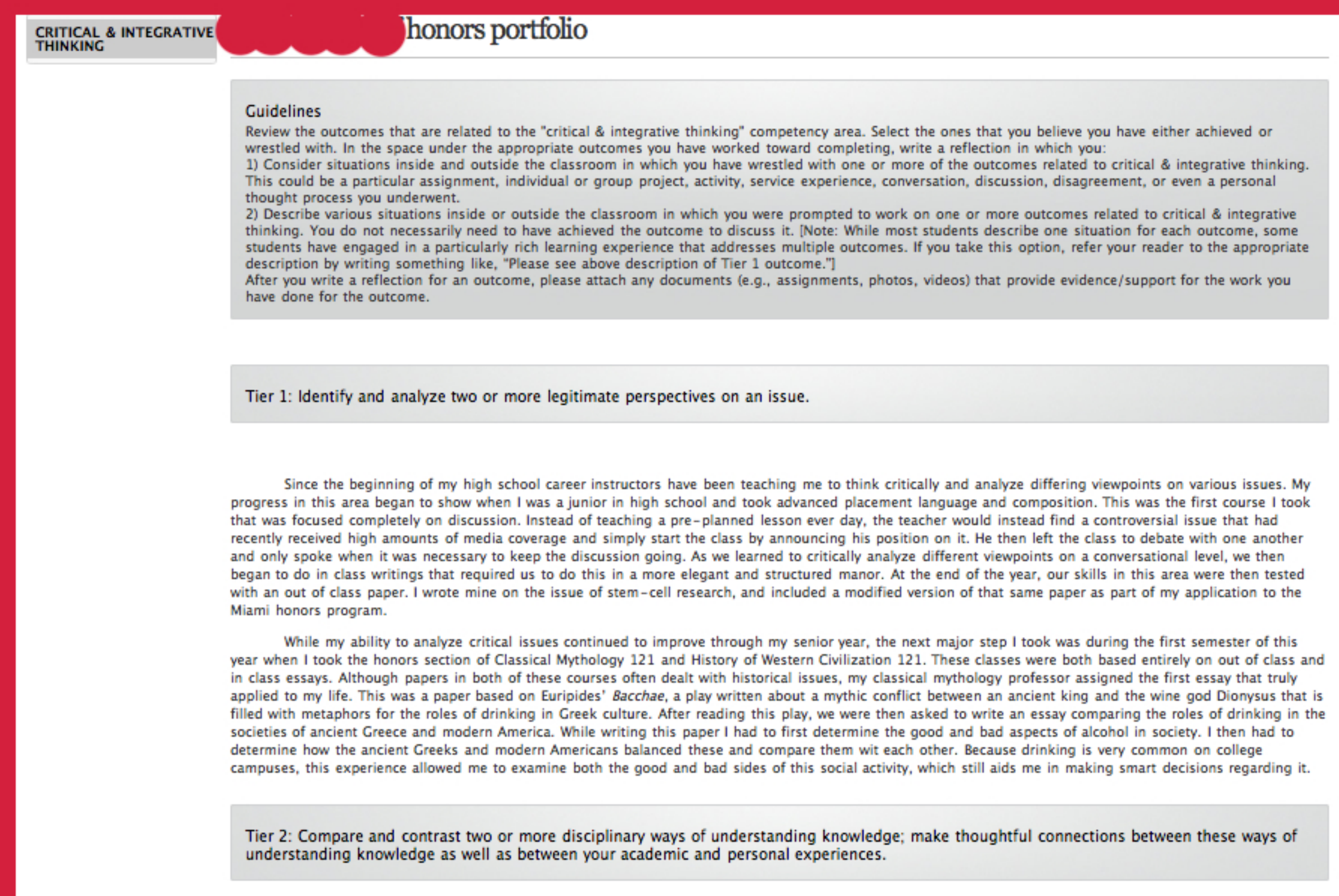




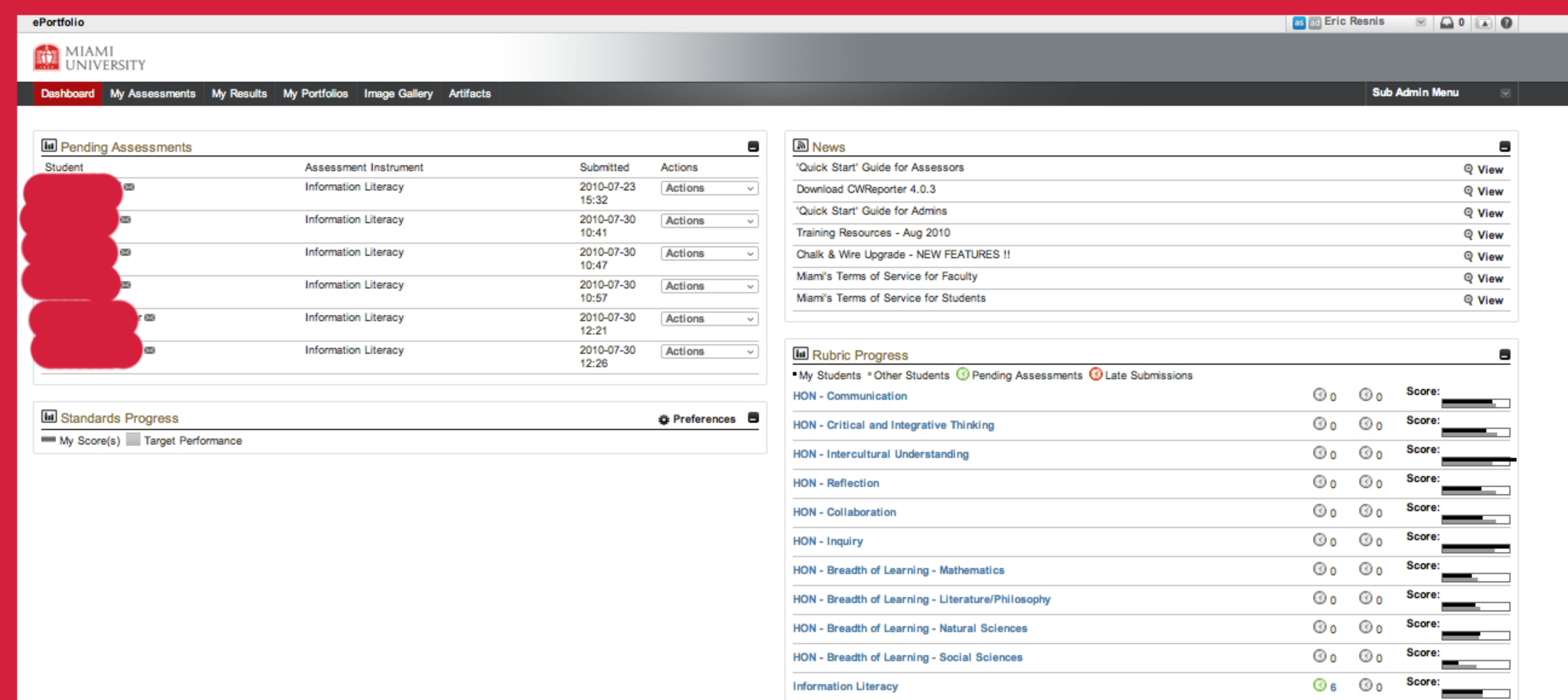
The Premise

Miami University began using Chalk and Wire ePortfolio (Ottawa, ON) system for educational assessment in Fall, 2009. One of the early adopters of the system was the Honors Program, which had recently revamped its curriculum to focus on ten learning objectives, including Critical/Integrative Thinking, Inquiry, and Communication. I assisted with piloting the initial round of ePortfolio submissions and evaluations, and arranged to evaluate the submissions for Information Literacy.



The Project

ePortfolio submissions submitted in the areas of Critical/Integrative Thinking, Inquiry, and Communication were automatically 'escalated' for assessment of Information Literacy using the VALUE rubric from the American Association of Colleges (AAC&U). Honors students chose the artifacts for their portfolios, and none of the assignments were designed specifically to address information literacy. A working of group of four librarians assigned scores for each submission (a total of 330). After that, scores were compiled and analyzed.



Results

By Criterion	My Students	Adjusted	All Students
1			
Criterion			
Access and Use Information Ethically and Legally	0.5	1.8	0.8
Access the Information Needed	0.8	2.0	0.9
Determine the Extent of Information Needed	0.7	2.1	1.0
Evaluate Information and Its Sources Critically	0.7	2.0	0.9
Use Information Effectively to Accomplish a Specific Purpose	0.7	1.9	0.9

Good Things

1. LOTS of good data (fairly easily!)
2. Good assignments fostering information literacy
3. While many artifacts were non-scorable (~35%), the data overall was quite satisfactory.
4. First-year Honors students are adept at finding information (but..)
5. Synthesis was not that satisfactory (but not surprising for any first year).

Mishaps and Challenges

1. The VALUE Rubric was too general
2. Assigning 0 for a non-scorable artifact = bad idea
3. Chalk and Wire early summer upgrade = lost data
4. Student entries not providing enough information
4. Time (75 artifacts per person @ 5 min per artifact)

	Capstone 4	3	Milestones 2	Benchmark 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis in complex parts are missing, remains too broad or too narrow, etc.) Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information from only obvious sources. Information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of sources when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions but remains likely assertions as assumptions. Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not just synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (omitted, taken out of context, or inaccurately paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

The Future

Honors will be using ePortfolios for all first year and second year students in the 10/11 academic year, and we will be evaluating their submissions for information literacy. We are currently retooling the VALUE rubric based on our experience and hope to have a team of 8-10 librarians evaluate the submissions when they are submitted. From that point we will determine if we should evaluate all or selected submissions, and if we can offer the assessment to other departments on campus

Additionally, we are currently working on ways to further enhance Tier II and Tier III (Honors upper-level courses) to foster information literacy skills at those levels. This process will continue as we see progression in student ePortfolio submissions.