INFORMATION LITERACY ASSESSMENT

PRESENTED BY SOPHIE BURY

Business Librarian/Information Literacy Librarian

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Session Outline

1. Introduction
   
   Assessment as an integral component in an iterative cyclical process.


   1. Assessing individual instruction practice.
   2. Assessing success of an overall IL program.
Introduction
Assessment Plan: Student learning one indicator within the whole

Assessment: Element in an holistic, cyclical, iterative process

Based on your own experience can you identify examples of how thinking of assessment in these terms is useful.

Ideas?
Outcomes Assessment Plan

Program

Student Learning

Outcomes

Criteria for Success

Change

Evidence

Analysis

Criteria

Curriculum

Outcomes

Evidence

Pedagogy

Needs Assessment Analysis
Determining Instructional Needs
Needs assessment analysis and rolling out an IL plan

- Determining IL-related needs of students, faculty and other relevant stakeholders.

- Tools employed at York University to date:
  - Survey & focus groups with graduate students.
  - Use of standardized testing tool: SAILS.
    - York used it to determine where skills of undergraduates were at early point in IL planning.

- Critical Reflection
  - Purpose and design of tools.
  - Lessons learned including strengths and limitations of these approaches.
Goal of gathering information about:

- Research habits
- Awareness / experiences / perceptions
  - IL services – delivered in-person and online.
- Recommendations and advice on how IL services should be enhanced at York.
## Frequency of research activities

4. When you have a topic to research, how often do you typically do the following activities in the process of your research?

<table>
<thead>
<tr>
<th>Activity</th>
<th>always</th>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
<th>never</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research via the Internet (ie. Google)</td>
<td>55.5%</td>
<td>25.8%</td>
<td>15.8%</td>
<td>2.4%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>1.67</td>
<td>209</td>
</tr>
<tr>
<td>Research via a library or archives (including library databases or library website)</td>
<td>69.4%</td>
<td>19.1%</td>
<td>9.1%</td>
<td>1.9%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>1.45</td>
<td>209</td>
</tr>
<tr>
<td>Read material assigned by professor (either in class or in course outline)</td>
<td>58.4%</td>
<td>29.7%</td>
<td>6.2%</td>
<td>2.4%</td>
<td>0.5%</td>
<td>2.9%</td>
<td>1.53</td>
<td>209</td>
</tr>
<tr>
<td>Read material suggested by other students or by professor outside of class</td>
<td>20.9%</td>
<td>44.5%</td>
<td>24.4%</td>
<td>7.7%</td>
<td>2.4%</td>
<td>0.5%</td>
<td>2.26</td>
<td>209</td>
</tr>
<tr>
<td>Begin drafting paper, report or presentation</td>
<td>41.1%</td>
<td>30.1%</td>
<td>20.6%</td>
<td>4.3%</td>
<td>2.4%</td>
<td>1.4%</td>
<td>1.95</td>
<td>209</td>
</tr>
<tr>
<td>Discuss material or subject with professor outside of class or with other students</td>
<td>22.0%</td>
<td>40.2%</td>
<td>26.8%</td>
<td>9.6%</td>
<td>1.4%</td>
<td>0.0%</td>
<td>2.28</td>
<td>209</td>
</tr>
<tr>
<td>Discuss material or subject with librarians</td>
<td>2.9%</td>
<td>4.3%</td>
<td>14.8%</td>
<td>46.4%</td>
<td>31.1%</td>
<td>0.5%</td>
<td>3.99</td>
<td>209</td>
</tr>
</tbody>
</table>

Answered question: 209

Skipped question: 6
### Usage of library services

**Survey**

7. Which *services* do you typically use when you research? (Please check all that apply.)

<table>
<thead>
<tr>
<th>Service</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Desk (aka. Research Questions Desk)</td>
<td>32.5%</td>
<td>68</td>
</tr>
<tr>
<td>Virtual (chat) reference</td>
<td>8.1%</td>
<td>17</td>
</tr>
<tr>
<td>Email reference</td>
<td>5.7%</td>
<td>12</td>
</tr>
<tr>
<td>Phone reference</td>
<td>2.4%</td>
<td>5</td>
</tr>
<tr>
<td>Consultation with a subject specialist librarian</td>
<td>14.4%</td>
<td>30</td>
</tr>
<tr>
<td>Online guides and tutorials</td>
<td>28.2%</td>
<td>58</td>
</tr>
<tr>
<td>Library study space</td>
<td>46.9%</td>
<td>98</td>
</tr>
<tr>
<td>None of the above</td>
<td>15.3%</td>
<td>32</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>13.9%</td>
<td>29</td>
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</table>

answered question: 209  
skipped question: 6
“Professors do not give a lot of guidance on approaching research”

