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Shooting Down the Gold Star: Using the Power of Feedback and Assessment to Draw Students through the Threshold

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Shooting Down the Gold Star

Using the power of feedback and assessment to draw
students through the threshold

Natalie Bishop and Holly Mabry
John R. Dover Memorial Library



GARDNER-WEBB
UNIVERSITY

What to Expect from this Workshop

The Framework seeks to develop deeper learning by encouraging students to go beyond achieving the “gold star”. Overcoming the “making the grade” mindset is a challenge for all types of IL instruction.

In this workshop, you will learn how to design three types of assessments, use active learning to challenge students’ critical thinking, and practice strategies for providing dynamic feedback.

LIB 301 - Research Skills

One hour for-credit online research skills course offered through a Degree Completion Program (DCP).

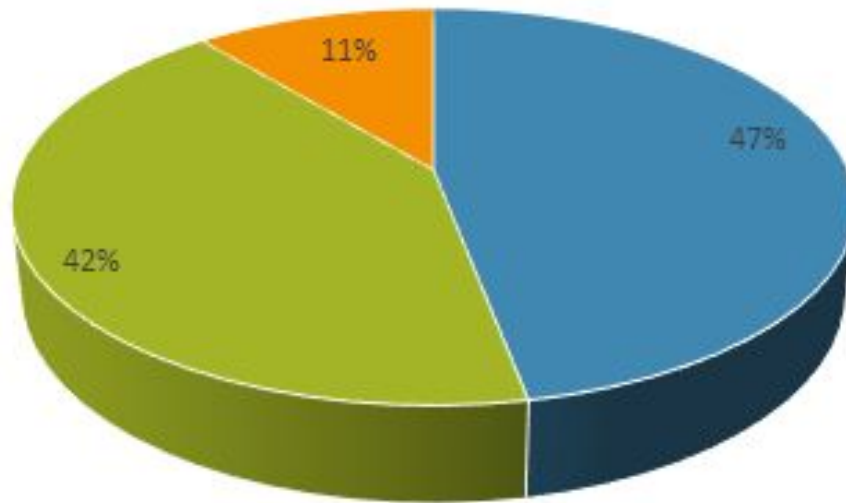
Offered in both 16 and 8 week formats

Administered through the Blackboard learning management system.

DCP students are nontraditional adult learners seeking to complete a 4 year degree after completing at least 30 hours at the community college level. LIB 301 is a required course for graduation.

Digital Immigration Status

Percentage of DCP Students who are Digital Natives, Settlers, or Immigrants



■ Digital Natives - 18 - 34 ■ Digital Settlers - 35 - 49 ■ Digital Immigrants - 50 +

