

# Collecting and Analyzing Student Feedback on Information Literacy Instruction

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# Introduction

- Past Assessment: FYS Pre/Post Test in 2013 & 2014 – only covered freshmen in fall semester
- Assessment on individual sessions at all course levels that was easy to use and adapt
- 3-2-1 Assessment in *Classroom Assessment Techniques for Librarians* / Bowles-Terry & Kvenild
- Pilot project: Spring semester 2016



# Development

## Spring 2016 Pilot

- Excel spreadsheet for data entry
- Coding system created by librarians
- Analyzed qualitatively (responses) and quantitatively (coding)
- Adjusted pedagogy accordingly

## Fall 2016

- IRB approved project
- Data transferred to Access database
- Adjusted coding system
- Analyze and implement



# Activity

Work with a small group to sort the responses into categories to create your own coding system



# Ask a Librarian

ENG COMP 105  
I learned it's  
okay to ask for  
help from  
librarians

GEOSCI 198  
That I can chat  
with a librarian  
whenever needed

COMM 290  
I learned that the  
librarians are  
nice and  
approachable :)



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# COFRIN LIBRARY

## Discovery Layer

CONNECT ON    

**COFRIN LIBRARY**  
*Your Guide to Answers*

-  Ask A Librarian
-  My Library Account
-  Interlibrary Loan (ILLiad)

**SEARCH@UW**

Search Books, Articles and More

I'm looking for...  **SEARCH**

[Search by Subject](#) | [Databases A-Z](#) | [Journals A-Z \(NEW!\)](#)  
[Videos](#) | [WorldCat](#)



- ▶ About
- ▶ Hours
- ▶ Research
- ▶ Services
- ▶ Technology & Equipment
- ▶ Spaces
- ▶ Help
- Archives and ARC

 Cold? We're thinking about summer! Try the [NEW Search@UW](#), coming Summer 2017!



### Quick Links



### Archives and ARC

## Databases (by subject)

## News and Announcements

Extended Hours  
April 26, 2017

The Times of London  
April 26, 2017

National Library Week April 9-15



# Group Coding System

- Search strategy
- Databases
- Website
- Citations
- Evaluation/Credibility
- Research plan



# Coding System

General Categories	Includes the Following Narrow Ideas
Advanced Searching	filters, boolean, narrowing (not by keyword)
Ask A Librarian	Writing Center
Choosing Database	Search by Subject, specific database mentioned (CINAHL)
Circulation	Check out procedures, call numbers, due dates, etc.
Citation Management Tools	NoodleTools, Zotero, Cite Your Sources guide, etc.
Citation Style	APA, Chicago, MLA, etc.
Cite Button	Specifically mention using/not trusting cite button
Collections	Equipment, stacks, gov docs, Archives, AV, ebooks
Database Access	Permalink, PDF/HTML/Print, login, link resolver
Evaluation	CAARP, scholarly/popular, primary/secondary, bias
Google	GoogleScholar, Advanced Google
Keywords	Specifically mention adjusting search via keywords
LibGuides	Course Guides, Topic Guides
Outside Sources	Census, CDC, etc.
Research Process	Developing topic, background, search strategy, plagiarism
Resource Sharing	UB/ILL, UW Libraries, WorldCat
Search@UW	"online library" "the database"
Study Spaces	Reserving a room, seating, tables, etc
Website	General site mention, hours, events, jobs, etc.

