



Assessment Can Be Easy Via Blackboard

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Assessment Can Be Easy Via Blackboard

- ❑ Why assessment and why now?
 - Assessment, and in particular, outcomes-based assessment, is a pressing concern in education today.
 - Perform a search in ERIC with the keyword “assessment” and you will retrieve a whopping 95,211 articles.
 - NCLB has mandated assessment and accountability in public education.
 - In higher education, we are also experiencing this urgency to assess our programs in a meaningful way.
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Assessment Can Be Easy Via Blackboard

□ Why Blackboard?

- Encouraging colleagues and students to participate in an information literacy assessment would be dependent on making the assessment as easy, convenient and integrated into the general course progression as possible.
 - Using the campus' course management system was essential for the assessment's success.
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Assessment Can Be Easy Via Blackboard

□ Today's presentation

- We'll provide background the climate of assessment at UNO that necessitated the need for an on-line information literacy assessment.
 - We'll describe the development of the first on-line information literacy assessment via Blackboard at the Criss Library at the University of Nebraska at Omaha.
 - We'll share why we selected Blackboard and we'll demonstrate how to use the assessment module of Blackboard.
 - We'll share some of the future developments and upgrades in Blackboard.
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- ❑ Assessment at UNO--impacting every level
 - ❑ Institutional level—development of an electronic portfolio (called myMAPP) to measure campus-wide outcomes and to aid in the accreditation process
 - ❑ myMAPP electronic portfolio is the digital repository for all college, program, faculty, staff and (eventually) student performance
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- ❑ What do we know about assessment and how do we learn more?
 - ❑ ACRL--three-week on-line training course in assessment
 - ❑ We used our information literacy instruction in ENGL 116 (Freshmen Composition) as an example for designing an assessment
 - ❑ We gained theoretical knowledge, practice and confidence
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- ❑ Assessment resources on campus
 - ❑ Internal grant funding to develop assessment projects on campus
 - ❑ Campus experts in assessment (faculty in Psychology, Education and English)
 - ❑ Graduate students (Computer Science and Psychology)
 - ❑ ITS Support
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- Drafting the Assessment
 - What type of assessment?
 - How would it be administered?
 - When and where would it be given?
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- What did the assessment need to measure?
 - How effective is information literacy instruction for students in our first year English Composition course, ENGL 116?
 - Are students learning anything?
 - How best do we measure that learning?
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- ❑ What is the best way to measure the effectiveness of our information literacy instruction?
 - We wanted to measure students' information literacy skills **prior** to library instruction.
 - We wanted to measure students' information literacy skills **after** library instruction.
 - And the next question was...
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- How would we deliver the assessment?
 - On-line would be essential

 - Criteria we used to make our decision about an on-line assessment software program included:
 - Cost
 - Ease of use
 - Convenience
 - Accessibility
 - Autonomy
 - Technical support
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- We investigated three different assessment software products:
 - **Respondus** –not responsive enough, and no free trial
 - **Perception's Questionmark** –compatibility problems with Blackboard
 - **Blackboard**—assessment module available and already in place on campus
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- Throughout the planning and development of the Criss Library Assessment Project we were continually challenged to think about how using an on-line assessment product would impact:
 - Institutional interests
 - Program interests
 - Librarian interests
 - Student interests
-



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- ❑ We discovered that this project development was making us assess several things at once:
 - ❑ The **questionnaire** itself (what type of questions to include)
 - ❑ The **on-line assessment software** and how it performed in our environment
 - ❑ The **students** in our ENGL116 library instruction sessions
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- How would using Blackboard for our assessment intersect, impact or influence:
 - Institutional interests
 - Program interests
 - Librarian/classroom instructor interests
 - Student interests
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- Institutional Interests
 - Compatible with myMAPP
 - On-line assessment would be essential for myMAPP
 - Reinforces UNO Strategic Plan
 - Student Focus
 - Strengthens collaboration with the English Department and Faculty Consultants
 - Build on the success of the current Info. Lit. program
 - Utilize experts on campus to learn about assessment
 - Work with English faculty to clarify and prioritize key concepts
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Program Interests

- What can we do to improve the library instruction curriculum?
 - Focus on key concepts
 - Return to original curriculum developed several years ago
 - Add collaborative and active learning exercises
 - Use data gathered from assessment to inform discussions about the information literacy program in ENGL116
 - We now have empirical data to show what students are learning
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□ Librarian Interests

■ What can we do to improve our individual instruction?

