

Five Questions for Instructional Design

Example: EDUC 1302 Library Instruction

Question 1

- **What do you want the student to be able to do? – Learning Outcomes**

Students will:

- Differentiate between the content indexed in a library catalog, a library database, and the free web in order to select research tools which will retrieve materials that meet the assignment requirements.
- Construct basic search strategies in order to retrieve accurate and relevant materials about their Self-Change Project topic.
- Critically evaluate information sources in order to select those that meet assignment requirements.
- Identify, locate, and arrange necessary publication information in order to accurately cite sources using APA style.

Question 2

- **What does the student need to know in order to do this well? – Curriculum**

- Learning Outcome 1 (Differentiate between the content indexed in a library catalog, a library database, and the free web in order to select research tools which will retrieve materials that meet the assignment requirements)
 - Types of materials indexed in the library catalog
 - Types of materials indexed in databases
 - Types of materials indexed on the free web
 - Which research tools to use to find materials about psychology and education
- Learning Outcome 2 (Construct basic search strategies in order to retrieve accurate and relevant materials about their Self-Change Project topic.)
 - Boolean searching
 - Keyword selection
 - Limiting searches
 - Identifying scholarly resources
 - Selecting subject specific databases
- Learning Outcome 3 (Critically evaluate information sources in order to select those that meet assignment requirements.)
 - Criteria for evaluation (Currency, Scope, Authority, Relevancy, Treatment)
- Learning Outcome 4 (Identify, locate, and arrange necessary publication information in order to accurately cite sources using APA style.)
 - APA style citation format
 - Reading library catalog and database records to find information necessary to cite source
 - Identifying information necessary to cite sources on WWW web pages

Question 3

- **What activity will facilitate the learning? – Pedagogy**
 - Demonstration by both the librarian and students of the online catalog, library databases, and Google limited domain search with discussion of the content indexed by those research tools
 - Keyword brainstorming/concept mapping
 - Boolean exercise
 - Constructing search phrases activity
 - Demonstration by both librarian and students of how to use limiters and subject terms in the online catalog and article databases
 - In-class resource evaluation activity and discussion
 - Reading database records discussion
 - In-class citation activity
 - Hands-on research workshop
 - Student research journal

Question 4

- **How will the student demonstrate the learning? – Assessment**
 - Self-Change Project
 - Student Research Journal
 - Attached rubric illustrates how students will demonstrate that they have met each of the 4 learning outcomes

Question 5

- **How will I know the student has done this well? – Criteria**
 - Attached rubric outlines expectations for student success in meeting each learning outcome
 - Instruction will be considered successful if at least 75% of the sample receive between 8 and 12 points (in accordance with the assessment rubric) for learning outcomes 1-4

EDUC 1302 Research Evaluation Rubric

Learning Outcome	3	2	1
<p>Learning Outcome #1</p> <p>Students will differentiate between the content indexed in a library catalog, a library database, and the free web in order to select research tools which will retrieve materials that meet the assignment requirements.</p>	<p>Uses at least 2 library databases, of which one is a subject database, to find scholarly articles about education and/or psychology.</p> <p>Uses the free web or a general database (including the library catalog) to access popular information sources.</p> <p>Recognizes subject databases are tools for finding scholarly materials and that the free web and general databases will lead to popular sources of information.</p>	<p>Uses general databases and the free web exclusively in order to find both scholarly and popular sources of information.</p> <p>Recognizes that library databases are more likely to index scholarly information sources and the free web will lead to popular sources of information.</p>	<p>Uses the free web only to find resources.</p> <p>Does not differentiate between the types of information sources found in library databases and on the free web.</p>
<p>Learning Outcome #2</p> <p>Students will construct basic search strategies in order to retrieve accurate and relevant materials about their Self-Change Project topic.</p>	<p>Clearly articulates topic.</p> <p>List at least 2 synonyms for each aspect of their topic.</p> <p>Recognizes subject databases are tools for finding scholarly materials and that the free web and general databases will lead to popular sources of information.</p> <p>Articulates at least three different search strategies (keyword, database, limits, etc.) and indicates whether or not the search retrieved appropriate materials and why or why not.</p>	<p>Student only identifies the behavior they wish to change and their demographic.</p> <p>Lists one synonym for each aspect of their topic.</p> <p>Recognizes that library databases are more likely to index scholarly information sources and the free web will lead to popular sources of information.</p> <p>Articulates two different search strategies (keyword, database, limits, etc.) and indicates whether or not the search retrieved appropriate materials.</p>	<p>Does not articulate any aspect of the topic.</p> <p>Lists no synonyms for each aspect of their topic.</p> <p>Does not differentiate between the types of information sources found in library databases and on the free web.</p> <p>Does not record search strategy or evaluate the success of the search.</p>

Learning Outcomes	3	2	1
<p>Learning Outcome #3</p> <p>Students will critically evaluate information sources in order to select those that meet assignment requirements.</p>	<p>Selects at least 2 scholarly articles about college students and their self-change project topic that has been published in the last ten years.</p> <p>Selects at least 1 popular information source that is about college students and their self-change project topic and was published in a major publication, a .gov site, or by a college/university counseling or student success office in the last ten years.</p> <p>Recognizes the information sources strengths/weaknesses including methodology, conclusions, and reliability.</p> <p>Identifies how the source applies to their self-change project and what information they still need to find.</p>	<p>Selects at least 2 scholarly articles about students (populations other than college students) and their self-change project topic that has been published in the last fifteen years.</p> <p>Selects at least 1 popular information source that is about students (populations other than college students) and was published in a major publication, a .gov site, or by a college/university counseling or student success office in the last ten years.</p> <p>Recognizes the information sources general strengths and weaknesses.</p> <p>Identifies how the source applies to their self-change project.</p>	<p>Selected materials that were not scholarly.</p> <p>Information gathered lacks relevance, currency, and authority.</p>
<p>Learning Outcome #4</p> <p>Students will identify, locate and arrange necessary publication information in order to accurately cite sources using APA style.</p>	<p>All citations are in proper APA format with no errors.</p> <p>Responds to library staffs' suggestions and makes corresponding corrections to citations.</p>	<p>At least one of the citations is in proper APA format.</p> <p>Corrects some citations based on library staff suggestions but not all.</p>	<p>None of the citations are in proper APA format</p> <p>Does not respond to library staffs' suggestions, nor make corresponding corrections to citations.</p>