

Standardized Assessment of Student Learning: One-Shot Library Instruction for the First Year Writing Program

Ashley Blinstrub, Research and Assessment Librarian
Saginaw Valley State University

ABSTRACT

Beginning in the Fall of 2016, research librarians at Saginaw Valley State University used a common assessment to measure student learning in our introductory one-shot library instruction sessions for the First Year Writing Program. As part of the general education program, students must take Composition 1 in their first year and all Composition 1 classes come to the library for a one-shot library instruction program. Librarians redesigned the one-shot instruction session to incorporate more active learning while also assessing how well students are understanding the learning outcomes.

During this redesign of the library instruction learning outcomes and lesson, the librarians created means of measuring student learning through activities given in the class. After the first year, changes were made to the lesson and the study was duplicated with a few minor changes.

METHODOLOGY

Librarians went through 52% of random data from the activities in 2018 and 30% of random data from the activities in 2017.

- 3 Point Scale
- Categorized open ended questions into learning outcomes
- Librarians taught 10.5 classes each and evaluated 50 data sets each in 2018.



Learning Outcomes

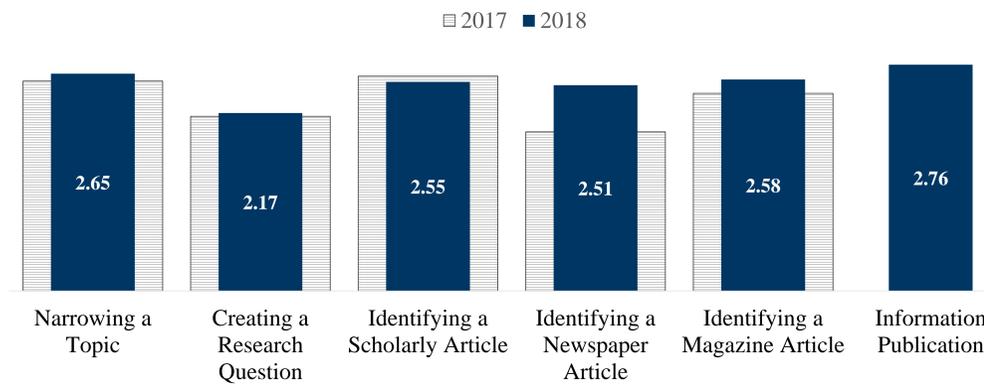
Identify library resources in order to find materials in multiple formats to meet student research needs.	To recognize how information is formally and informally produced, organized and disseminated in order to select appropriate resources.	Students will be able to create a research question from a broad topic in order to search library databases.	Students will identify keywords in order to construct a search strategy.
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Assessments

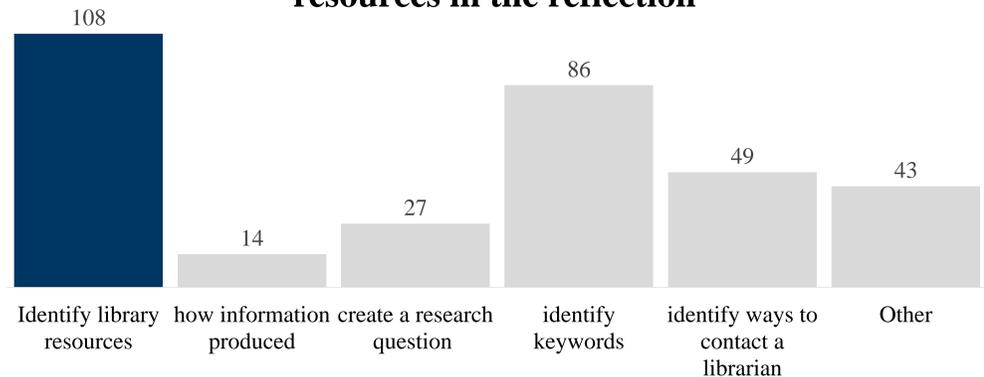
Identified if students correctly identified the different articles and also how well students were able to identify the different aspects of the article	Identified if students could identify correctly when source types were published	Identified if students incorporated their three keywords into the research question and if their question could be turned into a research paper	Identified if students could create keywords that would narrow down their topic
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RESULTS