Faculty *quite often expect them to have skills already*

Students say they lack skills

Or *to expect them to know how to teach themselves*

Any guidance given involves:

- specific journals/ authors/ references
- resources relevant to specific research projects/ tasks

No guidance on

- searching / finding relevant library resources / services
Challenges with research

- Focusing the search – frustrations
  - Challenges of navigating the Library web site
  - Lack of awareness of:
    - Web-based subject research guides
      - Especially Science and Business
    - Relevant databases for their discipline
      - Especially Science and Business
  - Unfocused results / too much reading
  - Multiple database interfaces “we waste too much time when we don’t know the tricks” and need
    - Time-saving shortcuts
    - Effective search tips
Graduate students - Important issues

- How to research and write papers:
  - Changed expectations in graduate programs
  - Guidance needed to meet expectations
  - Better access to online writing guides

- How to make effective presentations (including conference presentations).

- How to submit papers for publication and conferences.

- Grant writing.

- Campus-wide collaborations with relevant learning support services: Writing centres, Faculty of Graduate Studies
New Services

**Workshops**

- Mar 2: Got a Paper? Research Strategies and the Writing Process (Learning Commons), 2:30pm-4:30pm
- Mar 5: Steacie Advanced Research: Ovid Medline and CINAHL, 11am-11:45am
- Mar 12: Steacie: Get Organized With RefWorks, 11am-11:45am

**Graduate Student Library Guide**

**FGS Journal Publication Session**

When: Thursday, March 11, 2:30-4:30pm
Where: York Lanes 280N (Second floor of York Lanes)
Who: All graduate students

The format will be a panel discussion with plenty of time for questions and answers. The panel will include multiple perspectives, including that of: a Graduate Program Director, an Editor of a journal, as well as library staff and intellectual property/copyright specialists.

Learning Commons Partnership has led to workshops which focus on research and writing process.

Complete overhaul – new online guides developed.

New workshops in partnership with Faculty of Graduate Studies. Librarians speak to issues of author rights and copyright.
SAILS: Definition/History

Standardized assessment (using testing) of information literacy skills (SAILS)

- Developed by Kent State University Library and endorsed by Association of Research Libraries. $3.00 per student (capped at $2,000).

- Measures ACRL IL Standards 1, 2, 3, 5. Paper or online, multiple-choice. 45 questions generated randomly from larger pool of questions, 35 minutes to complete.

- Intended for cohort testing only.

- 276 participants.
- Provided data on York student performance:
  - Overall.
  - In context of ACRL standards 1, 2, 3 & 5.
  - At the level of individual skill sets (SAILS defined 12 of these)
  - At the level of individual items or questions
    - On request Kent State provided this data to participating libraries.
- Allowed York to compare itself to other institutions.
York’s performance for each ACRL Standard (1, 2, 3, 5) compared with cross-institutional average.
SAILS: Twelve Skill Sets

1. Developing a Research Strategy
2. Scholarly Communication/Structure of Disciplines
3. Identifying and Distinguishing Among Types of Sources
4. Selecting Finding Tools
5. Selecting Search Terms
6. Constructing the Search
7. Understanding Information Retrieval Systems
8. Evaluating and Revising Search Results
9. Retrieving Sources
10. Evaluating and Selecting Sources
11. Documenting Sources
12. Economic, Legal and Social Issues
US/CAN 7 If you want to find books that Charlotte Bronte wrote, which search would you do?

Choose only one answer

a) Author: bronte

Score: .24
High Level of Competency
US/CAN 21. If you wanted to find books about the American poet Maya Angelou, which search would you do?

Choose only one answer.

b) Subject: angelou

Score: .59
Mid-Level Competency
Use of Boolean “Or” Operator

US/CAN 39 If you wanted to search for a topic that has several synonyms (for example - young, people, adolescents, teenagers, teens), which operator would you use?

Choose only one answer

Score: .67
Low Level Competency

e) Or
SAILS: Conclusions

- Identified areas of strengths and weaknesses in terms of undergraduate IL skills.
  - Shared at retreat with instructional librarians with goal of informing teaching practice.