# Activity

Practice coding –

Code the responses according to our newly created coding system

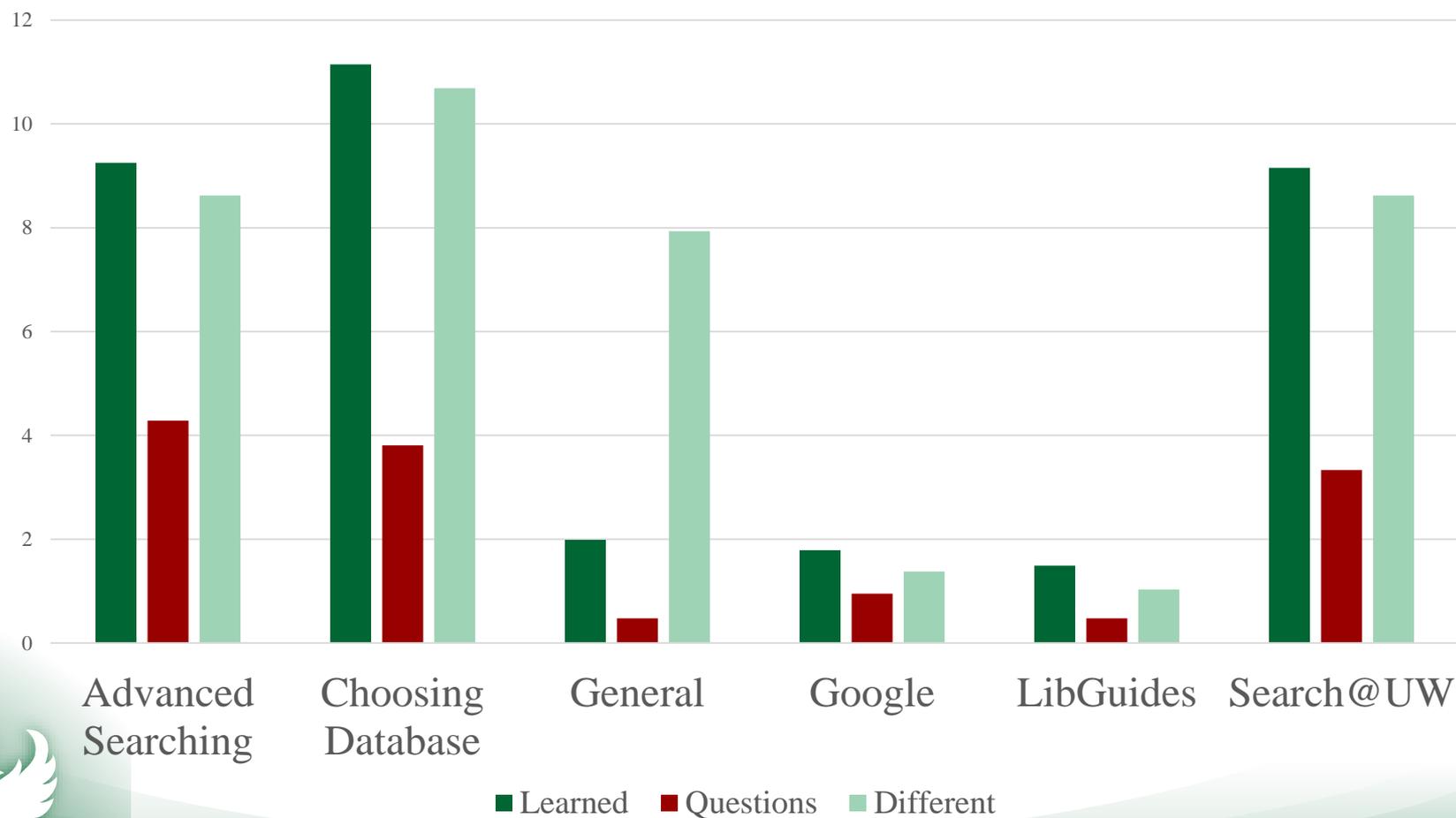


# Limitations

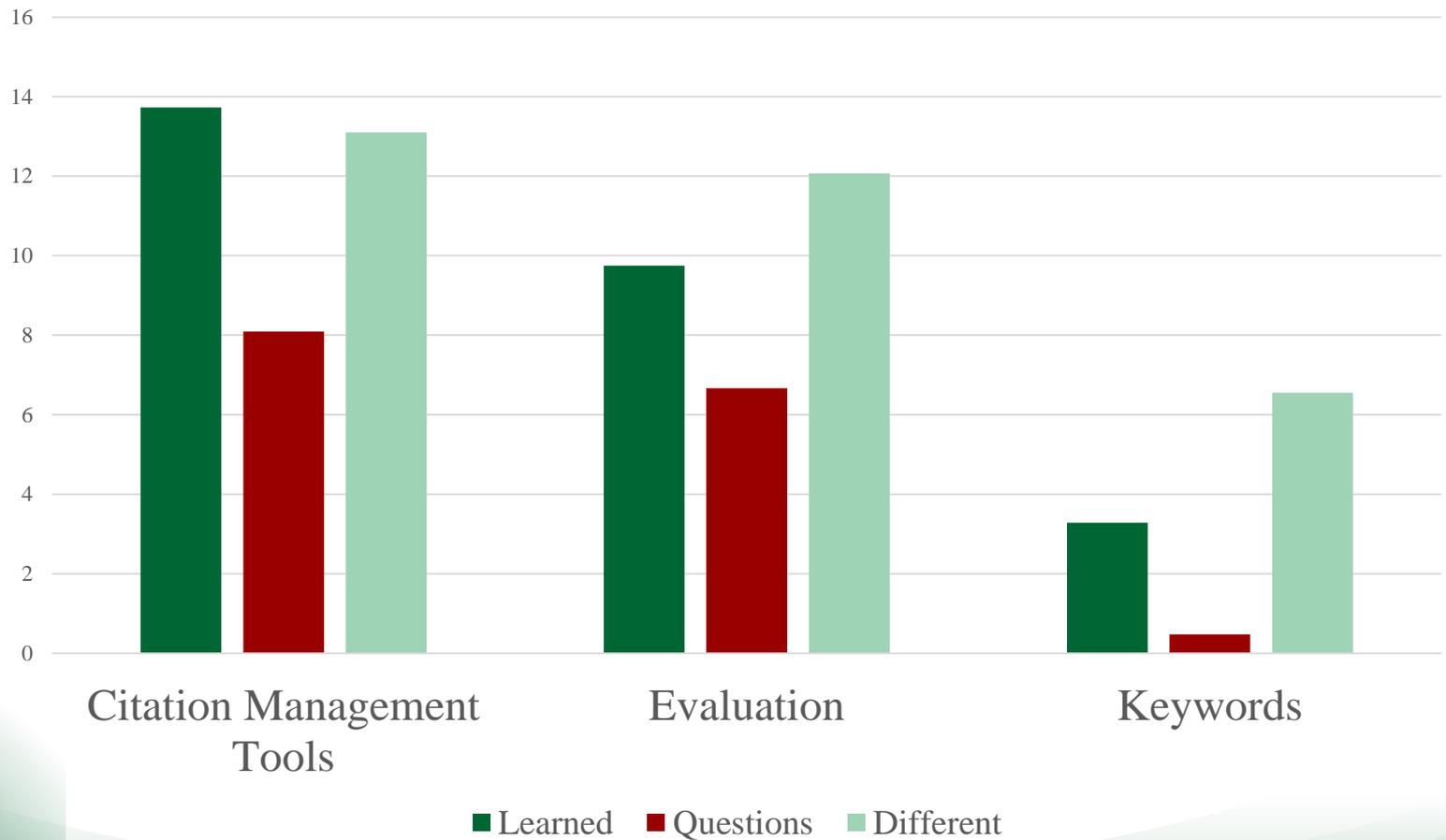
- Not all IL sessions were assessed
- Students not required to participate nor complete the entire exercise
- Content in IL session greatly affected responses
- Librarians cannot follow up for clarification
- Librarians cannot determine how sincere responses were



