Observational Assessment of Jim Kearfott’s Evening FYE 101 Spring 2016 – Research session

Initial observation/reflection

This section was taught in a room that has workstations for the class. Most were working, but when I gave the students a chance to try the database searching a few had to move machines. There weren’t any temperature issues to deal with, and all the students were present when I started my presentation since I don’t lead off for this instructor during evening sections. Most students seemed receptive to the idea of working through the first few steps of the research process with me, and followed along both on the worksheet as well as the libguide (http://libguide.sullivan.edu/howtoresearch). There were twelve students in this class. One was having some issues and stepped out a few times which was a bit disruptive. Overall it seemed like a good class. I presented my basic overview of research, but stopped to give them time to write down a research question, identify the keywords, and again to try those keywords out in a database. This did allow for more questions about the mechanics of a database then I have typically gotten in a more lecture based class.

Rubric Assessment of the worksheet

FYE 101 Information Literacy

Teams of students are typically asked to research a topic of interest to college students (I have never actually seen the full assignment given by the instructors…) so for the few classes where I am asked to come teach about research and databases I am using a worksheet (attached) to get them practicing developing a research question, identifying the keywords, and trying these out in a database of choice for finding articles to help with their final presentation.

Objectives to be measured:

- Students will be able to write an open-ended and focused research question(s).
- Students will be able to identify the key words from their research question(s).

Activity (attached) has two questions that match these two learning outcomes.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Level 3 success (both open-ended and focused)</th>
<th>Level 2 success (either open-ended or focused)</th>
<th>Level 1 success (neither open-ended nor focused)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students wrote a research question. (12 total students)</td>
<td>⬤⬤⬤⬤</td>
<td>⬤⬤⬤⬤</td>
<td>⬤⬤⬤⬤</td>
</tr>
<tr>
<td>Indicator</td>
<td>Level 3 success (all/most)</td>
<td>Level 2 success (some)</td>
<td>Level 1 success (a few)</td>
</tr>
<tr>
<td>Students recorded the keywords from their question. (12 total students)</td>
<td>⬤⬤⬤⬤</td>
<td>⬤⬤⬤⬤</td>
<td>⬤⬤⬤⬤</td>
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</tbody>
</table>
Final observation/reflection

When compared to my first attempt at using this worksheet and the Observational Assessment method, at first glance it would appear that the students in this section did better based on these two learning outcomes. My concern is that some of the things I am not assessing here got shorted to allow for the time to use this activity. This problem, if it indeed is true, falls in line with trying to cover too much in too short of a time. I think that this could be fixed by spreading the content out over two sessions. The problem for this specific session would be that it was an evening class, and it would be very difficult for me to visit the class twice. I am guessing that it would also be difficult for me to stay longer in the one session I currently visit. This is something that I will need to discuss with the FYE faculty as a whole.