Splashes Of Color: Quick And Easy Active Learning Assessments In Your Library Classroom

Maoria Kirker, Creighton University
Elise Ferer, Dickinson College
Zoe Fisher, Pierce College
CONTROVERSY, CRAAP, AND QUALITATIVE CONVERSION

Maoria J. Kirker
Reference & Instructional Services Librarian
Creighton University
@maoriakirker
COM 152: CIVIC ENGAGEMENT THROUGH PUBLIC COMMUNICATION

• 80% of undergraduates

• Mostly underclassmen, but not a prerequisite classes other than Communication Studies majors

• 3 speeches
  • Informative
  • Persuasive
  • Group

• 92% of sections receive IL instruction
  • 75-minute session
Recent Event

- Justin Bieber petition
- Kiev riots
- Sochi terror threats
- Raise fed. min wage
- Omaha highest black per capita murder
<table>
<thead>
<tr>
<th>Recent Event</th>
<th>Information Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Bieber petition</td>
<td>Internet</td>
</tr>
<tr>
<td>Kiew riots</td>
<td>9Gag</td>
</tr>
<tr>
<td>Sochi terror threats</td>
<td>Twitter</td>
</tr>
<tr>
<td>Raise fed. min wage</td>
<td>Social media</td>
</tr>
<tr>
<td>Omaha highest black per capita murder</td>
<td>Radio, NPR, CNN, Local TV News</td>
</tr>
<tr>
<td>Recent Event</td>
<td>Information Source</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Justin Bieber python</td>
<td>Internet, 9Gag, social media</td>
</tr>
<tr>
<td>Kiev riots</td>
<td>Twitter, radio, NPR</td>
</tr>
<tr>
<td>Sochi terror threats</td>
<td>Radio, CNN, local TV news</td>
</tr>
<tr>
<td>Raise fed. min wage</td>
<td></td>
</tr>
<tr>
<td>Omaha highest black per capita</td>
<td></td>
</tr>
<tr>
<td>Recent Event</td>
<td>Information Source</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Justin Bieber pettion</td>
<td>Internet, 9Gag,</td>
</tr>
<tr>
<td>Kierv riots</td>
<td>Twitter, social</td>
</tr>
<tr>
<td>Sochi terror threats</td>
<td>media, radio, NPR</td>
</tr>
<tr>
<td>Raise fed. min wage</td>
<td>CNN, local TV news</td>
</tr>
<tr>
<td>Omaha highest black per capita murder</td>
<td>Local TV news</td>
</tr>
<tr>
<td>Recent Event</td>
<td>Information Source</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Justin Bieber petition</td>
<td>internet</td>
</tr>
<tr>
<td>Kier riots</td>
<td>9Gag, Twitter</td>
</tr>
<tr>
<td>Sochi terror threats</td>
<td>radio, NPR</td>
</tr>
<tr>
<td>Raise fed. min wage</td>
<td>CNN</td>
</tr>
<tr>
<td>Omaha highest black per capita murder</td>
<td>local TV news</td>
</tr>
</tbody>
</table>
Did You Know? Information Cycle

Uploaded on Mar 29, 2011

Ever wonder how information gets transformed in news media over time? The News and Microforms Library at Penn State compiled different types of news publications that circle the events of the Columbine Shooting in 1999.

Buy "Everybody's Free (To Wear Sunscreen) [Karaoke-Version]" on
iTunes
AmazonMP3

6,569
<table>
<thead>
<tr>
<th>INFORMATION CYCLE</th>
<th>IMMEDIATELY</th>
<th>NEXT DAY</th>
<th>1ST WEEK AND MONTH</th>
<th>4+ MONTHS</th>
<th>1+ YEARS</th>
<th>3+ YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Word of mouth, Radio,</td>
<td>Newspapers, Eyewitnesses, Police Experts</td>
<td>Magazines, Wikipedia, Investigative Journalism, Disappearing</td>
<td>Scholarly articles</td>
<td>Books, Classroom, Gov. docs</td>
<td>Documentaries, Reference books</td>
</tr>
</tbody>
</table>
Tavis Smiley Interview
Piers Morgan Live
Tuesday, August 27, 2013

Tavis Smiley:
...There’s no doubt about it. One cannot, one couldn’t be there or watch it on television, certainly as an African American, and not be proud and not inhale this historic moment. So it was a great day, no doubt about it.

Piers Morgan:
Where’s the “but,” Tavis?