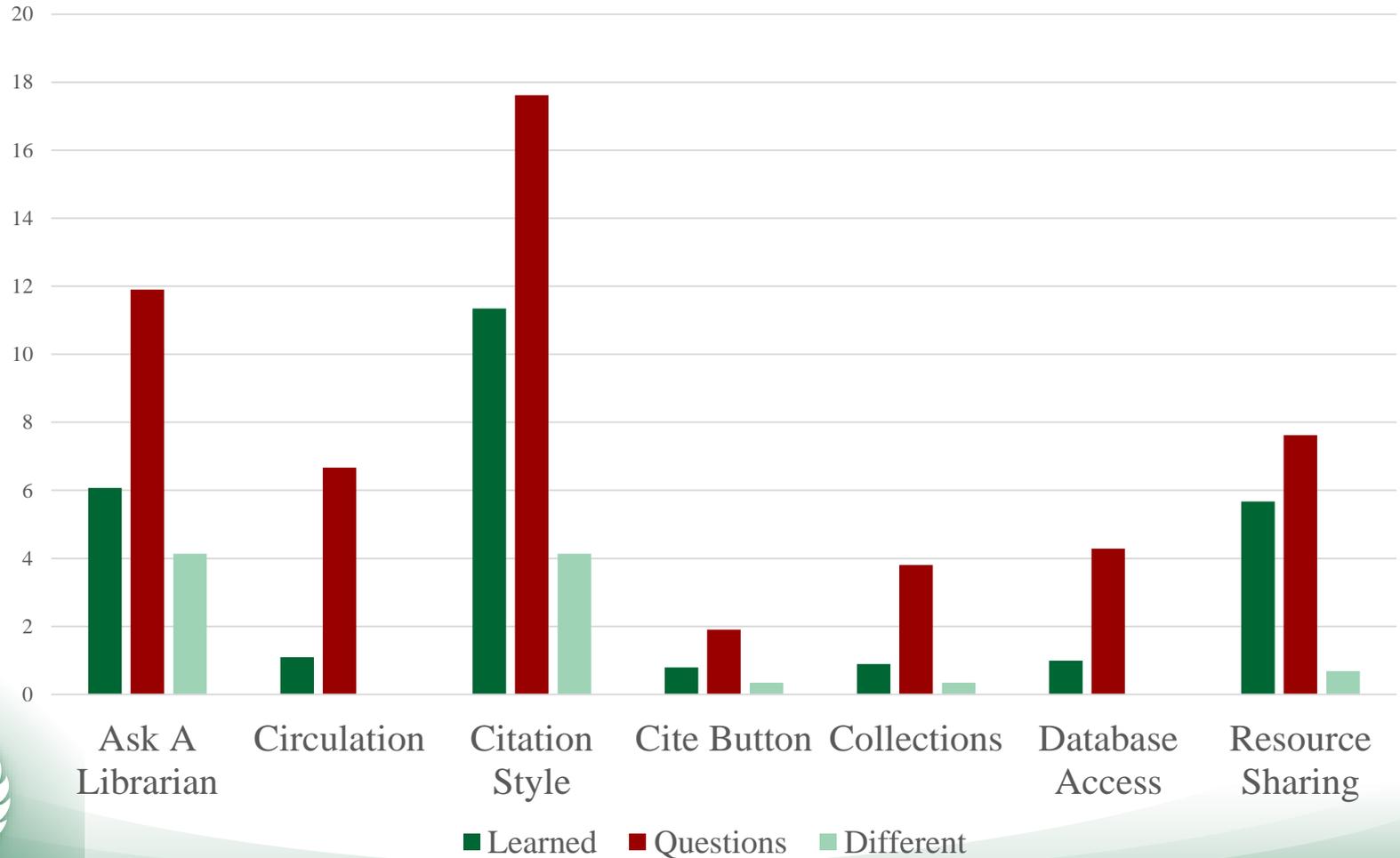
# Trend: Successful Instruction



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