

ADVENTURES IN FRAMEWORK ASSESSMENT

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Purpose – why we designed it the way we did

- Coverage of a lot material
 - Had two sessions
 - How to pick most essential
- Actively engage students – since it was a creative inquiry class (see definition) – skills needed to be transferable
- Link directly to ACRL Framework for Information Literacy

Design

- Project: gather historical information about slavery in Charleston, SC and information about a figure named Sam Aleckson
- 2 library sessions on advanced database research
- Desired coverage of:
 - 16+ databases
 - Delivery Services
 - Digital Curation process

Applying the Framework

- Session 1 Student Learning Outcome:
 - Students will be able to distinguish between general and specialized article collections (databases) in order to select the most appropriate collection and to maximize the relevancy of search results.
- Session 2 Student Learning Outcome:
 - Students will be able to revise search strategies based on their original results to locate the most relevant information.

Session 1

- Introduction – What is Research? What are Databases? (10 minutes)
- Activity 1 (10 minutes)
 - Hand out grid for primary and secondary sources and ask students to list what they define as primary and secondary in 5 minutes
 - Create lists as students offer feedback
 - Take up lists and post in online guide
- Activity 2 (30 minutes)
 - Divide class into pairs and give them 2 databases each
 - Give students 10 minutes and them to look at their databases in their pairs and list the kinds of information available in each database
 - Ask each pair to present a 1 minute summary of their findings on each database
 - Take up lists and compile for online research guide
- Activity 3 (10 minutes)
 - Divide class into two teams
 - Select two databases, looks like Documents of the American South and Ancestry are crucial for your research, and ask students to evaluate for pros and cons in 5 minutes
 - Report back
- Show Interlibrary Loan video (2 min)

Session 1 Assessment

- Review (10 minutes)
 - Have students respond to the following on paper:
 - Make a list of the most important, useful, or meaningful points from this session.
 - In one sentence summarize the essence of these points
 - List one or two questions that remained unanswered in this session.
 - Write a comment about what you enjoyed or found useful about this session
 - Comment on how this session will help you in this class.

Session 2

- Introduction – recap of last session and review of lists and tables created in last session and provide a general introduction to keywords.
- Activity 1 (10 minutes)
 - Use the group to brainstorm key words for their topics
- Activity 2 (20 minutes)
 - Divide class into pairs and give them the same databases that they examined in the first session and tell them they have 10 minutes
 - Ask them to find the “Help” screens or the Advanced search pages for their databases
 - Make a list of 3 search hints and tips for each database
 - Report back to class
- Activity 3 (25 minutes)
 - Divide class in half and tell them they have 15 minutes
 - Team 1: Use some of the search strategies learned to find some good online map resources using Google and Google Scholar
 - Team 2: Use search strategies to find map resources from the library webpage
 - Report back
- Show How the Library Can Help You video (2 min)

Session 2 Assessment

- Wrap Up
 - Ask students to list the two search strategies that will help them most in their assignments for the course

The LibGuide

- <http://clemson.libguides.com/engl3370>
- Over 550 hits
- Content was built as a class with only the shell in place before hand

Session 1 Student Learning Outcome: Students will be able to distinguish between general and specialized article collections (databases) in order to select the most appropriate collection and to maximize the relevancy of search results.

Q1: Make a list of the most important, useful or meaningful points from this session

- (I) got to be involved
- Knowing there are MANY more databases out there besides Project Muse, JSTOR, and Google.
- Summarizing the benefits of each database; having links to the databases

Q3: Write a comment about how this session will help you in this class.

- We walked through it and were involved, much easier to learn this way; helps us find the information on Sam (hopefully) that will guide us through our research
- It gives me more knowledge on how to access databases to further my research
- Knowledge about different and specific databases.

Session 2 Student Learning Outcome: Students will be able to revise search strategies based on their original results to locate the most relevant information.

Q1: List two search strategies that will help you most in your assignment.

- You can use the "fuzzy" option in advanced research on two of our databases to account for spelling variations.
- I did not know that you could use an asterisk or question mark to find variations in words. Those tools will be incredibly useful in narrowing down and finding sources.
- Search to see if a search engine categorizes search results.

Q2: What do you still have questions about?

- Is there any site that will help with organization/storage of your resources? It's not too much of a hassle to keep track on your own, but it'd be useful.
- Citations (reference guides?) and JSTOR help
- How do we locate the list of newspapers that the library has on microfilm?
Nevermind, found it! :)

Findings

- Students responded positively to independent learning and peer instruction
- Faculty member was dubious at first, but by the end of the session was very engaged
- Students liked “being involved” by creating the LibGuide and looking at databases and reporting back to the class
- According to student feedback, we met the learning outcomes – out of 10 students, only one said that they still had a question about JSTOR no other questions about databases or searching

Practical Implications/Value

- Showing an example of the application of student learning outcomes based on the *Framework* might encourage others to do it
- Clear benefit of having:
 - Limited number of learning outcomes for a session
 - Choosing specific activities that student led – moving away from “sage on the stage”

Future Plans

- More direct assessment for hard numbers will be implemented
 - Rubric
 - More defined assessment questions
 - Skill based? For example, ask them to do a search based on what they learned and then evaluate results with a rubric – compare their results to a search that we conduct

Questions?

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