The Public Services Division of MSU Libraries endeavored to incorporate a format of assessing students' information literacy abilities using a tool called "Clickers". The Fall of 2007 was chosen to implement the first pilot. The test was administered to all Tier 1 Writing students enrolled in ten different classes. The students were asked to use a tool called Clickers (Virtual Keypads) to respond to questions. The data collected from the initial Clickers pilot in the Fall of 2007 was consistent with the data collected the semester before in 2007. Some student feedback still suggested a lack of understanding that books cannot be found using electronic resources or periodical indexes. By the end of Fall semester 2007 both pilots were complete. After analyzing the data from the needs assessment pilot the LI Team felt that it was imperative to get the other modules up and running before the end of the academic year. The data collected from the continuance of the Clickers pilot in the Spring of 2008 was consistent with the data collected the semester before in 2007. Some student feedback still suggested a lack of understanding that books cannot be found using electronic resources or periodical indexes. 

At the end of each video segment students were given about 5 minutes to search working with their group. Beginning each session with a keyword brainstorming activity on a specific topic students were asked to contribute related terms, words, and phrases using a white board. Dividing the class into groups of 4-5 students, each group is instructed to work to find the answer to the question presented on the computer screen. As the students work to respond to the question they are to brainstorm terms and phrases that are related to the subject. Sometimes the instructor will present the terms that are to be used, other times the students brainstorm terminology at their own discretion. The students were given about 5 minutes to search working with their group. The modules were created using software called Camtasia Studio, which allows you to record a video of a computer screen, add screen captures, audio, and video files, and other features that are normally viewed on a computer screen. The virtual keypad, pictured above, is installed on the instruction terminal and viewed on the computer monitor.

Data Recorded: 
- What type of search the group performed
- Whether or not the source was authoritative
- Whether or not the source was available

Information about Students: 
- Students were all enrolled in Tier 1 Writing courses
- Majority of students were freshmen
- Data gathered for a total of 18 classes
- Approximately 23 students in each class
- Approximate number of students involved: 255
- Number of groups surveyed: ~50

Finding Your Topic

1. Identify a topic
2. Search for sources
3. Evaluate the sources
4. Cite your sources

The modules were created using software called Camtasia Studio, which allows you to record a video of a computer screen, add screen captures, audio, and video files, and other features that are normally viewed on a computer screen. The virtual keypad, pictured above, is installed on the instruction terminal and viewed on the computer monitor. 

Collectively the LI Team decided to pilot the ‘Popular vs. Scholarly’ first, which debuted Fall of 2007. By the end of Fall semester 2007 both pilots were complete. After analyzing the data from the needs assessment pilot the LI Team felt that it was imperative to get the other modules up and running before the end of the academic year. Knowing where students were in their search capabilities was essential and directed the development of other assessment methods. The above data was gathered from five different orientation and instruction session. There was an average of 105 responses per question, six questions total. The data from the initial 2007 Clickers pilot suggested that some students have a hard time understanding where to begin to search for books in the MSU Libraries. Feedback such as this makes it clear that more time needs to be dedicated in informing students of the difference between the online catalog and periodical indexes. The data will act as a guide that leads to the next step. The three pilots conducted by MSU Libraries seem to build upon one another, but were not planned. The data must be put to use in order to assess and continue to only students but the effectiveness of the program as well.