# LSTA – Librarian as Instructional Leader

## Mini-Grant Reporting & Assessing Authentic Learning Assessment

Report for the Winter/Spring Authentic Assessment Mini-Grants Post to <http://informationliteracywactc.pbwiki.com> -- Due June 18, 2010

The purpose of this report is to reflect on your learning and to create a repository of shared ideas and strategies for Washington state community and technical college libraries.

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| **Project Summary** (limit to 200 words) |
| This project focused on finding information about a country and a major current event for that country. Countries were pre-selected by the instructor and librarian for a major event that was reported on the BBC web site within the few months. Each student was assigned a country and had to first look up encyclopedia information (both print and online), and complete a worksheet asking for citation information and country information. Then they were asked to navigate the BBC web site to find a recent article about a current event regarding that country. Students were given one or two keywords to help with their search, and learned how to generate new keywords. Students completed a worksheet asking them to pull out citation information and write a citation in MLA format, plus major points regarding the event. They then wrote a paragraph summarizing the event, and made an oral presentation to their classmates. When giving their presentation, they also shared a handout or poster. |
| **Participants –** Who worked on this project? |
| Librarians: Esther Sunde  Faculty:Jill McDonough  Class name(s) and approximate number of students involved: IEP 070 (Reading 4); 13 students |
| **Learning Outcomes or Project Outcomes** – What did you want the students to be able to do? OR What did you intend to accomplish? |
| * Practice reading authentic language * Find information in a print encyclopedia * Find and use information in an online encyclopedia * Navigate and search a news web site * Recognize the necessary pieces for writing a citation * Write an MLA citation * Pull out main ideas from an article * Summarize main ideas from an article in a paragraph * Talk about the main ideas of an article student has read * Create a product using information that student found |
| **Curriculum –** What did the students need to know? What content needed to be covered? |
| * Alphabetical order for finding a country in the print encyclopedia * Navigate the library’s web site to find Encyclopedia Britannica * How to search Encyclopedia Britannica * How to write MLA citations * How to search & filter news articles * Identify main idea & supporting details * Summarize a reading passage |
| **Pedagogy –** What were the setting and learning activities for the students to gain/develop these abilities? |
| These ESL students are international students preparing to enter college courses. This activity is familiarizing students with information literacy and citation techniques to prepare them for content and formats they will use in college. This activity used a current event to enable students to find and read news articles in English. Students needed to research the country using online and paper encyclopedias, fill out information worksheets on the country, find a current event article using the BBC, and summarize and report out on their findings. |
| **Assessment –** How did the students demonstrate the learning? What assessment did you design for students? (Provide links to assessment tools you used in the wiki) |
| Student worksheets provided assessment on if students: found a current event on their country, summarized the information, prepared a citation, and presented the information to their classmates. They also had to create a handout or visual aid for their classmates. |
| **Criteria –** How did you (instructor and librarian) know the students had done this well? How did you judge/evaluate the performance? |
| Students filled out worksheets identifying information, cited the information using MLA, and summarized and presented the content. Students’ worksheets and presentations were graded. SEE GRADING SHEETS |
| **Data –** What data did you collect? How did the students perform? Please include the data (even if you have to mail it to us) if at all possible**.** |
| 13/13 students were able to find an article, use both online and paper encyclopedias, identify main topic and details, and answer questions related to their country. 13/13 students presented information about their country to the class. 11/13 students were able to understand the content enough to summarize it accurately. 11/13 students were able to cite their material. |
| **Best Practices –** What Best Practice would you pass on to other librarians or discipline faculty? |
| This was an effective project for these students. They received exposure to using news media online, researching a topic, and citation while still meeting the outcomes for the reading class. |
| **Key learning –** What’s your observation or reflection on this project? What did you or the faculty member learn from this project? |
| Students needed one more time to meet with librarian and/or instructor to get feedback and make corrections on their presentations. Students would have benefited from individualized time for critique. |