

# Welcome

While we wait to get started, please use the chat to tell us where you're located.

# Are they learning?

Information Literacy Assessment in the Library Classroom

# Agenda

1. Introductions
2. About Assessment
3. Creating Student Learning Outcomes (SLOs)
4. Selecting a type of assessment
5. Practice Time! (Breakout rooms)
6. Share back

# **What's the Point of Assessing?**

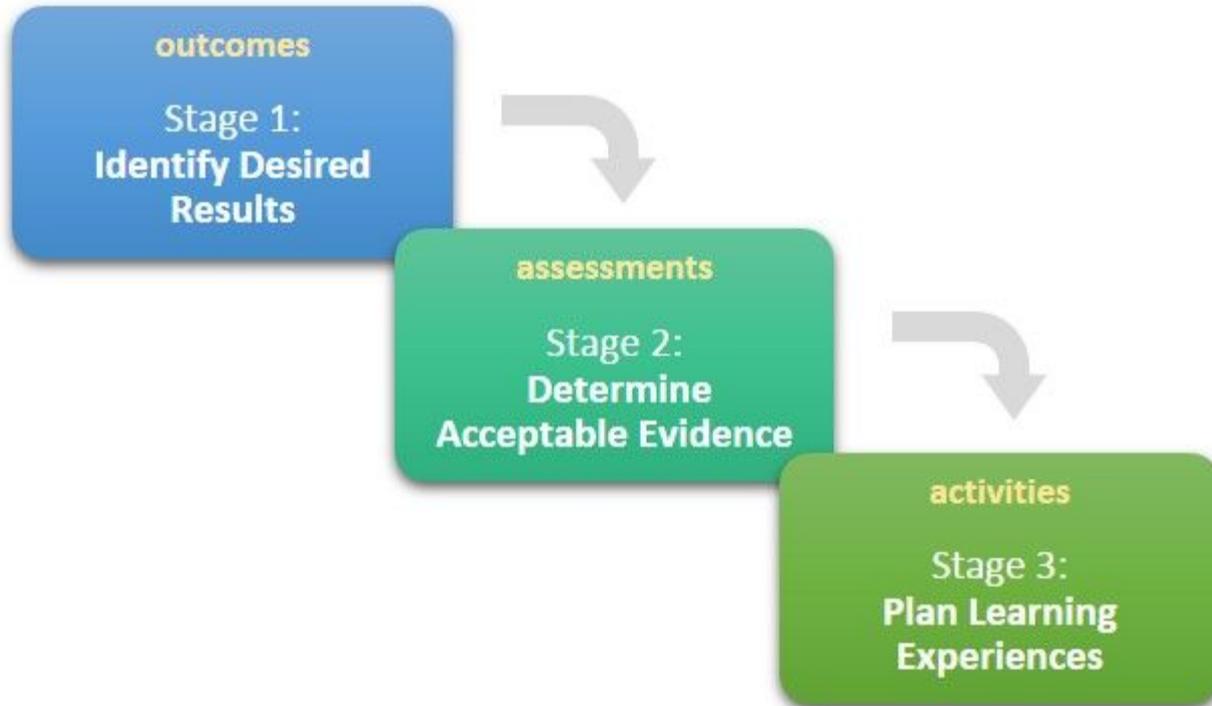
Assessment helps us know if we're meeting our goals.

# Types of assessment

<b>Type</b>	<b>When?</b>
Pre-Assessment	Done before class to establish a baseline.
Formative	Done during the session as a check for understanding.
Summative	Done at the end of the session to see if you met your goals.

# Backwards Design for Learning

Developed by Wiggins & McTighe (2005). *Understanding by design* (2nd. ed.). ASCD.



# Student Learning Outcomes (SLOs)

Student learning outcomes help guide the big picture of your lesson. It answers the question:

What do you want students to be able to do as a result of the lesson?

