

Three-Part Harmony: Mapping and Assessing Information Literacy Learning Outcomes – Handout 2

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Three models were used in the development of our evaluation system:

- ▶ **UUDLEs** – University Undergraduate Degree Level Expectations developed by the Ontario Council of Academic Vice-Presidents
- ▶ **ACRL** – Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education
- ▶ **Kirkpatrick's Four Levels of Evaluation** developed by Donald Kirkpatrick

Kirkpatrick Model of Evaluation: The Four Levels

We used Kirkpatrick to inform our pre-and post-session survey questions and process:

1. **Reaction:** customer satisfaction; “smile sheets”

Sample question: How pertinent was the subject matter to your needs and interests?
(Not at all/To some extent/ Very much)

2. **Learning:** the extent to which participants change attitudes, improve knowledge or increase skill as a result of the session

Sample question: When using the MEDLINE database, you can locate the definition of a thesaurus term by checking:

- a) the print index of Medical Jargon
- b) Google
- c) the scope note
- d) Wikipedia

3. **Behavior:** the extent to which a change in behaviour has occurred because of the session; (Use a control group if practical or pre-and post-test process to find the extent to which behavior has changed as a result of the course/session.)

Sample question: When conducting a search in an article database, how often do you begin by finding the appropriate search term in the database's thesaurus?

Always/ Sometimes/Never

(Test before session and then after a period of time to allow behavior change to occur.)

4. **Results:** the final (measurable) results that occurred as a result of the session (e.g., improved quality of papers; higher marks, etc.) (pp21-25). (Use a control group if practical or pre-and post-test process to find the extent to which behavior has changed as a result of the course/session.)

Sample process: Librarian who is embedded in a course marks the search strategies of students before and after the instruction based on an established rubric that evaluates for correct process and completeness of citation set.

Source: Kirkpatrick, D. and Kirkpatrick, J. (2006). *Evaluating Training Programs*. San Francisco, CA: Berrett-Koehler Publishers).

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