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The Assessment and Evaluation of Information Literacy



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The Assessment and Evaluation of Information Literacy

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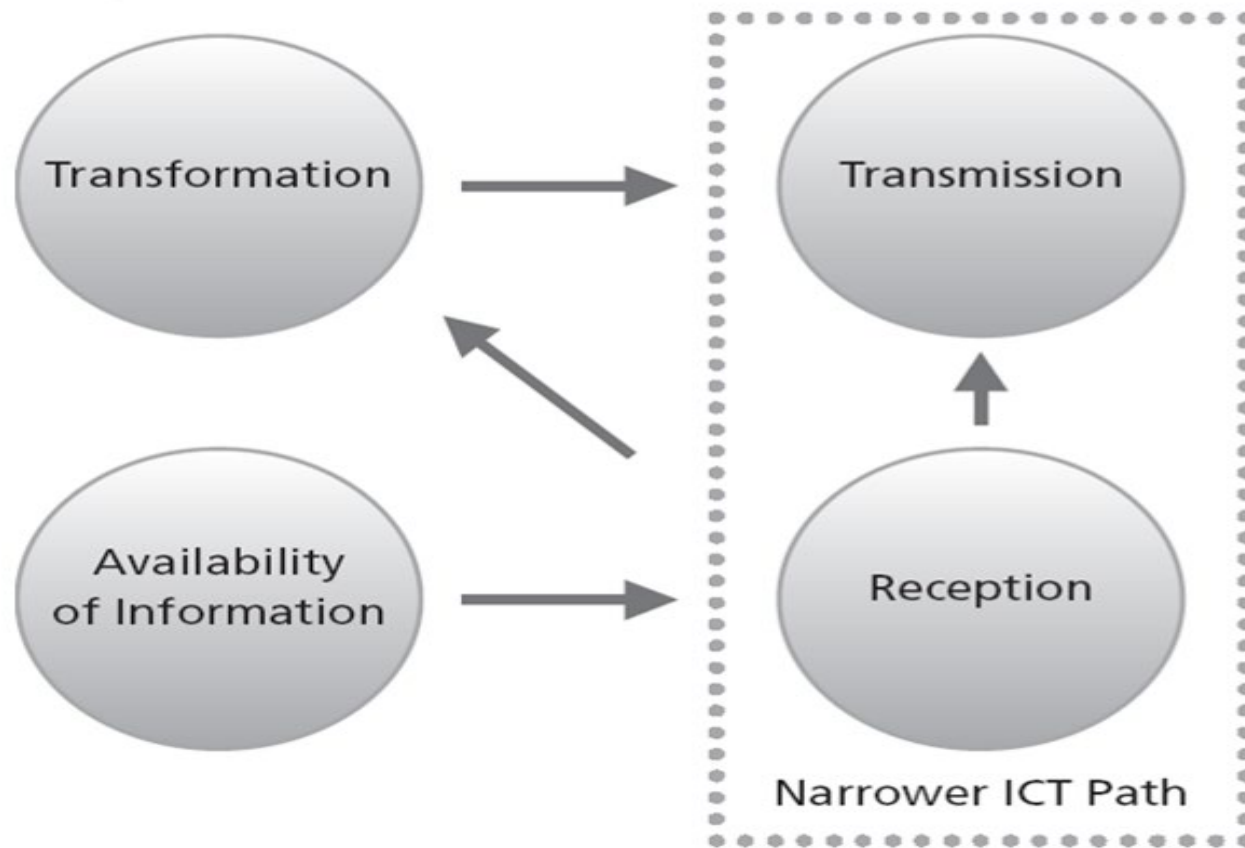
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The ANZIIL Information Literacy Framework

Use information as a lifelong learner by

1. Recognising need for information
2. Accessing information effectively
3. Evaluating information and sources
4. Storing and managing information
5. Using information to create ideas
6. Using information legally & ethically

Distinguishing IL from Information Transfer



Source: Catts, Ralph & Lau, Jesus (2008). Towards Information Literary Indicators. Paris, UNESCO, P14.