Digital Natives, born after 1980

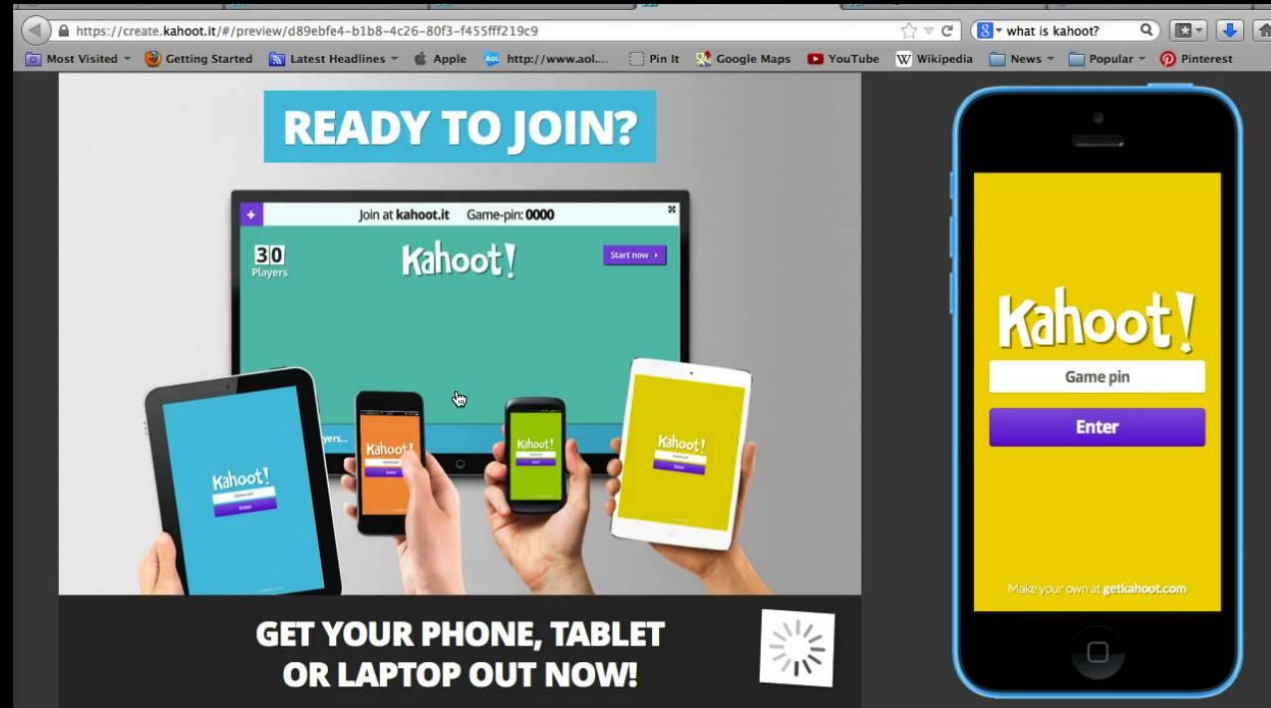
Digital Settlers, born 1965 to 1979

Digital Immigrants, born prior to 1964

(Palfrey & Gasser, 2010)

