



The Premise

Miami University began using Chalk and Wire ePortfolio (Ottawa, ON) system for educational assessment in Fall, 2009. One of the early adopters of the system was the Honors Program, which had recently revamped its curriculum to focus on ten learning objectives, including Critical/Integrative Thinking, Inquiry, and Communication. I assisted with piloting the initial round of ePortfolio submissions and evaluations, and arranged to evaluate the submissions for Information Literacy.

CRITICAL & INTEGRATIVE THINKING honors portfolio

Guidelines
Review the outcomes that are related to the "critical & integrative thinking" competency area. Select the ones that you believe you have either achieved or wrestled with. In the space under the appropriate outcome you have worked toward completing, write a reflection in which you:
1) Consider situations inside and outside the classroom in which you have wrestled with one or more of the outcomes related to critical & integrative thinking. This could be a particular assignment, project, activity, conversation, discussion, disagreement, or even a personal thought process you underwent.
2) Describe various situations inside or outside the classroom in which you were prompted to work on one or more outcomes related to critical & integrative thinking. You do not necessarily need to have achieved the outcome to discuss it. (Note: While most students describe one situation for each outcome, some students have engaged in a particularly rich learning experience that addresses multiple outcomes. If you take this option, refer your reader to the appropriate description by writing something like, "Please see above description of Tier 1 outcome 1." After you write a reflection for an outcome, please attach any documents (e.g., assignments, photos, videos) that provide evidence/support for the work you have done for the outcome.

Tier 1: Identify and analyze two or more legitimate perspectives on an issue.

Since the beginning of my high school career instructors have been teaching me to think critically and analyze differing viewpoints on various issues. My progress in this area began to show when I was a junior in high school and took advanced placement language and composition. This was the first course I took that was focused completely on discussion. Instead of teaching a pre-planned lesson every day, the teacher would instead find a controversial issue that had recently received high amounts of media coverage and simply start the class by announcing his position on it. He then left the class to debate with one another and only spoke when it was necessary to keep the discussion going. As we learned to critically analyze different viewpoints on a conversational level, we then began to do in class writings that required us to do this in a more elegant and structured manner. At the end of the year, our skills in this area were then tested with an out of class paper. I wrote mine on the issue of stem-cell research, and included a modified version of that same paper as part of my application to the Miami honors program.

While my ability to analyze critical issues continued to improve through my senior year, the next major step I took was during the first semester of this year when I took the honors section of Classical Mythology 121 and History of Western Civilization 121. These classes were both based entirely on out of class and in class essays. Although papers in both of these courses often dealt with historical issues, my classical mythology professor assigned the first essay that truly applied to my life. This was a paper based on Euripides' *Bacchae*, a play written about a mythic conflict between an ancient king and the wine god Dionysus that is filled with metaphors for the roles of drinking in Greek culture. After reading this play, we were then asked to write an essay comparing the roles of drinking in the societies of ancient Greece and modern America. While writing this paper I had to first determine the good and bad aspects of alcohol in society. I then had to determine how the ancient Greeks and modern Americans balanced these and compare them wit each other. Because drinking is very common on college campuses, this experience allowed me to examine both the good and bad sides of this social activity, which still aids me in making smart decisions regarding it.

Tier 2: Compare and contrast two or more disciplinary ways of understanding knowledge; make thoughtful connections between these ways of understanding knowledge as well as between your academic and personal experiences.

The Project

ePortfolio submissions submitted in the areas of Critical/Integrative Thinking, Inquiry, and Communication were automatically 'escalated' for assessment of Information Literacy using the VALUE rubric from the American Association of Colleges (AAC&U). Honors students chose the artifacts for their portfolios, and none of the assignments were designed specifically to address information literacy. A working of group of four librarians assigned scores for each submission (a total of 330). After that, scores were compiled and analyzed.

ePortfolio MIAMI UNIVERSITY

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Pending Assessments

| Student | Assessment Instrument | Submitted | Actions |
|------------|-----------------------|------------------|---------|
| [Redacted] | Information Literacy | 2010-07-23 15:32 | Actions |
| [Redacted] | Information Literacy | 2010-07-30 10:41 | Actions |
| [Redacted] | Information Literacy | 2010-07-30 10:47 | Actions |
| [Redacted] | Information Literacy | 2010-07-30 10:57 | Actions |
| [Redacted] | Information Literacy | 2010-07-30 12:21 | Actions |
| [Redacted] | Information Literacy | 2010-07-30 12:28 | Actions |