In 2018, More Students Demonstrated that they could Identify Different Source Types



Most students mentioned learning about library resources in the reflection



CONCLUSIONS

- Students are mostly understanding the concepts taught in the classes and can demonstrate that understanding in the activities
- Students were vague in their answers to the open ended questions, mostly writing about types of sources they learned
- Can incorporate more higher level thinking in the assessments
- Further study is needed to see if students can take these concepts and apply them to their research

2017 RECOMMENDATIONS AND CHANGES

Activity 2: Topics

Librarians should incorporate topics that are relevant to the daily lives of college students.

Activity 3: Examples

Librarians should reinforce the difference in article types by going through examples as a class

Additional Activity

Librarians should incorporate a new activity that reinforces the meaning behind the Information Creation Timeline

Activity 2: Topics

Librarians should incorporate topics that are relevant to the daily lives of college students.

2018 RECOMMENDATIONS AND CHANGES

Change Activities

Librarians should re-word several activities so they are more clear.

Activity 2: Research Question

Librarians should reinforce how to write a research question in the lesson

Change Reflection

Librarians should change the reflection question to ask what students are still confused about after the session



SPECIAL ACKNOWLEDGEMENTS

This project was completed with the help of a wonderful team at Saginaw Valley State University

- Scott Mellendorf, Head of Research Services
- Kathleen Kroll, Research and Instruction Librarian
- Catherine Curtis, Research and First Year Experience Librarian
- Michelle Strasz, Research and Online Course Support Librarian
- Matthew Buckley, Research and Collection Development Librarian

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METHODOLOGY

Librarians went through 52% of random data from the activities in 2018 and 30% of random data from the activities in 2017.

- 3 Point Scale Rubric applied to the different datasets
- Categorized open ended questions into learning outcomes
- Librarians taught 10.5 classes each and evaluated 50 data sets each in 2018.



Learning Outcomes

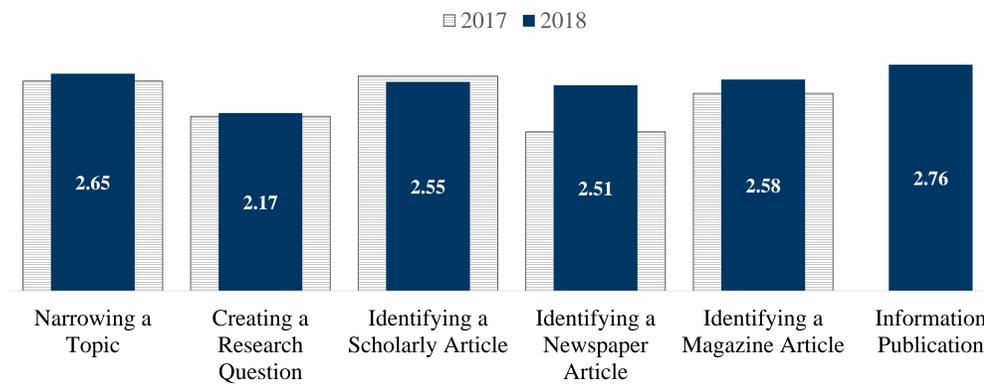
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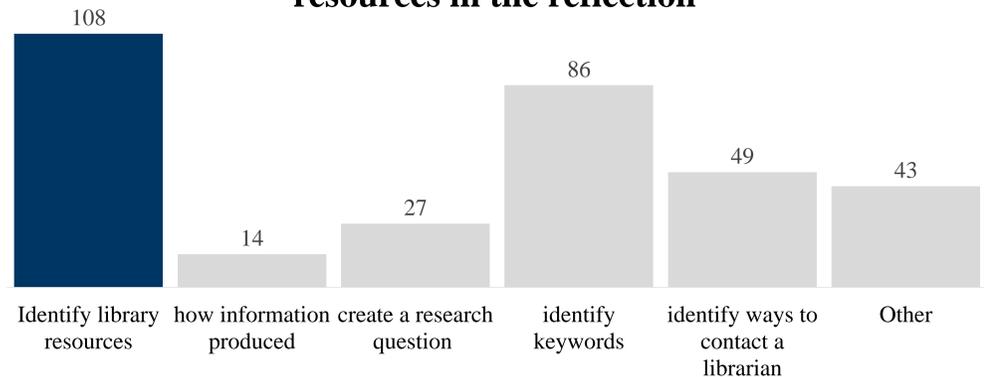
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Additional Activity

