Basics of Information Literacy Assessment

Lauren Pressley & Amanda Click

Information Literacy Assessment

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Information Literacy Assessment:

 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 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 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 **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 modesHow to adapt authentic assessment to individual library needsUsing 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 *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 Canadain both public and private institutionsthat 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 **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 *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 spear headed 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 **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   *Information Literacy Instruction* John Walsh,2011-09-28 An invaluable guide for MLS professionals and students this new book explains how librarians can select an effective method of library instruction based on their users the objectives of the instruction and the delivery environment The content describes the different methods available and in what circumstances the methods are most effective It includes descriptions of curriculums for the methods currently available and describes a range of objectives the curriculums meet and the common environments librarians use for instruction Information Literacy Instruction also introduces two new ideas for methods of instruction one which combines information literacy with cyber literacy MLI forming an instructional method appropriate for internet users and internet information and the Fully Automated Reference Instruction FARI that actively involves users with the instruction while completing research they are currently involved in for specific targeted classes Introduction to multi literacy instruction Using instruction to protect users from disinformation on the Internet New active learning idea for web based instruction MLI and FARI   Information Literacy as a Student Learning Outcome Laura Saunders,2011-06-29 This nationwide analysis documents how institutions of higher education are responding to demands for accountability and transparency by implementing and assessing learning goals for information literacy Stakeholders in higher education across the country including students parents research and policy organizations and government agencies are demanding greater accountability and transparency from institutions in how they are promoting quality and improvement in colleges and universities Indeed as the cost of tuition rises colleges and universities as well as the organizations which accredit them are coming under increased scrutiny Logically student learning outcomes assessment and accreditation are all constantly under the magnifying glass Information Literacy as a Student Learning Outcome The Perspective of Institutional Accreditation fills a gap in the current literature by inspecting how institutions nationwide are fulfilling accreditation standards in the area of information literacy While the bulk of the book looks at institutions accredited by the Middle States Commission on Higher Education all six of the regional accreditation areas are addressed The author also conducted campus visits and interviews at selected institutions in order to provide a more in depth analysis of these institutions programs for information literacy   *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 **The Evaluation and Measurement of Library Services** Joseph R. Matthews,2017-10-27 This guide provides library directors managers and administrators in all types of libraries with complete and up to date instructions on how to evaluate library services in order to improve them It s a fact today s libraries must evaluate their services in order to find ways to better serve patrons and prove their value to their communities In this greatly updated and expanded edition of Matthews seminal text you ll discover a breadth of tools that can be used to evaluate any library service including newer tools designed to measure customer and patron outcomes The book offers practical advice backed by solid research on virtually every aspect of evaluation including quantitative and qualitative tools data analysis and specific recommendations for measuring individual services such as technical services and reference and interlibrary loan New chapters give readers effective ways to evaluate critical aspects of their libraries such as automated systems physical space staff performance management frameworks eBooks social media and information literacy The author explains how broader and more robust adoption of evaluation techniques will help library managers combine traditional internal measurements such as circulation and reference transactions with more customer centric metrics that reflect how well patrons feel they are served and how satisfied they are with the library By applying this comprehensive

strategy readers will gain the ability to form a truer picture of their library s value to its stakeholders and patrons

Teaching Information Literacy Reframed Joanna M. Burkhardt,2016-06-02 The six threshold concepts outlined in the Framework for Information Literacy for Higher Education are not simply a revision of ACRL s previous Information Literacy Competency Standards for Higher Education They are instead an altogether new way of looking at information literacy In this important new book bestselling author and expert instructional librarian Burkhardt decodes the Framework putting its conceptual approach into straightforward language while offering more than 50 classroom ready Framework based exercises Guiding instructors towards helping students cross each threshold this book discusses the history of the development of the Framework document and briefly deconstructs the six threshold concepts thoroughly addresses each threshold concept scaffolding from the beginner level to the intermediate level includes exercises that can be used in the one shot timeframe as well as others designed for longer class sessions and semester long courses offers best practices in creating learning outcomes assessments rubrics and teaching tricks and tips and looks at how learning memory and transfer of learning applies to the teaching of information literacy Offering a solid starting point for understanding and teaching the six threshold concepts in the Framework Burkhardt s guidance will help instructors create their own local information literacy programs

