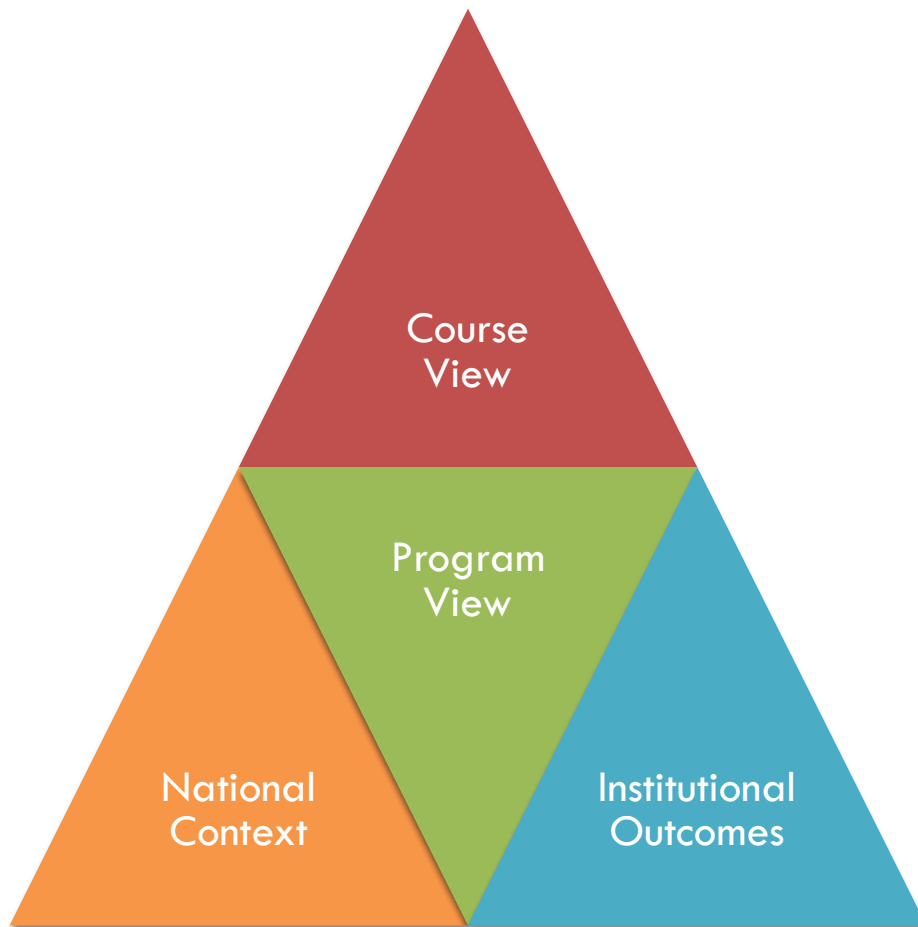
The Gap



I/R/E

- Introduce / Reinforce / Enhance
 - Refer broadly to a student's development throughout the curriculum over time
 - Sophistication of learning outcomes are based on the level of the course
 - Optimal: the level of the course matches the level of the student
 - Possible to show progression within one course by introducing, reinforcing, and enhancing a concept throughout the course of a semester

Curriculum Mapping Operating Guide



Pertinent Documentation

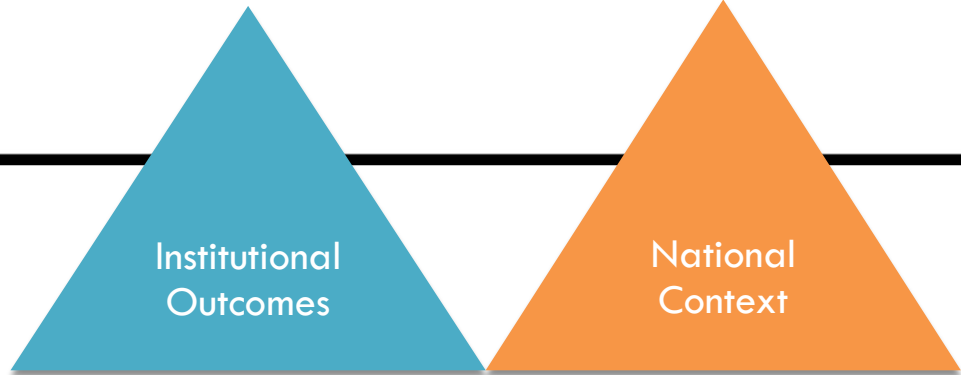
- National Standards / Framework / Disciplinary Standards
- Accreditation Standards
- Institutional Learning Outcomes

