

# UC San Diego

## Presentations and Posters

### Title

Lose Your Likert Scales

### Permalink

<https://escholarship.org/uc/item/62h5c97k>

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### Publication Date

2018-07-01

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# LOSE YOUR LIKERT SCALES

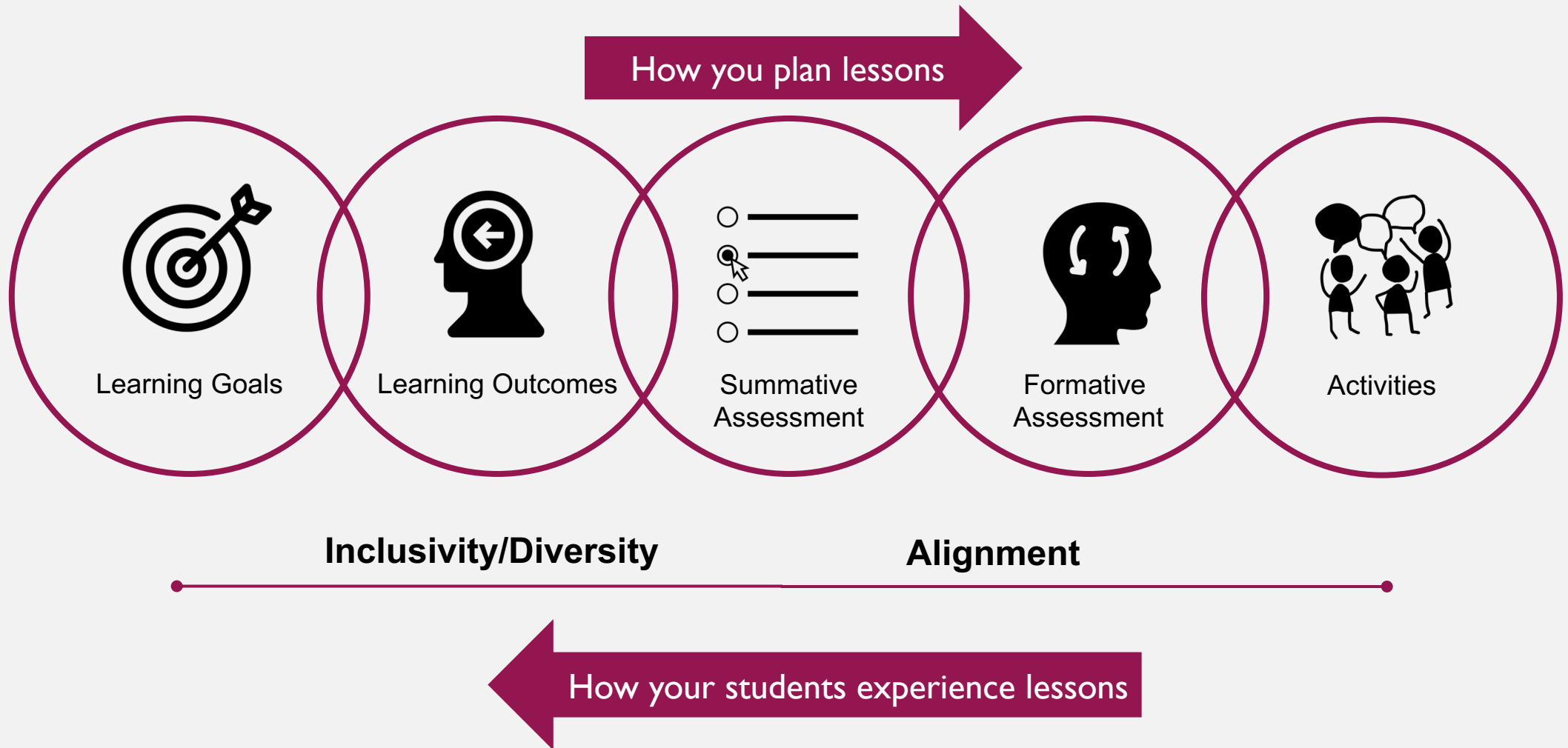


**Library Instruction West, July 2018**

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# MODEL FOR SCIENTIFIC TEACHING



# WRITING LEARNING OUTCOMES

## Audience

Who are the learners?

