

Measuring the effectiveness of library information literacy instruction

Elise Y. Wong, Sharon Radcliff*, Gina Kessler Lee, and Suellen Cox
 Librarians at Saint Mary's College of California

*SMC AiA team leader April – August 2013

Project Overview

- Seeks to strengthen the connection between English Composition courses and library instruction sessions to achieve information literacy learning goals and positively impact student success
- Compares and assesses two versions of library instruction in teaching information literacy in ENGL5 "Argument & Research" sections

Research Questions

- How effective are our traditional library sessions in helping students meet their ENGL5 Information Evaluation and Research Practices (IERP) learning objectives?
- Does our "treatment" in experimental library sessions have any effect building student Critical Thinking (CT) skills?

IERP and CT as defined in ENGL 5

- IERP 1** • Develop search strategies and use library catalogs and databases to find relevant materials for research
- IERP 2** • Practice evaluating sources critically
- CT 2a** • Seek and identify confirming and opposing evidence relevant to own hypothesis
- IERP 3** • Evaluate and synthesize evidence for the purpose of drawing valid conclusions
- IERP 4** • Demonstrate academic honesty and safeguard the intellectual property of others by properly integrating and citing sources

What We Learned from Literature

Students who are taught argument schema using the Toulmin model construct better arguments with more alternative viewpoints and rebuttals.



(Nussbaum, 2007)

Students who learn to critically analyze arguments and alternative viewpoints in dialogue can better avoid "myside" or confirmation bias.



(Wolfe, 2009)

Students who are also taught to generate critical thinking questions based on argument schema create better arguments.



(Song, 2012)

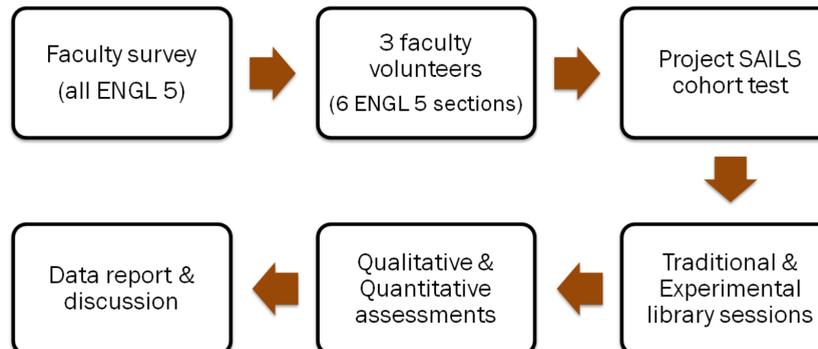
Traditional vs. Experimental Sessions

Focus on IERP	Focus on IERP + CT
Little pre-session work	More pre-session work
<ul style="list-style-type: none"> • Developing a topic • Formulating search strategies • Using databases • Evaluating sources: credibility, reliability, accuracy, & bias • Ethical use of information; citing in MLA 	<ul style="list-style-type: none"> • Developing a topic • Considering alt. viewpoints • Evaluating scholarly articles: claim, evidence, reasoning/assumptions, alt. viewpoints, rebuttal, credibility, & reliability • Citing in MLA

Results (coming soon)

- Data reported from faculty survey
- Data reported from faculty interviews
- Data reported from Project SAILS tests
- Data reported from traditional and experimental library sessions (Pre-session worksheets, exercises, extended research papers, and post-session reflections)

Project Design (Spring 2014)



Challenges

- Lack of faculty volunteers
- Lack of student incentives
- # of library sessions vary
- Too little time/too much materials
- Some materials maybe overly complex

Future Directions for Research

- Explore collaborative opportunities available for librarians to work with faculty in other departments on assessment
- Design library instructions aligned with the threshold concepts in the new ACRL framework

Questions and Comments?

Elise Y. Wong, team leader
yw3@stmarys-ca.edu

SMC AiA campus team

- Katherine Field, English Faculty
- Kathryn Koo, English Faculty and Composition Coordinator
- Hilda Ma, English Faculty and Composition Coordinator
- Gabrielle Myers, English faculty
- Chris Procello, Director of Educational Effectiveness and Associate Director of Institutional Research

References

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Acknowledgement

This project is part of the program "Assessment in Action: Academic Libraries and Student Success" which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL's Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services.