Are They Really Using What I’m Teaching?
Assessing the Information Literacy Skills of First-Year Writers Using Dynamic Criteria Mapping

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Research Question
What is the impact of the information literacy instruction in a first-year writing course on students’ use of information in academic research paper writing?

Method Choice & Rationale
Dynamic Content Mapping (DCM):
• Bob Broad, What We Really Value: Beyond Rubrics in Teaching and Assessing Writing, 2003

DCM:
• Privileges Qualitative Writing Assessment
• Conceptualizes Assessment as a Social Process
• Reveals What a Community Values
• Renders Evaluative Dynamics Visually
• Clarifies the Semantics of Criteria
• Facilitates Professional Development
• Builds a Culture of Assessment
• Privilégies Praticien Knowledge
• Encourages Community Buy-In
• Focuses on Community Learning

The DCM Workshop

Data Collection & Analysis—Working Toward the Map

Data Collected
• Workshop participant worksheets/questionnaires
• Marginal/individual notes collected from sample papers
• Recoding of large group discussions (Anonymize)

Initial analysis
• All manually transcribed to Google docs
• Text search used to identify and locate relevant information
• Each investigator also engaged in “close reading” of the text

Constellation-Building Process
• Investigate sample lists of criteria words/tiers/ groupings
• Word/term/concept groupings
• Themes become “constellations”

Trio Criteria Lists

• Initial “Draft” Maps

The Map

Next Steps
• Summer 2016: Follow-up Assessment with more artifacts and workshop participants
• Close the circle: Refine the IL curriculum
• Framework Alignment: Further explore alignment with ACRL II Framework

Literature Review
Our sources can be grouped into three categories: Dynamic Content Mapping Sources, Information Literacy & Compositor Sources, and Information Literacy Assessment Sources

This full Works Cited can be viewed here—http://www.postersession.com