A

B

## Behavior

What is the behavior?

C

D

## Degree

To what degree do learners need to perform the behavior?

## Condition

Under what conditions do learners need to perform the behavior?



## ABCD EXAMPLE

Given a research question and a Wikipedia article about it, learners will be to generate a list of at least three keywords or phrases for each concept represented in the question.

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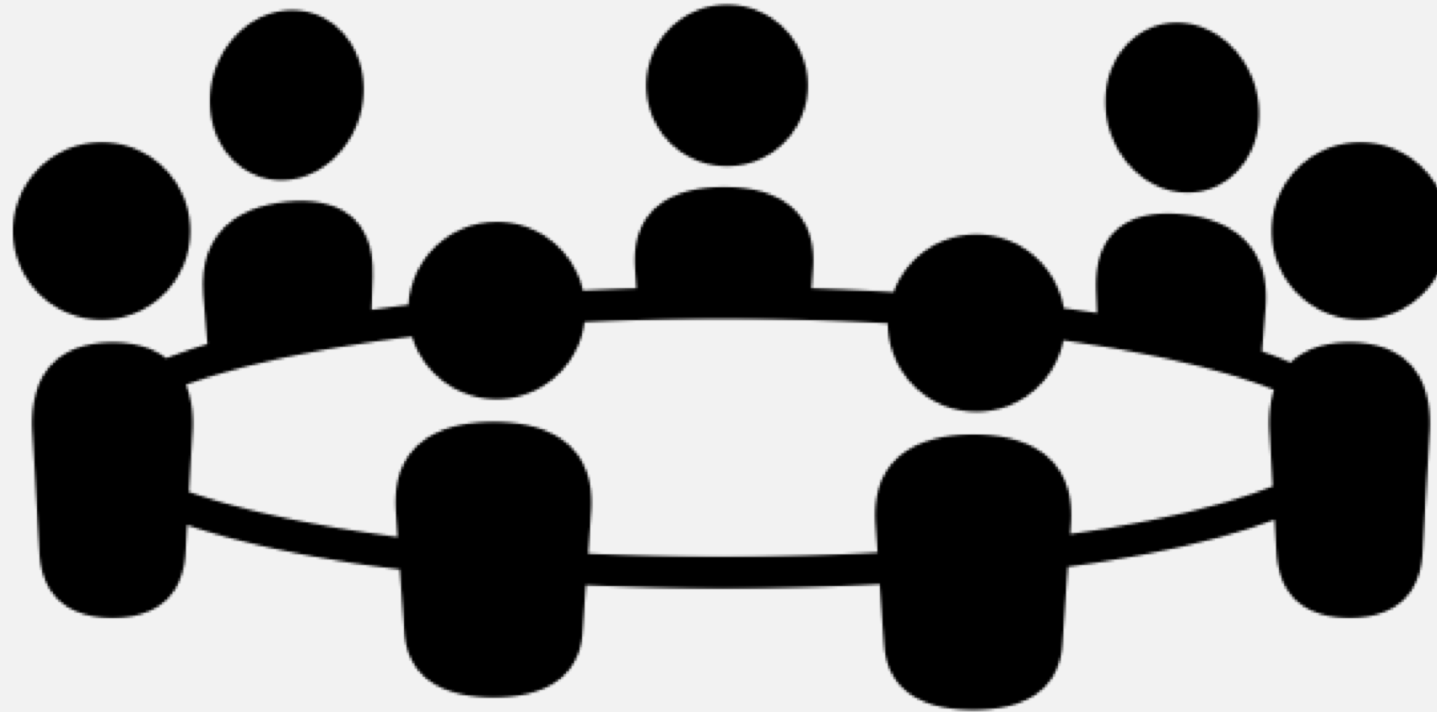
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# YOUR TURN!





# OUTCOMES & ASSESSMENT WORK TOGETHER

How many of your assessments use a likert scale?