Tavis Smiley:
But Dr. King in his life talked about the triple threat - the 3 evils of racism, poverty, and militarism. And I said the other day, if you’re not going to talk about racism, poverty, and militarism, then why stand where Martin stood if you’re trying to do justice to his legacy. Today we had references, subtle references, to racism and acknowledgement, finally, of poverty, but deafening silence on militarism. Now with Syria looming as the backdrop, as you talked about earlier tonight, I didn’t expect this president, or any president, anybody who’s the head of the American empire, to talk about militarism. But you’re not doing justice to the life and legacy of Dr. King if you dance around racism, poverty, and militarism.

Piers Morgan:
Why do you think President Obama is wary of going there?

Tavis Smiley:
That’s a question you’d have to ask him. As far as I’m concerned, as I’ve said many times to you, racism is still the most intractable issue in this country. This country is 3% richer than we were 50 years ago and yet there are more Americans in poverty than ever before. The numbers of black folk in poverty are off the charts. Underemployment, unemployment for African Americans, the numbers are ridiculously high. Poverty is threatening our very democracy. It is now a matter of national security. So how it is we think we can avoid talking about poverty and focus our attention on the middle class, misses the point. The new poor are the former middle class. And with regard to racism, as I said, we live in the most multicultural, multiracial, multiethnic America ever, but racism in this country is still real. And I thought watching the president today, I thought watching him, that when he finishes this speech, he’s going back to the White House and he has to make a decision about Syria. So I ask myself, are we going to honor Dr. King today in Washington with our words and then dishonor him tomorrow or the days to come in Syria with our deeds. It’s a serious disconnect.
3% richer than 50 years ago

- More Americans in poverty than ever before

3 threats: racism, poverty, militarism

- Racism is still real.
  - Eyewitnesses
  - News events
  - TV commentators
  - Scholarly articles

- Statistics on poverty, wage, homeless, hate-crimes
Any qualitative data can be turned into quantitative data.
Tavis Smiley Interview
Piers Morgan Live
Tuesday, August 27, 2013

Tavis Smiley:
...There's no doubt about it. One cannot, one couldn't be there or watch it on television, certainly as an African American, and not be proud and not inhale this historic moment. So it was a great day, no doubt about it.

Piers Morgan:
Where's the “but,” Tavis?

Tavis Smiley:
But Dr. King in his life talked about the triple threat - the 3 evils of racism, poverty, and militarism. And I said the other day, if you're not going to talk about racism, poverty, and militarism, then why stand where Martin stood if you're trying to do justice to his legacy. Today we had references, subtle references, to racism and acknowledgement, finally, of poverty, but deafening silence on militarism. Now with Syria looming as the backdrop, as you talked about earlier tonight, I didn't expect this president, or any president, anybody who's the head of the American empire to talk about militarism. But you're not doing justice to the life and legacy of Dr. King if you dance around racism, poverty, and militarism.

Piers Morgan:
Why do you think President Obama is wary of going there?

Tavis Smiley:
That's a question you'd have to ask him. As far as I'm concerned, as I've said many times to you, racism is still the most intractable issue in this country. This country is 3% richer than we were 50 years ago and yet there are more Americans in poverty than ever before. The number of black folk in poverty are off the charts. Underemployment, unemployment for African Americans, the numbers are ridiculously high. Poverty is threatening our very democracy. It is now a matter of national security. So how it is we think we can avoid talking about poverty and focus our attention on the middle class, misses the point. The new poor are the former middle class. And with regard to racism, as I said, we live in the most multicultural, multiracial, multiethnic America ever, but racism in this country is still real. And I thought watching the president today, I thought watching him, that when he finishes this speech, he's going back to the White House and he has to make a decision about Syria. So I ask myself, are we going to honor Dr. King today in Washington with our words and then dishonor him tomorrow or the days to come in Syria with our deeds. It's a serious disconnect.
Tavis Smiley:
...There’s no doubt about it. One cannot, one couldn’t be there or watch it on television, certainly as an African American, and not be proud and not inhale this historic moment. So it was a great day, no doubt about it.

Piers Morgan:
Where’s the “but,” Tavis?

Tavis Smiley:
But Dr. King in his life talked about the triple threat—the 3 evils of racism, poverty, and militarism. And I said the other day, if you’re not going to talk about racism, poverty, and militarism, then why stand where Martin stood if you’re trying to do justice to his legacy. Today, we had references, subtle references, to racism and acknowledgement, finally, of poverty, but deafening silence on militarism. Now with Syria looming as the backdrop, as you talked about earlier tonight, I didn’t expect this president, or any president, anybody who’s the head of the American empire to talk about militarism. But you’re not doing justice to the life and legacy of Dr. King if you dance around racism, poverty, and militarism.

