

Student Learning Outcomes Assessment Report
Fall 2012

Education 2100 Foundations of Education: Ms. Preston-Sabin, Instructor. The social, philosophical and historical background of education. The course will contain lecture/discussion and a required field based experience. The Live Text electronic portfolio is introduced. (From the 2011-12 APSU class schedule listing)

This course was taught by librarians Sharon Johnson, Nancy Gibson and Philenese Slaughter. The first session instruction session was an overview of Information Literacy using Philenese's power point. This team also developed final exam questions to assess the Education 2100 students' grasp of the Information Literacy concept and its importance to teachers. Subsequent sessions were with PBL where three librarians functioned as group facilitators for about 35% of the classes held. The PBL was held the second half of the semester. As facilitators, we incorporated information literacy concepts into each session.

33 students submitted an APA research paper to LiveText which provided a lot of interesting information, as did the PBL questionnaire and Information literacy questions on the final exam. We are looking at how this information can be used in the class to increase student information literacy for all outcomes.

The method used to measure the learning outcomes was the bibliography of the research paper. The learning outcomes measured and results were:

- Student ability to locate and use APA format by correctly citing 1 journal article, scholarly books and/or websites: **90%**
- Differentiate between types of sources: **70%**
 - In the spring we will look at including a rubric to better identify the specific types of sources the students included in their bibliographies. Once identified we can focus on what types of resources need to be identified in the instruction sessions to increase the percentage to 90 %.
- Include 100% scholarly and relevant materials in their papers: **90%**
 - Even though 90% located scholarly materials, we discovered through the PBL questionnaire that some students do not really know what is meant by researched based education strategies. We may need to tweak the instruction session. In the spring the professor and instruction librarian will begin developing a handout and assignment to demonstrate what we are looking for when we say scholarly/researched information; how to identify and locate it. This is a part of information literacy that seems to be more elusive. I want to increase this percentage to 95% and keep increasing to reach the goal of %100. We may also need to be more intentional and include this information in our initial interaction with the groups we facilitate for PBL.)
- Information Literacy correctly answering 3 final exam questions: The class averaged answering at least 3 questions correctly. (Questions are available upon request.) Even though most seem to have a grasp of Information Literacy, its use and importance, we noted that some students need more instruction on this concept. That is something the four of us will discuss in the spring.