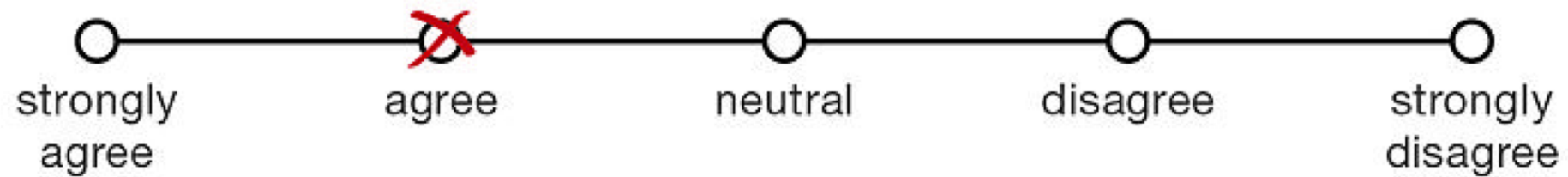
I feel confident that I can use commands in a Google search to find reliable information on a topic.

example: children health japan site:.org

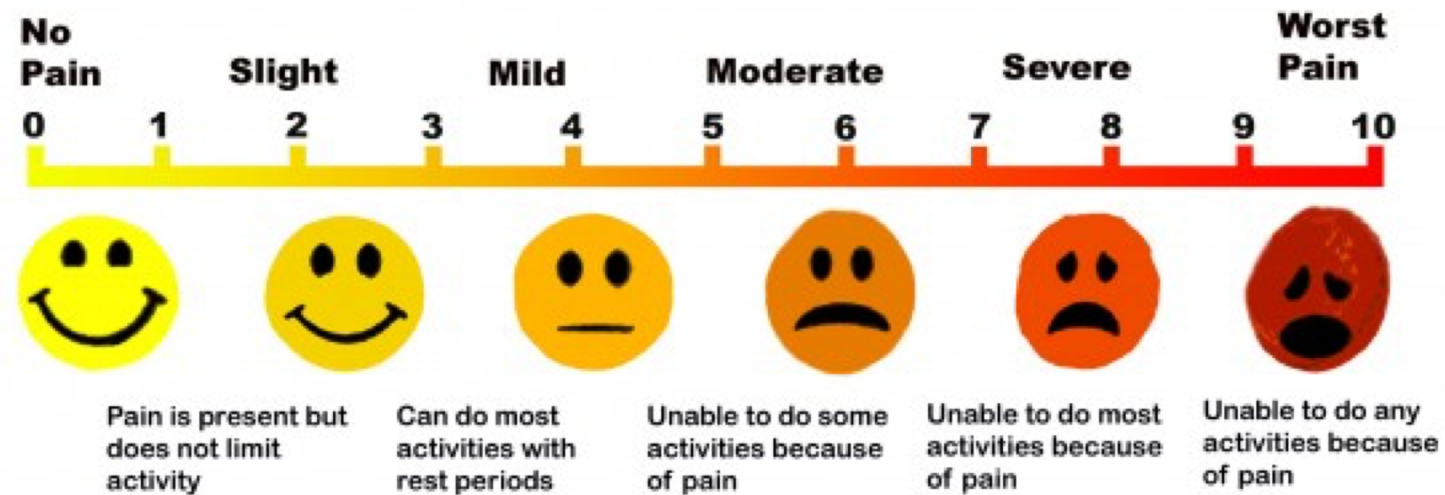
	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree



# 1. Wikipedia has a user friendly interface.



# How is your Pain Today?



Select the response below that best describes your understanding of the difference between various database search strategies.

	<b>1</b> I DO NOT know the difference between database search strategies.	<b>2</b> I have a general understanding of the difference between search strategies, but will need MORE GUIDANCE differentiating between some of them.	<b>3</b> I know the difference between search strategies, but want MORE PRACTICE understanding when to use each one.	<b>4</b> I know the difference between search strategies and I understand WHEN TO USE ALL of them.
Boolean Operators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Truncation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limits (specifically Methodology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject Headings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abstracts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cited By	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Related Articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Answer Choice	Proposed Standard
1	I DO NOT know the difference between database search strategies.	Unacceptable. If students select this answer choice after one-shot instruction, it would be evidence that the instruction was not successful.
2	I have a general understanding of the difference between search strategies, but will need MORE GUIDANCE differentiating between some of them.	Unacceptable. If students select this answer choice after one-shot instruction, it would be evidence that the instruction was not successful.
3	I know the difference between search strategies, but want MORE PRACTICE understanding when to use each one.	Acceptable. If students select this answer choice after one-shot instruction, it would be evidence that the instruction was successful.
4	I know the difference between search strategies and I understand WHEN TO USE ALL of them.	Unlikely. It is not likely that students will be proficient after a one-shot instruction session, unless they had prior experience.



