

Using assessment in 2nd Year Information Literacy Teaching

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Session content

- Context – 1st and 3rd Year IL teaching/assessment
- 2nd Year teaching and assessment
- Issues
- Future

Thank you

to all the DMU Librarians that have
delivered this teaching and
assessment over the years

IL UG programme structure

1st Year

- Teaching
- Assessment

2nd Year

- Teaching
- Assessment

3rd Year

- Teaching

1st Year IL teaching and assessment

Content

- Combined orientation of using library resources/ services with basic literature searching skills

Format

- Multiple presentation/workshops (the latter via VLE based e-learning materials)

Assessment

- Assessment in formal examination conditions (VLE based – multiple choice/multiple answer/free text questions)

3rd Year IL teaching

Content

- Literature searching in support of dissertation literature review

Format

- Presentation/workshop (the latter using worksheets)



2nd Year IL teaching and assessment

Content

- Ensuring all students have searching and referencing skills in place for 2nd Year (enabling work for the 2nd Year and building for the 3rd Year)

Format

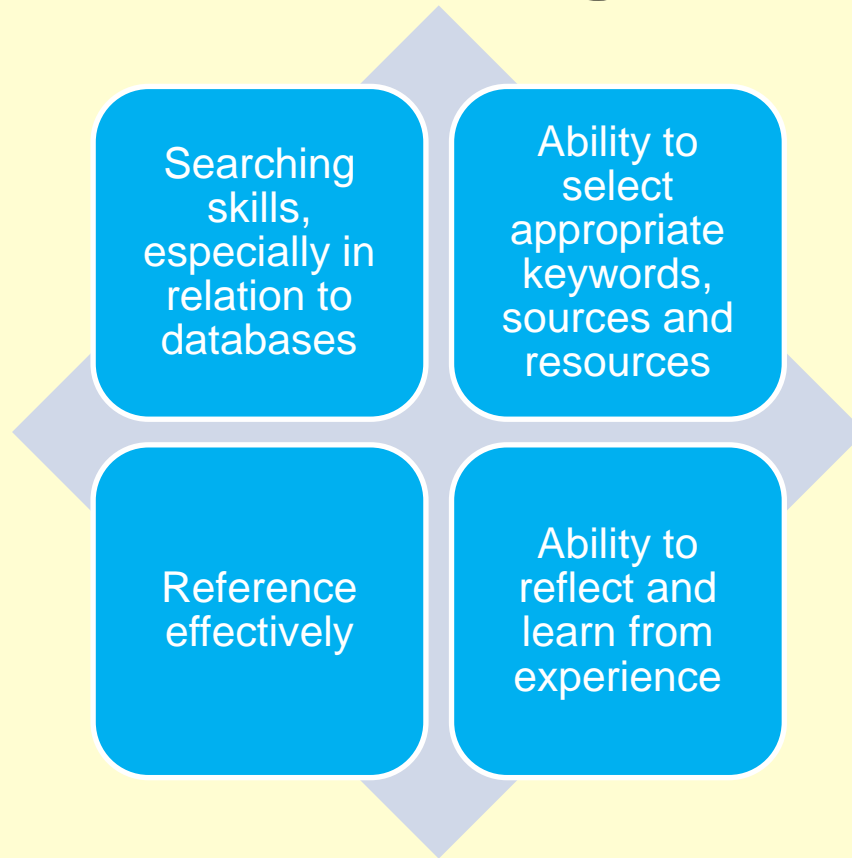
- 2 presentations/workshops (using worksheets)

Assessment

- Assessment in the form of an assignment: an annotated reference list with search plan and reflection

Part of a Professional Skills module, the library assignment totalling a third of the overall mark for the module.

2nd Year learning outcomes



Assignment: select a question

What are the dangers of prescription only medicine and addiction?