- Program documentation (Majors & General Education)
 - Course sequences
 - Large enrollment
 - “Gateway” courses
 - Learning Outcomes

- Course
 - Syllabus
 - Outcomes
 - Assignments

Worksheet 0: Outcome Mapping

WORKSHEET 0	OUTCOME MAPPING (EXAMPLE: UMinnesota)
At the time of receiving a bachelor's degree, students:	
Outcome 1: Can identify, define, and solve problems	
Indicate the most relevant outcome(s) from the ACRL Standard	B / M / E
Outcome 2: Can locate and critically evaluate information	
Indicate the most relevant outcome(s) from the ACRL Standard	B / M / E
Outcome 3: Have mastered a body of knowledge and a mode of inquiry	
Indicate the most relevant outcome(s) from the ACRL Standard	B / M / E



Hovius [Alignment Framework](#)
-> [Standards](#)

Worksheet 0: Activity

“Based on their writings, one may conclude that the problems Meyer and Land have with learning outcomes are not insurmountable. In fact, threshold concepts are very well suited to learning outcomes assessment, as long as the assessments permit the use of authentic assessment approaches, provide useful feedback to students to help them over the “stuck places”, emphasize individual variation in the journey that students travel to achieve them, recognize that learners may redefine their sense of self, link learning and grading in meaningful ways, organize programmatic assessment around transformational ideas, and support metacognition.”

Oakleaf, M. (2014). A Roadmap for Assessing Student Learning Using the New Framework for Information Literacy in Higher Education. *Journal of Academic Librarianship* (preprint). <http://meganoakleaf.info/framework.pdf>

Worksheet 1: Course View (Sample)

English 102: Composition II



<i>Learning Outcome</i>	<i>Classroom Assessment (Informal)</i>	<i>Formal Assessment (Assignment)</i>	<i>Teaching Strategy</i>
<p><u>Course:</u> Distinguishing Scholarly and Popular Sources</p> <p><u>University:</u> UULO2.b: access and collect needed information from appropriate primary and secondary sources</p>	<p>Scholarly <u>vs</u> Popular worksheet activity (examine sample articles)</p> <p>One minute papers at the end of class</p>	<p>Course assignment is an annotated bibliography that students turn in to course instructor – librarian will get copies and evaluate student use of evaluation criteria and identification of articles as scholarly or popular</p>	<p>In-class activity; students work in pairs to complete a worksheet that has them compare a scholarly and popular article and determine criteria for identifying each type of source</p>
<p><u>Course:</u> Choosing and Narrowing a Research Topic</p> <p><u>University:</u> UULO2.a: identify problems, articulate questions or hypotheses, and determine the need for information</p>	<p>CQ Researcher worksheet activity</p> <p>One minute papers at the end of class</p>	<p>Course assignment includes a proposal for the annotated bibliography topic that students turn in to course instructor – librarian will get copies and evaluate student ability to articulate a focused topic for their bibliography</p>	<p>In-class activity; students use the resource CQ Researcher to explore research topics and think about aspects of their topics such as background information/context, trends over time, and next steps (bibliography, contacts, other resources)</p>
<p><u>Course:</u> Designing Search Strategies (keyword searching)</p> <p><u>University:</u> UULO1.c: apply research methods and theoretical models of the ... humanities to define, solve and evaluate problems</p>	<p>Designing search strings worksheet and in-class practice with searching</p> <p>One minute paper at the end of class</p>	<p>Evaluation of student annotated bibliography proposals at the end of the semester – librarian will evaluate student ability to describe effective search strategies as part of their topic proposal</p>	<p>Students complete worksheet that walks them through identifying keywords and related/ underlying concepts; instructor models searching; students get time to practice searching for articles in an academic database (usually Academic Search Premier)</p>

Worksheet 1: Course View

Course Number/Name:

