We’re Teaching and Assessing, So Why Don’t We Know What They’re Learning?

Megan Oakleaf
moakleaf@syr.edu | www.meganoakleaf.info
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Why We’re A Bit Stuck
Or, What it Takes to Assess Information Literacy Learning Outcomes Well

Clarity
Integration

- Outcomes
- Assessment within Pedagogy
- Collaboration with Colleagues
- Data Tracking
- Changed Actions
- Communications

Where we’re going:

- Local IL outcomes, linked to other national and campus outcomes, goals, initiatives, missions.
- Assessment that is central to pedagogy, not an afterthought.
- Authentic, integrated assessments to maximize assessment validity and student motivation as well as minimize perceived “add-ons”.
- Deep collaboration with disciplinary faculty and student affairs professionals for teaching, assessing, and ensuring transfer of skills.
- Organized assessment data, e.g., rubrics for interrater reliability, assessment management systems for coherent data tracking, research for connecting library instructional interactions with impact on students.
- Changed actions based on evidence, especially in areas of instructional approach and assessment strategy.
- Transformed communications plans focused on reporting what we want students to know and be able to do, where students are on the continuum of learning, how instruction has changed to increase learning, and to what degree increased learning has improved students’ lives.

“Understanding by Design”:
1. What do you want students to learn? (outcome)
2. How will you know if they’ve learned it? (assessment)
3. What activities will help them learn and, at the same time, provide assessment data? (teaching method)
**Further Reading**
(Available at www.meganoakleaf.info)

**Advantages & disadvantages to particular assessment approaches:**

**Selection of the right assessment tool for a given situation:**

**Barriers to using assessment results, including strategies for overcoming them:**

**Theories, concepts, and strategies for thinking about assessment:**

**Basic assessment skill listing for job descriptions:**

**Information literacy assessment plans and artifacts for assessment:**

**Rubrics, rubrics, rubrics:**
See reading list at www.railsontrack.info.

**Information literacy assessment as a process of continuous improvement:**