Limitations in Tutorial Evaluation/Assessment

Level 1: How satisfied are learners with the instruction?

Level 2: What have learners learned?

Level 3: What do learners apply in practice?

Level 4: Are learners information literate as a result of library instruction? (ROI)

Pedagogically sound instruction leads to observable changes in learner behavior. In-person instruction provides an opportunity for instructors to observe and assess behavior changes. There are unique challenges when delivering information literacy instruction online:

1. Learner behavior cannot be observed by the instructor.
2. Information literacy concepts and skills require time and practice to learn. We should not assess learners on changes in research behavior before they have had an opportunity to practice the new skills.

Instead, instructors should focus on maximizing Level 1 evaluation and Level 2 assessment.

Level 2 Assessment: What have you learned?

As a result of this tutorial, are you able to identify parts of a citation (e.g. title, author, publication, etc.)?

a. I am NOT ABLE to identify parts of a citation
b. I have general awareness of parts of a citation, but I will need MORE GUIDANCE to identify them.
c. I have general awareness of parts of a citation, but I will need MORE PRACTICE to identify them.
d. I am ALWAYS able to identify parts of a citation.

This question is an example of how to determine what students have learned. While this question is self-reported data, there is no expectation that the results will be used to determine their expertise on a topic. Instead, we can use it to determine:

1. Does the tutorial content need to be improved to offer more guidance?
2. Are students over or under confident in their ability to perform a skill?

Ideally, most students will select option C. It is reasonable to assume that they will get the information they need from the tutorial to feel like they can perform the new skill on their own, but want more practice. If the majority of students select A or B, then the tutorial content would need to be improved. If the majority select options D then more nuanced examples/practice are likely needed so they aren’t’ overconfident in their abilities.
Data & Analysis

Most students selected option C. This tells us that most students felt they learned the content presented in the tutorial, but recognize that they “need more practice” using the new skill acquired.

We would like the number of students that indicated they “need more guidance” to be smaller. We could modify the tutorial content to include more examples and perhaps more practice.

Ideally, the number of students that are “always able” to perform a new skill would be less after a short tutorial. However, given this example where the skill is likely something they’ve encountered before (writing a citation), it is plausible that 1/3 of students feel comfortable with it. If the content presented was a new skill for most learners (e.g. using search strategies), this number would be too high.

The ideal results are contextual and depend on what your audience may already know or not. It is important to understand your learner population.

Data Collection Tools

Data may be gathered using a variety of software statistical tools. Google Forms, Survey Monkey and Qualtrics are all good options. As the majority of our tutorials are assigned for credit, we prefer to use Qualtrics end of survey redirect functionality so that we can separate out the Evaluation/Assessment information from student personal data.

Resources

Turnbow, D. & Roth, A. Instruction by Design Blog
https://learningservices.ucsd.wordpress.com/category/kirkpatrick-model-series/

Kirkpatrick Partners. The official site of the Kirkpatrick Model.


Poster link http://libraries.ucsd.edu/assets/elearning/ALA2019EdTechPoster.pdf

Poster Presented at ALA Annual 2019