

Student Learning Outcomes Assessment Report
Spring 2013

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)

Overview

This course was taught by librarians Sharon Johnson, Nancy Gibson and Philenese Slaughter. The first instruction session is the bibliographic instruction familiarizing the students with the library's education resources, online style guides, and search protocols. This session is in preparation to find scholarly sources for an annotated bibliography which prepares students to write the research paper. In working with the PBL project, we have discovered that each class has a different personality, level of academic preparedness and approachability.

During the second half of the semester, the librarians act as facilitators for the PBL portion of the class. It begins with the class viewing the Information Literacy power point and discussing a set of six questions that review concepts covered in the PowerPoint. Five IL questions were included in the final exam to assess the Education 2100 students' grasp of the Information Literacy concept and its importance to teachers. We found these students had the *most difficulty synthesizing what information literacy is and how it can be used* for more than academic needs. The most missed question was:

Information Literacy enables you to analyze and evaluate information to a) design a lesson plan
b) buy a house c) find a job d) produce an audio file e) all of the above.

14 out of 33 students (42%) chose a) design a lesson plan. (See further explanation under Information Literacy in Results below.)

As facilitators, the librarians incorporated information literacy concepts into each session. Based on the findings from the fall assessment that students may need more intentional direction towards appropriate resources for evidenced-based scholarly research information, the librarians were more forthcoming in directing students to education databases. However, the students' final exams and the PBL references used in their PowerPoint presentations showed a lack of understanding what is meant by scholarly and evidence-based research.

Results

The method used to measure the learning outcomes was the annotated references of the research paper. Also included are results from the five Information literacy questions on the final exam. Forty-two students submitted an APA research paper and annotated bibliography to LiveText. Thirty-three students took the final exam. The learning outcomes measured and results were:

1. Student ability to locate and use APA format by correctly citing 1 journal article, scholarly books and/or websites: **69%**
 - 29 of 42 students met the target. A drop from last fall. **A citation anatomy exercise or chart identifying each element of a citation (http://library.bellevue.edu/buildit/4_parts_of_a_citation.html) will be added on the Education libguide page.**

2. Differentiate between types of sources: **71%** were able to do this successfully. Remains pretty much the same as fall 2012.
3. Include 100% scholarly and relevant materials in their papers: **76%**
 - There is an almost 20% drop from last semester's 90%. It was made very clear this semester that it is not sufficient *saying* what relevant research-based scholarly information is. Students need to use it. We discovered through Part B, question 4 of the final and the resources used in the PBL PowerPoint's there is not a full understanding of what is meant by researched based education strategies.
 - Out of the 33 students taking the final, 29 students addressed the question. Of those 29, 11 got it right, 14 were partially right, and 4 were completely wrong. Four (4) of the students did not address the question. From these results we are seeing that students may understand the words, but not in the context we present them. We were trying to place a can of beans on a shelf that was not there. The shelf has to be built on in order to place the can. ***During the fall session, the students will be presented with concrete and specific examples of evidence-based research articles tied to the PBL, where to look for them, and how to know the difference.***
4. Information Literacy: correctly answering 3 final exam questions
 - The class averaged answering 4 questions correctly which was very good. Questions 11 & 13 were answered correctly by 33 or 100% of the class. Questions 1 and 25 were answered correctly by 31 of 33 or 93.9% of the class. (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. (See paragraph above) ***I will be using concrete and specific examples of what information literacy can be used for in the initial PowerPoint on IL.***
5. Identification and use of various formats scholarly materials – 93% for articles;78% for websites
 - A new rubric was used to differentiate between scholarly journal articles and scholarly/professional web sites used in the APA Research Paper: Annotated Ref. Forty (40) of 43 students or 93% had adequate or exemplary success in locating scholarly/professional journal articles with 49% reaching exemplary status. However 78% showed adequate or exemplary success in locating scholarly/professional websites. ***Students will be encouraged to use the methods of vetting websites that had been included on their handouts. Evaluating websites will be added to the Education libguides page and shown to the students in their library session.***

Corrective action for future classes:

- #1. Add a citation anatomy exercise or chart identifying each element of a citation (http://library.bellevue.edu/buildit/4_parts_of_a_citation.html) on the Education libguide page.
- #3. Provide concrete and specific examples of evidence-based research resources
- #4. Provide concrete and specific examples of what information literacy can be used for in the initial PowerPoint on IL.
- #5. Introduce in class How to Evaluate Websites on the libguides page