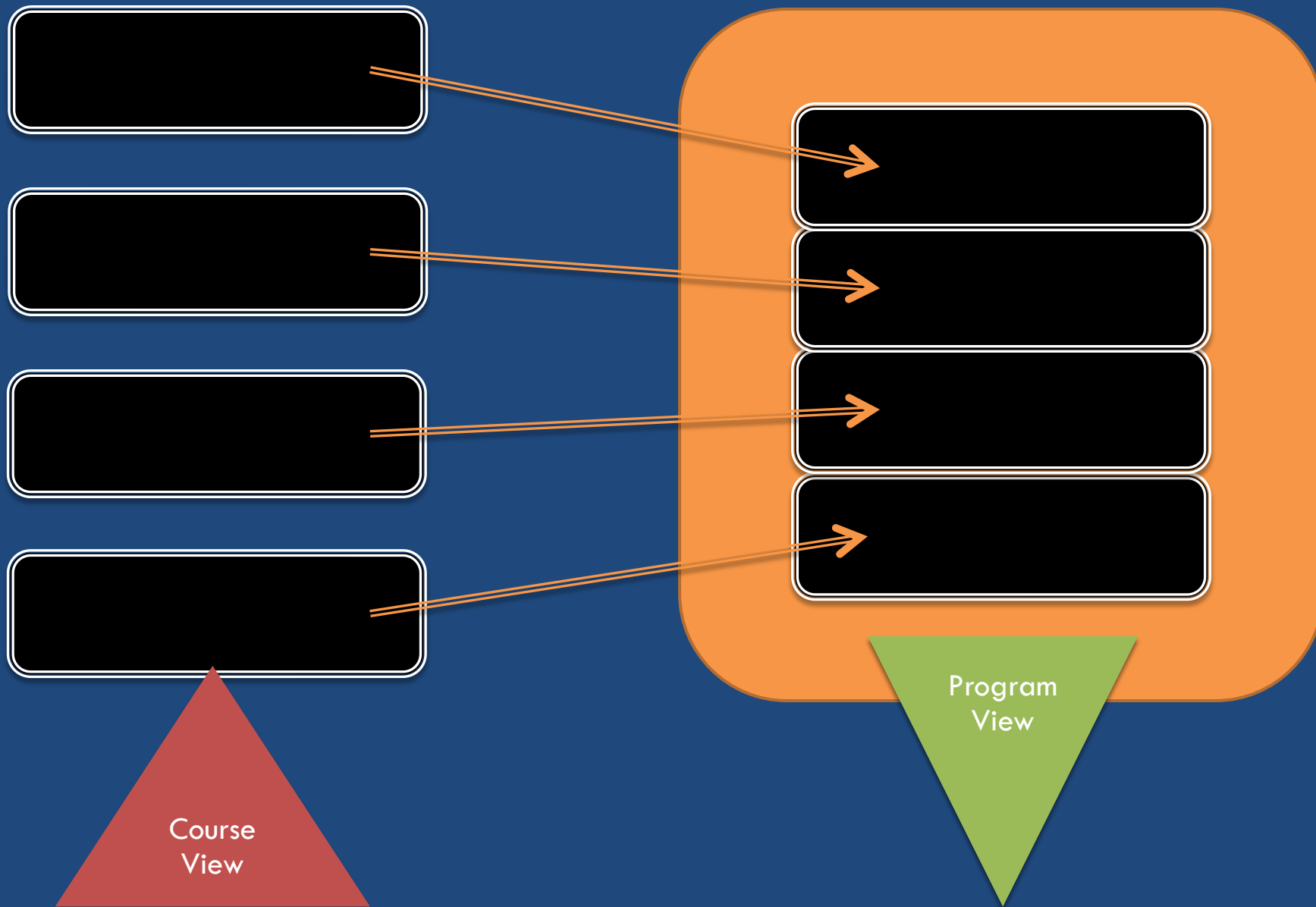
Instructor:

Semester/Year:

<i>Learning Outcome</i>	<i>Classroom Assessment (Informal)</i>	<i>Formal Assessment (Assignment)</i>	<i>Teaching Strategy</i>