- Allowed comparison of York vis-à-vis other schools.

- Leverage when advocating need for IL instruction among undergraduates at York.

- Can only be one instrument in a suite of assessment tools.

- Has limitations associated with fixed choice testing.
Methods of Assessment

Individual Instruction Practice
“The quality of student learning is directly, although not exclusively related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching.”

- Thomas Angelo
Assessing effectiveness of instructional practice: Examples of tools & strategies at work.

Methods & Strategies

- Questionnaires
- Testing
  - Clicker technology and mini-quizzes during class.
  - Pre-tests/Post-tests
- Performance-based assessments/authentic assessment approaches.

Critical reflection

- Purpose, content and design of tools.
- Lessons learned including strengths and limitations of these approaches.
Questionnaires

- As an assessment tool fits in self-report category
  - Students estimate their learning, the value/quality of the instructional session, the performance of the teacher

- Does not provide data on actual learning which has taken place.
Questionnaires: Question Design

- Include a combination of closed-ended and open-ended questions to generate:
  - Data which you can quantify/chart/graph
  - Data which is descriptive and comments-based.

- Include questions which get at:
  - Quality of session overall.
  - Teacher performance.
  - Student impressions of what they’ve learned.
  - Students self-reporting on how their library use or information habits have changed as a result of session.

- Keep survey short.

- Always have an other comments option.
May be used to address teacher attributes/effectiveness

**Evaluation of the Librarian**

Please indicate your rating of the librarian who taught this workshop on a scale of poor to excellent for each of the following items:

4. Clearly articulated the goals of the library instruction:
   - 1. Poor
   - 2. Fair
   - 3. Good
   - 4. Very Good
   - 5. Excellent

5. Demonstrated a good knowledge of the subject matter:
   - 1. Poor
   - 2. Fair
   - 3. Good
   - 4. Very Good
   - 5. Excellent

6. Communicated and organized ideas and concepts clearly:
   - 1. Poor
   - 2. Fair
   - 3. Good
   - 4. Very Good
   - 5. Excellent

7. Encouraged questions and participation (where appropriate):
   - 1. Poor
   - 2. Fair
   - 3. Good
   - 4. Very Good
   - 5. Excellent

8. Held my interest
   - 1. Poor
   - 2. Fair
   - 3. Good
   - 4. Very Good
   - 5. Excellent

9. Used instructional aids (e.g. the handouts, Powerpoint, videos, web-based tools etc.) effectively when presenting the workshop:
   - 1. Poor
   - 2. Fair
   - 3. Good
   - 4. Very Good
   - 5. Excellent
May be used to address the quality of the session in general

### Evaluation of the Library Instruction Session

2. Overall, I learned a great deal from this workshop:
   - 1. Strongly Disagree
   - 2. Disagree
   - 3. Neither agree nor disagree
   - 4. Agree
   - 5. Strongly Agree

3. The quantity of material covered in this workshop was about right:
   - 1. Strongly Disagree
   - 2. Disagree
   - 3. Neither agree nor disagree
   - 4. Agree
   - 5. Strongly Agree

10. What I found most useful about this session was:

11. I would have liked to learn more about:

12. What could be done to ensure a better session next time?
May be used to gauge student impressions of how much they have learned

8. The best thing I learned in the Library research sessions was:

9. I would have liked to learn more about:
May be used to ask students how library use/information habits have changed

<table>
<thead>
<tr>
<th>Sources of Information</th>
<th>Before Session</th>
<th>Now</th>
<th>Useful Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Library Catalogue</strong></td>
<td>Yes</td>
<td>No</td>
<td>1-5</td>
</tr>
<tr>
<td><strong>Steele Library Website</strong></td>
<td>Yes</td>
<td>No</td>
<td>1-5</td>
</tr>
<tr>
<td><strong>Biological Abstracts</strong></td>
<td>Yes</td>
<td>No</td>
<td>1-5</td>
</tr>
<tr>
<td><strong>Biology Research Guide</strong></td>
<td>Yes</td>
<td>No</td>
<td>1-5</td>
</tr>
</tbody>
</table>
Results reveal the good...
Session evaluations 1st year business course, York University, Winter Term 2009

As a result of this session I am better prepared for work in other classes

- Strongly Agree: 20.27%
- Agree: 63.7%
- Neither Agree Nor Disagree: 11.5%
- Disagree: 7.1%
- Strong Disagree: 0.8%
Effect of sessions on resource selection

Biology 3100 Course: Integration of Multiple IL Sessions and Assignments Fall 2007
And areas for improvement
Session evaluations 1st year business course, York University

Fall 2008
“it was a lot of info to digest at one time”.

