

Assessment of Information Literacy in Freshman English Courses at the University of Connecticut Regional Campuses

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Information Literacy Assessment Information Literacy Assessment

Thomas P. Mackey



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Information Literacy Assessment in K-12 Settings Lesley S. J. Farmer, James Henri, 2008 This work helps library educators address information literacy assessment issues systematically within their own settings Global trends and cultural contexts are duly noted in exploring assessment processes and use as well as in analyzing and categorizing existing assessment instruments

A Practical Guide to Information Literacy Assessment for Academic Librarians Carolyn Radcliff, Mary L. Jensen, Joseph A. Salem, Jr., Kenneth J. Burhanna, Julie A. Gedeon, 2007-06-30 Information literacy assessment applies to a number of contexts in the higher education arena institutional curricula information literacy programs information literacy courses course integrated information literacy instruction and stand alone information literacy workshops and online tutorials This practical guide provides an overview of the assessment process planning selection and development of tools and analysis and reporting of data An assessment decision chart helps readers match appropriate assessment tools and strategies with learning outcomes and instructional settings Assessment tools organized by type are accompanied by case studies Various information literacy standards are referenced with emphasis given to ACRL's Information Literacy Competency Standards for Higher Education

Information Literacy Assessment Teresa Y. Neely, 2006-04-10 Do they get it Are students mastering information literacy Framing ACRL standards as benchmarks this work provides a toolbox of assessment strategies to demonstrate students learning

Development and Validation of the Information Literacy Assessment Scale for Education (ILAS-ED) Penny Beile, 2005 No population exists where it is more important to produce information literate individuals than teacher candidates yet few would suggest that practitioners newly entering the field are adequately prepared to model and teach information literacy to their students Consequently information literacy has recently been established as a key outcome by a number of teacher education accrediting bodies and professional associations Only in the last few years has there been an attempt to develop a standardized scale to assess general information literacy skills and at the time of this writing no standardized tool exists that measures the information literacy levels of teacher candidates This study documents the development and validation of a standardized instrument to measure teacher candidates information literacy skills levels based on the International Society for Technology in Education's 2000 National Educational Technology Standards for Teachers and the Association of College and Research Libraries 2000 Information Literacy Competency Standards for Higher Education Undergraduate students enrolled in the teacher education program at the University of Central Florida were identified and asked to complete a test consisting of 22 multiple choice test items and 13 demographic and self-percept items A number of procedures designed to enhance validity and reliability of the scale were integrated throughout its development Results of the test were also submitted to analysis This project is part of a national initiative to develop standardized information literacy assessment tools specific to a discipline and is spearheaded by the Project for the Standardized Assessment of Information Literacy Skills and the Institute for Library and Information

Literacy Education Use of the instrument described herein will allow librarians and teaching faculty a means to inform curricular and instructional decisions and results can be used for internal and external benchmarking of education students information literacy skills levels Contains 16 tables and 1 figure

The Teaching Library Scott Walter, 2014-04-10 How do you make the case that your library is a valuable instruction center The Teaching Library helps librarians assess data on information literacy instruction programs so that they can better support the teaching role of the academic library in campus settings This practical professional resource features case studies from across the United States and Canada in both public and private institutions that offer a variety of evaluation methods Here are the latest easy to adopt ways of measuring your library's direct contribution to student learning on campus and off

Using Authentic Assessment in Information Literacy Programs Jennifer S. Ferguson, 2018-10-15 Assessment of student learning continues to be an urgent topic in higher education For librarians who provide information literacy instruction creating and implementing authentic assessment instruments asking students to analyze synthesize and apply what they learn is especially challenging since most librarians have little more than an hour in which to teach students and assess their learning Using Authentic Assessment in Information Literacy Programs Tools Techniques and Strategies offers teaching librarians practical resources and approaches that will help them to implement authentic assessment in any instructional setting Sections include What is authentic assessment Authentic assessment tools and techniques across teaching modes How to adapt authentic assessment to individual library needs Using authentic assessment to inform teaching strategies and instructional design Whether you provide one shot instruction sessions or for credit courses in person or online this book will help you to develop and implement authentic assessment of student learning

Global Media and Information Literacy Assessment Framework: country readiness and competencies UNESCO, 2013-12-31 The UNESCO Global Media and Information Literacy Assessment Framework Country Readiness and Competencies offers UNESCO's Member States methodological guidance and practical tools throughout the assessment of country readiness and competencies particularly of teachers in service and in training regarding media and information literacy at the national level

Collaborative Information Literacy Assessments Thomas P. Mackey, 2010 Saving you countless hours on course or accreditation preparation each chapter includes a detailed literature review a model for practical implementation a discussion of the partnership process and an examination of assessment data The teams also share guidance for overcoming a variety of collaborative obstacles and challenges and report on how their assessment process significantly improved student learning outcomes Framed in a practical real world context this invaluable new resource provides a clear set of best practices to help librarians and faculty work together to initiate new information literacy assessment efforts or to improve established programs in their own institutions

