You’re Doing More Than You Think: Acknowledging the Small Victories in Assessing Digital Literacy Instruction

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You Are Doing More Than You Think!

Acknowledging the Small Victories in Assessing Digital Literacy
Who am I?
Unpacking a "Typical Library Instruction Session"
<table>
<thead>
<tr>
<th>Positive library attitude</th>
<th>orient to database</th>
</tr>
</thead>
<tbody>
<tr>
<td>introduce website</td>
<td>what is a database</td>
</tr>
<tr>
<td>help log on</td>
<td>terminology</td>
</tr>
<tr>
<td>navigate webpage</td>
<td>ease of anxiety</td>
</tr>
<tr>
<td>passwords</td>
<td>positive attitude to technology</td>
</tr>
<tr>
<td>develop research questions</td>
<td>tools, elements of interface</td>
</tr>
<tr>
<td>talk assignment</td>
<td></td>
</tr>
</tbody>
</table>
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).

Source: *The American Freshman 40 Year Trends* http://www.heri.ucla.edu/PDFs/pubs/TFS/Trends/Monographs/TheAmericanFreshman40YearTrends.pdf
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)\(^2\).

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.

24.9% have used scholarly articles

38.1% rate computer skills above average

40.1% evaluate info

82% use internet for homework
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
40.1% Evaluate Information

24.9% Use Scholarly Articles
24.9% Use Scholarly Articles

40.1% Evaluate Information
38.1% Rate Above Average Computer Skills

82% Use Internet for Homework
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..."

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The Associated Press Top 25 Poll

<table>
<thead>
<tr>
<th>Rank</th>
<th>Team</th>
<th>Record</th>
<th>Votes</th>
<th>Previous</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Alabama (55)</td>
<td>12-1</td>
<td>1,495</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>LSU (1)</td>
<td>13-1</td>
<td>1,425</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Oklahoma State (4)</td>
<td>12-1</td>
<td>1,399</td>
<td>3</td>
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<tr>
<td>4</td>
<td>Oregon</td>
<td>12-2</td>
<td>1,250</td>
<td>6</td>
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<td>5</td>
<td>Arkansas</td>
<td>11-2</td>
<td>1,198</td>
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<tr>
<td>6</td>
<td>USC</td>
<td>10-2</td>
<td>1,181</td>
<td>5</td>
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<tr>
<td>7</td>
<td>Stanford</td>
<td>11-2</td>
<td>1,167</td>
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<td>Boise State</td>
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<td>South Carolina</td>
<td>11-2</td>
<td>1,013</td>
<td>10</td>
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<tr>
<td>10</td>
<td>Wisconsin</td>
<td>11-3</td>
<td>905</td>
<td>9</td>
</tr>
<tr>
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<td>Michigan State</td>
<td>11-3</td>
<td>873</td>
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<tr>
<td>12</td>
<td>Michigan</td>
<td>11-2</td>
<td>839</td>
<td>13</td>
</tr>
<tr>
<td>13</td>
<td>Baylor</td>
<td>10-3</td>
<td>780</td>
<td>15</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Standard(s)</th>
<th>Majority of Students in Class...</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Email/Attach Article</strong></td>
<td>ISTE NET.S 2. Communication &amp; Collaboration 6. Technology Operation &amp; Concepts.</td>
<td>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</td>
<td>1. Observation of student interaction with database articles. 2. # of questions about emailing articles. 3. # of instructor interventions helping to email articles.</td>
</tr>
<tr>
<td><strong>Attitude Toward Technology</strong></td>
<td>ACRL S4. Use Information Effectively</td>
<td>Demonstrate enthusiasm toward computers, library resources, and technology.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Keyword Construction and Use</strong></td>
<td>ACRL S2. Access Information</td>
<td>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.</td>
<td>1. Observation of search terms 2. # of questions about keyword construction. 3. # of instructor interventions involving keyword use/construction.</td>
</tr>
</tbody>
</table>
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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