Winter Term 2009
But this data informed positive change

![Bar chart comparing the quantity of information provided in Fall 2008 and Winter Term 2009.

- Too Much: Fall 2008 = 37, Winter Term 2009 = 28
- Just Right: Fall 2008 = 93, Winter Term 2009 = 74.8
- Too Little: Fall 2008 = 6, Winter Term 2009 = 4.4
]
And areas for improvement
Session evaluations 1st year business course, York University

- Students said they wanted sessions to be more interactive than they were.
- Librarians responded by introducing clicker technology or a classroom response system in Fall 2008.

- Clicker technology can be used to:
  - Heighten student participation and engagement where anonymity is protected.
  - To promote collaborative learning/peer learning.
  - To facilitate feedback for the professor about student understanding.
  - To promote discussions in class.
Clickers in action: An example

CHOOSE ONLY ONE ANSWER
When searching the library catalogue, which search string will find the MOST records?

a) Fraud and accounting

b) Fraud in accounting

c) Fraud or accounting

✓ c) Fraud or accounting

d) Wait a second...I’m not sure
Gauging retention of concepts taught using clickers: Role of post-test

**MGMT1040 Fall Term 2008 Pre-Test Post-Test Comparison Chart**

- **Pre-Test % Correct**
- **Post-Test % Correct**

Questions reinforced using clickers
Concepts where reinforcement with clickers appears to make a difference

- Question 6: How to find a journal article online when given an article citation
  
  Pre-Test: 14%  Post-Test: 66%

- Question 7: Knowing that OR broadens search results
  
  Pre-Test: 35%  Post-Test: 75%

- Question 8: Appropriate use of truncation
  
  Pre-test: 28%  Post-Test: 86%
Clicker technology in the classroom
Session evaluations 1st year business course, York University

“\textit{I believe that the clickers encouraged students to be more involved in the session and pay more attention...}”

Made it easy to express what you think with no fear of being embarrassed by getting the wrong answer”.

“It was interesting to find out what other students were thinking. It was fun”. 

\textbf{The use of clickers to teach and engage students during the session was effective} 

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>147</td>
<td>43</td>
<td>18</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>64</td>
<td>43</td>
<td>12</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total %</th>
<th>Total No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>
Pre-tests/Post-tests

A test (usually multiple-choice) given to students before and after a library IL session used to gauge growth in skills/knowledge.

Benefits/Limitations

Can help instructor identify:

- Concepts student knew before instruction takes place.
- Concepts which remain problematic to students after session
  - Need to ask whether this is due to problematic question phrasing etc. or because teaching needs to improve.
- Concepts which appear clearer to students after session.

Presents limitations associated with skills testing and should ideally be used in conjunction with other forms of assessment.
Pre-Tests/Post-Tests: Overall average score increases

MGMT 1040 Fall 2008
Pre-Test Post-Test Results Comparison Chart

Average Pre-Test Score = 48.1
Average Post-Test Score = 67.2
Pre-test/Post-test: can help you identify concepts students already know

4. CHOOSE ONLY ONE ANSWER. To identify books in a library you would search:

a) Amazon (1.3) (0)
b) Library catalogue (89.3) (91.8)
c) Bibliography (0.6) (0.7))
d) Books in Print (1.9) (4.1)
e) Internet (6.9) (2.7)
f) Wait a second...I'm not sure! (0) (0.7)
Pre-test/Post-test: can help you understand where instruction has big impact on understanding

3. **CHOOSE ONLY ONE ANSWER.** This is a citation to what kind of resource?