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Clarify Activities

Librarians should re-word the student reflection question at the end of the lesson as well as clarify two other questions in the activities

2018 RECOMMENDATIONS AND CHANGES

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Abstract

In Fall of 2016, research librarians at Saginaw Valley State University used a common assessment to measure student learning in our introductory one-shot library instruction sessions for the First Year Writing Program. For the Fall of 2016, the First Year Writing Program Coordinator restructured the course curriculum and the instruction librarians redesigned the library instruction portion of the course.

During this redesign of the library instruction learning outcomes and lesson, the librarians created means of measuring student learning through activities given in the class. After the first year, changes were made to the lesson and the study was duplicated with a few minor changes.

Given Subject	Narrowing Subject Score	Research Question Score
Alcohol Use	2.4	2.4
Body Piercing	2.1	1.8
Childhood Obesity	2	2.1
College Freshmen	2.9	1.8
College Students	2.8	2.7
Distracted Driving	2.8	2.4
Media Bias	2.9	1.8
Medical Marijuana	2.5	2.3
Mental Health	2.7	2.3
Millennial Generation	2.4	2.0
Public Schools	2.7	2.0
Student Loans	2.6	2.1
Study Skills	3	2.3
Wage Discrimination	2.9	2.3

Background

Students worked in pairs on activities meant to reinforce the learning outcomes

As part of the general education program, students must take Composition 1 in their first year. The First Year Writing Program also requires all courses to come to the library for a library instruction session where students learn how to research for this course and get a basic general knowledge of how to use the library's resources.

In 2017, the library redesigned the library instruction session to be a more active learning session that incorporated student activities and the measurement of how well students are learning these activities. Students worked in pairs during these activities.

Learning Outcomes				
Identify library resources in order to find materials in multiple formats to meet student research needs.	To recognize how information is formally and informally produced, organized and disseminated in order to select appropriate resources.	Students will be able to create a research question from a broad topic in order to search library databases.	Students will identify keywords in order to construct a search strategy.	Students will identify ways to contact a librarian in order to receive research assistance.
Activities				
Activity where students identify a Scholarly Article, Newspaper Article, and Magazine Article	Activity where students select when different types of sources are published	Activity where students are given a broad research topic and use the databases to brainstorm keywords and create a research question from those keywords	Wrote down the ways to contact a librarian after their library instruction session	
Assessments				
Identified if students correctly identified the different articles and also how well students were able to identify the different aspects of the article	Identified if students could identify correctly when source types were published	Identified if students incorporated their three keywords into the research question and if their question could be turned into a research paper (i.e. not a yes/no question)	Identified if students could create keywords that would narrow down their topic	No Assessment