Piers Morgan:
Why do you think President Obama is wary of going there?

Tavis Smiley:
That’s a question you’d have to ask him. As far as I’m concerned, as I’ve said many times to you, racism is still the most intractable issue in this country. This country is 3% richer than we were 50 years ago and yet there are more Americans in poverty than ever before. The numbers of black folk in poverty are off the charts. Underemployment, unemployment for African Americans, the numbers are ridiculously high. Poverty is threatening our democracy. It is now a matter of national security. So now it is we think we can avoid talking about poverty and focus our attention on the middle class, misses the point. The new poor are the former middle class. And with regard to racism, as I said, we live in the most multicultural, multiracial, multiethnic America ever, but racism in this country is still real. And I thought watching the president today, I thought watching him, that when he finishes this speech, he’s going back to the White House and he has to make a decision about Syria. So I ask myself, are we going to honor Dr. King today in Washington with our words and then dishonor him tomorrow or the days to come in Syria with our deeds. It’s a serious disconnect.
Lessons Learned

- “Why are you collecting that?”
- What do I want them to take away with them
  - Learning Outcomes
Bill Nye: Creationism Is Not Appropriate for Children
Big Think
August 23, 2012

Denial of evolution is unique to the United States. I mean, we're the world's most advanced technological—we mean, you could say Japan—but generally, the United States is where most of the innovations still happen. People still move to the United States. And, that's largely because of the intellectual capital that we have, the general understanding of science. When you have a portion of the population that doesn't believe in that, it holds everybody back really.

Evolution is the fundamental idea in all of life science, in all of biology. It's like, it's very much analogous to trying to do geology without believing in tectonic plates. You're just not going to get the right answer. Your whole world is just going to be a mystery instead of an exciting place.

As my old professor, Carl Sagan, said, "When you're in love you want to tell the world." So, once in a while I get people that really—or that claim—they don't believe in evolution. And my response generally is "Well, why not? Really, why not?" Your world just becomes fantastically complicated when you don't believe in evolution. I mean, here are these ancient dinosaur bones or fossils, here is collectivity, here are distant stars that are just like our star but they're at a different point in their lifecycle. The idea of deep time, of this billions of years explains so much of the world around us. If you try to ignore that, your world view just becomes crazy, just untenable, itself inconsistent.

And I say to the grownups, if you want to deny evolution and live in your world, in your world that's completely inconsistent with everything we observe in the universe, that's fine, but don't make your kids do it because we need them. We need scientifically literate voters and taxpayers for the future. We need people that can—we need engineers that can build stuff, solve problems.

It's just really hard a thing, it's really a hard thing. You know, in another couple of centuries that worldview, I'm sure, will be, it just won't exist. There's no evidence for it.

Currency → Does time matter in this case?

Relevance → If writing about evolution/creationism, is this relevant?

Authority → Who are Bill Nye's supporters? Is he an authority on evolution? (1)

Accuracy → Is he really accurate? How do we look at this in a world of controversy? (1, 2, 3, 4, 5)

Purpose → What is he trying to do? Is there any bias? How do we deal with bias in such a controversial topic? (8, 9)
Any qualitative data can be turned into quantitative data.
Active Learning = Assessment

Elise Ferer
Humanities Liaison Librarian
Dickinson College
Dickinson College
Before Class

Immersion '13
July 28 – August 2, 2013
Seattle University

Teacher Track
In Class

Gontard, Marc. “Francophonie et globalisation: la question de l’interlocuteur.”

After Class

FYS: French Imperialism Narratives in Africa and the Caribbean

Library Assignment 2, due Tuesday 9/10 by noon.

Using JumpStart or another database on the databases page (http://lis.dickinson.edu/Library/LISDatabases/index.cfm) find:
   - 1 Book Review
   - 1 Scholarly Article

Email the citations in MLA style for your articles to ferere@dickinson.edu by Tuesday, 9/10 at noon.

Examples:

Book Review:

Scholarly article

These are good articles you have found. Just watch that you have all the information that you need to cite them in MLA style. You are missing some things and it could affect your grade on assignments.

Elise
Additionally, I would appreciate any feedback you would like to share with me about my work with your class and how students did on their corresponding assignments. If you are comfortable sharing student work with me I would like to see so I can assess whether instruction was effective.

Thanks,
Elise

Elise Ferer
Humanities Liaison Librarian
Coordinator for Academic Integrity
717-245-1085
ferere@dickinson.edu
Jacques-Stephen Alexis
CUNY.edu. City University of New York,
Products/Data

Scholarly Article:


Not Scholarly:


All citations should have the 2nd line indented, in MS word, this is called a hanging indentation.