- a) **Book** (15.2) (8.2)
- b) **Chapter in a book** (39.2) (17.8)
- c) **Dissertation** (3.2) (1.4)
- d) **Journal Article** (21.5) (69.2)
- e) **Wait a second...I’m not sure!** (20.9) (3.4)
Pre-test/Post-test: can help you understand where comprehension remains poor even after IL session

10. CHOOSE ONLY ONE ANSWER. Which one of the following describes a peer-reviewed article?

a) Lindblom, Lars. (2007). "Dissolving the Moral Dilemma of Whistleblowing". *Journal of Business Ethics* 76.4: 413-427 (7.7) (18.3)


e) Wait a second...I’m not sure! (66.0) (36.6)

Decided that expectations implied by this question too high for first years. Question too difficult, so we simplified it.
Pre-test/Post-test: can help you understand where comprehension remains poor even after IL session

5. **CHOOSE ONLY ONE ANSWER. You can use York University Libraries’ catalogue to:**

   a) Find all books published in Canada (3.8) (1.4)
   b) Find books for sale (1.9) (0)
   c) Find articles on a topic owned by York University Libraries (11.9) (44.1)
   d) Find books on a topic of interest at York University Libraries (57.2) (53.1)
   e) Wait a second...I’m not sure! (25.2) (1.4)

This is a basic concept students should understand at all levels. Our instruction failing to build sufficient understanding. Needed to rethink our instruction here.
The assignment and information literacy assessment

- Research paper or essay tends to be most common.
- A majority of faculty tend to design assignments where library research is an expectation.
- Traditionally responsibility for assignment design and grading has been the domain of faculty not librarians.
- Tendency for attention to product at expense of process.
- Yet countless studies show that without guidance students struggle with the research process.
- Studies show that faculty resistant to collaborating with librarians to design research-based assignments.
Instructional design: Outcomes-based learning

Outcomes
What do you want the student to be able to do?

Criteria
How will you know the student has done well?

Curriculum
What does the student need to know to do this well?

Evidence
How will the student demonstrate the learning?

Pedagogy
What’s the learning activity?

“If students are able to learn desired outcomes in a reasonably effective manner, then the teacher’s fundamental task is to get students to engage in learning activities that are likely to result in them achieving those outcomes...It is helpful to remember that what the student does is actually more important in determining what is learned that what the teacher does”

Thomas J. Shuell (1986)
Performance Based Assessments

- Task-based: Idea that student learns through doing.
- Simulate real life application of skills.
- Strive for contextualization and authenticity.
- Focus on “assessment for learning”: constructivist theory
- Emphasize intrinsic motivation rather than external rewards.
- Can address higher-order thinking skills.
- Require time to plan and develop.
Examples of performance-based assessments in practice at York University

- Students write an article for *Quill and Quire* on whether digital publishing will make print publication obsolete. Need to have references in this article. (second year writing course)

- Students choose a company and a current HRM issue/problem facing that company. They prepare a presentation profiling this issue and chosen solutions by engaging in primary and secondary research. (second year HRM course)

- Experiential learning:
  (i) Marketing students work with non-profit organizations in local area to develop a marketing plan for them. Part of this requires research on the company, industry, consumer trends and demographics etc. (third year marketing course) (ii) Political science students work with an NGO to research selected issue. (4th year political science course).

- Research at York (RAY) Project
  Students as researchers; engaged in real-world research projects, alongside faculty.

  “Having the opportunity to work in a lab and be directly involved with the background research, experimentation and completion of a study. This experience has made me feel both more confident applying to graduate programs and more certain that this is, in fact, what I want to be doing with my life.” (Student comment on what was gained/learned)
Other alternatives to traditional research paper/essay

Examples

- Suggest staging
  **Step One**: Choose a topic and compile an annotated bibliography of relevant material. **Step Two**: Compose a thesis statement and write an outline of your essay. **Step Three**: Write a draft of your essay. **Step Four**: Edit and write final version of the essay.

- Research log: Keep a record of library research: methodology, sources consulted, keywords or headings searched, noting both successes and failures.

- Choose a topic and find three articles from scholarly journals and three from popular magazines and/or newspapers. Compare the differences in style, format, content and bias.

- Provide a precise statement of a search topic. Run the search on the Internet and also on a database. Present some representation of the search results and compare the findings.
Assessing the impact/success of an IL program

- Assessing impact of an IL program
  - Define program outcomes.
  - Define criteria (standards of success).
  - Identify the type of evidence or data needed.
  - Analyze this evidence or data.
  - Ensure that this analysis informs change.
    - Gilchrist, 2006.

- Critical reflection
  - Lessons learned with selected examples from practice:
    - York University.
    - Other academic institutions.
Assessing the impact/success of an IL program

York University: Information Literacy Manifesto 2005-2010

- Overarching IL policy and planning document.

