You Are Doing More Than You Think!

Acknowledging the Small Victories in Assessing Digital Literacy

Who am I?

Unpacking a
"Typical Library Instruction Session"

Unpacking the Instruction Session

Positive library attitude

introduce website

help log on

navigate webpage

passwords

develop research questions

talk assignment

orient to database

what is a database

terminology

ease of axienty

positive attitude to technology

tools, elements of interface

The American Freshman 40 Year Trends

- 48.4% of incoming college freshmen do not meet the recommended years of high school study in Computer Science (2006).

CIRP Freshman Survey

- Only 38.1% of U.S. incoming freshmen rate their Computer Skills as "above average" compared with the average person their age (2011)[1].

- Only 36.2% of incoming OSU freshman rate their Computer Skills as being "above average" compared with the average person their age (2011)[2].

1. http://www.heri.ucla.edu/PDFs/pubs/TFS/Norms/Monographs/TheAmericanFreshman2011.pdf
2. OSU Center For Teaching & Learning presentation "How are we doing?" April 2012

CIRP Freshman Survey

- 82% of U.S. incoming freshman at 4 year institutions "frequently used the Internet for research or homework" (2011)

- 24.9% indicated they had "looked up science research articles and resources"

- 40.1% "frequently" evaluate the quality or reliability of the information they received in the past year.

How do these statistics manifest themselves in your library?

