Hello!

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1. Setting the stage
Why is it important to write measurable learning outcomes (& then actually measure them)?
Goals vs. Objectives vs. Outcomes

What language are we using?
Why write learning outcomes?

- Guide your selection of activities/assessment
- Articulate what you’re doing in your class/workshop
- Conversations with faculty around teaching
Things to consider

- Session-specific
- Time-bound to your class/workshop
- Consider where your students are and where you can get them in a single session
- Scaffold where and when you can
Setting your class up for success
Informal learning outcome

First-Year Writing:
Students will be able to differentiate between scholarly articles in databases and things they find on the open web.
Sample learning outcome

First-Year Writing:

At the end of this session, students will be able to identify differences between materials found in Academic Search Premier and materials found on the open web in order to identify a variety of appropriate sources for their research papers.
Sample learning outcome

Upper-level disciplinary class:

At the end of this session, students will be able to develop effective search strategies using AND, OR and truncation to search ERIC and ProQuest Education Database in order to locate scholarly information more efficiently and effectively.
Sample learning outcome

Data-focused research methods class:

At the end of this session, students will be able to use Policy Map and Social Explorer to explore and identify quantitative Census data in order to answer their research question.
3. Assessment
What is authentic assessment and why is it important?

- Performance-based
- Assessment as a teaching and learning tool
- Measures student learning rather than short-term memory or satisfaction
Things to consider

- The assignment
- Faculty-librarian collaboration
- Nature of the class
- Level of the students
Sample learning outcome

First-Year Writing:

At the end of this session, students will be able to identify differences between materials found in Academic Search Premier and materials found on the open web in order to identify a variety of appropriate sources for their research papers.
Authentic minute paper

Course Number/Name
Date

Please complete the tasks and answer the questions:

1. Write the citation information for one resource that you found in Academic Search Premier during this session.

2. How can you tell if the resource is from a scholarly or popular source?

3. Write the citation information for one resource you found by searching Google. How can you tell whether or not it is appropriate for academic work?

Do you have any other questions you would like to ask us? Write your name, email address, and the question and we'll send you the answer!
Sample learning outcome

Upper level disciplinary class:

At the end of this session, students will be able to develop effective search strategies using AND, OR and truncation to search ERIC and ProQuest Education Database in order to locate scholarly information more efficiently and effectively.
Course Number/Name
Date

Library Research Log

Please answer the following questions about your research process:

Please write the citation for a relevant scholarly article that you found during today’s session:

In what database or other resource did you start your search? After you began searching, did you switch to a different resource? Why or why not?

List the keywords that you used to begin your search. Did you have to revise your keywords? Why or why not?

Tell us about the search strategy (such as using AND, OR, and truncation) you used to find the article listed above. Did you have to revise your search strategy? Why or why not?

Did you find it difficult to develop keywords and search strategies that provided you with good results? Why or why not?

How would you advise another student to begin searching for scholarly articles? Please be specific.
Sample learning outcome

Data-focused research methods class:

At the end of this session, students will be able to use Policy Map and Social Explorer to explore and identify quantitative Census data in order to answer their research question.
Peer evaluation exercise

Finding Quantitative Data: Peer Evaluation Worksheet

Student 1: Problem Solver

1. Use Policy Map or Social Explorer to identify quantitative Census data that would answer this question: What are the differences in educational attainment between the populations of Middlesex County, Massachusetts, and Aroostook County, Maine?

2. What data did you find, and which tool did you use to find it?

3. Why did you choose this tool? (For example, this tool made it easier to locate, collate, or download the data I need to answer the question.) Please be specific.

Student 2: Peer Evaluator

1. Was the data you found the same or different than listed above and did you use the same tool to locate it?

2. If you found the same data and chose the same tool, did you choose them for the same reasons, why or why not? If you chose a different tool, what do you think are the strengths and weaknesses of both?
Why backwards design?
Selected assessment resources

Authentic Assessment Toolbox:
http://jfmueller.faculty.noctrl.edu/toolbox/index.htm

Authentic Assessment and Rubrics

Assessment in Action (ACRL)
https://apply.ala.org/aia/public

ACRL Assessment Bibliography
http://acrl.libguides.com/slilc/bibliographies
Wrapping up

- Learning outcomes are your road map
- Teaching confidence + proving value
- Assessment doesn’t have to be scary!
Thank you!

Any questions?
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