Are you able to find various features (Boolean operators, truncation, limits, subject headings, abstracts, cited by, related articles) within a database?

1

I am **NOT ABLE** to find features in a database.

2

I have a general understanding of where features are located, but will need **MORE GUIDANCE** to find them in the database.

3

I am able to find features within a database, but want **MORE PRACTICE** locating them in a variety of databses.

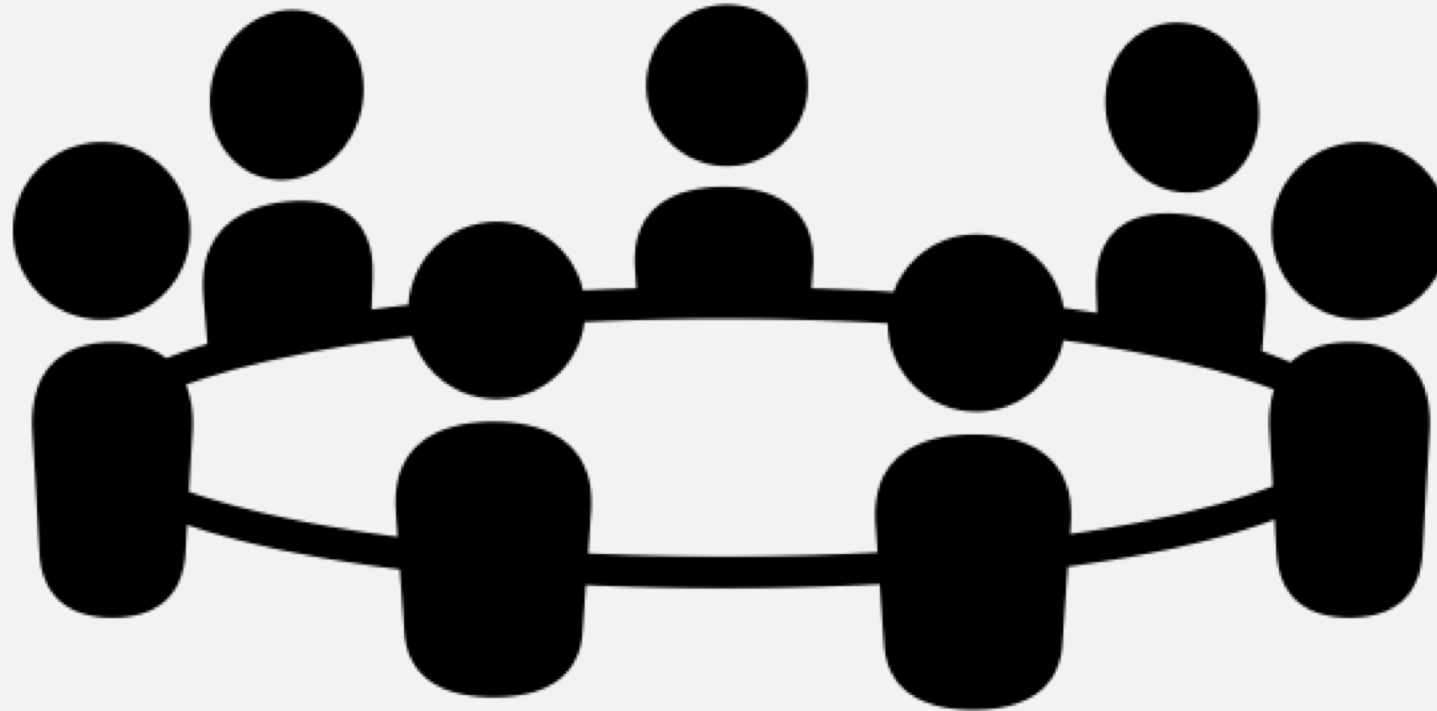
4

I am able to find features within **ANY** database **ALL OF THE TIME**.