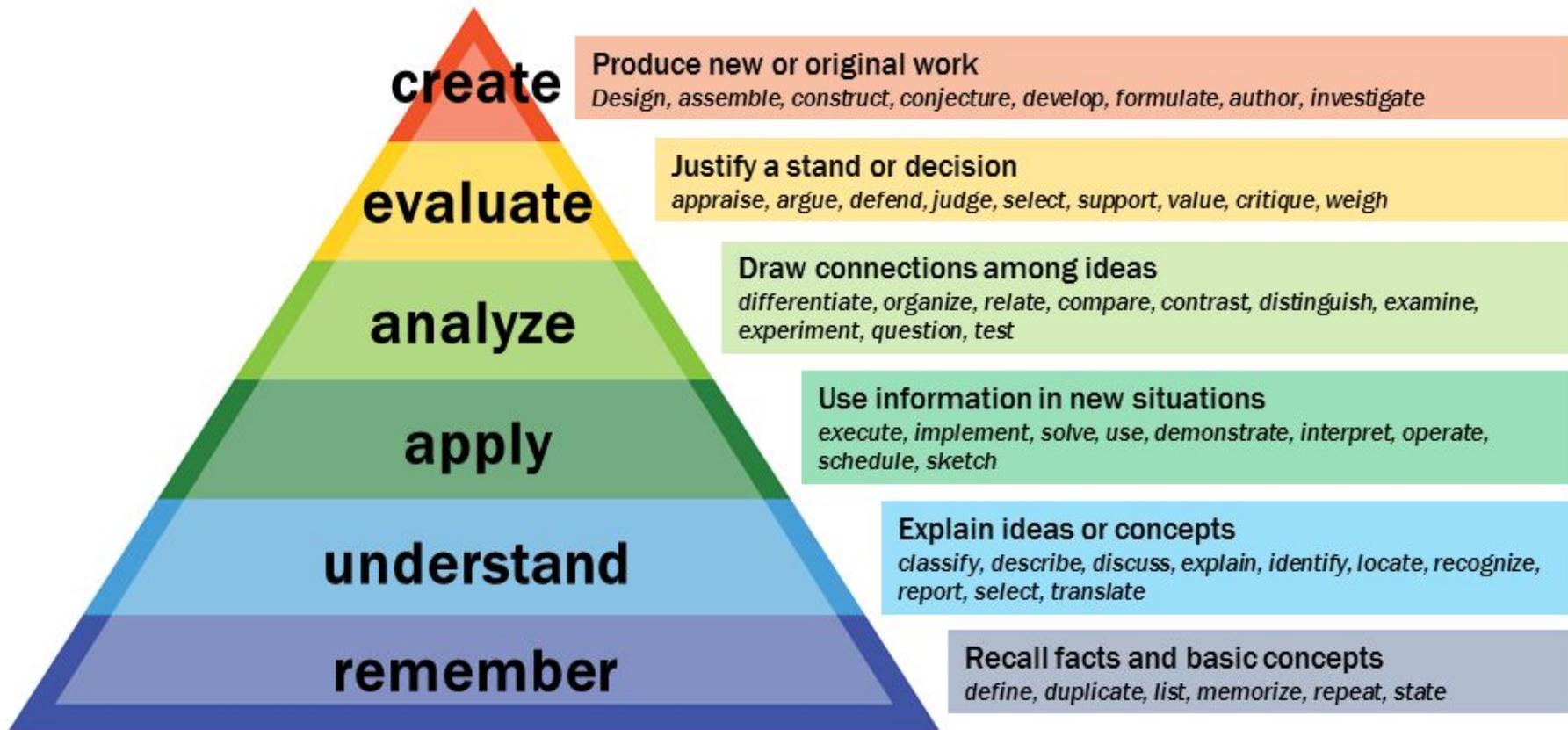
# Bloom's Taxonomy

- Originally conceived in 1956, revised 2001
- Digital version created in 2008
- 6 tiers
- A useful tool for finding action verbs for outcomes

See also: <https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/>

See also: <http://reinventenglish.com/the-wheels-of-bloom-go-round-and-round-round-and-round/ep-blooms-wheel/>

# Bloom's Taxonomy





# Example SLOs

Students will be able to identify a scholarly article in search results based on a number of features

Students will be able to use search techniques such as boolean operators or truncation to modify a search statement

Students will analyze information sources for credibility and reliability using evaluation tools.

At the end of session, students will be able to identify at least 2 access tools appropriate for research on their topic.

Students will be able to identify the components of an APA reference using the journal article and/or detailed record within CINAHL.

# Assessment Toolbox

- [53 Ways to Check for Understanding](#)
- [56 Different Ways to Gather Evidence of Student Achievement](#)
- [Definitive K-12 Guide to Formative Assessment](#)
- Reflective prompts
  - List one thing that you learned and one thing that is still unclear
- Tools
  - LibWizard, Kahoot, Mentimeter, Plickers, Padlet, Project Outcome, FlipGrid, Poll Everywhere,
- Books
  - Char Booth's book Reflective Teaching, Effective Learning

# Breakout Room Time

You will be randomly sorted into a breakout room. Here is your task:

1. Think about a class you have taught that needs a new/different assessment.
2. Use the tools we've provided as well as your librarian skills to brainstorm a formative assessment that might work.
3. Write up the SLO, the assessment, and a brief description of the learning activities.
4. Share it as a Google Doc back in the Google doc folder.

# **Virtual Gallery Walk**

Breakout Rooms, Part 2!

# Metacognitive Moment

One-minute paper

# Thank you

You will be emailed a post-assessment survey that will help us learn how well we met our own goals for this session.

We're also interested in seeing if there is sufficient interest to generate some tangible OER on library instruction assessment.