



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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CRISSLIBRARYPRESENTATION (CRISSLIBRARYPRESENTATION) > CONTROL PANEL

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

Content Areas

- [Information](#)
- [Documents](#)
- [External Links](#)

Organization Tools

- [Announcements](#)
- [Organization Calendar](#)
- [Staff Information](#)
- [Tasks](#)
- [Send Email](#)
- [Discussion Board](#)
- [Collaboration](#)
- [Digital Dropbox](#)
- [Glossary Manager](#)
- [Link Checker](#)
- [Manage Podcast](#)

Organization Options

- [Manage Organization Menu](#)
- [Organization Design](#)
- [Manage Tools](#)
- [Settings](#)
- [Recycle Organization](#)
- [Organization Copy](#)
- [Import Course Cartridge](#)
- [Import Package](#)
- [Export Organization](#)
- [Archive Organization](#)

User Management

- [List / Modify Users](#)
- [Manage Groups](#)

Assessment

- [Test Manager](#)
- [Survey Manager](#)
- [Pool Manager](#)
- [Organization Statistics](#)
- [Gradebook](#)
- [Gradebook Views](#)
- [Performance Dashboard](#)

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

Modify Manage Remove

1 Brockport Assessment

This is a test example.

OK

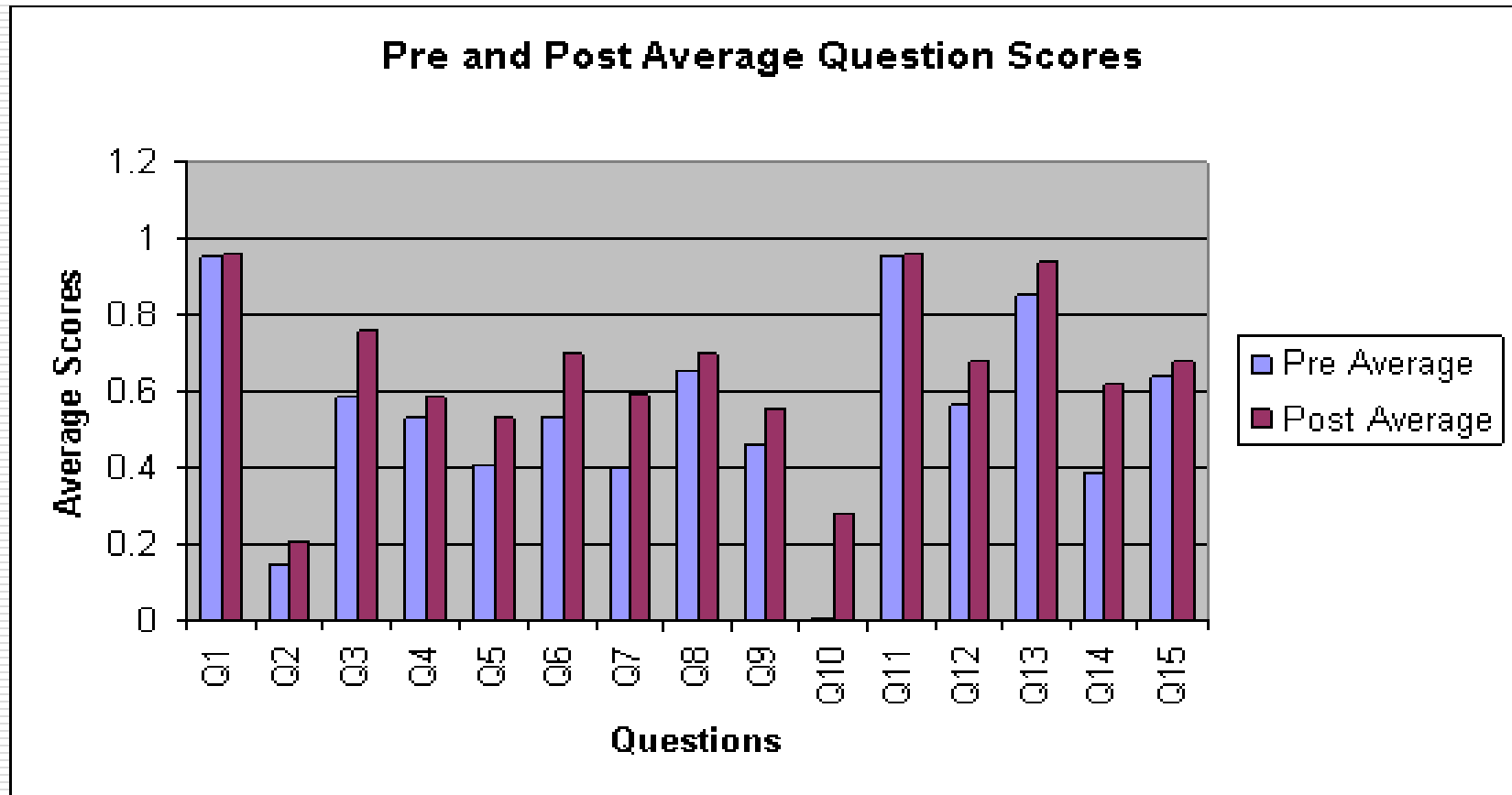


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- Challenges of using Blackboard/What we learned
 - Manual process of adding students
 - Building/using groups in the organization
 - Limited reporting
 - No data analysis
 - Reports from original study
-