- Five strategic areas (goals)
  Basically these were the outcomes we framed for our IL program
  - Outreach and Promotion.
  - Curriculum Integration.
  - Assessment.
  - Flexible teaching.
    - E-learning.
    - Teaching special user groups.
  - Professional Development.
Goals
The following goals will help guide our progress:

- We will promote the Libraries’ Information Literacy program in an effort to attract key academic partners and collaborative opportunities.

- We will work to collaboratively integrate generic and discipline-specific information literacy competencies and instruction into program curricula across campus, accommodating incremental growth in student proficiency and understanding over the course of degrees and programs.

- We will establish measurable outcomes for evaluation of the program. Evaluation will include periodic review of our information literacy manifesto and methods and the development of mechanisms for assessing student learning outcomes and needs.

- We will incorporate a flexible range of instructional modes to meet the needs of a diverse student population with varied abilities, interests and backgrounds, wherever they might be.

- We will foster a public culture of teaching by emphasizing the cross-pollination of ideas in professional development activities designed to foster sound pedagogical practices across the Libraries and to continuously search for innovations that improve teaching and learning in this area at York.
4) Flexible Teaching

By summer 2010 we will have:

- Integrated information literacy tools into a number of course websites
- Collaborated with other units (Centre for Academic Writing, Foundations Computer Assistance Program, Centre for Support of Teaching, etc.) to enable teaching of information literacy skills. Identifying groups of students with unique information literacy needs, and identifying what those needs might be, can form one focus in this collaborative endeavour.
- Developed workshops/tutorials to address groups with special needs in alternate formats
- Offered drop-in and course-specific instruction targeted at specific user groups and/or to address issues of relevance to our community
- Experimented with delivering online, real-time instruction
- Developed more asynchronous learning objects and instruction

These are criteria for success
York University: IL planning in action

- Each year annual reports of IL activity by IL coordinator document how successful we have been. Evidence provided. Report also talks about future plans and necessary changes based on progress to date.

- Also every year the leads in five strategic areas draw up an action plan:
  - Lists projects/activities accomplished in last two years (evidence).
  - Lists projects in current year (will include necessary changes informed by evidence).
  - Lists future plans.
Annual Action Plan
Example from Flexible Learning Area

Goal

- We will incorporate a flexible range of instructional modes to meet the needs of a diverse student population with varied abilities, interests and backgrounds, wherever they might be.

Objective: It’s a criterion for success

Evidence: Projects include a log of activities which evidences what has been achieved

Outcome: what we want our program to achieve

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<tbody>
<tr>
<td>(i)Developed an Internet Evaluation Tutorial (with FCAP) (ii)Developed Assignment Planner tool (Norda and LCS) (iii)Developed Instructional Video Tutorials for Nursing students</td>
<td>(i) Citation Practices Tutorial (with CST) (ii) Google Scholar Online Tutorial (Vivienne) (iii) RefWorks Online Tutorial (Sarah) (iv) Development of Fine Arts online tutorial for grad students (Scott, McLaren) Online Critical Skills Project (ONCRISP) (Vivienne) (v) Compile a list of online resources/tutorials currently available on the library’s website. Work with the web librarian (Bill) to ensure that these resources are grouped together and easy for students and faculty to find and use (vi) Develop new asynchronous tools for teaching and the online environment that appeal to different learning styles (i.e. podcast, screencast, powerpoint etc.)</td>
<td>(i) Contribute to ONCRISP project (create Information Literacy tutorials) (ii) Develop tools to evaluate the current online resources/tutorials (iii) Develop new asynchronous tools for teaching and the online environment that appeal to different learning styles (i.e. podcast, screencast, powerpoint etc.)</td>
<td>Create new Research Roadmap which can be updated easily</td>
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<tr>
<td>Updated Research Roadmap (Deena)</td>
<td>Review of the Research Roadmap (Sarah to form working group)</td>
<td>(i) Assess and assemble software requirements and support for e-learning including screencasting software (ii) Poll librarians regarding other useful softwares (iii) Organize brownbag/information sessions for York University Librarians that address: (1) Screencasts/podcasts (2) Moodle /WebCT (3) RefWorks/RefShare (4) Copyright issues (online materials)</td>
<td>(i) Assist librarians in creating screencast/podcast tutorials. (ii) Assist librarians with including subject specific tutorials in Moodle</td>
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Thank you for your attention

Questions?

Comments?