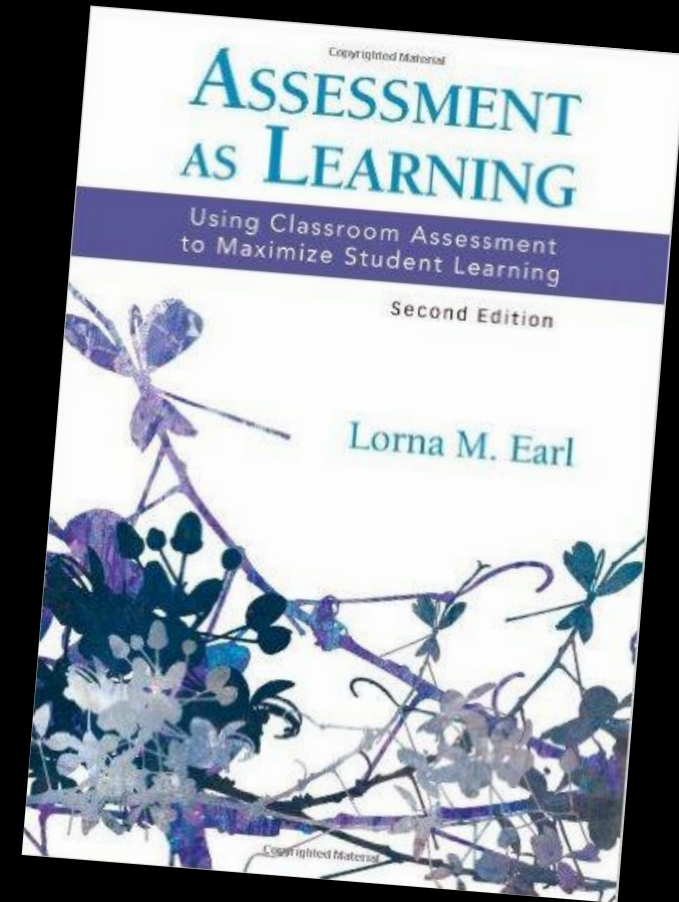
Instruction Poll - Kahoot

<http://kahoot.it>

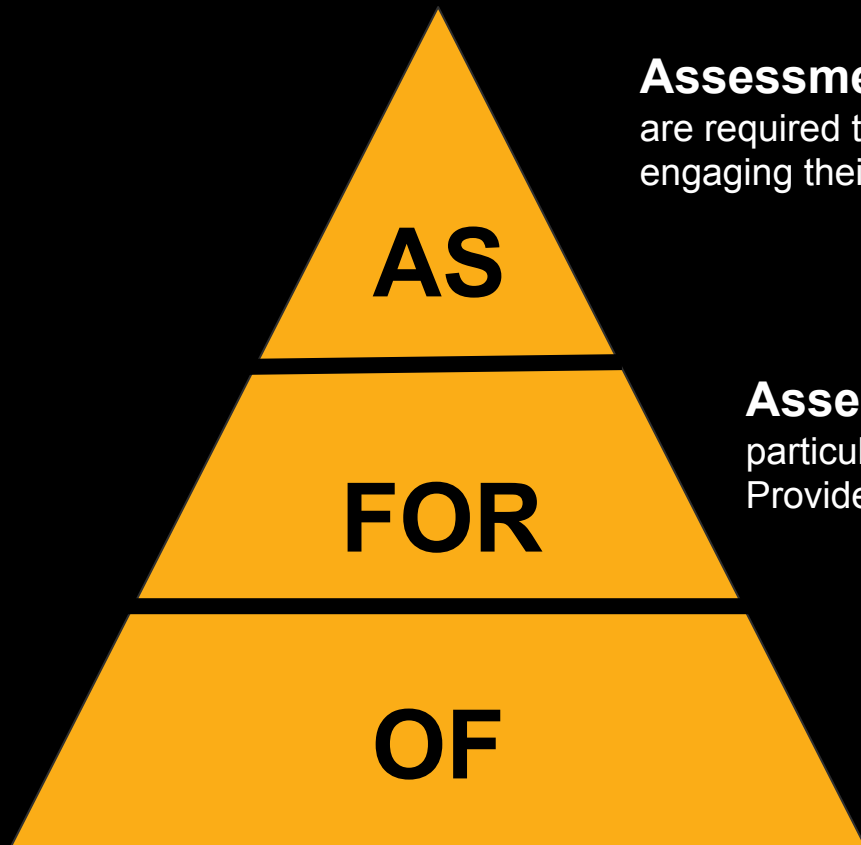


Rethinking our Mindset

- ◆ Shift in our mindset on the purpose of assessment
- ◆ Recognize the intersection of active learning and assessment
- ◆ Think outside the box regarding data collection
- ◆ Increase and strengthen collaborative relationships with faculty
- ◆ Transform how we engage with students and support their learning
- ◆ Regard active and applied learning as assessment opportunities



Assessment OF, FOR, & AS Learning



Assessment AS Learning - takes formative assessment to the next level as students are required to self-assess their learning. Students use feedback to make changes in their work, engaging their critical thinking skills and impacting their understanding of a topic.

Assessment FOR Learning - shifts from summative to formative assessment. Identify particular learning needs and impact future instructional strategies for the same group of students. Provide feedback and scaffold learning - diagnostic approach to teaching & learning.

Assessment OF Learning - summative assessment usually conducted at the conclusion of a session to determine if instructional goals have been met. Assessment of learning does not measure growth of learning.

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AS

Assessment AS Learning - takes formative assessment to the next level as students are required to self-assess their learning. Students use feedback to make changes in their work, engaging their critical thinking skills and impacting their understanding of a topic.

- ◆ Choose a learning activity or assessment that you currently use in your instruction.
- ◆ Identify potential pathways for incorporating formative assessment in the activity.
- ◆ Align the learning outcomes of the activity to specific ACRL Frames.
- ◆ Describe how students are being assessed. What type of data are you able to collect to differentiate your instruction with the same group of students? Are students learning new concepts/skills by completing this activity?