	<b>Answer Choice</b>	<b>Proposed Standard</b>
1	I am NOT ABLE to find features in a database.	Unacceptable. If students select this answer choice after one-shot instruction, it would be evidence that the instruction was not successful.
2	I have a general understanding of where features are located, but will need MORE GUIDANCE to find them in the database.	Unacceptable. If students select this answer choice after one-shot instruction, it would be evidence that the instruction was not successful.
3	I am able to find features within a database, but want MORE PRACTICE locating them in a variety of databases.	Unacceptable. If students select this answer choice after one-shot instruction, it would be evidence that the instruction was not successful.
4	I am able to find features within ANY database ALL OF THE TIME.	Acceptable. If students select this answer choice after one-shot instruction, it would be evidence that the instruction was successful.



# YOUR TURN!



## EXAMPLE

Given an overview of six search strategies that one can use to modify a search (i.e. Boolean, limits, related records, database subjects and keywords, times cited references, and bibliography/cited references), 90% of students will be able to use at least four of them to modify a search in a database for their lab report.



## WE'RE HERE TO HELP

Rewrite your existing outcome(s) using the ABCD method and post on the Google Doc for feedback from us and each other.

<https://tinyurl.com/loseyourlikert>



What is one small change in your teaching you can make for next term?



# PRESENTATION GOALS, OUTCOMES, & ASSESSMENT

## **Presentation goals:**

- Workshop participants should feel confident writing and/or revising their LO to include ABCD criteria.
- Workshop participants should understand how to write measurable and actionable assessment/evaluation questions based on their LOs.

## **Presentation outcomes:**

- Given a poorly constructed LO, the learner will be able to rewrite the LO using the ABCD method.
- Given an ABCD LO, the learner will be able to create an assessment based on smile sheet best practices.

## **Assessment:**

- Revise a LO using ABCD criteria.
- Create an assessment question from the LO above.
- Revise LO from participants' existing instruction material and share the question(s) on a google document for feedback.

## RECOMMENDED RESOURCES

Turnbow, D., & Zeidman-Karpinski, A. (2016). Don't Use a Hammer When You Need a Screwdriver: How to Use the Right Tools to Create Assessment That Matters. *Communications In Information Literacy*, 10(2). Retrieved July 19, 2018, from <http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v10i2p143>

Kahoot: <https://kahoot.com/>

Performance-Focused Smile Sheets by Dr. Will Thalheimer

- Book: <https://www.worklearning.com/smilesheets/>
- Diagnostic Tool: <https://smilesheets.com/smile-sheet-diagnostic/>

Dr. Will Thalheimer's Learning Transfer Evaluation Model:

- Overview <https://www.worklearning.com/2018/02/14/the-learning-transfer-evaluation-model-Item/>
- Actual model: <https://www.worklearning.com/wp-content/uploads/2018/02/Thalheimer-The-Learning-Transfer-Evaluation-Model-Version-12.pdf>

# IMAGES

## Slide 1:

- Rating stars by Nikita Kozin from the Noun Project

## Slide 2:

- Goal by BomSymbols from the Noun Project
- Learning by Gregor Cresnar from the Noun Project
- Multiple choice by Aenne Brielmann from the Noun Project
- Thinking by corpus delicti from the Noun Project
- People working together by Margaret Hagan from the Noun Project

## Slide 8:

- Meeting by Claire Jones from the Noun Project

## Slide 9:

- teamwork by Mahmure Alp from the Noun Project

## Slide 13:

- Pain Scale: <http://weinterrupt.com/2010/08/hospital-reported-self-suturing-patient-to-police/>

## Slide 18:

- Meeting by Claire Jones from the Noun Project

## Slide 20:

- help by Gregor Cresnar from the Noun Project

## Slide 21:

- Self Reflection by Aenne Brielmann from the Noun Project