Using Competitive Assessment Approaches to Chart Growth in Critical Thinking and Information Literacy With Incoming First-Year Student-Athletes

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The Study and Assessment

Aim of the Study

Improve first-year student-athletes’ knowledge and skills relative to critical inquiry and information literacy

The Participants

Randomly selected first-semester scholarship student-athletes at NCAA Division I institution

Formative Assessment

Weekly in-class assignments related to the topic introduced at the beginning of class

Summative Assessment

Project SAILS Information Literacy Assessment - Individual Scores Test (Pretest & Posttest)
Student Perception of Research (Pretest & Posttest)
Student Reflection on Challenges during First Semester of College
Good Signs! Examining Summative Assessments
Summative Assessment Testing Data

**Project SAILS Individual Scores**

Doctorate Benchmark Data (%)

First-Year Undergraduate Students

- **Pre-Test**
  - Experimental Group: [Value]
  - Doctorate: [Value]

- **Post-Test**
  - Experimental Group: [Value]
  - Doctorate: [Value]
Summative Assessment Survey Results

Student Perception of Research Skills

Percentage of Students Finding Time Management More Than Challenging During First Semester of College
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<th>Design &amp; Administration</th>
<th>Data Generated</th>
<th>Data Analysis</th>
<th>Uses</th>
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| **Online polling**            | Create Q and answer type:  
  - Y/N  
  - choose one  
  - brief free text responses  
  Students answer in class  | Anonymous  
  Wide variety based on poll  
  Quantitative or qualitative data | All results can display immediately in Poll Everywhere  | Overall understanding  
 Engage students |
| **Scavenger hunts**           | Another colleague created  
 Groups select questions related to library space and resources and use library to answer | Learning related to library  
 Total # correct  
 Question types attempted | Arduous scoring of paper-based game  | Self-directed learning  
 Competitive activity |
| **Online quizzes**            | K-State U librarians created  
 Each student completes the New Literacies Alliance tutorials and assessments | Quantitative  
 Performance-based | Easy to interpret  
 Time to receive data depends on librarians at K-State  | Introduce/refresh concepts  
 Mid-stream individual data  
 Determine follow-up needed |
| **Final individual assignment and group assignment** | Created by professor and librarian  
 Completed over several classes, students must think critically about information and sources and justify their thinking based on the text provided | Comparative individual and group data | Evaluated by one rubric  
 Time-consuming to score | Evaluate student work |
Replays and Highlights
Foul! Learning from Early Contact
Assessing Class Assignments: What *does* this mean?

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Thinking Creatively About Artifacts: Views from the Playing Field
Assessing Students’ Reflective Work: Identifying Areas for Further Discussion and Learning

Our Question:
What did you learn from tonight’s session on scanning large bodies of text for content, context, audience, and purpose?

Students Identified These Key Areas About Their Learning:
- Utility in locating relevant sources (2 out of 5 groups)
- Specific strategies for scanning text (1 out of 5 groups)
- Process of skimming (1 out of 5 groups)

Our Question:
What proved challenging during tonight’s session on scanning large bodies of text for content, context, audience, and purpose?

Students Identified a Variety of Challenges They Experienced:
- Time limit (all 5 groups)
- Process of scanning (versus reading) (4 out of 5 groups)
- Determining meaning from scanning (2 out of 5 groups)
- Length of text (2 out of 5 groups)
Thank you!
We welcome your questions, feedback, or comments!

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