Transforming Learning Assessments Action Planning Template

Use the action plan template to modify, customize, and implement an existing learning activity.

Learning Activity:		
Student Audience:		
Potential for Formative Assessment: What could be done?	Modifications: What steps can you add or change to incorporate feedback?	Tools & Resources: Funding, Time, Materials
Learning Outcome/s and alignment to ACRL Framework:		
How will student learning be assessed? Assessment FOR Learning or Assessment AS learning?		

[Click here to access the action planning template](#)

Feedback and the Growth Mindset

- ◆ Targeted, specific feedback provides students with pathways to improve
- ◆ Support the growth mindset with specific feedback focused on what students are doing right
- ◆ Identify and support examples of critical thinking or reflection on processes

Carol Dweck:

The power of believing that you can improve

TEDxNorrköping · 10:20 · Filmed Nov 2014

40 subtitle languages

View interactive transcript



Practice Segment Activity

Practice Segments allow students to practice with a specific research tool and source type. Students also practice evaluative writing and creating an APA citation.

Students evaluations should address the Timeliness, Reliability/Relevance, Authorship, and Purpose (TRAP) of the source.

Practice Segments are a formative component of the larger summative Annotated Bibliography assignment.

The formative feedback process appears to be more time consuming, instead it is a redistribution of effort.

Practicing Constructive Feedback

1. Read through the Practice Segment submission and grading rubric
2. Identify areas of concern or exceptional work where you could support the student through feedback.
 - a. Has the student chosen a source that meets the assignment criteria?
 - b. Has the student included all of the TRAP points in their evaluation?
3. Write feedback statements that are targeted, specific, and provide a pathway for improvement

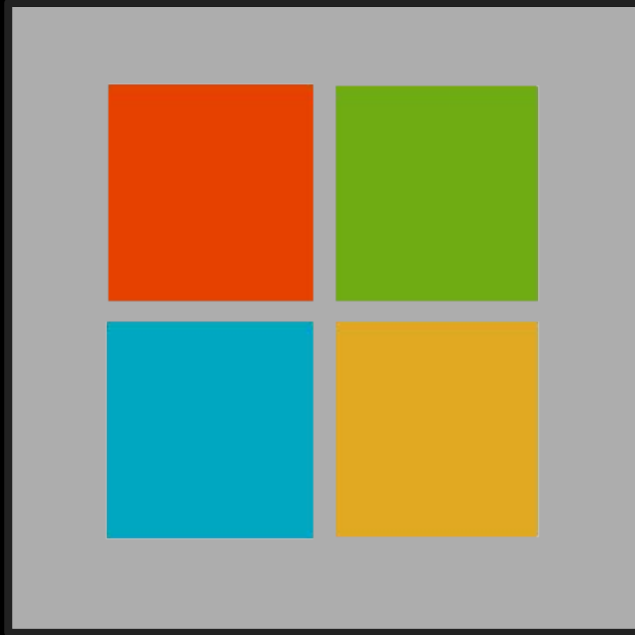
Long Term Goals

Identify strategies to help promote better understanding of the distinction between scholarly and non-scholarly sources

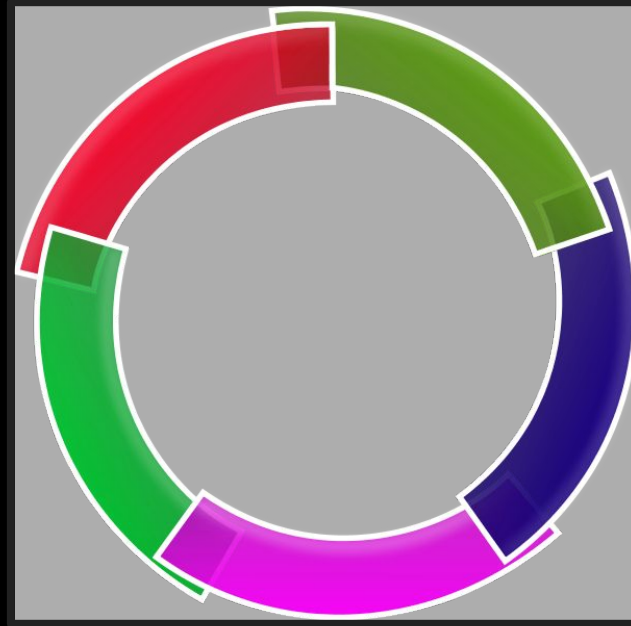
Strengthen students' ability to write evaluatively about an information source