Transferring Information Literacy Practices Billy Tak Hoi Leung, Jingzhen Xie, Linlin Geng, Priscilla Nga Ian Pun, 2019-05-28 This book focuses on information literacy for the younger generation of learners and library readers It is divided into four sections 1 Information Literacy for

Life 2 Searching Strategies Disciplines and Special Topics 3 Information Literacy Tools for Evaluating and Utilizing Resources 4 Assessment of Learning Outcomes Written by librarians with wide experience in research and services and a strong academic background in disciplines such as the humanities social sciences information technology and library science this valuable reference resource combines both theory and practice In today's ever changing era of information it offers students of library and information studies insights into information literacy as well as learning tips they can use for life

An Intervention and Assessment to Improve Information Literacy Davida Scharf, 2013 Purpose The goal of the study was to test an intervention using a brief essay as an instrument for evaluating higher order information literacy skills in college students while accounting for prior conditions such as socioeconomic status and prior academic achievement and identify other predictors of information literacy through an evaluation of student behavior and attitude Design Methods Approach An instructional intervention was evaluated using a brief essay as a pre and posttest of learning in a course in technical communication Multiple readers rated essays on five criteria to measure higher order skills Interrater reliability and internal consistency of the measures were tested Analyses of variance and covariance were used to measure academic gains and to partial out the effects of confounding variables Student behavior was measured by level of activity in the course management system and essay length Student attitude was measured through a content analysis of their reflective statements A control group of students who took the same course without the intervention but who did not take the pretest also took the posttest Findings 1 The method used for measuring information literacy was found to be reliable and valid 2 The use of the brief essay as a pre and posttest showed that the students in the treatment group achieved impressive gains in higher order skills associated with information literacy 3 The students in the treatment group significantly outperformed students in the control group with substantive effect sizes explaining results 4 Socioeconomic status had no significant impact on information literacy 5 Student use of online instructional materials had no significant impact on information literacy Originality Value A model of information literacy assessment in higher education was proposed to isolate important classes of variables affecting learning An experimental design using multivariate methods to account for the multiple influences of variables on information literacy allowed for the determination and partitioning of the influence of each variable and sets of variables This knowledge allows for efficient and systematic progress to be recorded where less productive variables can be dropped from the model and significant and important variables are kept in the model to increase the amount of variability explained in information literacy outcomes

Successful Strategies for Teaching Undergraduate Research Marta Deyrup, Beth Bloom, 2013-09-11 Editors Marta Deyrup and Beth Bloom have brought together well known educators from the fields of library science communication composition and education to show you how to develop successful strategies for teaching undergraduates how to conduct basic research and write papers Chapters cover each step of the research process beginning appropriately with separate pieces from a librarian and from an academic on how to construct good research assignments

Following chapters cover establishing the research question assessing the research process information ethics and the protocols of research and using new modes and media to communicate research findings The book fully explores current theories on pedagogy and provides practical demonstrations of how library instruction can reinforce critical thinking and set the groundwork in place for life long learning Each chapter contains an extensive bibliography for further reading

Assessing for Learning Violet H. Harada,Joan M. Yoshina,2010-10-21 In this book theory is blended with practical application to provide a concise up to date explanation of how school librarians can work with students and teachers to assess for learning in 21st century schools Coauthors Harada and Yoshina authored the first text that focused on learning assessment in a school library context In this revised and expanded version of *Assessing for Learning Librarians and Teachers as Partners* they continue to shed light on the issue of school librarians helping students to assess for learning The book begins with a brief discussion of national reform efforts and the importance of assessment for effective learning within this context The balance of the book provides numerous strategies and tools for involving students as well as library media specialists in assessment activities emphasizing the importance of students assessing for their own learning It also provides specific examples of how assessment can be incorporated into various library related learning activities All chapters in this second edition have been updated with additional information and three new chapters on assessing for critical thinking dispositions and tech related learning have been added

Higher Education Outcomes Assessment for the Twenty-First Century Peter Hernon,Robert E. Dugan,Candy Schwartz,2013-05-09 This book discusses recent trends in outcomes assessment examines how state governments are reshaping the national discussion with higher education and explains how libraries must respond to these changes *Higher Education Outcomes Assessment for the Twenty first Century* focuses on recent developments in outcomes assessment especially from the perspectives of the federal government and state governments as well as foundations concerned about the state of higher education The authors identify the significant changes that these stakeholders call for information that academic librarians and anyone following outcomes assessment need to be aware of and interpret the discussions to identify implications for libraries Building upon the foundation of knowledge presented in the previous two *Libraries Unlimited Outcomes Assessment in Higher Education* titles this book provides readers with up to date coverage of topics such as the emerging metrics used to define student and institutional success the increased importance of accountability and the need to compare and assess the performance of programs and institutions rather than individual courses and the shift in prioritizing student outcomes over student learning outcomes The authors also spotlight the critical need for libraries to fit their role within the national discussion and suggest ways in which library managers and directors can play a role in redirecting the discussion to their benefit