Ms. Ferer
FYSM 100-08
10 September 2013

Homework #2

Scholarly Article:


Book Review:

Was I Successful?

High Five!!!

Dickinson
Now What?

Dickinson
Reflection

Keep

Stop

Start
Active Learning and College Success in a Community College Library

Zoe Fisher
Assistant Professor, Reference & Instruction Librarian
Puyallup, Washington
@zoh_zoh
Pierce College

- 18,500 students
- 8,800 FTE
- 6 full-time faculty librarians (3 at each campus)
COLL 110: College Success

• Required 3-credit course for students who test into 2 of 3 pre-college areas (Reading, Writing, Math)
• 20-25 students
• Required library instruction session as part of course curriculum
• Course curriculum also includes study skills, motivation, education planning, career exploration, etc.
COLL 110: College Success

Library Instruction Outcomes
Library Instruction Outcomes

1. Students will be able **to identify the functions of different areas of the library** in order to access and use resources effectively.

2. Students will be able to use library vocabulary appropriately in order to identify resources and services common to most libraries.

3. Students will be able to use library systems (e.g., LCC, catalog, databases, LibGuides, and/or other resources available through the library website) in order to access print and electronic collections.

4. Students will be able to identify audiences and purposes of source types in order to use sources effectively.

5. Students will be able to identify library faculty as part of their learning network in order to take full advantage of their college learning resources.
COLL 110: College Success

Library Instruction Outcomes

1. Students will be able to **identify the functions of different areas of the library** in order to access and use resources effectively.

2. Students will be able to **use library vocabulary** appropriately in order to identify resources and services common to most libraries.

3. Students will be able to use library systems (e.g., LCC, catalog, databases, LibGuides, and/or other resources available through the library website) in order to access print and electronic collections.

4. Students will be able to identify audiences and purposes of source types in order to use sources effectively.

5. Students will be able to identify library faculty as part of their learning network in order to take full advantage of their college learning resources.
COLL 110: College Success

Library Instruction Outcomes

1. Students will be able to identify the functions of different areas of the library in order to access and use resources effectively.
2. Students will be able to use library vocabulary appropriately in order to identify resources and services common to most libraries.
3. Students will be able to use library systems (e.g., LCC, catalog, databases, LibGuides, and/or other resources available through the library website) in order to access print and electronic collections.
4. Students will be able to identify audiences and purposes of source types in order to use sources effectively.
5. Students will be able to identify library faculty as part of their learning network in order to take full advantage of their college learning resources.
Library Instruction Outcomes

1. Students will be able to **identify the functions of different areas of the library** in order to access and use resources effectively.

2. Students will be able to **use library vocabulary** appropriately in order to identify resources and services common to most libraries.

3. Students will be able to **use library systems** (e.g., LCC, catalog, databases, LibGuides, and/or other resources available through the library website) in order to access print and electronic collections.

4. Students will be able to **identify audiences and purposes of source types** in order to use sources effectively.

5. Students will be able to identify library faculty as part of their learning network in order to take full advantage of their college learning resources.
Library Instruction Outcomes

1. Students will be able to **identify the functions of different areas of the library** in order to access and use resources effectively.

2. Students will be able to **use library vocabulary** appropriately in order to identify resources and services common to most libraries.

3. Students will be able to **use library systems** (e.g., LCC, catalog, databases, LibGuides, and/or other resources available through the library website) in order to access print and electronic collections.

4. Students will be able to **identify audiences and purposes of source types** in order to use sources effectively.

5. Students will be able to **identify library faculty as part of their learning network** in order to take full advantage of their college learning resources.
Instruction Plan

• Common instruction plan
• Guided exploration with worksheet
• 5 groups
  – Circulating
  – Reference
  – Periodicals
  – Films on Demand
  – LibGuides
• Group share-outs
Worksheet Example

NAME: ________________________

Group 3: Periodicals

Directions:

Go to the Periodicals area. Walk up and down the shelves.

1. Think about the word periodical. Look at the materials on the shelves in the periodicals area. What do you think “periodical” means?

2. Look at the shelves of magazines and journals. Pay attention to the titles.

   How are some magazines or journals different from others? Are some more “serious” or more “fun”? How can you tell?

   Who would be the readers/audiences of the different magazines and journals? How can you tell?

