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IMLS Sparks Ignite IL Framework Cooperative Project Final Performance Report, Appendix F: Outcomes & Indicators for Student Performance

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Indicators for Student Performance for the IMLS Cooperative Project

See note about the numbering conventions at the end of this document.

Outcome 1 -- Learners will understand that information creation is a process.

Section 1:

I.1.1.A - Given an information item, students will determine its purpose.

- T.1.1.A (Q17) "What is the purpose of this article?"

I.1.1.B - Given an information item, students will determine its intended audience.

I.1.1.C - Given an information item, students will indicate the authority/credibility/reliability that is ascribed to the source. (formerly I.1.1.D)

- T.1.1.C (Q18) "What evidence is there that the authors of this article are experts?"

Section 2:

I.1.2.A - Students, as authors, will identify what their audience considers authoritative when choosing sources for their work.

- T.1.2.A (Q20) "What is the most likely reason that a psychology professor would consider a peer-reviewed journal article to be the most credible source...?"
- Q3 "What is the problem with using a source for an academic paper when you cannot determine who is responsible for it (e.g., there is no author or organization listed)?"

I.1.2.B - Students will recognize that the process for creating and sharing information evolves over time.

- See related items below

Section 3:

I.1.3.A - Given a sample set of sources, students will order/sort them into their appropriate locations on the information timeline.

- T.1.3.A (Q22) "What is the most likely order in which these sources were published?"

I.1.3.A.1 - Students will be able to determine why a peer-reviewed article requires more time to produce.

I.1.3.A.2 - Given a research project, students will indicate why scholarly books are a useful source to start with due to their comprehensive coverage / purpose / intent.

- See I.3.3.C for a similar concept
- Some of the concepts above were covered in the "Different Sources" worksheet exercise and in class content

Outcome 2 -- Learners will apply the information seeking process.

(ACRL Framework: Research as Inquiry and Searching as Strategic Exploration)

Section 1: Understand the information seeking process, that there are multiple steps, and that it is iterative

I.2.1.A. When asked what best describes a given research process, students will recognize the role that persistence plays in successful research.

- T.2.1.A (Q10) “What does Loni’s process show about research?”
- T.2.3.G (Q11) “Which of these descriptions best explains why Loni successfully completed their research?”

Section 2: Determine where to seek information for a need and understand what each option might provide

I.2.2.A. Given an example of an information need, students will determine:

- a. The type of information (or resource) that will best meet that need (e.g. newspaper, scholarly article).
- b. Where would be the best place to seek that type of information (e.g. library database, the web).

Section 3: Develop search strategies that support the information need

I.2.3.A. Given an example of two search strategies, one with focused, narrow, specific terms and another on the same topic, with broad, non-specific terms, students will identify which search strategy will probably yield more helpful results.

I.2.3.B. Given a topic for a research assignment:

- a. Students will identify the key concepts/ideas for a given topic
- b. Students will identify the optimal search string for a given topic

I.2.3.C. Told that a search returned **irrelevant results**, students will identify the best possible alternative search strategy.

I.2.3.D. Told that a search returned **too many results**, students will identify the best possible alternative search strategy.

- T.2.3.D (Q6) “Sam runs a search in a library database. They get thousands of search results. What should they try next?”

I.2.3.E. Told that a search returned **not enough results**, students will identify the best possible alternative search strategy.

- T.2.3.E. (Q5) “Maddy runs a search ... only 10 results. Some of them are relevant, ... What should she try next to get better search results?”

I.2.3.F. Students will be able to recognize an open-minded research process.

- T.2.3.F (Q4) “Which of Sivonne’s strategies shows that she is open to learning from her research and changing her mind?”

Outcome 3 -- Learners can read and interpret search results in order to discern if the results contain items/sources which may meet an information need.

(ACRL Framework: Information Creation as a Process, Authority is Constructed and Contextual, and Searching as Strategic Exploration)

Section 1: Looking at the page - understanding the actual results of your search

I.3.1.A. Given a screenshot of an example discovery service search results screen, students will be able to identify where the results appear on the page.

- T.3.1.A (Q2) "Which of the areas contains the search results?"

I.3.1.B. Given a search result, students will be able to identify the author.

- T.3.1.B (Q12) "Who is the author of the article in this search result?"

I.3.1.C. Given a search result, students will be able to identify the title.

- T.3.1.C (Q24) "What is the title of the article in the search result below?"

I.3.1.D. Given a search result, students will be able to identify the source.

- T.3.1.D (Q28) "What is the name of the journal where the article in this search result was published?"

Section 2: What are the things you can look for to interpret the record

I.3.2.B. Given a search result with an abstract, students will be able to identify why they would use an abstract as part of their evaluation process.

- T.3.2.B (Q13) "Tony did a search and found this in his list of results. Why would he want to click on the link that will show him the abstract?"

Section 3: Help them understand there are different types of needs (depending on how contemporary/recent/new their topic is)

I.3.3.A. Given a scenario in which a student needs information on a current or recent topic, students will be able to identify the most credible result among a set of choices.

- T.3.3.A (Q14) "Which of the following results should Jim choose if he wants to be considered credible?"

I.3.3.B. Given a scenario in which a student needs information from a peer-reviewed source, students will be able to identify the next step to investigate to determine if it is peer reviewed.

I.3.3.C. Given a scenario where a student needs background information on a given topic, the student will select appropriate criteria for determining which search result would be best for background information.

- T.3.3.C (Q15) "Which is the best source for Rowan to select for this stage of their research?"
- Part 2 T.3.3.C (Q15.3) "Which of the following criteria was the most important to consider when deciding which result was the best for Rowan to use to help them understand their topic?"

Outcome 4 -- Learners will recognize the librarian as a go-to person for research help.

(ACRL Framework: Research As Inquiry, Disposition “Seek appropriate help when necessary”; Searching as Strategic Exploration, Disposition “Seek guidance from experts such as librarians, researchers & professionals.”)

I.4.D. Given a question about what a librarian’s role is at a College library, students will choose the answer that most closely identifies them as a coach/teacher.

- T.4.D (Q21.3) “Which statement below most accurately describes the role of librarians at your college?”

I.4.E. Asked to list (in order of first-to-last) people they would ask for help on a research paper, students will place librarians in the top 2 spots on that list.

- T.4.E (Q19) “Select each person listed below and then use the arrows to put them in the order in which you would most likely contact them for additional assistance.”

I.4.G. Asked if they plan to consult or if they have consulted a librarian during their time at College, students will answer affirmatively.

- T.4.G (Q21.1) “Think about your time here at college...”
- T.4.G (Q21.2) “Since you have not yet contacted a librarian here for research help, select the answer that best describes what you think you will do.”

A note about the numbering conventions:

During the project some indicators were revised or eliminated, thus there are some oddities in the sequence, but generally this format was followed:

- I = capital i (not #1) stands for Indicator
 - T will be used for test items when created from the indicator
- # following I (or T) stands for the Outcome they belong to (example I.2... = this is an indicator for Outcome 2)
 - # following the Outcome # = unique to those Outcomes that have multiple defined sections, used to denote what section of the Outcome it belongs to (example I.3.2... = this is an Indicator for Outcome 3, Section 2)
- Final capital letter - indicates the specific indicator in the order it was included in that section (example I.4.C. = this is the 3rd indicator that was created in that outcome/section and is the unique identifier for that specific indicator. The test item created for this indicator will be identified as T.4.C.)