Help students understand the importance of formatting content correctly

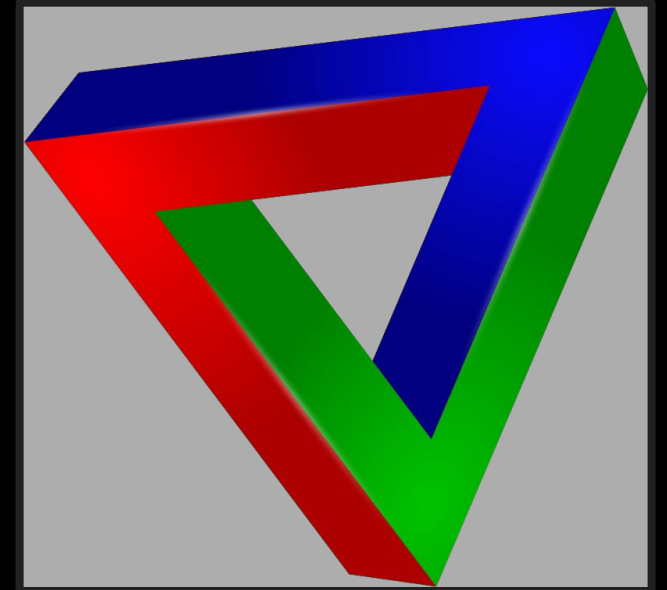
- Citation syntax such as capitalizations and italics



What squares with
your thinking?



What ideas are still
rolling around your
head?



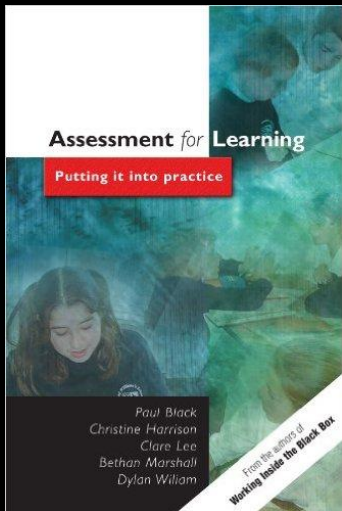
What changes might
you make?

References & Resources

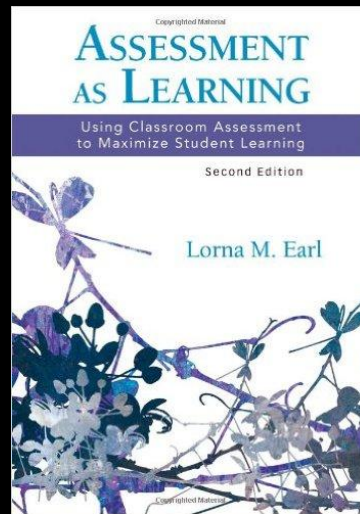


Active Learning Online - a toolkit of scaffolded active learning activities with step-by-step lesson plans for online or face-to-face implementation.

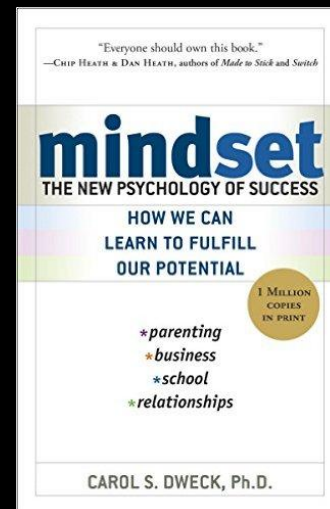
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Continue the Conversation

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