Standards Progress

My Score(s) Target Performance

Rubric Progress

- My Students Other Students Pending Assessments Late Submissions

| Standard | Score |
|---|-------|
| HON - Communication | 0/0/0 |
| HON - Critical and Integrative Thinking | 0/0/0 |
| HON - Intercultural Understanding | 0/0/0 |
| HON - Reflection | 0/0/0 |
| HON - Collaboration | 0/0/0 |
| HON - Inquiry | 0/0/0 |
| HON - Breadth of Learning - Mathematics | 0/0/0 |
| HON - Breadth of Learning - Literature/Philosophy | 0/0/0 |
| HON - Breadth of Learning - Natural Sciences | 0/0/0 |
| HON - Breadth of Learning - Social Sciences | 0/0/0 |
| Information Literacy | 0/6/0 |

News

- Quick Start Guide for Assessors
- Download CWReporter 4.0.3
- Quick Start Guide for Admins
- Training Resources - Aug 2010
- Chalk & Wire Upgrade - NEW FEATURES !!
- Miami's Terms of Service for Faculty
- Miami's Terms of Service for Students

Results

Assessment Instrument Progress

By Criterion

| Criterion | My Students | Adjusted | All Students |
|--|-------------|----------|--------------|
| Access and Use Information Ethically and Legally | 0.5 | 1.8 | 0.8 |
| Access the Information Needed | 0.8 | 2.0 | 0.9 |
| Determine the Extent of Information Needed | 0.7 | 2.1 | 1.0 |
| Evaluate Information and Its Sources Critically | 0.7 | 2.0 | 0.9 |
| Use Information Effectively to Accomplish a Specific Purpose | 0.7 | 1.9 | 0.9 |

Good Things

1. LOTS of good data (fairly easily!)
2. Good assignments fostering information literacy
3. While many artifacts were non-scorable (~35%), the data overall was quite satisfactory.
4. First-year Honors students are adept at finding information (but..)
5. Synthesis was not that satisfactory (but not surprising for any first year).

Mishaps and Challenges

1. The VALUE Rubric was too general
2. Assigning 0 for a non-scorable artifact = bad idea
3. Chalk and Wire early summer upgrade = lost data
4. Student entries not providing enough information
4. Time (75 artifacts per person @ 5 min per artifact)

INFORMATION LITERACY VALUE RUBRIC
for more information, please contact rubric@aacu.org

Definition
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluates an attempt to assign a zero in any work sample or collection of work that does not meet benchmark (all six) level performance.

| | Capstone 4 | 3 | 2 | 1 | Benchmark |
|---|--|--|--|--|--|
| Determine the Extent of Information Needed | Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question. | Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question. | Defines the scope of the research question or thesis in an imprecise way. Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question. | Defines the scope of the research question or thesis in an imprecise way. Can determine key concepts. Types of information (sources) selected do not relate to concepts or answer research question. | Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question. |
| Access the Needed Information | Accesses information using effective, well-designed search strategies and most appropriate information sources. | Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. | Accesses information using simple search strategies. Retrieves information from limited and similar sources. | Accesses information from only one or two sources. Information that lacks relevance and quality. | Accesses information from only one or two sources. Information that lacks relevance and quality. |
| Evaluate Information and its Sources Critically | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of sources when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions but sometimes lacks awareness as assumptions. Begins to identify some contexts when presenting a position. | Shows an emerging awareness of present assumptions but sometimes lacks awareness as assumptions. Begins to identify some contexts when presenting a position. |
| Use Information Effectively to Accomplish a Specific Purpose | Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose with clarity and depth. | Communicates, organizes and synthesizes information from sources. Intended purpose is achieved. | Communicates and organizes information from sources. The information is not just synthesized, so the intended purpose is not fully achieved. | Communicates information from sources. The information is fragmented and/or used inappropriately (omitted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. | Communicates information from sources. The information is fragmented and/or used inappropriately (omitted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. |
| Access and Use Information Ethically and Legally | Students use correctly all of the following information use strategies (use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly three of the following information use strategies (use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly two of the following information use strategies (use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly one of the following information use strategies (use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly one of the following information use strategies (use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. |

The Future

Honors will be using ePortfolios for all first year and second year students in the 10/11 academic year, and we will be evaluating their submissions for information literacy. We are currently retooling the VALUE rubric based on our experience and hope to have a team of 8-10 librarians evaluate the submissions when they are submitted. From that point we will determine if we should evaluate all or selected submissions, and if we can offer the assessment to other departments on campus

Additionally, we are currently working on ways to further enhance Tier II and Tier III (Honors upper-level courses) to foster information literacy skills at those levels. This process will continue as we see progression in student ePortfolio submissions.