METHODS FOR ASSESSING INFORMATION LITERACY LEARNING IN BUSINESS STUDENTS

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INSTITUTIONAL SNAPSHOT
- One of two suburban campuses of the University of Toronto
- 13,000 students
- Primarily undergraduate
- BBA co-op program is very competitive & has a high percentage of international students

UTSC LIAISON LIBRARIAN PROGRAM
- Began in 2011; twelve liaison librarians
- Two librarians embedded in the Department of Management

FOUNDATION OF BUSINESS MANAGEMENT (MGTA05)
- Required 1st year course
- Enrollment of approximately 400 students
- In partnership with the course instructor, developed assignment #2, including:
  - all learning outcomes
  - mandatory 90-min workshops
  - assessments (quiz & paper)
- Course guide: uoft.me/mgta05

ASSESSMENT

Information Literacy Workshops
- 90-minute workshops were developed & delivered by the liaison librarians
- Learning outcomes:
  - citation
  - summary/paraphrase
  - peer-review
  - critical evaluation of sources
  - thesis statement

Assessment Methods
- Blackboard quiz: seven questions directly testing the workshop outcomes
- Annotated bibliography: minimum of five sources from a pre-determined list
- Recommendation paper: 1,000 words addressing the pros and cons of fracking

THE GRADING RUBRIC

Recommendation Paper
- Grammar & Spelling 10%
- Grammar, spelling & syntax

PRACTICAL IMPLICATIONS

Successes
- Student grades improved 21% from assignment #1

Lessons Learned
- Too many learning outcomes for a 90-minute workshop
- Blackboard test tools can be temperamental
- Academic integrity remains a challenge

Next Steps
- Add tutorial time in order to effectively teach the learning outcomes over several weeks
- Develop expertise in best online pedagogical practices & create online modules for the ‘easy’ learning outcomes
- Leverage peer assessment to allow for multiple writing as assignments while managing the amount of grading required