Please take a short survey!

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THE END OF CLASS IS JUST THE BEGINNING

Authentic assessment of information literacy skills

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First, let's take a quick look at your <u>survey responses</u>.

• The what

"Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills." (Mueller, 2005, p. 2)

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Breaking that down

- "Real-world tasks" and "meaningful application"
 - Course assignments (annotated bibliographies, papers, presentations, etc.)
 - Librarian-designed performance tasks (worksheets, etc.)
- "Essential knowledge and skills"
 - Student learning outcomes

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"Authentic assessment refers to a learner-centred model of evaluation, where a 'holistic' impression of assessment is gathered using authentic student work." (Carbery & Leahy, 2015, p. 76)

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• The why

Why, in general?

- Mueller's main reasons (2005, p. 3).
 - "Authentic assessments are direct measures" → not just knowledge but application
 - "Authentic assessments capture the constructive nature of learning" → students have to construct knowledge themselves to engage
 - "Authentic assessments provide multiple paths to demonstration of learning" → one size doesn't fit all!

Why, in information literacy?

- To provide a more "accurate picture of how students [are] developing IL skills across the curriculum" (Holliday et al., 2015, p. 171).
- To allow for evaluation of "higher-order skills, such as a student's ability to integrate new information" (Scharf et al., 2007, p. 462).

Really, why not?

"The use of authentic assessment offers librarians an analysis of how students apply the outcomes taught in a specific class... Because all librarians at Auburn University Libraries integrate at least one active learning component into each class, the authentic assessment of that component results in a seamless process. This solves the challenge of devoting limited class time to assessment while still sufficiently addressing the learning outcomes."

• The how

The basics

- To engage in authentic assessment of information literacy skills, you need:
 - A teaching partner
 - An assignment that involves the application of information literacy skills
 - A way to assess that application typically a rubric

Why do we need a rubric?

Rubrics help us:

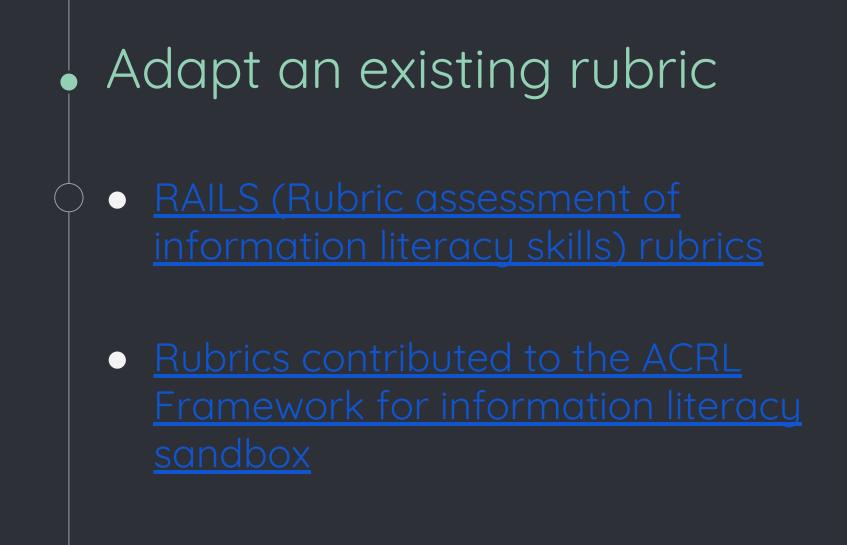
- Be more specific about what we are measuring
- Map what we are measuring back to our student learning outcomes
- Differentiate between different levels of performance

Selecting Rubrics

AAC&U VALUE Rubric

• <u>The rubric</u>

- Can be adapted or modified to meet institutional needs
 - Turbow and Evener (2016) normed <u>a modified</u> version of the VALUE rubric to determine its usefulness in assessing graduate health science students



Build your own rubric

- <u>Rinto (2013)</u> developed and applied a source evaluation rubric using the CRAAP criteria for English 102.
 - "The goal of the rubric was to identify which evaluative criteria students were not using at all, which they were using in only a shallow way, and which criteria students were using as critical consumers of information."

Build your own rubric

• <u>Carbery & Leahy (2015)</u> applied a rubric to an annotated bibliography in a Champlain College Core course • The rubric "consists of five criteria: presence of a thesis, variety of sources, quality of citations, completeness of annotations, and holistic impression, and can be mapped to Champlain College's IL college competency" (p. 79).

Build your own rubric

Two of my own rubrics: ENG | CCI
 Designed in collaboration with the course professors (who were both recipients of Information Literacy Course Development Awards at UNCG)

 Mapped to specific outcomes from our <u>Learning Outcomes for</u> <u>Information Literacy</u> (which have since been replaced)

Build your own rubric For an excellent list of resources, check out Project CORA's FAQ page on Creating a rubric

• Developing a plan

On your notecard (or in your notes)...

- List a course you think would be a good candidate for authentic assessment at your institution.
 First-year courses, large general education
 - courses, research methods courses, and capstones are all great places to start
- Identify a specific assignment in that course that would lend itself to authentic assessment.

Finally...

• Set an achievable goal!

- For example:
 - Do some reading to learn more about how other librarians are engaging in authentic assessment.
 - Contact a course instructor or coordinator that you already consider an information literacy advocate.
 - Investigate options for librarian-designed authentic assessment (in-class worksheets or activities).
 - Talk to a librarian colleague to brainstorm authentic assessment ideas.

References and resources

Carbery, A., & Leahy, S. (2015). Evidence-based instruction: assessing student work using rubrics and citation analysis to inform instructional design. *Journal* of Information Literacy, 9(1), 74–90. https://doi.org/10.11645/9.1.1980

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Find more at <u>go.uncg.edu/authenticzotero</u>

Thanks! ANY QUESTIONS? email: jedale2@uncg.edu slides: go.uncg.edu/theend Zotero group: go.uncg.edu/authenticzotero

CREDITS

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