75.1%

have NOT used scholarly articles

61.9%

rate computer skills below average

59.9%

Do NOT evaluate info

18%

Do NOT use the Internet for homework

24.9% Use Scholarly Articles
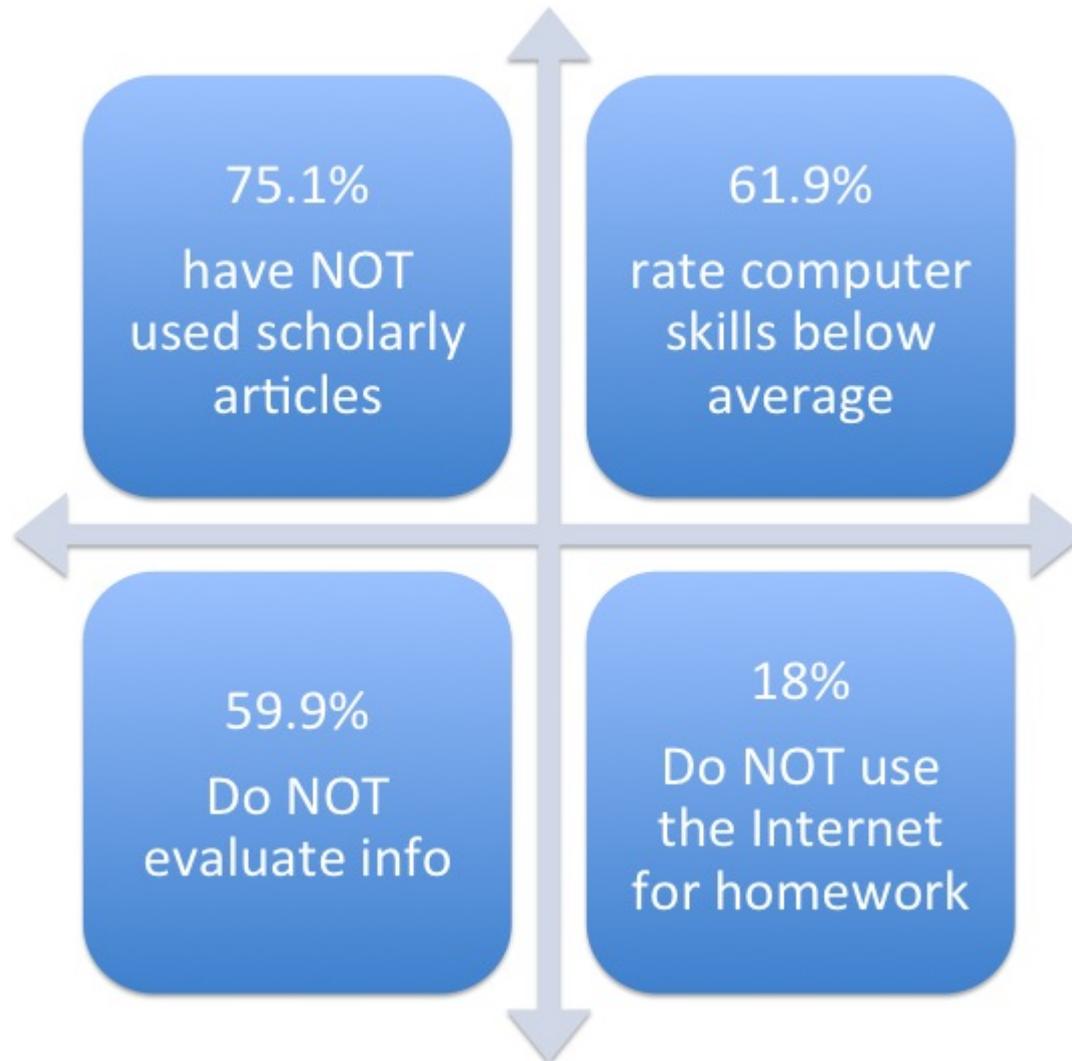
40.1% Evaluate Information
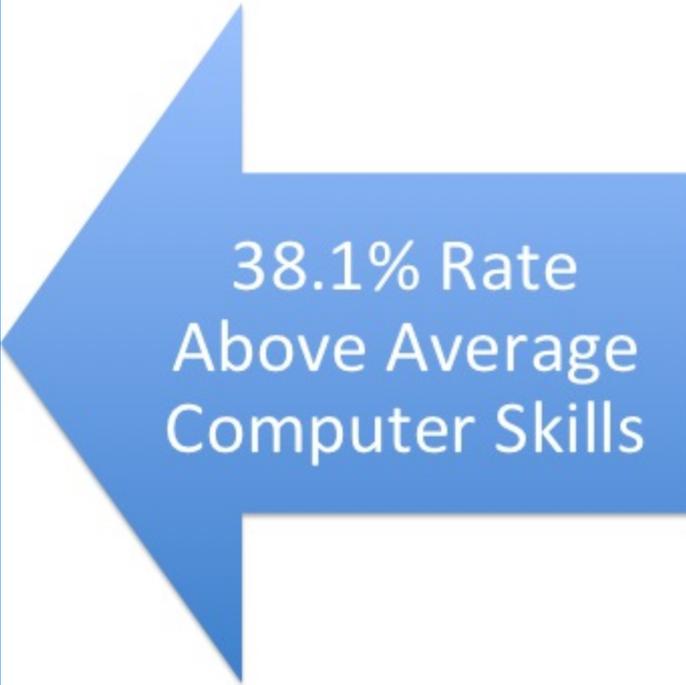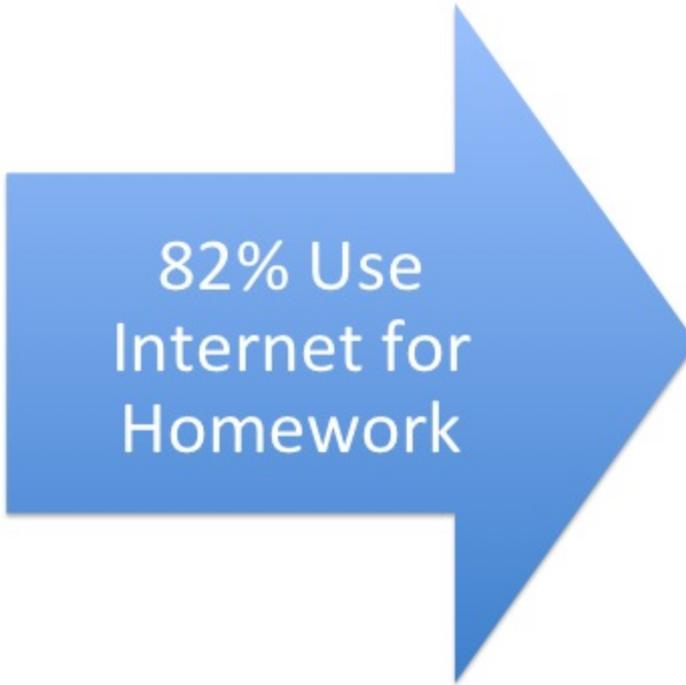
What these statistics say to me...

- Students don't necessarily understand
  - the difference between a magazine, journal, periodical, or scholarly article
  - the difference between background information (wikipedia) and research materials (scholarly sources)
  - how or where to effectively search for information
  - how to use computers, printers, software, websites in an academic context

"Tiny" Digital Literacies
aka Academic Survival Skills

- printing (print powerpoint slides)

- attaching articles

- positive attitude toward technology

- developing keywords

- terminology (journal vs. magazine)

- formats (pdf. vs. html.)

Constantly Bailing!

A Sinking Ship...

... or small nimble craft?

To be clear...