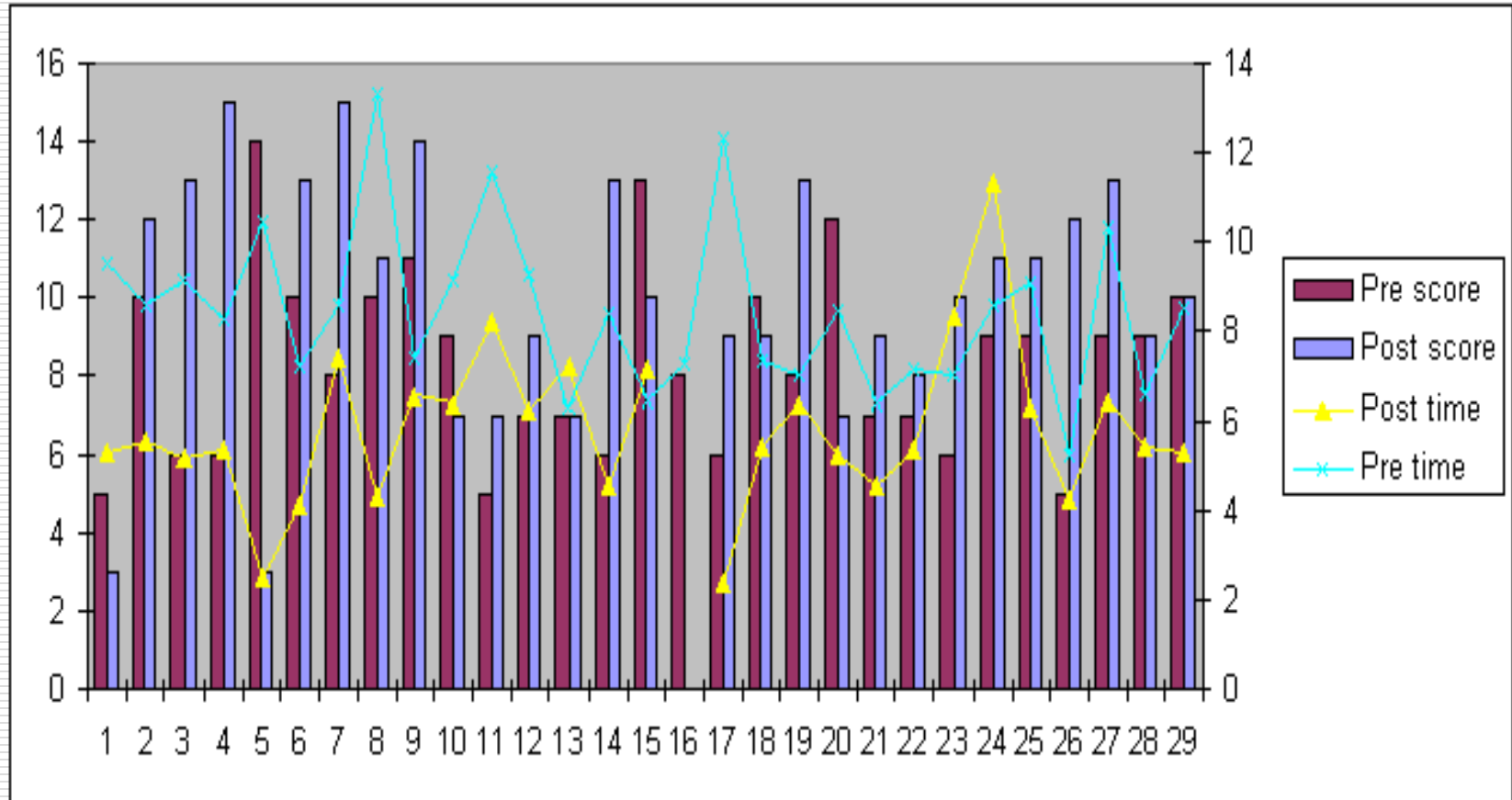


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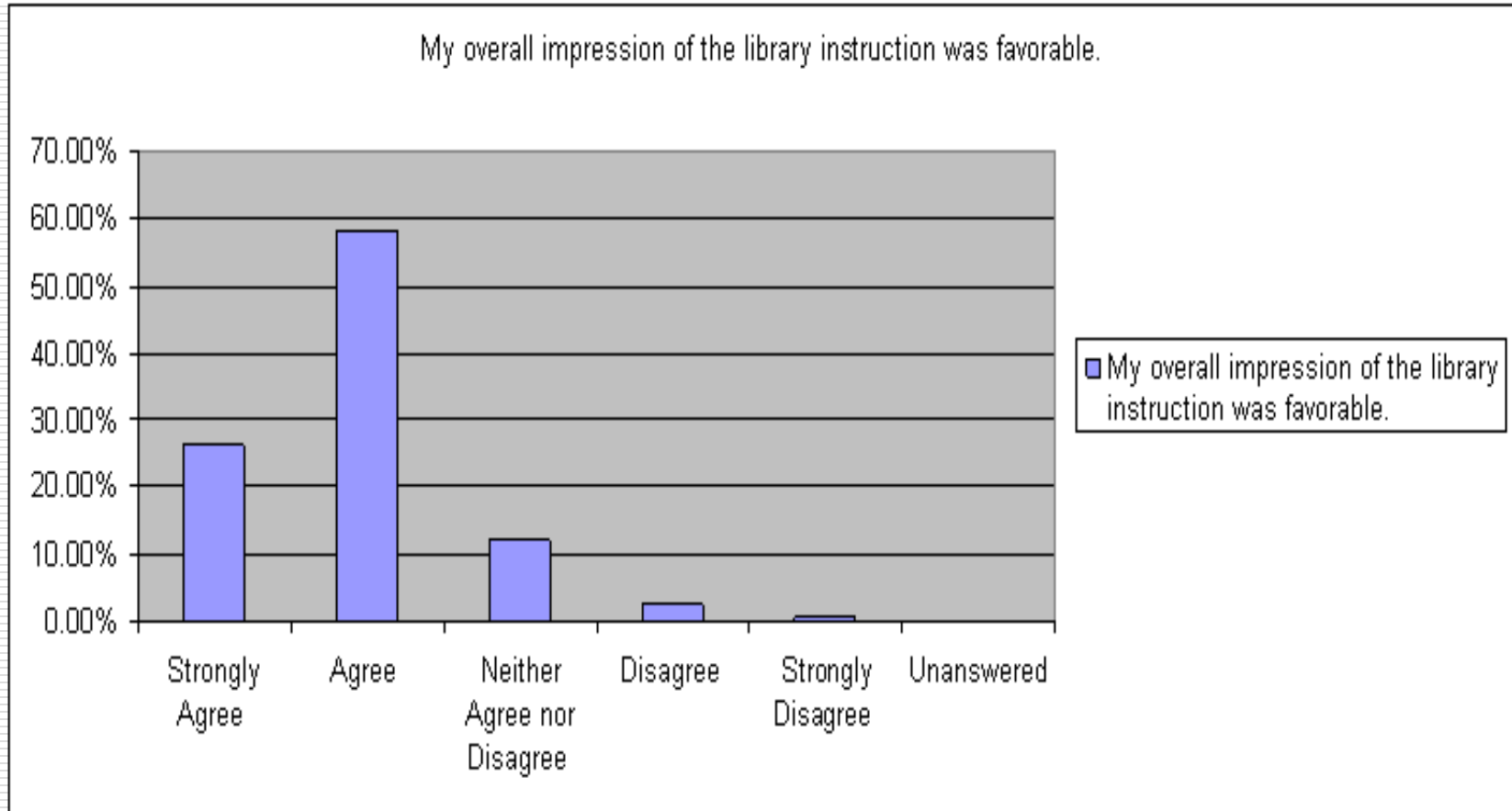


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- Study Size and Results
 - 293 Students total
 - Reported on 184 (paired sample t-test)
 - Pre- and post-questionnaires were identical
 - Highest possible score is 15
 - Higher test scores following instruction
 - Pre-questionnaire 8.23
 - Post-questionnaire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