# 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) |
| Assignment for the Wine Marketing and Sales class includes student designed and federally compliant labels for new wines produced. Their assignment includes the marketing and merchandising of the wines based on market analysis, demographic studies, research on who and where to market the wines, marketing of the product through various channels and the information literacy reports and references used in the process |
| **Participants –** Who worked on this project? |
| Librarians: Esther Sunde, Randy NelsonFaculty: Regina DaigneaultClass name(s) and approximate number of students involved: WIN 141 Wine Marketing and Sales, 20 students participated |
| **Learning Outcomes or Project Outcomes** – What did you want the students to be able to do? OR What did you intend to accomplish? |
| Students learned to put together a marketing plan for the wines produced at the college, they had the opportunity to research the best segment of the population to market these wines to, research the compliance needed to obtain label approval through the TTB (Alcohol, Tobacco, Tax and Trade Bureau), research the best methods of selling the wine, i.e. wholesale, retail, tasting room, events, etc. They were able to research pricing in this market, their merchandising plan for displaying and selling the wine and overall methods to market the college program and wines produced. |
| **Curriculum –** What did the students need to know? What content needed to be covered? |
| The students needed to know the Washington State Liquor Control Board laws, the Federal Liquor laws and label approval regulations and guidelines, marketing terms and distribution options, pricing and displaying for wines in this price point, understanding the various demographics for wine consumption in our area, the United States and globally, and the laws regarding distribution, pricing and compliance globally. |
| **Pedagogy –** What were the setting and learning activities for the students to gain/develop these abilities? |
| The students were provided an opportunity to review library resources, databases and materials available for their specific needs with a librarian on campus. The students attended field trips to retail, restaurant, wineries, and a seminar on legal issues for wineries. They experienced classroom exercises regarding what appeals to different segments of the population, label appeal, tasting exercises for various flavors that appeal to segments of the population and group discussion about their likes and dislikes regarding wines, labels and design of the tasting room. Guest speakers from the wine industry spoke on compliance, taxes, laws, merchandising, marketing and branding. The class worked in groups to design and develop their work for the assignment. They tasted the wine for their assignment and were responsible for getting correct information regarding the facts on production of the wine from other students who produced the wines. |
| **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) |
| An assignment was handed out the first day of class outlining the components expected for the project, and a rubric was developed that outlined the work that was expected for the assignment. Students presented their materials in class and got questions and feedback from others, assessments were based on the work that they presented, and their completion of it. |
| **Criteria –** How did you (instructor and librarian) know the students had done this well? How did you judge/evaluate the performance? |
| Their presentations were assessed (through the rubric) as well as the research, resources and their overall factual statistics and compliance for their labels and their marketing plan. They were expected to list their sources of information. |
| **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**.**  |
| We collected their reports – mostly presented in power point presentations, their labels both paper and bottles with their designs, and their marketing materials, bottle neckers, point of sale materials, and fact sheets about the wines produced.  |
| **Best Practices –** What Best Practice would you pass on to other librarians or discipline faculty? |
| Best to give the students as much information about the assignment as possible, it works best to be organized with the rubric and your expectations of the assignment planned out and presented to them as early on in the course as possible. Students can utilize many resources, giving them those options and ideas about where to find information is very helpful.  |
| **Key learning –** What’s your observation or reflection on this project? What did you or the faculty member learn from this project? |
| I learned so much from this project, how to present the assignment, how to be clear about expectations for the assignment given, how to prepare and present a rubric, how to manage the work of organizing resources for the students, and most of all how to support student learning through the information literacy that’s available on campus, through the web, and within the industry. |