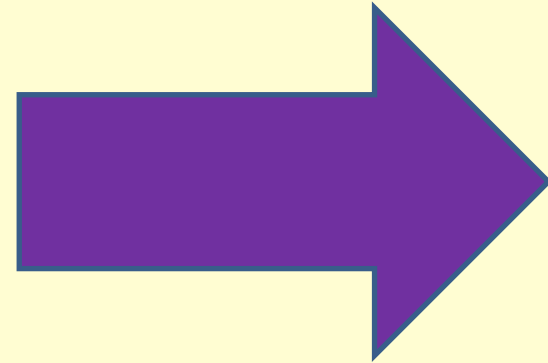
Can acupuncture cure migraines?

What can be done to combat the high level of heart disease in the UK?

Assignment sections (1)

Select appropriate search terms and places to find information (e.g. research databases, web sites, etc.) that you will use to research your topic.

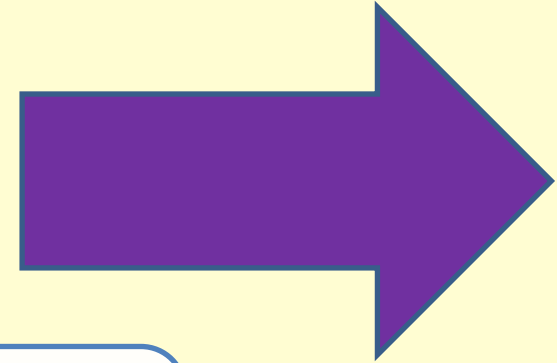
- Present your terms and places, please use either **mindmaps** or **lists**. (20 marks)



Assignment sections (2)

Produce a **critical annotated bibliography** of 10 items (books, journal articles, websites and other material covered in the library sessions) about your topic.

- Each item in the bibliography should be correctly cited in the Harvard style and annotated in brief to indicate why you have selected each item. (60 marks)



Assignment sections (3)

Write a short summary reflecting on how successful your search has been. Evaluate how effective your selection of search terms and places to find information were.

- How effective was your selection of items?
- How effective was your overall searching process – did you have to develop it?
- What did you learn from the Literature Searching process?
- How will you use these skills to support assignments in the future and onwards into your professional career? (maximum 200 words)
(20 marks)

Instructions

Your keywords and sources used should be appropriate to the chosen topic and each item on your bibliography should be:

- Current and relevant to your topic (Published within the past **5 years**. Older items can be included but have to justify the inclusion through the item's annotation)
- Referenced correctly in the Harvard style

You will be assessed on:

- The effectiveness of your keywords and the relevance of your places to find information (20 marks)
- The selection of a broad range of items (current and relevant), referenced correctly, and appropriate reasoning for the selection of each item (60 marks)
- The quality and depth of reflection in terms of your learning (20 marks)

Support material

Specific database guides
How to undertake a literature search and review
The Harvard system of referencing



LIBRARIES AND LEARNING

The Harvard system of referencing

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Music scores	10

Taught sessions/workshops

Session One

- Literature searching; including introduction to 2nd Year concepts (Hierarchy of Evidence) and databases (Cochrane Library)

Session Two

- Referencing using the Harvard System of Referencing

Format

- 2 hours; presentation and workshop

Assignment submission

Initially: Student Advice Centre

- Physical hand-in

Latterly: Turnitin

- Upload and marking using Grademark

Reoccurring issues

- Students assuming they have to write an essay (no matter how you present it!)
- Poor selection of search terms and places to search (reliance on old ways – resistance to develop)
- Bibliographies not in alphabetical order/no or limited annotations
- Weak reflection skills (even when making clear what to be covered!)

Cohort size

- 40 (with two librarians sharing teaching sessions and two or three the marking)
- 190 (making the delivery of assessment untenable: staff time vs % of module mark)

Future

- Large cohort size programmes:
 - Assessment no longer a part of 2nd Year teaching
 - Reducing content to single 2 hour session
- Restructuring of Academic Liaison Team with refocus on Learning and Teaching

Questions?