I am not advocating we abandon teaching critical thinking or information evaluating skills.

... elevate all necessary skills.

"A rising tide raises all boats..."

The Associated Press Top 25 Poll

Updated: Friday January 13, 2012 01:50 AM

More Polls

Rank	Team	Record	Votes	Previous
1	Alabama (55)	12-1	1,495	2
2	LSU (1)	13-1	1,425	1
3	Oklahoma State (4)	12-1	1,399	3
4	Oregon	12-2	1,250	6
5	Arkansas	11-2	1,198	7
6	USC	10-2	1,181	5
7	Stanford	11-2	1,167	4
8	Boise State	12-1	1,127	8
9	South Carolina	11-2	1,013	10
10	Wisconsin	11-3	905	9
11	Michigan State	11-3	873	12
12	Michigan	11-2	839	13
13	Baylor	10-3	780	15

I guess it would be more like this...

Thinking Behind the Digital Literacies Rubric

- (Student Learning): Assess these tiny but essential literacies that librarians impart during instruction sessions.

- (Empower Librarians): Provide a way for librarians to document the multiple types of information/digital literacies they actually do.

- (Program Evaluation): Allow instruction programs to assess where digital literacy building-blocks are being developed and where it should be emphasized.

Instructor		Majority of Students in Class…				
Topic (select level of effort)	**Standard(s)**	**Capstone 4**	**Milestones 3**	**2**	**Benchmark 1**	**Evidence**
Email/Attach Article ○ **Demonstrated** ○ **Mentioned** ○ **Unmentioned** ○ **N/A**	ISTE NET.S 2. Communication & Collaboration 6. Technology Operation & Concepts.	Can do both tasks as well as understand why a researcher might want to do one or the other.	Can email an article from a library database or attach a PDF article to an email message	Can do one of the following: email an article from a library database or attach a PDF article to an email message	Are unclear how to email an article from a library database or attach a PDF article to an email message.	**1.** Observation of student interaction with database articles. **2.** # of questions about emailing articles. **3.** # of instructor interventions helping to email articles.
Attitude Toward Technology ○ **Promoted** ○ **Modeled** ○ **Unmentioned** ○ **N/A**	ACRL S4. Use Information Effectively *ISTE NETS.S* 2. Communication & Collaboration 5. Digital Citizenship	Demonstrate enthusiasm toward computers, library resources, and technology.	Display interest toward computers, library resources, and technology.	Remain cautious in using computers, library resources, and technology.	Display indifference to computers and library resources, and technology.	**1.** Observation of computer and database use. **2.** # of questions about how to use new resources or technology. **3.** # of instructor interventions pointing out library technology and new resources.
Keyword Construction and Use ○ **Demonstrated** ○ **Mentioned** ○ **Unmentioned** ○ **N/A**	ACRL S2. Access Information ISTE NETS.S 3. Research & Information Fluency	Brainstorm keywords and use them effectively in search strategy.	Understand how to construct keywords in search strings and within information resources.	Use keywords in search strategy but ineffectively.	Demonstrate minimal use of keyword construction in search strategies.	**1.** Observation of search terms **2.** # of questions about keyword construction. **3.** # of instructor interventions involving keyword use/construction.

Rubric uses...

- Classroom observation rubric

- Reflective tool for instructor

- Peer review of instruction

- Reference desk assessment

Gathering evidence for rubric

- Observation of planned classroom activities

- One minute student papers

- Instruction journal or reflection

- Peer observation of instruction

- Use at a class level instead of student level

- Note number of questions, number of librarian interventions, etc.

Leveraging this rubric

- Set your own benchmarks
  - *82% of students will achieve Milestone 2 in emailing an article.*
- Use data for planning instruction, lesson plans, or strategic planning.
- Compare reference desk and instruction rubric data to better target student needs.
- Document librarian impact for reports, advocacy/marketing efforts, and impact on students success.

Reflect _on_ your own experience...

Take a moment to think back on your last library instruction experience. Spend a moment seeing if you can apply this rubric to that context?

Let's discuss your thoughts about this rubric...

- What is unclear?
- Were there any "a-ha's"?
- Would this rubric be useful in your library?
- What is missing or not addressed?
- What would strengthen the rubric?

Summary

- In many cases we are already addressing these "tiny" digital literacies concerns
- Let's document them (with the rubric) or elsewhere
- Evaluate what it tells us about students and ourselves, then make changes.
- See what holes we need to plug
- Give students tools that will make them successful in school, learning, and in the workplace.

(Computational Thinking Video: if you have time)

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