□ We focused on content and delivery:

- Librarians reinforced key concepts
- Librarians consistently introduced handouts
- Librarians introduced more collaborative learning exercises

□ We now have real data to evaluate instruction

- Librarians can see pre-test scores immediately and adjust from instruction session to session
 - Aggregated scores can reveal trends in performance per question so we can adjust instruction or the way a question is written
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- Classroom Instructor interests:
 - Returned to curriculum developed collaboratively several years before—reinforced solidity of original partnership
 - Classroom faculty are “leaders” in Blackboard so they have access to student scores immediately
 - Faculty can see who has taken the assessment and they can assess how well their students and their class as a whole is doing
 - They can track semester by semester assessment scores to see improvement
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Student Interests

- What can we do to improve student learning?
 - Provide students with immediate feedback from the questionnaire.
 - Provide students with an opportunity to compare the pre and post questionnaire results.
 - Provide librarians with feedback from the survey so they can be responsive to student comments.
-



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□ What we did and how we did it...

- We created and administered an on-line pre and post questionnaire measuring students' information literacy skills via Blackboard.
 - We administered surveys to students and to ENGL 116 faculty to assess our effectiveness in delivering library instruction.
 - We gathered data from first semester pilot to review performance (students' and Blackboards').
 - We used data to make improvements in the questionnaire and the survey for upcoming semesters.
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- Now we will show you how Blackboard's assessment module functions...
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- Forty-three easy steps to building a test in Blackboard
 - Build a pool or add question to pool
 - Different resources for questions
 - Build test from pool
 - Add Content Area
 - Add test to content area
 - Modify Test
 - Modify Test Options
 - Test your test
-



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CRISS LIBRARY PRESENTATION (CRISSLIBRARYPRESENTATION) > CONTROL PANEL

CRISLIBRARYPRESENTATION: Criss Library Presentation - Nora A Hillyer (Leader)

Content Areas Information Documents External Links	User Management List / Modify Users Manage Groups
Organization Tools Announcements Organization Calendar Staff Information Tasks Send Email Discussion Board	Assessment Test Manager Survey Manager Pool Manager Organization Statistics
Organization Options Manage Organization Menu Organization Design Manage Tools Settings Recycle Organization	Gradebook Gradebook Views Performance Dashboard
Collaboration Digital Dropbox Glossary Manager Link Checker Manage Podcast	Help Support Manual Contact System Administrator Quick Tutorials

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CRISS LIBRARY PRESENTATION (CRISSLIBRARYPRESENTATION) > CONTROL PANEL > POOL MANAGER

Pool Manager

Add and import Pools of questions for use in assessments.
Only pool packages may be imported into the Pool Manager.

Add Pool Import

Name	Date Last Modified			
<input checked="" type="checkbox"/> Sample ENGL 116 Questions	April 4, 2008	Export	Modify	Remove

OK

Done



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Question 2 Multiple Choice

Question Which of the following searches in an online database would likely result in the greatest number of records retrieved?

Answer

- children and divorce
- children or divorce
- children not divorce
- divorce

Correct Feedback

You are correct! The Boolean operator "OR" returns the most records..

Incorrect Feedback

NO!

Question 3 Multiple Answer

Question Check all that apply. Primary sources may include:

Answer

- a. letters
- b. diary
- c. ship's log
- d. minutes of an organization meeting
- e. court decisions
- f. all of the above
- g. I don't know

Correct Feedback You are correct!

Incorrect Feedback NO!



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CRISS LIBRARY PRESENTATION (CRISSLIBRARYPRESENTATION) > CONTROL PANEL > TEST MANAGER

Test Manager

Add and modify Tests. After creation, add the Test to a content area and make it available. Results are recorded in the Gradebook.
Only test packages may be imported into the Test Manager.

Add Test Import

Name	Deployed	Date Last Modified			
<input checked="" type="checkbox"/> Brockport Assessment	Information	April 4, 2008	Export	Modify	Remove

OK



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CRISS LIBRARY PRESENTATION (CRISSLIBRARYPRESENTATION) > CONTROL PANEL > MANAGE ORGANIZATION MENU

Manage Organization Menu

To view changes, refresh the Menu.

