Dream of a Common Language: Developing a shared understanding of Information Literacy concepts

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Unanticipated importance of words and meaning

Critical importance of communication and understanding for effective teamwork

Project was also an immersive language experience
New Library Undergraduate Experience Team:

- Build campus connections
- Gain experience with assessment
- Simple project: revise an online database tutorial

Expanded into more ambitious AiA Project:

- Team of Librarians, Writing faculty and Data/Survey
- Tutorial results, Student survey, assignment analysis
Librarian

Data/Survey Expert

Writing Faculty

Learning Outcomes matrix

Writing and campus expectations matrix
Divided the work

- Faculty designed student research survey
- Researcher distributed online & compiled results
- Librarians developed learning outcomes and rubrics
Communication had seemed clear and well understood...

but turned out we had differing ways of describing the same concepts
Needed agreement on definitions for basic concepts

- **Research Question vs. Research Topic**
- **Source vs. Resource**
- **Keywords vs. Key Concepts**

**Keywords**

- Word or words related to a topic that will help you find information when used in a search engine when conducting a search. (SEE: Search Terms)

**Learning outcomes**

- A set of statements that specify the fundamental knowledge, skills, abilities, and values students will develop over a course of study.

**Library resources**

- Resources (SEE: Resource) which the library has acquired by purchase or subscription. Typically only available to members of the campus community.

**Public web**

- A resource which provides access to sources freely available to everyone via the world wide web.

**Reference list**

- A list of sources consulted or cited in the course of completing a research project assignment.

**Research project assignment**

- Complete research task with any criteria set by instructor. May include multiple parts, topic, type of source, etc.

**Research report**

- A subject, theme or general area of interest. OR a sentence, phrase or word used to describe information, reply or response to be investigated...to be explored and analyzed.
Question design and responses did not align well with our IL learning outcomes and rubrics.

New framework aligned more closely with language used in research survey.
Able to finalize and annotate learning outcomes & rubrics.
Different rubric for final assignment:

Able to annotate scoring instrument
### Detailed Scoring Process Sheet

**Purpose:** Use this table for each student response you are scoring.

**Tools:** AIA rubric scoring instrument, rubric glossary, annotated course spreadsheet, assignment requirements

<table>
<thead>
<tr>
<th>What Rubric You Will Score</th>
<th>What Data Source You Will Use</th>
<th>What You Will Do to Assign a Score</th>
</tr>
</thead>
</table>
| K1                         | Rubric scoring instrument                                  | 1. Refer only to the “Final research question.”  
2. Identify the concepts and make a determination about score.  
3. If necessary, enter a comment in the text box about what influenced your determination. |
| K3                         | Rubric scoring instrument                                  | 1. Refer only to the “Final research question.”  
2. Use professional judgment to make a determination about topic's focus in the “Final research question.”  
3. If necessary, enter a comment about what influenced your determination. |
| K2                         | Rubric scoring instrument                                  | 1. Look at “Best search terms” as reflective of “Final research question.”  
2. Use professional judgment to make a determination about proficiency.  
3. If necessary, enter a comment about what influenced your determination. |
| R0                         | Annotated scoring spreadsheet (Column E) +  
Student’s “Cited Reference List” +  
Rubric scoring instrument | 1. Verify if student correctly identified the resources in Column E.  
2. Enter total under “# of Correctly Identified Sources by student” at bottom of spreadsheet.  
3. Enter on Rubric scoring instrument |
| R1                         | Annotated scoring spreadsheet (Column E: “Database Search Engines Used”) | 1. Use verified list from R0 (Column E) to determine score.  
2. Enter total under “Database (ASC and
Long and short term gains:

- Documentation benefitted all team members
- Bridges to communication
- Writing Program IL learning outcomes
- Terminology for library support and resources
- Future collaborative assessment projects
Thank You

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UCSC Library Undergraduate Experience Team

Documentation available at: https://tinyurl.com/arl2016ucsc