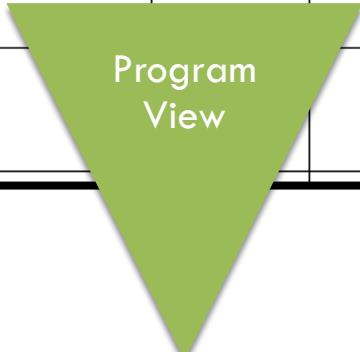


Course
View



Worksheet 2: Current Program

COURSE NAME	HIS 100	HIS 102	EDU 280	ENG 102	IDS 100
INSTRUCTION METHOD	C/T	C/T		C/L/P/T	C/P
Intellectual Breadth and Life-Long Learning					
1.5 - Demonstrate life-long learning skills, including the ability to place problems in personally meaningful contexts, reflect on one's own understanding, demonstrate awareness of what needs to be learned, articulate a learning plan, and act independently on the plan using appropriate resources.		I	I		
Inquiry and Critical Thinking					
2.1 - Identify problems, articulate questions or hypotheses, and determine the need for information.		I	I	I/R	
2.2 - Access and collect the needed information from appropriate primary and secondary sources.	I	I	I	I	I
2.3 - Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context and draw conclusions.			I	I	
2.4 - Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed.			I	I	I
2.5 - Evaluate and report on conclusions including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.					



Establishing the Gap

Look for:

- ❑ Over duplication in working with certain levels of courses while ignoring others
- ❑ Duplication of some learning outcomes while ignoring others
- ❑ Lack of increasing sophistication over courses
- ❑ Quantity of “touches”
- ❑ Redundancies
- ❑ Complete lack of strategy

Worksheet 3: Strategic Courses

WORKSHEET 3: STRATEGIC COURSES

Department / Degree Program:

Beginning Level Course:			
Learning Outcome			
Teaching/Assessment Strategy			
Why This Course?			

Middle Level Course:			
Learning Outcome			
Teaching/Assessment Strategy			
Why This Course?			



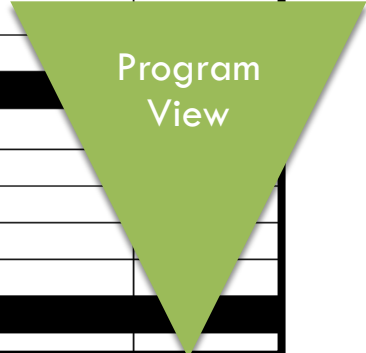
Course
View

Why This Course?

1. What courses are prerequisites?
2. What courses do all students in a degree program have to take?
3. What courses would be excluded from mapping (e.g. independent study, etc)?
4. Are there special student characteristics to keep in mind (e.g. large number of transfers, international students, a high need for remediation)?

Worksheet 2: Proposed Program

COURSE NAME					
INSTRUCTION METHOD					
Outcome 1					
Outcome 2					
Outcome 3					
Outcome 4					
Outcome 5					



Worksheet 2: Proposed Program

1. Identify courses from Worksheet 2 (Current Program) that you want to keep
2. Identify courses from Worksheet 3 (Strategic Courses) to be transferred
3. Transfer courses in order of increasing sophistication to Worksheet 2 (Proposed Program)

Action Planning

- **How do you prepare to create curriculum map(s)?**
 - ▣ Who needs to be involved?
 - ▣ What information do you need to gather?
 - ▣ What process will you use?
 - ▣ Establish a timeline with action steps
- **Once you have a map, what do you DO with it?**
 - ▣ Who needs to be involved?
 - ▣ Establish a timeline
 - ▣ Share strategies, successes and challenges
- **Anticipate and prepare for potential barriers**
 - ▣ Brainstorm
 - ▣ Strategies to address barriers

For More Information

- Hovious, Amanda. “Part 2: ACRL Alignments – Current and Proposed.” *Designer Librarian: a blog about instructional design and technology in libraries*. <https://designerlibrarian.wordpress.com/tag/information-literacy-competency-standards-for-higher-education/>
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- University of Minnesota. Academic Programs Information Literacy Environmental Scan Phase II <https://wiki.lib.umn.edu/AP/InformationLiteracyEnvironmentalScanPhaseII>
- University of Minnesota. Writing Enriched Curriculum. <http://wec.umn.edu/>
- Stiehl, Ruth and Les Lewchuk. 2005. *The Mapping Primer: Tools for Reconstructing the College Curriculum*, 3rd ed. Corvallis, OR: The Learning Organization.