2017 Selected Resources in Assessment & Teaching Methods and Instructional Design

Selected Resources: Assessment


Douglas and Rabinowitz present the results of their Assessment in Action project at St. Mary’s College of Maryland, in which they investigated the relationship between first-year students’ information literacy skills and faculty-librarian collaboration in a first-year seminar course. Using surveys, interviews, and a rubric-based assessment of student work, Douglas and Rabinowitz uncovered nuanced perspectives about faculty-librarian collaboration, including the challenges of teaching first-year students, a shared commitment to student learning, and the role of librarians in campus assessment efforts. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


After discovering that assessment discussions rarely addressed reflective practices, Graf and Harris wanted to explore the ways in which critical self-reflection can inform librarians' approach to assessment. They offer a new method for evaluating existing assessment methods and practices, focusing on reflection as more than a method for improving instruction, but also as a meaningful addition to assessment practices. They provide two specific examples, reflecting on unintended outcomes of instruction and guided group reflection, along with a list of starting points to help others get started with reflective assessment practices. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


Greer, Nichols Hess, and Kraemer examine a perennial issue in information literacy assessment: where do our efforts have the greatest impact? Building on a study completed in 2007, this research investigates the effectiveness of online instruction in face-to-face courses, comparing this new model against a previous hybrid model. The study found that when librarians take on the role of instructional designers, by creating user-centered, pedagogically-sound learning objects, online instruction can be as effective in helping students achieve learning outcomes as traditional face-to-face instruction. These findings are especially important as librarians continue to evaluate the most effective and scalable methods for delivering instruction. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.

Lundstrom, Martin, and Cochran report on the results of the Utah State University’s Assessment in Action project, which examined the benefits of sequenced library instruction interventions. Results from a mixed-methods approach show that students benefit from strategic, sequenced library instruction particularly regarding readiness to conduct research and support for the course assignment. The project also revealed that engaging in action research improved collaborations with discipline faculty and resulted in changes in practice such as increasing integration of information literacy sessions in online-only courses. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


Consisting of essays, workbook activities and lesson plans, the Critical Library Pedagogy Handbook focuses on making critical pedagogy more accessible to teaching librarians. Volume one explores major ideas in critical pedagogy including institutional structures of higher education, reflective practice, and assessment. Volume two builds off of the instructional issues discussed in the previous volume and offers lesson plans and workbook activities to engage practitioners in teaching differently. This valuable handbook is essential reading for teaching librarians interested in gaining knowledge in critical pedagogy and practice. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


Following trends to investigate how the academic library contributes to student learning, Squibb and Mikkelsen detail a collaboration between librarians and writing faculty at the University of California, Merced to develop and assess a course-integrated model of library instruction for introductory composition courses. Useful to librarians considering deeper collaborations with writing faculty, this research reports that the course-integrated model had a positive impact on students’ learning, both demonstrated by the assessment project and faculty observations. However, the positive impact did not translate to overall course grades or grade point average. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


Whitlock and Ebrahimi detail an assessment project at Anne Arundel Community College, which used both indirect measures and assessment of student work to determine the extent to which graduates were meeting information literacy learning outcomes. In addition to discussing
the results, Whitlock and Ebrahimi also share some ideas on responding to assessment data, such as offering faculty workshops and improving the curriculum mapping process. Their information literacy rubric, assignment checklist, and faculty survey are all included in the appendices. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.

Selected Resources: Teaching Methods


Bell highlights the similarities between the interests and roles of academic librarians and instructional designers. This article can be particularly helpful for librarians who do not have an instructional designer on staff because it explains how working with campus instructional designers can enhance the delivery of information literacy content and research support to a wider institutional audience. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


This study sought to compare the effectiveness of online videos to in-person instruction, focusing on student acquisition of information literacy competencies. Fifty-eight sections of an introductory English composition course were taught online using videos and 52 sections were taught in a traditional face-to-face setting. The results of pre- and post-testing indicated that students made information literacy gains in both instructional formats. Bordignon et al conclude that online learning objects can be just as effective as face-to-face instruction if they are customized to a specific curriculum. These results suggest that online learning objects may be a viable alternative for those who are struggling to staff instruction across an entire course or program. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


This cautionary tale raises important questions about our methods for teaching source evaluation in lower-division classes. Librarians' emphasis on trustworthiness can clash with composition instructors' emphasis on persuasiveness, which may well leave first-year students very confused. For example, one student in the study regarded a source as less worthwhile because it did not
include enough emotional language! This study could serve as a basis for very productive conversations between library instructors and departmental faculty. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


