Measuring Success One Writing One-Shot at a Time

Jim Kinnie
Personal Librarian & First Year Experience Conference
March 21, 2018
Overview

University of Rhode Island
14,700 Undergraduates – 3,300 First-Year Students
2,000 Graduate Students
Land Grant, Sea Grant, Urban Grant University

Department of Writing and Rhetoric
WRT104 – Writing to Inform and Explain
WRT106 – Introduction to Research Writing
General Education Information Literacy SLO
Overview

Dual Enrollment – WRT104

URI to provide the same instruction session for all sections - college and high school students

Approximately 50 High School sections/year in total
8-9 sections/semester come to URI for library instruction session
Combine library visit with campus tour, lunch
Outline

Assessment Plan
ACRL Immersion Assessment Workshop 2009

Scenario (outcomes)

Instruction Outline

Survey/Evaluation

Results

Informing Change
ACRL Immersion Workshop

Personalized Strategic Assessment Plan

ID 2 Outcomes

Set Criteria for success (aim for 80% for each outcome)

What Evidence? How to Analyze?

Inform Change

Timeline for Continuous Assessment
Instructional Scenario

Outcome 1: Students will refine their search strategy in order to identify citations to appropriate articles for their research assignment.
Instructional Scenario

Outcome 1

**Content**
Students will use Academic Search Complete to search for credible articles and to learn how to retrieve the full text.

Pedagogy

Assessment

Criteria
Instructional Scenario

Outcome 1

Content

A guided demonstration by a library instructor using Academic Search Complete is used to highlight search strategies and database mechanics; students are given time to search their own topics and discover the options to find the full text.

Pedagogy

Assessment

Criteria
Instructional Scenario

Outcome 1

Content

Pedagogy

Assessment

Criteria

Online survey/Evaluation

- Please type your research question
- Please type the search terms that you feel worked best for you.
- What tells you that the results are relevant to your topic?
- Pick the article you feel is best for your assignment and type the article title and the periodical title.
Instructional Scenario

Outcome 1

Pedagogy

Content

Assessment

Criteria

• The search terms retrieve a workable number of citations
• The retrieved article is relevant to the Research Question.
Instructional Scenario

**Outcome 2**

Students will identify the differences between scholarly and non-scholarly articles in order to determine their appropriateness for the student’s assignment.
Instructional Scenario

Outcome 2

**Content** Examine the characteristics of the different types of articles throughout the session using examples from the demonstration searches.

Pedagogy

Assessment

Criteria
Instructional Scenario

Outcome 2

Content

Pedagogy
Students will save articles to a folder and examine their characteristics; they will review their articles for more evidence of scholarly or non-scholarly articles.

Assessment

Criteria
Instructional Scenario

Outcome 2

Content

Pedagogy

Assessment

Criteria

Online survey:
• Please identify the type of article you have selected above.
  . Scholarly
  . Non-scholarly
• Please name two characteristics of the article to support your choice.
Instructional Scenario

Outcome 2

Content

Pedagogy

Assessment

Criteria
The periodical has the characteristics of the selected type.
Instruction Outline

Searching Demo

Concepts & related terms from Research Question

Use keywords - emphasize subject headings - sort by relevance

Show tools – folder, Google Drive, print, email, save, cite

Find Full text

Student searching

Refresher user guide - CRAAP test
WRT Library Session Evaluation

Form description

Please tell us your course number

- WRT 104
- WRT 106

Section number (Ex. 04) *

Short answer text

Did you complete the concept mapping pre-activity? *

- Yes
- No
Please type your research question *

Long answer text

Please type the search terms that you feel worked best for you *

Short answer text

Pick the article you feel is best for your assignment and type or copy & paste * the ARTICLE TITLE (found at the top of the article's record).

Short answer text

Type the "Source" (journal or magazine title) for that article below. *

Short answer text
Please identify the type of article you have selected above.

- Scholarly
- Non-Scholarly

The FULL TEXT of this article is available through:

- HTML link in the record (attached to or linked from the record)
- PDF link in the record
- Online resources
- Print resources
- Not available (except through Interlibrary Loan)
Please rate the session using the scale below. *

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<th>Strongly Agree</th>
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<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
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Library instructor demonstrated good presentation skills
Information presented was useful for my assignment

What was the most important thing you learned today about information research?

Long answer text
Results

Outcome 1: Students will refine their search strategy in order to identify citations to appropriate articles for their research assignment.

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<td>68.8</td>
<td>80.8</td>
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Results

Outcome 2: Students will identify the differences between scholarly and non-scholarly articles in order to determine their appropriateness for the student’s assignment.

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## Results

**Completed the Concept Mapping Pre-Activity (%)**

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<td>96</td>
<td>94</td>
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<td>92.2</td>
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Results

Information presented was useful for my assignment (% Agree & Strongly Agree)

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<td>90.9</td>
<td>95.3</td>
<td>95.4</td>
<td>NA</td>
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<tr>
<td>Overall</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>93</td>
<td>92</td>
<td>96</td>
<td>95</td>
<td>92.2</td>
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Results

What was the most important thing you learned today about information research?

“How to narrow down your searches so that you can find articles that pertain more to your research question.”

“...how to narrow down the research so you don't have to look through thousands of articles ...”

“I learned how to make my search more precise”

“I learned how to find the thesaurus search in order to expand or narrow my search.”
Results

What was the most important thing you learned today about information research?

“How to determine if an article found in the database is scholarly or not.”
“...Knowing this helped me to find an article relating to my thesis.”
“...I can get both scholarly and non-scholarly research.“
“How to access scholarly sources and narrow my search to find the correct sources for my needs.”
Results

What was the most important thing you learned today about information research?

“That google is not the only place to go to find information.”
“That I can use this search tool instead of google.”
“how to look stuff up.”
“The craab test. (sic)”
“…Prior to this meeting I was unaware of these research tools so this was a great help!”
Results

What was the most important thing you learned today about information research?

“I didn't learn anything new today.”
“...I knew most of the information before.”
“Nothing, if anything, this was a reminder from High School.”
Informing Change

First two semesters:

Concept mapping pre-activity – ‘mandated’ and assigned before library session (come to session prepared with a Research Question)

Revised outline

Same outline for WRT104/106
Evaluation language (easier to find & paste titles)
Informing Change

F2011

Evaluation only on TuTh classes (75 minutes)
Outline added emphasis on scholarly/popular difference

2015 Flipped classroom experiment
Seven sections ‘took’ InfoRhode Tutorials
Tutorials replaced the live demonstration
Instructors put research in context
Show path to subject databases
More time for guided searching
Informing Change

Flipped classes did somewhat better than the traditional sections in Outcome 1, and not as well in Outcome 2

We decided not to continue the pilot but...

Incorporated some features into our Outline (ex. Show subject databases)
Encourage WRT instructors to make use of the tutorials
Informing Change

End of an Era

Department of Writing and Rhetoric is piloting a new format for WRT104/106

Badge course

New Assessment Plan
Questions?

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