Transforming Information Literacy Instruction Amy R. Hofer,Silvia Lin Hanick,Lori Townsend,2018-11-16 Provides information literacy practitioners with a thorough exploration of how threshold concepts can be applied to information literacy identifying important elements and connections between each concept and relating theory to practical methods that can transform how librarians teach A model that emerged from the Enhancing Teaching Learning Environments project in Great Britain threshold concepts are those transformative core ideas and processes in a given discipline that define the ways of thinking and practicing shared by experts Once a learner grasps a threshold concept new pathways to understanding and learning are opened up The authors of this book provide readers with both a substantial introduction to and a working knowledge of this emerging theory and then describe how it can be adapted for local information literacy instruction contexts Five threshold concepts are presented and covered in depth within the context of how they relate and connect to each other The chapters offer an in depth explanation of the threshold concepts model and identify how it relates to various disciplines and our own discipline information science and to the understandings we want our students to acquire This text will benefit readers in these primary audiences academic librarians involved with information literacy efforts at their institutions faculty teaching in higher education upper level college administrators involved in academic accreditation and high school librarians working with college bound students   *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   Rethinking Information Literacy Jane Secker,Emma Coonan,2012-12-23 A vision for the future of information literacy teaching Based on groundbreaking research undertaken by the authors as part of the prestigious Arcadia Programme at Cambridge University this book presents a new and dynamic information literacy curriculum developed for the 21st century information professional The authors adopt a broad definition of information literacy IL that encompasses social as well as academic environments and situates IL as a fundamental attribute of the discerning scholar and the informed citizen It seeks to address in a modular flexible and holistic way the developing information needs of students entering higher education over the next five years The book is organized around the ten strands of the new curriculum which cover the whole landscape of information literacy development required to succeed as an undergraduate in higher education Interweaving the authors research and the reflections of internationally recognized experts from the library education and information literacy sectors including Moira Bent Andy Priestner Sarah Pavey Geoff Walton and Elizabeth Tilley it illustrates how and why this new curriculum will work in practice Detailed appendices present the curriculum lesson plans and tools for institutional audit giving readers all the tools they need to implement it successfully in their institutions   **Enhancing Undergraduate Information Literacy: An Essential Guide for Faculty Collaboration** Pasquale De Marco,2025-05-11 Enhancing Undergraduate Information Literacy An Essential Guide for Faculty Collaboration provides a comprehensive guide to developing and implementing effective information literacy programs in undergraduate education This book is written for librarians faculty members and other educators who are committed to helping students develop the skills they need to succeed in the information age The book begins by exploring the importance of information literacy and the benefits it can provide to students It then discusses the role of librarians in promoting information literacy and provides strategies for building partnerships with faculty The book also includes a chapter on designing effective information literacy instruction with a focus on creating engaging and relevant learning experiences In addition to providing practical guidance on teaching information literacy the book also addresses the

challenges and opportunities of the digital age It discusses the impact of technology on information literacy and provides strategies for teaching information literacy in the digital environment The book also explores the ethical issues that arise in the digital information environment and provides guidance on how to address them Finally the book concludes with a look at the future of information literacy It discusses emerging trends and challenges and provides recommendations for how to prepare students for the information rich future This book is an essential resource for anyone who is committed to helping students develop the information literacy skills they need to succeed in the 21st century It provides a wealth of practical advice and guidance and it is written in a clear and concise style Whether you are a librarian a faculty member or another educator this book will help you to develop and implement effective information literacy programs that will benefit your students If you like this book write a review on google books **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 **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 *The Value of Academic Libraries* Megan J. Oakleaf,2010 This report provides Association of College and Research Libraries ACRL leaders and the academic community with a clear view of the current state of the literature on value of libraries within an institutional context suggestions for immediate Next Steps in the demonstration of academic library value and a Research Agenda for articulating academic library value Its focus is to help librarians understand based on professional literature the current answer to the question How does the library advance the missions of the institution This report is also of interest to higher educational professionals external to libraries including senior leaders administrators faculty and student affairs professionals

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Table of Contents Information Literacy Assessment

1. Understanding the eBook Information Literacy Assessment
   - The Rise of Digital Reading Information Literacy Assessment
   - Advantages of eBooks Over Traditional Books
2. Identifying Information Literacy Assessment
   - Exploring Different Genres
   - Considering Fiction vs. Non-Fiction
   - Determining Your Reading Goals
3. Choosing the Right eBook Platform
   - Popular eBook Platforms
   - Features to Look for in an Information Literacy Assessment
   - User-Friendly Interface
4. Exploring eBook Recommendations from Information Literacy Assessment
   - Personalized Recommendations
   - Information Literacy Assessment User Reviews and Ratings
   - Information Literacy Assessment and Bestseller Lists
5. Accessing Information Literacy Assessment Free and Paid eBooks
   - Information Literacy Assessment Public Domain eBooks

14. Embracing eBook Trends
    - Integration of Multimedia Elements
    - Interactive and Gamified eBooks

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