Methodology

Librarians taught 10.5 classes each and went through 50 data sets each in 2018



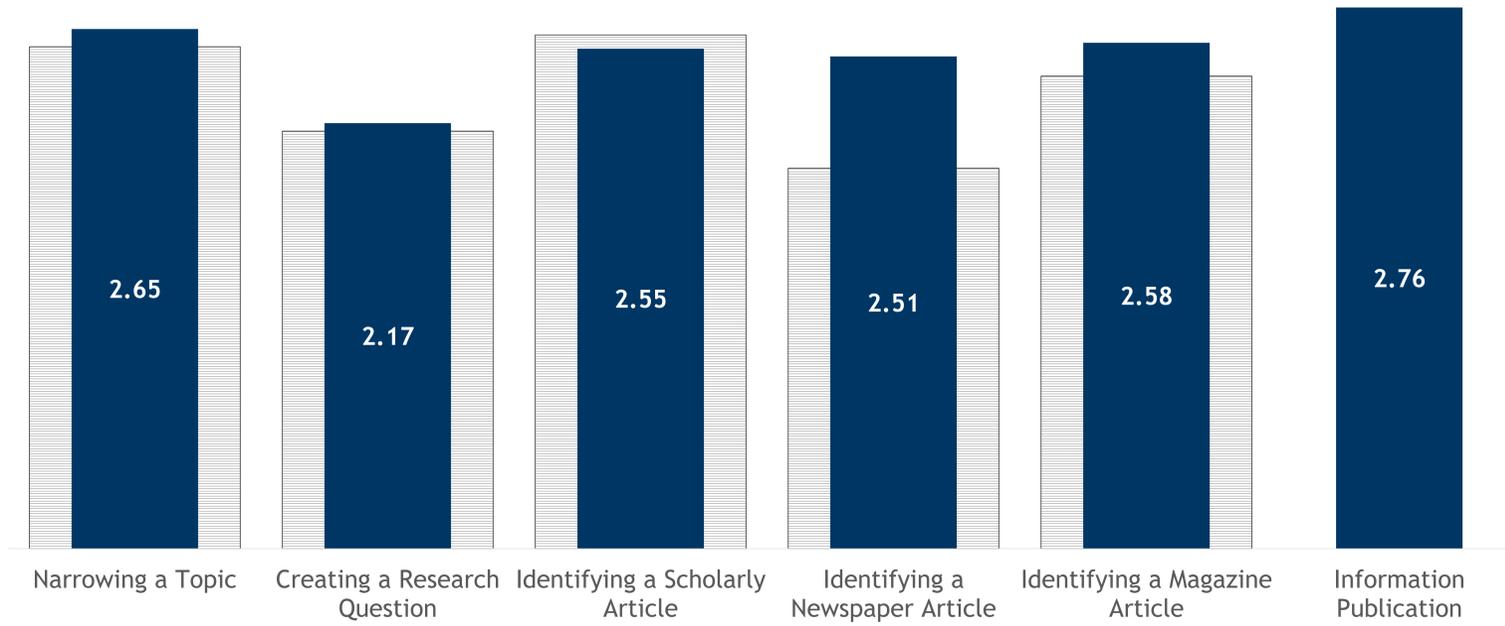
Librarians went through 52% of random data from the activities in 2018 and 30% of random data from the activities in 2017.

Scored on a 3 point scale how well students were able to complete the activities. Each activity had its own rubric for measurement