Add Content Area Tool Link Organization Link External Link

1	Announcements <i>Announcements</i>	Modify	Remove
2	Information <i>Content Area</i>	Modify	Remove
3	Staff Information <i>Staff Information</i>	Modify	Remove
4	Documents <i>Content Area</i>	Modify	Remove
5	Communication <i>Communications Area</i>	Modify	Remove
6	Discussion Board <i>Discussion Board</i>	Modify	Remove
7	External Links <i>Content Area</i>	Modify	Remove



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CRISS LIBRARY PRESENTATION (CRISSLIBRARYPRESENTATION) > CONTROL PANEL > INFORMATION

Information

Item Folder External Link Organization Link Test

Select: Learning Unit Go

1 Brockport Assessment Modify Manage Remove

This is a test example.

OK

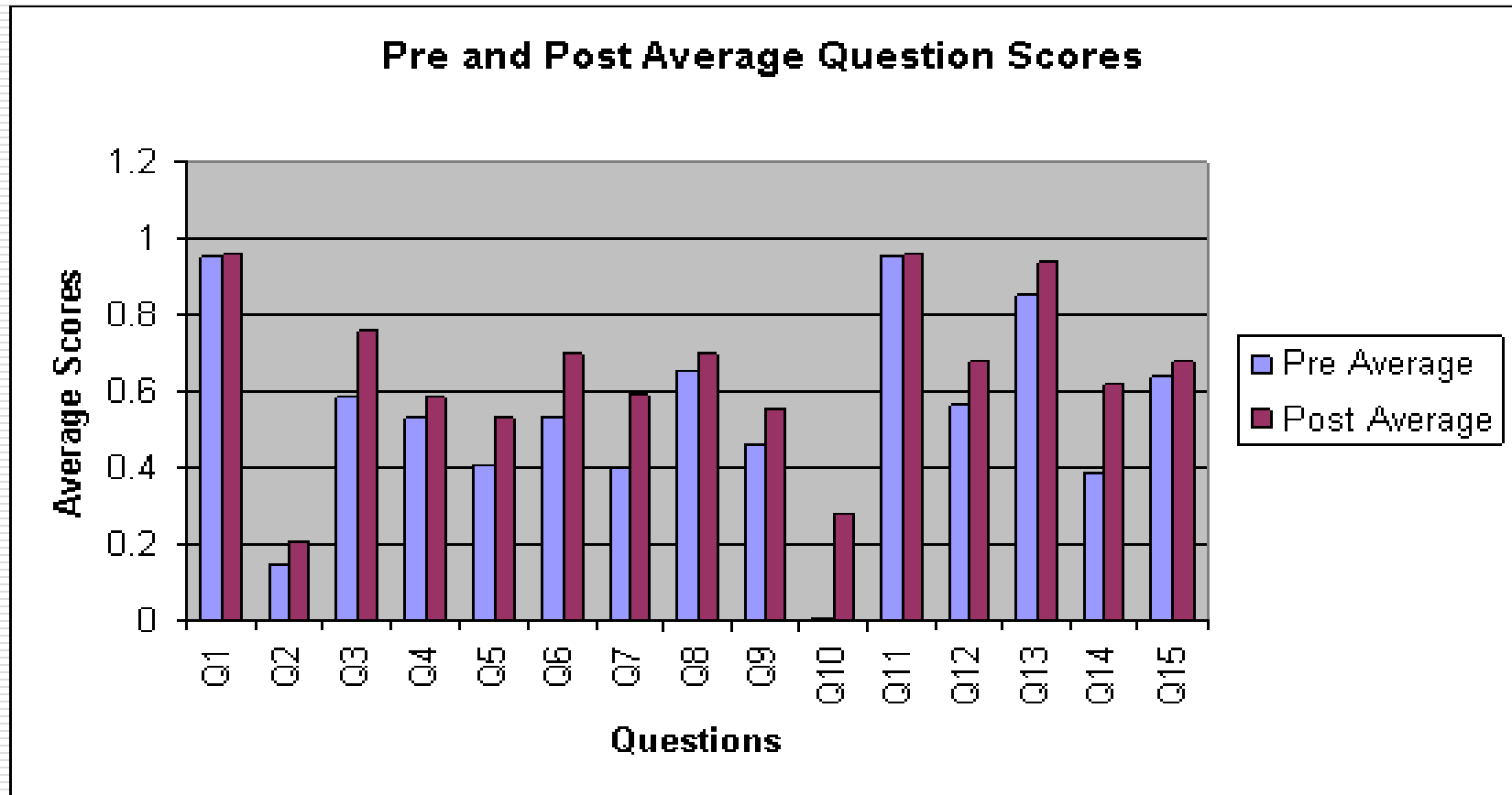


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- Challenges of using Blackboard/What we learned
 - Manual process of adding students
 - Building/using groups in the organization
 - Limited reporting
 - No data analysis
 - Reports from original study
-