Focusing on a practical approach to flipped instruction, this case study investigates the use of the flipped instructional model in a diverse set of instructional cases ranging from one-shot sessions to semester-long classes. Despite the varied instructional situations, librarians at University of California, Berkeley found common benefits to using the flipped classroom model. Namely, students were better prepared to engage in class material, they exhibited increased engagement, and more time was available to focus on higher-order learning. Supplemental tools understanding the flipped classroom model is provided including a framework, building blocks, and instructional outcomes to help library instructors better incorporate the flipped classroom model into their program of instruction. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


Meehlhause introduces and expands on the traditional formative assessment device, the Minute Paper, by adding a visual component or ‘selfie’ in order to explore students’ learning. Meehlhause asserts that the prevalence of selfies in student culture makes it a viable and engaging pedagogical tool that builds on the reflective principles of the minute paper. She shares the experience of using selfies and short answer questions to encourage students’ discovery and location skills. In addition to sharing positive experiences with this method, she points to other potential uses of the selfie in library outreach and learning. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


Mullins’ case study describes the application of the IDEA model (Interview, Design, Embed, Assess) as a method of working collaboratively with a content instructor to integrate information literacy into a doctoral-level, blended course. The article includes a brief history of instructional design, a review of the ADDIE model as applied to library instruction, and a step-by-step description of the IDEA model. Appendices provide the information literacy content of the course, an objective assessment rubric, student survey results, and student pre-class survey results. This paper is a useful guide for working with course instructors in an organized manner.
to systematically integrate IL instruction into a particular course. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


Introduces the concept of "source literacy," which differs from skills-based aspects of information literacy insofar as it is based in recognition and familiarity rather than critical thinking -- a sort of "cultural literacy" applied to information sources. Source literacy both precedes and influences students' selection and evaluation of information. While Murphy notes that source literacy is typically developed through personal experience rather than formal instruction, she challenges readers to consider how we might help students develop source literacy in a more deliberate way. Although *Knowledge Quest* is written for K-12 library teachers, it takes only a dash of imagination to see how source illiteracy is a problem for lower-division college students as well. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


In this paper, Hess and Greer describe the use of the ADDIE (Analysis, Design, Development, Implementation, Evaluation) instructional design framework to redesign an online for-credit information literacy course, with the goals of strengthening student engagement and developing “cross-disciplinary conversations about students’ information literacy learning.” The authors focused on building the AAC&U’s high-impact practices and e-learning best practices into the course. Although Hess and Greer used this systematic and recursive process to redesign an online course, they argue that the same framework could applied to other common library instruction situations. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


Consisting of essays, workbook activities and lesson plans, the Critical Library Pedagogy Handbook focuses on making critical pedagogy more accessible to teaching librarians. Volume one explores major ideas in critical pedagogy including institutional structures of higher education, reflective practice, and assessment. Volume two builds off of the instructional issues discussed in the previous volume and offers lesson plans and workbook activities to engage practitioners in teaching differently. This valuable handbook is essential reading for teaching librarians interested in gaining knowledge in critical pedagogy and practice. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.

Rodriguez provides an overview of how an information literacy instruction session for one large health sciences course was transformed into a flipped session. She describes both successes and challenges in the delivery, some of which are specific to the software used, but which are broadly applicable to a variety of flipped formats. After reviewing the feedback from students, the sessions were revised to address student needs and preferences. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.

Scott, R.E. 2016. “Accommodating Faculty Requests and Staying True to Your Pedagogical Ideals in the One-Shot Information Literacy Session.” *Communications in Information Literacy* 10 (2): 132–42. http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v10i2p132&path%5B%5D=237.

Scott explores the tensions that exist between meeting faculty requests for content coverage and abiding by one’s own pedagogical knowledge and values. She details her experience applying question-posing and metacognition to a search demonstration in order to emphasize process more so than tool-based skills. Instead of demoing 5-7 databases, as requested by the faculty member, she describes a supplemental worksheet and activity that serves to introduce students to various tools. Scott provides an example of encouraging the role of teaching librarian as pedagogical partner while also supporting and aligning with community needs. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.


Thill, Rosenzweig, and Wallis present a case study that attempts to identify how student demographics influence the way students engage with online library content. They asked 181 students enrolled in an introductory research and writing course to complete an online library lesson, which was delivered by means of videos and content pages in a learning management system. Although Thill, Rosenzweig, and Wallis did not find any statistically significant correlations between student demographics and student engagement with online tutorials; they note that female students were more likely to engage with the online tutorial than their male counterparts. Annotation authored by members of the ACRL Instruction Section Teaching Methods Committee.