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Assessing the Value of Libraries in a Core Curriculum Information Literacy Course: An Assessment in Action project

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Assessing the Value of Libraries in a Core Curriculum Information Literacy Course

Assessment In Action

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Research Questions

1. Do information literacy skills of undergraduate students improve in a course where there is faculty collaboration and library instruction?
2. How do student perceptions of their information literacy skills change over time, from the beginning of the semester to the end of the semester?
3. Is there a significant difference between the 1- shot online library instruction and 1- shot face to face library instruction?

Literature Review

This project maintains AiA's ultimate goal to enhance programs through curriculum design, instruction, and assessment while simultaneously promoting the leadership and presence of university librarians.

FINISH

Methods – Data Collection

- In fall 2013, we conducted a pilot study of 30 student information seeking (1) and benchmarking assignments (2) and final poster projects (3).
- In fall 2014, we analyzed 130 student information seeking (1) and benchmarking (2) assignments and 65 final poster projects (3). We also analyzed two assignment reflections (4) and a final project reflection (5) for those 65 students.

Methods – Data Analysis

1. Student citations from the information seeking assignment (1), the benchmarking assignment (2), and the poster project (4) were all analyzed using CRAAP analysis rubric, which was revised by Purdue librarians.
2. For the pilot fall 2013 group, three librarians and a graduate assistant collaborated to implement CRAAP and promote interrater reliability.
3. For fall 2014, one librarian and a graduate assistant continued the analysis based on the criteria established on the pilot study collaboration.
4. Reflection responses were thematically coded by two librarians.
5. **NEED INTERRATER RELIABILITY SCORES HERE –WE STILL NEED YOUR SCORES FOR F14 DATA AND THE REST OF F13 (GOOGLE DRIVE).**
6. Using the CRAAP scores, T-tests were conducted for the information seeking assignment (1), the benchmarking assignment (2), and the poster project (3).

Data

Step 1: Developing Keywords to Create an Effective Search Strategy

In the first box, under Keyword 1, put one of your topic keywords. Do the same for the other columns. Then write synonyms or related words (broader or narrower) underneath each keyword. You will be able to develop a search strategy you can input into many databases.

Example topic: *Recycling plastics using biodegradation*

Original keyword:	Keyword 1	Keyword 2	Keyword 3
	plastic	plastic	biodegradation
Synonyms/related word:	reuse	polymer	compostable
Synonyms/related word:	savage	HDFE	

2

TECH 120 Benchmarking HW Source 1

About the Source

Overall Quality ("x" one): High Medium Low

Citation in APA format (including URL if from Google):
Sukowski, T. J. (2012). Don't get distracted. *Family Safety & Health*, 7(14), 16-17.
Database used (e.g., Google, Academic Search Premier): Academic Search Premier

Search terms used:
Pedestrians, Crosswalks, Phones
Who authored/produced the document:
Sukowski, Thomas J.
Why is this a good source? (Use ideas from the evaluation checklist, e.g., Currency, Relevance, Authority, Accuracy, Purpose)
It is good as it focuses on the primary issue of pedestrians using their phones while crossing.

Content of source

What Solution was proposed: No solution was proposed

Specific Questions (if applicable). In some cases, the solutions may not have been implemented but still in the theory/research stage. However, if it has been implemented, try to extract as much of the following if available:

How long does it take to implement? :
How was success measured? Was it successful? :
What special equipment or expertise is necessary? :
What environmental effects does the solution have? :
What economic effects does the solution have? :

3

Reflection Questions

- 1) While completing this literature search, my first impression of the assignment was... It will be a lengthy process to scan through the sources and articles.
- 2) While completing this literature search, I was most challenged by... nothing as such because I had done a similar search in the previous assignment.
- 3) While completing this literature search, I realized that in the future, I could... look up articles and find solutions related to any project that requires research work.

4

PURDUE UNIVERSITY PAPER 2.0 COLLEGE OF TECHNOLOGY

REVISION FLOWCHART

1) Determine paper width is a major problem that needs to be solved.
2) Interview students and faculty to determine requirements for the assignment.
3) Use data to create a plan for benchmarking paper.
4) Interview multiple sources.
5) Select the sources most fitting to the criteria and determine them in a weighted matrix.
6) Create and determine best results.
7) Create a prototype that fits with criteria determined by field work.
8) Ask the professor through beta testing and get more feedback before paper is final solution.

2) Standard paper- Large margins and wide lines (instead of) 2) First prototype- Increase in line spacing 3) Final prototype- Large margins 3) Find prototype (after feedback)- Spacing, increase in spacing, more color for title, double-sided

5

FINAL REFLECTION

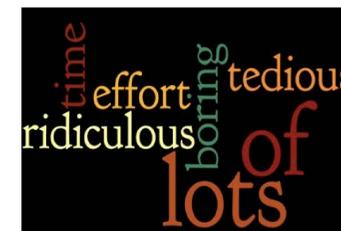
Question 0.1: Reflecting on the final project, how did the information gathered by literature search, benchmarking and benchmarking inform your design process?
The information gathered by literature search, benchmarking and benchmarking allowed us to narrow down ideas we had. It allowed us to get more details about the idea we had and how we would go about it.

Question 0.2: Reflecting on the information gathered, benchmarking and benchmarking components of the final project, what was most challenging about it?
The most challenging part was probably determining what we were a lot of good ideas to work with but we couldn't implement everything.

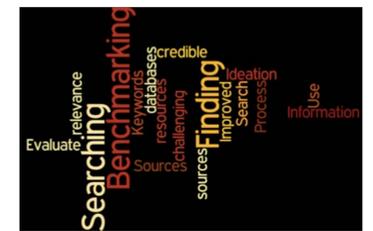
Question 0.3: Which component of the information seeking, benchmarking and benchmarking, resulted in your work, if any?
Research better during projects, gain more depth on my topic and improve my understanding.

Question 0.4: How have your information seeking strategies changed during this semester? (Consider finding, evaluating, analyzing, and/or assessing)
It has changed as I have evaluated the information located earlier. I understood how to find information to the point and not add any irrelevant details.

Claims and Contributions



First reflection question themes



Last reflection question themes

Based on the cumulative score of the information seeking assignment (1) or 1.35/3 and a cumulative scores of the benchmarking assignment (2) of 2.53/3, a 1-tailed T-test revealed a p value of 0.0003, allowing the rejection of the null hypothesis and showing statistically significant growth of student performance. From the information seeking assignment to the final poster project (3), a 1-tailed T-test revealed a p value of XXXX, allowing the rejection of the null hypothesis and showing statistically significant growth of student performance.

Conclusions & Recommendations

1. Librarians and libraries positively impact student information literacy skills.
2. There is opportunity for scalability and translation of findings.

3. MORE