Observational Assessment of Noon FYE 101 Spring 2016 – Research session

Initial observation/reflection

This was taught the Monday after derby, and most of the class is culinary students. This may have been a contributing factor for many of the class arriving a minute or so into the official start of class. Ten students were present at the start of class, but one left before I even began to speak. The room was very warm, no student complaints but I certainly felt it. Before the class the campus had two power surges that effected the computers in the room where this class met, so as I was starting three students had to move to find machines that worked. This is also taught by a first time teacher and she just sits off to the side and observes; No interaction with me or the class during my session.

Once everyone was settled, I got into the flow of my presentation. Even though I used the worksheet and stopped at three points to allow them to work on the process it was a very quiet class. I am unsure if it was the temperature, being after derby, or just normal for this class. I had meet with them before and don’t remember them being quite this quiet. Only six of the nine students completed and turned in the worksheet.

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. (6 total students)</td>
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<td>Indicator</td>
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<tr>
<td>Students recorded the keywords from their question. (6 total students)</td>
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Final observation/reflection

One thing I was concerned with was using this in a single session. So far I have used it first with a class that I visited twice and two other times where I only visited the class once. Due the low number of students the objective assessment of the two learning outcomes might not be conclusive, but from the observational notes for both of the single session visits I believe that this may work better (as currently constructed) over two sessions. I will hopefully be able to discuss this with the discipline faculty at the end of the quarter, and possible add an additional learning outcome to be assessed.