

ACRL Information Literacy 10' Immersion - Assessment Track

November 10-14

Report by Ning Zou, Instruction Coordinator, Dominican University

I attended the ACRL Information Literacy (IL) Immersion program in November of 2010 at Nashville, TN. The program was extremely informative and practical. I applied the Immersion – Assessment track because I would love to learn both theories and best practices on assessing student learning with librarians from different institutions. As the instruction coordinator at Dominican University, one of my major responsibilities is to team up with our librarians and faculty in other department to develop effective assessment plans to foster student learning.

Dr. Debra Gilchrist, Dean of Library/Media Services for Pierce Colleges, Dr. Megan Oakleaf, Assistant Professor in the iSchool at Syracuse University, and Lisa Janicke Hinchliffe, Coordinator for Information Literacy Services and Instruction and President of ACRL are our Immersion cohort faculty members. Each of them brought their numerous years' of teaching, research, and professional experience to the program. They have incorporated a variety of active learning activities to engage the audience.

Debra kicked off the program by introducing the vocabulary and philosophy of assessment. The quote from Tom Angelo (AAHE Bulletin, 1996) impressed me the most

“Assessment is an ongoing process aimed at understanding and improving student learning ...”

This offered the attendees a very clear tone about the assessment that the Immersion faculty would lead us to. She then talked about how to develop an effective assessment cycle at the program and individual course level. We learned how to construct learning outcomes that would

take students to the higher level of Bloom's taxonomy and how to set up criteria and collect evidence to further analyze the assessment data and make appropriate changes.

Megan introduced several types of assessment tools including self-report, fixed-choice tests, classroom assessment techniques, and performance assessments. She provided concrete examples and led us to compare and appraise the use of each of the tools. I found her presentation opened my horizon to the available instruments as well as their pros and cons.

I learned the most from Lisa was her experience as an IL coordinator and knowledge on instruction design of an assessment cycle which consists of outcomes, content/curriculum, pedagogy, assignment/evidence, and criteria for evaluation. I now have a much deeper understanding of the assessment cycle.

All in all, I enjoyed the Immersion program very much. I left the program not only with a draft program and course assessment plan but also with confidence, support, and great resources. I also got to learn lots of valuable ideas from other immersioners at the cohort. I hope to continuously share good thoughts on IL assessment among the group and beyond. Thanks to LIBRAS for supporting my participation in the wonderful program!