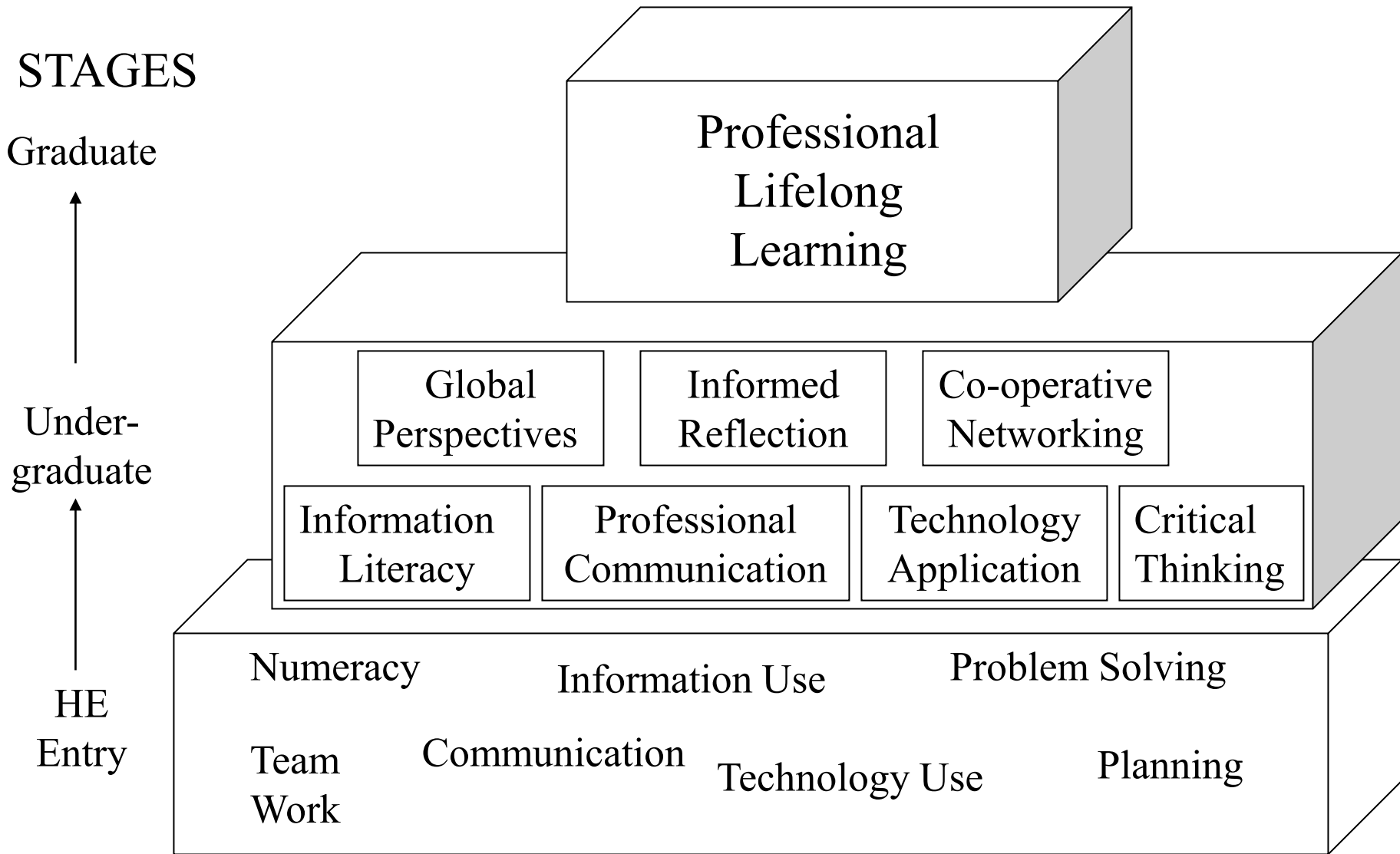
Assessment Matters

- Often the last thing considered by course designers, but
- Normally the first thing considered by students, and
- The scope of the Assessment Tasks can define the scope of the curriculum for many students.

Information Literacy Curriculum Models

Programme Form	Programme Characteristics
Generic	Extra curricular classes and/or self paced packages e.g. Library skills
Parallel	Extra curricular classes and/or self paced packages that complement the Curriculum – discipline based Library sessions.
Integrated	Classes and packages that are part of the curriculum – Scheduled library sessions
Embedded	Curriculum designed so that students have ongoing interaction and reflection with information.