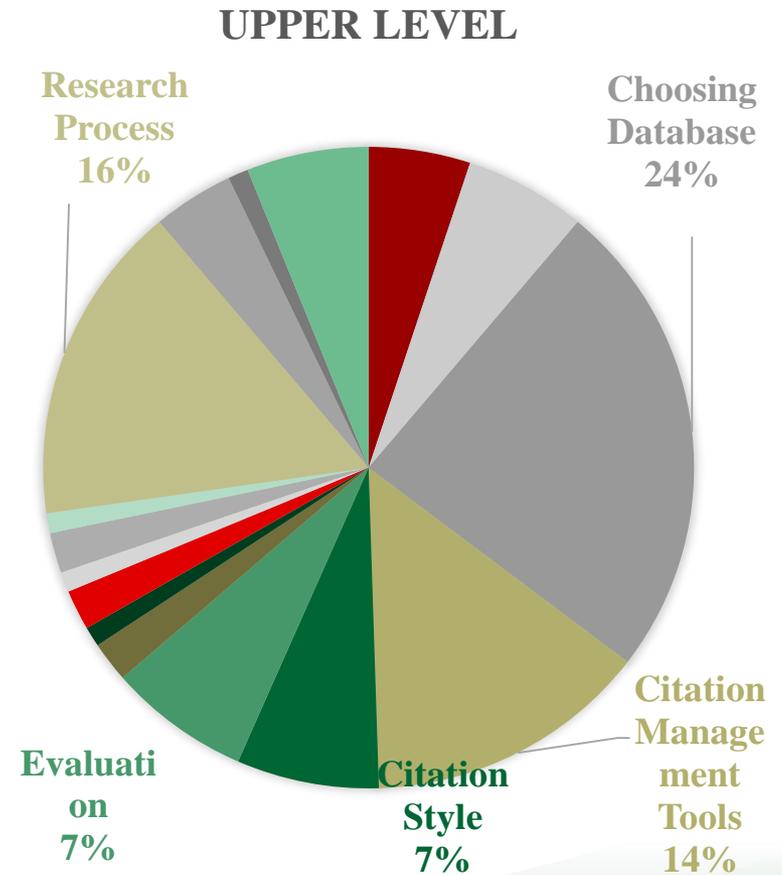
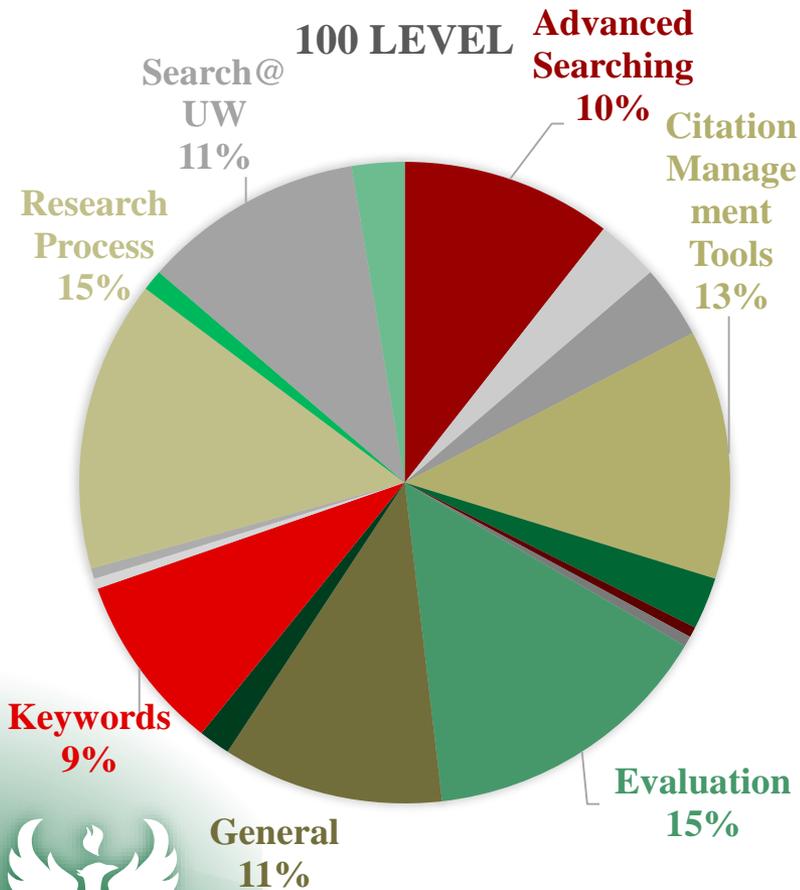


