Workshop:
Assessing Information Literacy Concepts
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This session will provide an overview of educational assessment foundations, common types of assessment, and how to align assessments with information literacy concepts. Participants will have the opportunity to practice designing rubrics and plan a set of assessments for a future lesson they will implement.

I. Introductions
   1. Participants
   2. Small groups
      a. Individual writing
         i. Describe an assessment that you have used effectively in your classes (i.e., one that provides an accurate picture of students’ understanding)
         ii. Outline a specific assessment concern/problem you want to resolve in the near future.
      b. Share your ideas with your group.

II. Assessment Triangle (NRC, 2001)

Cognition & Learning Theory
1. For example, social constructivist learning theory
   a. In practice this means that students need opportunities to co-construct meaning from learning activities.

2. Observation
3. Interpretation

III. Types of Assessment

- Diagnostic: Before instruction occurs, purpose: to access students’ prior knowledge and interest
- Formative: During the course of instruction to check students’ understanding, but is only formative if the teacher uses the information to adjust instruction.
- Summative: Occurs at the end of instruction.

Without the use of formative assessment, one is only using continuous summative assessment.

Talking point: An educative assessment also makes for a productive learning opportunity.

- Discuss in your group: When have you used an educative assessment?

IV. Framework for Information Literacy (2016)

- Frameworks are based upon the Information Literacy Competency Standards for Higher Education (ACRL, 2000)
- Framework has six concepts, each with:
  - a central concept,
  - a set of knowledge practices, and
  - a set of dispositions.

For example:
- Concept #1: “Authority is constructed and contextual”
- Knowledge practice #1: Learners can “define different types of authority, such as subject expertise, societal position, or special experience.”
• Disposition #1: Learners “develop and maintain an open mind when encountering varied and sometimes conflicting perspectives.”

_However, standards and frameworks are not curriculum or assessments, but do help us focus on specific learning goals._

_V. Learning Objective and Assessments_

_Talking points:_
1. A learning objective should be specific and measurable
2. Instruction should be aligned with learning objective ("opportunity to learn")
3. Students should understand your expectations, use:
   a. Clear product descriptors
   b. Clear rubrics
      i. Not just a list of criteria and distribution of points
      ii. Each criteria should have a unique description of the quality of each level...provides feedback to students on what they did well and what needs improvement
      iii. Provide a translation of rubric to grade (for summative purposes)

_Activity:_
1. Write a clear learning objective for one of your classes:
   "Students will be able to..." (Process)
   "Students will understand..." (Content)
2. Design a set of assessments (diagnostic, formative, and summative) for a lesson that would address your learning objective.
3. Describe:
   a. how you could observe if students were making progress toward the objective.
   b. at the end of your instruction how you could determine if students had a deep understanding of your learning goal.
4. Would you grade either of these assessments? Why or why not?
5. How would you ensure that students had the opportunity to learn these concepts?

_VI. Evidence of Student Learning & Reflecting upon Instruction_

1. Analyse for ...
   a. which concepts students learned
   b. which concepts student struggled with, and retained misconceptions
2. Reflect upon your instruction....
   a. What positive claims can you make about student learning in your classes? (and what instruction you would keep the same)
   b. How could you adjust your instruction to better support student learning?

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