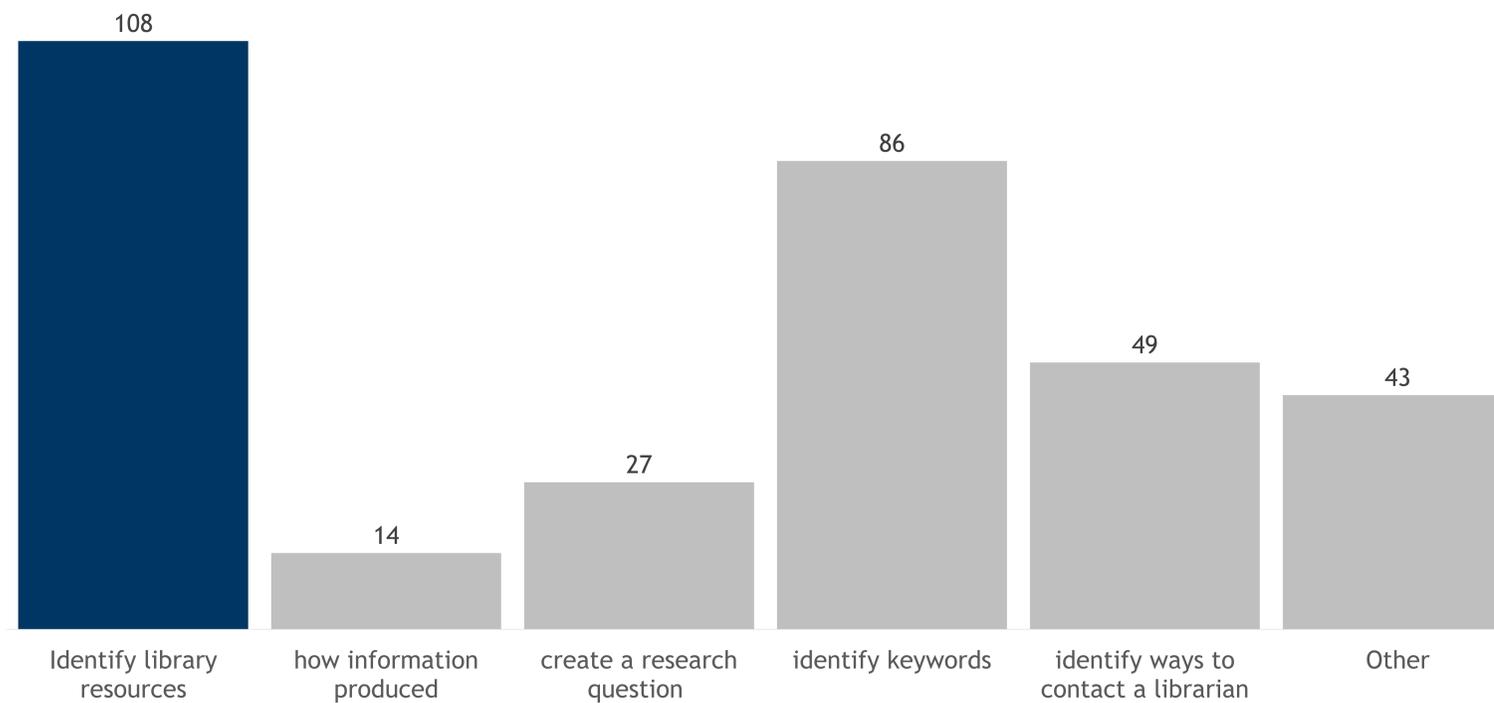
For open-ended reflection questions, librarians categorized student responses into the learning outcomes.

Students improved in their ability to recognize different source types in 2018

2017 2018



Most students mentioned learning about library resources in the reflection



Conclusions

- Students are demonstrating that they are reaching the learning outcomes
- Students vastly improved on identifying a newspaper article in the second year after more time was spent focusing on the different parts
- Most of the errors in the first year came from issues with students not interpreting the questions
- Students learned more about Newspaper article identification and magazine article identification when librarians specifically went over this in the lesson
- Students most valued learning how to identify library resources



2017 RECOMMENDATIONS AND CHANGES	
<p>Activity 2: Topics</p> <p>Librarians should incorporate topics that are relevant to the daily lives of college students.</p>	<p>Activity 3: Examples</p> <p>Librarians should reinforce the difference in article types by going through examples as a class</p>
<p>Additional Activity</p> <p>Librarians should incorporate a new activity that reinforces the meaning behind the Information Creation Timeline</p>	<p>Activity 2: Topics</p> <p>Librarians should incorporate topics that are relevant to the daily lives of college students.</p>
2018 RECOMMENDATIONS AND CHANGES	
<p>Change Activities</p> <p>Librarians should re-word several activities so they are more clear.</p>	<p>Activity 2: Research Question</p> <p>Librarians should reinforce how to write a research question in the lesson</p>
<p>Change Reflection</p> <p>Librarians should change the reflection question to ask what students are still confused about after the session</p>	

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<p>Additional Activity</p> <p>Librarians should incorporate a new activity that reinforces the meaning behind the Information Creation Timeline</p>	<p>Clarify Activities</p> <p>Librarians should re-word the student reflection question at the end of the lesson as well as clarify two other questions in the activities</p>

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<p>Change Activities</p> <p>Librarians should re-word several activities so they are more clear.</p>	<p>Activity 2: Research Question</p> <p>Librarians should reinforce how to write a research question in the lesson</p>
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