3. How are periodicals organized? What’s the oldest periodical you can find on the shelves? How did you find it? What else do you notice? Take notes below.
Worksheet Example

NAME: ________________________________

Group 4: Films on Demand Database

Directions:

Go to the Library website on the computers in the classroom: http://www.pierce.ctc.edu/library/

Find the Films on Demand database under the “Key Databases” heading on the homepage. Click on the link. Watch part of one of the video segments suggested on the homepage.

1. Write down the title of the film segment that you watched.

   Title: ____________________________________________________________

2. Based on the film clip you watched and on the titles of the others that you see on the homepage, how do you think these films might be useful to you?

3. What type of films do you think are included in this collection?

4. What are some ways that this library database is different from YouTube?
Multiple Assessments

• Completion of worksheet
• Notes on other groups
• Librarian’s notes on share-outs
• Wrap-up questions
• Written reflection
2. Look at the shelves of magazines and journals. Pay attention to the titles.

How are some magazines or journals different from others? Are some more “serious” or more “fun?” How can you tell? Yes, some are serious like China Today or Criminology, and some are more fun like Seventeen and Rolling Stone. You can tell which is different by titles and covers.

Who would be the readers/audiences of the different magazines and journals? How can you tell? Readers of China Today or Criminology would be lawyers, people with serious outlooks and readers of Seventeen and Rolling Stone are young and free living.
1. Think about the word *circulating*. What do you think it means that a book “circulates?” How do the books seem to be organized? Why do you think this?

*circulating books are books that are public access and can be checked out. The books are organized by subject.*
3. Would you study here? By yourself or with a group? Why or why not? What else do you notice about the books and nearby study spaces? Take notes below.

No I have a 6 year old and no childcare
Student Work Samples

Group 4: Films on Demand Database

Directions:
Go to the Library website on the computers in the classroom. http://www.pierce.ctc.edu/library/
Find the Films on Demand database under the “Key Databases” heading on the homepage. Click on the link. Watch part of one of the videos suggested on the homepage.

1. Write down the title of the film that you watched.

   Title: Come Fly With Me - James May: Big Ideas

2. Based on the film clip you watched and on the titles of the others that you see on the homepage, how do you think these films might be useful to you?

   These might be useful if I needed research for a history paper or for background info on things that relate to my particular major. Also it can help if you are more visually able to learn.

3. What type of films do you think are included in this collection?

   History, Medical, Political events, Science, endurance,

4. What are some ways that this library database is different from YouTube?

   It has a more organized list of content where YouTube is not organized and harder to find things. Also they are more source reliable and approved as accurate information while YouTube could have made up information.”
1. I learned that you have silent study rooms, and that you have a scanner inside!

2. I learned that you have an online catalog and lots of database resources available.
Student Work Samples

College Success

Library Assignment

What I Learned in the Library

If I could sum up the library in one word it would be organized. Everything down to how they are on the shelf is all organized. There are different types of books on the website which are much more difficult because of how much information is actually held on it. Access to what books you can check out, films on demand, and even research guides or “Lib guides”.

Some new words that I learned was “Periodicals” which are newspapers, magazines, and journals. I didn’t know that there was a special word for all of them, and how often. The one thing that surprised me was that there were so many articles you can look up and use in essays and other assignments. I want to learn how to use a book for assignments, I never had to go to the library and look up information in a book for an assignment. I’m going to apply what I learned by using the resources that were given to us to find more information about what I’m learning.
Student Work Samples

Friday was actually a really great session, I’m sorry you missed it. My six year old had class cancelled so she tagged along which seemed to really entertain everyone. Also, the way that Lesley broke down the groups was ideal I think. None of the “cliques” were together and I got the chance to work with some people in class that I hadn’t previously.

I spend a lot of time in the library, I’m writing this from home right now and it’s actually kind of freaking me out, but anyway, even with the amount of time I spend in the library I was still pretty impressed at things that we found out. I LOVE the Library of Congress filing system!! Forget Dewey and his decimal the Library of Congress system is so intuitive and easy to use!!
Closing Thoughts

• Active learning
  – Doing
  – Observing
  – Reflecting

• “How do I know students are learning?”

• “How can I turn my activity into my assessment of student learning?”
Closing Thoughts

• This is new for us (just started in winter quarter)
• Everybody likes it! Yay!
• Assessment is a process.
  – Outcomes
  – Assessment
  – Compare Assessment with Outcomes
• “Becoming is better than being.”
QUESTIONS?

Maoria Kirker, mjkirker@creighton.edu
Elise Ferer, ferere@dickinson.edu
Zoe Fisher, zfisher@pierce.ctc.edu