Hierarchical Model of General Skills



Conditions for Effective Information Literacy Learning in Higher Education

- Institutional Commitment
- Situated Learning of Information Skills
- Discipline-based assessment of IL – a part of the assessment of students.
- Programme Evaluation of IL strategies
- Institution wide monitoring of effectiveness of IL policies.

Student Assessment

Student attainment of Information Literacy is

- not normally amenable to assessment in pencil and paper 'recall' tasks (exams);
- Requires assignment tasks that demand individuals to create new knowledge; AND
- Information Literacy tasks must be identified as a component of the assessment

Strategies for Embedding Assessment of Student IL

- Gate Keeping – a log of a search strategy as a prerequisite for submission of assignment;
- Assessment Criteria that incorporate
 - Evaluating the credibility of sources;
 - Integrating sources into analysis;
 - Presentation of references in-text and in bibliography

Assessment examples – with first year undergraduates

The first assignment task required students to search a web site to identify specified information. They replicated a class demonstration and were assessed on:

- Locating 3 relevant articles and justifying relevance, currency and reliability;
- Integrating the information contained in the 3 articles into a short statement; and
- Giving reference details both in-text and in a bibliography.

Assessment Examples – reinforcement of learning

In the second assignment the same first year group were provided with criteria for assessment which incorporated:

- Use of relevant and credible sources of information;
- Use of sources in supporting analysis and conclusions; and
- Correct referencing as a component of marks for style and presentation.

Assessment Examples – post-graduate course work.

For a taught doctoral programme, students were required to undertake a module entitled 'Professional Practice'.

The assessable task was an analysis of an issue in professional practice.

The assessment criteria included reference:

- a) To relevant policies; and
- b) Analysis based on relevant research.

Programme Evaluation

- Locate IL component in curriculum documentation;
- Identify IL practices in programme delivery
- Embed IL tasks into student Assessment;
- Report at programme level on student attainment of IL outcomes.

Institutional Monitoring of effectiveness of IL Policies

Evidence of effectiveness required at the level of

- the students through review of attainment;
- Programmes through review of curriculum, and assessment strategies;
- Institution wide through use of SAILS, ISS or similar 'generic' tools.

Australian Information Skills Survey (CAUL and ANZIIL)

- Content Validity confirmed against ANZIIL Standards (edition 1)
- Construct validity established by Structural Equation Modeling, and
- reliability estimated for one population

When is an assessment valid?

Validity requires a judgement about the relevance of the measurement in the context in which it is used.

Hence evidence of the content validity of the ISS is in the eye of the user, not the designer of the assessment tool

Validity of the ISS

- Trained Teams of librarians and lecturers drafted items to reflect each standard;
- Teams reconvened to link selected items to standards;
- Of about 250 items drafted for each ISS form, about 80 items were consistently matched to standards.
- Final form selected by establishing construct validity using SEM

Use of Information Skills Survey

- Designed for self-report
- Designed for diagnosis and for institutional evaluation
- Two forms developed
 - One for Law Students
 - one for Education and Social Sciences

Self Report

- Used for Institutional assessment of learning outcomes by Ramsden et al
- Used for assessing academic staff performance
- Can be valid and reliable
- Unsuitable for individual assessment
- Measures what people do.

Reliability of ISS

ISS Form	Reliability	Number of Cases
Education (20 items)	0.87	224
Law (28 items)	0.84	274

What does the ISS look like?

Standard 3

I can pick out the main ideas in an article.

Standard 4

I store information I find so I can use it later.

Standard 5

I present information in a form that suits the intended user.

Law ISS examples

- Standard 2

Depending on the information sought, I use different sources;

- Standard 3

When I read cases I summarise them by topic or subject matter;

- Standard 5

I combine different views in my reports.

Confirming Evidence for ISS

- Librarians judgements of IL skills found to be consistent with ISS scores;
- Clarke and Catts (2007) confirm reliability of Standard Form. (0.85 with 86 first year; 0.84 with 124 fourth year medical students); but
- content validity did not include advice from experienced doctors for 4th year students.

Evaluation - Credible to whom?

Who are the 'stakeholders' you need to convince, and how can you do so?

- Senior managers
- Teaching faculty
- librarians
- students
- others?