Fear of Fa(i)(I)ling: Abandoning Old Assessment Footholds for New Ground

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What assessment pressures are you feeling at your institution?
Assessment Gap

Steve Demonstrates the Drop Knee Technique by Dru!

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Our foothold: Library Orientation practices

Foothold as aspirational assessment practices

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Superficially information literate
Finding space to start critical conversations
Case Study

3 studies - pick 2 - reflect on am 11/18 year of
New Faculty Orientation - Personal Librarians?
Writing Program - Personal Librarians

College First Year Student (2nd semester)
- WRI 101 last semester -
  familiar w/ a few lib resources
- tie into soc class
  interest by reading a blog (?)
  Economist? | paper | Buzzfeed?
  tie to academic research project
- from dorm - very independent
  doesn't do a thorough search
  (not a savvy searcher)

Google / Social Media
- savvy searcher
- multiple platforms
- Google scholar psquaze
- following links/tails
  Wikipedia citations
- not ethical - working w/ own digital
  identity (blog?)
  YouTube channel

Personal Knowledge / Expert / Intern?
- policy report
  - based on misconc.
  - bias?
  - not taking advantage of all kinds of
    sources
  - talk to colleagues

- Privilege
- Critical thinking about PLESS
- Agency in interviews
- Imp of IL
- Tangible?
Why do we assess library orientation?

What holds us back?
Why do we assess library orientation?

In the past:

- Effectiveness of what we taught
- Benchmark student skills
Why do we assess library orientation?

Now:

- Have a grasp on students conceptual knowledge
- Start conversations
- Develop an agenda for instruction
What do you want to accomplish at your institution?
Why do we assess library orientation?

- Have a grasp on students conceptual knowledge of information literacy
- Start conversations
- Develop an instructional agenda for information literacy

What holds us back?

- Fear of failing
- Fear of losing focus on skill-based learning
- Fear of doing improper assessment
What is the the right way to measure?

**Direct:** Clear Cause and Effect, Easy to Explain/Analyze
Tangible measures

**Indirect:** Nebulous relationship between inputs/outputs,
Requires Interpretation

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Indirect Measures

√ Survey

? Exercise
Case Study Exercise

- **Student**
  - “Traditional research venues” (Database)
  - Not thorough in research
  - Access to info through college
  - Writing a paper

- **Vlogger**
  - Uses social media and Google Scholar
  - Searches in multiple places
  - Has no special access
  - Publishing video

- **Intern**
  - Relies on in-person information
  - Stops at Google
  - Access through employer
  - Social Media for employer

Varying Degrees of:
- Source Type
- Effort/Persistence
- Access
- Final Product
Case Study Exercise

- **Student**
  - Access through college

- **Vlogger**
  - Has no special access

- **Intern**
  - Access through employer
What we lost

- Longitudinal data
- Skill-based learning
- Knowledge of student skills
What are your footholds?
• Shallow understanding of bias
• A preference for varied and diverse sources

“By only sticking to her organization's sources and asking her colleagues, the Intern is missing out on unbiased factual information to share with the public”
• A call for more persistence
• A preference for academic sources (though some understanding of value of non-scholarly)

“By only using peer-reviewed articles, the Student limited her research to primarily academic perspectives on the topic, whereas if she had included user-generated content, like blogs or social media posts she could have gained a more comprehensive understanding of the topic”
ANXIETY
Hello,

We hope that you’re having a great second week at Davidson! We know that the transition from high school to college-level scholarship can be difficult. In Library Davidson 101, you specifically expressed some anxiety about doing research in college, especially if you didn’t have to do a lot of research in high school.

We wanted to let you know that we’re always here to help you with your research paper. Librarians can help you choose a topic, find information, integrate sources, figure out if your thesis is too broad or narrow, and locate obscure or hard-to-find information. You can e-mail us at askalibrarian@davidson.edu or schedule a consultation with us at any point in the semester.

...
“he assumes that he cannot get access to the article because he must pay, while many websites (e.g. The New York Times) offer free access to students.”

He doesn't have access to the article he wants to read and instead of looking for it in another location or format, he settles for other information.

“In the case of the YouTube Vlogger, he finds the perfect article with in-depth information about what he wants to share yet he's not willing to pay for it.”
→ Ethics in Information Access lecture (partnership with faculty member & Vann Center for Ethics), Open Access Week 2015

→ Why You Won’t Have JSTOR When You Graduate and What You Can Do About It (partnership with Center for Career Development), March 2016

→ Information Privilege Booth (partnership with Questbridge Scholars), March 2016
This past summer, we asked Davidson students to analyze a description of a scenario similar to the one you just experienced. Specifically, we asked students to comment on what assumptions the vlogger made and what opportunities he/she missed due to lack of awareness or lack of access to information.

Here are some of their comments:

"The vlogger's ignorance toward the subject and laziness during his research results in him overlooking the importance of having multiple perspectives on a subject"

"The vlogger is both lazy and harmful in her approach"

"The vlogger could, also, just man up and pay the fee"

How much information privilege does the Davidson community take for granted?

Reflect on this exercise
What's holding you back?
Fear
What are your barriers?
Consider your barriers. What are ways you can overcome your barriers?
Think back to what you want to accomplish. In what ways do your goals justify taking a risk?
Questions?