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