# Trend: Many Questions



# Upper vs. Lower Level Classes

## 1 Different



# ACRL's Framework for Info Lit

Crossing the threshold over time or moving through the “liminal space”

(Burnetti, Hofer, Lu & Townsend)

- Assessing 100 level vs. 200+ level responses
  - Citations – Information has Value
  - Ask a Librarian – Searching as Strategic Exploration
- Looked at the next highest percentages



# Threshold Concepts: 100 level vs. 200+ level

- Learned: Evaluation 13%
  - Authority is Constructed & Contextual
- Questions: Research Process 12%  
– Topic 37%
  - Research as Inquiry
  - KP: Determine an appropriate scope of investigation
- Different: Evaluation 15% -- CAARP 64%
  - Authority is Constructed & Contextual
  - KP: Use research tools and indicators of authority to determine the credibility of sources
- Learned: Choosing Database 19%
  - Searching as Strategic Exploration
- Questions: Resource Sharing 11%
  - Scholarship as Conversation
  - KP: Identify the contribution particular articles, books, and other scholarly pieces make to disciplinary knowledge
- Different: Choosing Database 24%
  - Searching as Strategic Exploration
  - KP: Design and refine needs and search strategies, based on search results



# Closing the Loop

- Present data to R&OS team then entire library staff
- R&OS Changes from Spring 16
  - Identified areas of emphasis for instruction
  - Building new and revise old LibGuides
  - Discussion of future assessments
- Library Changes
  - Circulation updated FAQs and guides
  - Impacted student training



# Summary

- Easy assessment that is adaptable
- Reflective practice for librarians
- Baseline assessment meant to lead to deeper assessment and pedagogy adjustments



# Consulted References

- Bowles-Terry, M. and Kvenild, C. (2015). *Classroom Assessment Techniques for Librarians*. Chicago: ACRL.
- Brunetti, K., Hofer, A. R., Lu, S., Townsend, L. (2015). *Threshold concepts & information literacy: Overview & assessment*. Retrieved from: <http://www.ilthresholdconcepts.com/presentations.html>
- Kiel, S.M., Burclaff, N., Johnson, C. (2015). Learning by doing: Developing a baseline information literacy assessment. *Portal: Libraries and the Academy*, 15(4), 747-766.
- Oakleaf, M. (2014). A roadmap for assessing student learning using the new framework for information literacy for higher education. *The Journal of Academic Librarianship*, 40(5), 510-514.



# 2 Questions you still have?



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