

Helping Students Thrive in a World of Mis/Disinformation

2024 University Teaching & Learning Symposium

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Milner Library



What We Will Cover

- Benefits of Student Learning Outcomes
- Project Overview
- Lessons Learned
- Participant Feedback
- Post Workshop Activities
- Next Steps

Benefits of Student Learning Outcomes

- Shift towards student learning started at the turn of the 21st century¹
- LO are considered foundational to learning²
- Guides students on their learning journey³
- Guides programs for feedback, assessment, & accreditation³

Project Overview

Goals – Long term

- Connect the development of information fluency skills and competencies with disciplinary curriculum
- Link with campus-level program review cycle (Academic Planning Committee)

Information Fluency @ ISU

The ability to critically think while engaging with, creating, and utilizing information and technology regardless of format or platform.⁴

Competencies

1. Recognize the need for information;
2. Formulate a plan to obtain the information including appropriate technologies to be used;
3. Discover, identify, and retrieve information from multiple venues and in multiple formats;
4. Evaluate and select relevant and credible information;
5. Synthesize obtained information or create new information using various technologies; and
6. Present or publish an information product to an audience using an appropriate platform.⁴

Project Overview

Goals – Long term

- Connect the development of information fluency skills and competencies with disciplinary curriculum
- Link with campus-level program review cycle (Academic Planning Committee)

Project Overview

Goals – Grant

- Identify process of implementation
- Determine viability of program
- Test workshop curriculum and development model

Project Overview

Partners / Cohort

- Identified possible departments/programs/schools
- Selected based on willingness and relationships
- Participants
 - Milner subject librarians
 - Department faculty

Project Overview Workshops

- Sessions in May and June 2022 and July 2023
 1. Introduction / Writing Learning Outcomes
 2. Categorizing Learning Outcomes
 3. Mapping Learning Outcomes
 4. Assessment Planning
- Included content, peer feedback, and work time
- We provided feedback throughout

Project Overview Funding

- Initially funded by 2019-20 Assessment Initiative Award grant from University Assessment Services *[delayed by COVID]*
- Now funded by Milner Library
- Funding for:
 - summer stipends
 - workshop expenses
 - books on developing learning outcomes

Lessons Learned

- Need for flexibility in structure of workshops
- Timing of workshops
- Impact of librarian/departments relationships
- Readiness of departments

Participant Feedback

- Positive and constructive
- We wanted know about pacing
 - No trends – got responses for all options
 - somewhat fast
 - just right
 - somewhat slow

Participant Feedback

“This workshop was an enlightening experience and has helped me immensely to better understand learning outcomes and processes to create them. The content order was also very efficient...Thank you for the experience!”

Post Workshop Activities

- Final learning outcomes and summaries submitted end of year (feedback in process)
- Investigating sustainable assessment integration
- Identifying ways for a stronger connection to Program Review

Post Workshop Impacts

- Process informed the College of Engineering curriculum planning
- CSD moving into integration / Assessment Initiative Grant application

Sources

1. Prøitz, T. S. (2010). Learning outcomes: What are they? Who defines them? When and where are they defined?. *Educational Assessment, Evaluation and Accountability* 22, 119–137 <https://doi.org/10.1007/s11092-010-9097-8>
2. Adam, S. (2004). *Using learning outcomes. A consideration of the nature, role, application and implications for European education of employing 'learning outcomes' at the local, national and international levels.* United Kingdom Bologna Seminar, Edinburgh, Scotland. https://www.hrk-nexus.de/fileadmin/redaktion/hrk-nexus/07-Downloads/07-03-Material/Using_Learning_Outcomes_Stephen_Adam_2004.pdf
3. Gronlund, N. E. (2004). *Gronlund's writing instructional objective* (8th ed.). Pearson/Merrill/Prentice Hall.
4. Instruction and Student Engagement Department. (2019, September 24). *Information Fluency Program.* Milner Library - Illinois State University. <https://library.illinoisstate.edu/services/teaching-learning/information-fluency/>

Books Purchased with 2019/20 AIA Grant Award

- *Assessment of Information Literacy Skills of Students* by Vishnu Pawar & Sadanand Bansode – Z711.2.P39 2014
- *A Guide for Educators to Critical Thinking Competency Standards: Standards, Principles, Performance Indicators, and Outcomes with a Critical Thinking Master Rubric* by Richard Paul & Linda Elder – LB1590.3.P38 2019
- *Information Literacy as a Student Learning Outcome: The Perspective of Institutional Accreditation* by Laura Saunders – ZA3075.S28 2011

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QUESTIONS