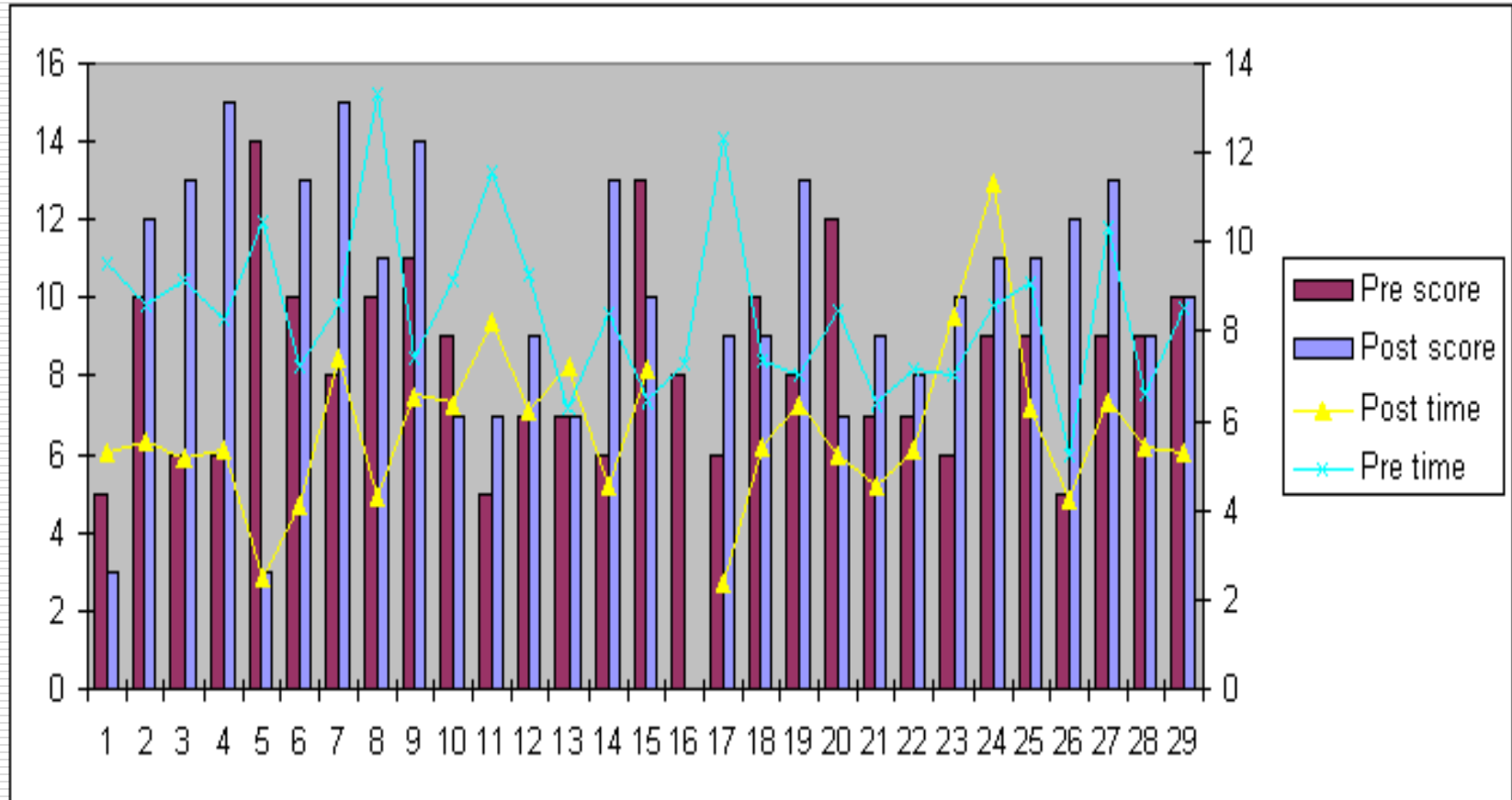


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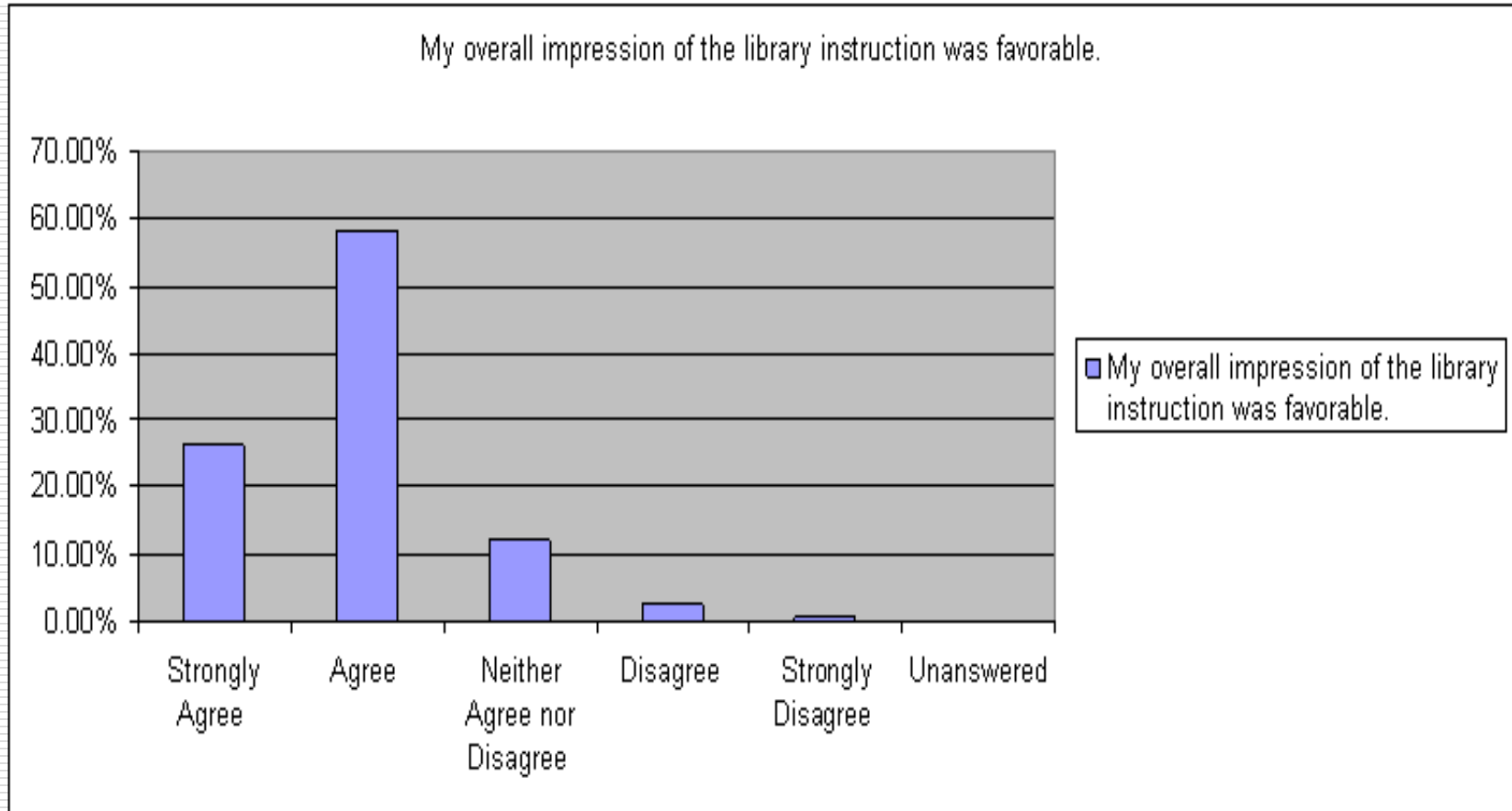


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- Study Size and Results
 - 293 Students total
 - Reported on 184 (paired sample t-test)
 - Pre- and post-questionnaires were identical
 - Highest possible score is 15
 - Higher test scores following instruction
 - Pre-questionnaire 8.23
 - Post-questionnaire 9.89
-



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Study Size and Results

Impact of instruction and Analysis of Variance (ANOVA)

7.73 pre scores

10.05 post scores

Internal Consistency Reliability

Consistency displayed by questions

0 = bad 1.00 = good

.699 = reliable



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Future Developments

■ Blackboard Version 8

Available May/June 2008

Gradebook is changing

■ Different organization of groups

■ Want to see data per group

■ Reporting module changing

■ Change manual process of adding students to an automated process

■ Set up visitor accounts to test our tests



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Questions???

Thank you!