A Disciplinary Blueprint for the Assessment of Information Literacy Dorothy Anne Warner,2008-06-30 Have you ever worried that literature on library instruction deals more with methods of assessing student attitude than student learning If so you ll be glad to know someone

is doing something about it Eight unique disciplinary modules are presented each identifying a series of information literacy objectives developed in accordance with Bloom s Taxonomy of Cognitive Objectives A substantive curriculum map embedded within each module lists the sequence of courses required for the disciplinary major and the level at which the course is taught sophomore junior etc notes whether information literacy instruction is currently taught by the library for that particular course and delineates the specific information literacy learning objectives the students must master in order to fulfill the course assignments Collaborative responsibility for teaching the information literacy skills is also outlined with specific recommendations for ways the library can strengthen its support for the specific discipline In addition assessment methodologies are identified including scoring rubrics designed specifically for the disciplinary information literacy objectives An indispensable resource for academic librarians ready to take the leap from episodic reactive response to programmatic sequenced integration into the curriculum

Exploring the Digital Library Kay Johnson, Elaine Magusin, 2009-10-01 Exploring the Digital Library a volume in The Jossey Bass Online Teaching and Learning series addresses the key issue of library services for faculty and their students in the online learning environment Written by librarians at Athabasca University a leading institution in distance education this book shows how faculty can effectively use digital libraries in their day to day work and in the design of electronic courses Exploring the Digital Library is filled with information ideas and Discusses how information and communication technologies are transforming scholarship communication Provides suggestions for integrating digital libraries into teaching and course development Describes approaches to promoting information literacy skills and integrating these skills across the curriculum Outlines the skills and knowledge required in digital library use Suggests opportunities for faculty and librarians to collaborate in the online educational environment

Teaching and Collecting Technical Standards Chelsea Leachman, Erin M. Rowley, Margaret Phillips, Daniela Solomon, 2023-09-15 Technical standards are a vital source of information for providing guidelines during the design manufacture testing and use of whole products materials and components To prepare students especially engineering students for the workforce universities are increasing the use of standards within the curriculum Employers believe it is important for recent university graduates to be familiar with standards Despite the critical role standards play within academia and the workforce little information is available on the development of standards information literacy which includes the ability to understand the standardization process identify types of standards and locate evaluate and use standards effectively Libraries and librarians are a critical part of standards education and much of the discussion has been focused on the curation of standards within libraries However librarians also have substantial experience in developing and teaching standards information literacy curriculum With the need for universities to develop a workforce that is well educated on the use of standards librarians and course instructors can apply their experiences in information literacy toward teaching students the knowledge and skills regarding standards that they will need to be successful in their field This title

provides background information for librarians on technical standards as well as collection development best practices It also creates a model for librarians and course instructors to use when building a standards information literacy curriculum

Academic Librarianship Today Todd Gilman,2017-02-02 Intended for use by both librarians and students in LIS programs Academic Librarianship Today is the most current comprehensive overview of the field available today Key features include Each chapter was commissioned specifically for this new book and the authors are highly regarded academic librarians or library school faculty or bothCutting edge topics such as open access copyright digital curation and preservation emerging technologies new roles for academic librarians cooperative collection development and resource sharing and patron driven acquisitions are explored in depthEach chapter ends with thought provoking questions for discussion and carefully constructed assignments that faculty can assign or adapt for their courses The book begins with Gilman s introduction an overview that briefly synthesizes the contents of the contributors chapters by highlighting major themes The main part of the book is organized into three parts The Academic Library Landscape Today Academic Librarians and Services Today and Changing Priorities New Directions *Engaging Students through Campus Libraries* Gayle Schaub,Hazel McClure,2020-10-06 This collection of collaborative high impact learning experiences in information literacy teaches librarians how to engage students in hands on experiential learning The Association of American Colleges and Universities AAC it features librarians and faculty partners who engage in projects that highlight salient experiential facets of the AAC U practices in order to teach information literacy In this book librarians will learn high impact experiential learning models for working with students They will understand how to think about and describe how AAC U best practices are currently embodied in their organizations They will also imagine future learning experiences for students with HIPs in mind resulting in information literacy that is integrated into disciplinary work in a vital and transformative way *Informed Transitions* Kenneth J. Burhanna,2013-02-07 How can libraries and librarians across the educational continuum work together to support student transitions from high school to college utilizing free or low cost resources This book supplies the answers Informed Transitions Libraries Supporting the High School to College Transition identifies the ways in which libraries and librarians can work together and create valuable resources that help students transition successfully to college despite the challenges of increasing demand and diminishing resources The book is organized into three sections background expectations and skills conversations and collaborations and programs and resources Section 1 establishes a foundational understanding of the libraries role in supporting college transitions Section 2 shares model conversations that move this work forward stressing its collaborative nature The third section highlights some well established programs and resources that effectively support high school to college transitions Practical information is provided throughout pinpointing what high school students need to know to smoothly transition to college spotlighting the expectations of college professors and discussing audience specific methods of working with students at the high school and college levels **Computer-Mediated Communication:**

Issues and Approaches in Education Kelsey, Sigrid, St. Amant, Kirk, 2011-10-31 This book examines online interactions from different national cultural linguistic legal and economic perspectives exploring how the increasingly international and intercultural Internet affects the ways users present ideas exchange information and conduct discussions online Provided by publisher

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