Credo Information Literacy Learning Modules

Credo InfoLit Modules are designed to provide students with a foundation in information literacy and critical thinking. There are six modules that lead students methodically through the research process where each module includes videos, tutorials, and quizzes. There is also a pre-test and post-test.

Learning modules can be found by going to the DCC Library website through the myDCC portal, then click on Research Guides, and scroll down to Credo InfoLit Modules. ALL faculty can try out all or any part of the Credo Info Lit course modules through that link.

L. Akins explained how she test piloted the modules in ELT250, the ELT program capstone course.

- The full module set was embedded in Bb (showed what that looked like with ELT250)
- Info Lit modules were set to 5% of course grade
  - 75% from the quizzes
  - 25% from the post test
  - Pre-test did not count toward the grade
- Library staff (Jaclyn Savolainen) came to classroom to introduce the learning modules
  - One hour of class time for students to take pre-test and for introduction to features
  - One hour of class time for students to start work on modules
  - Most students completed the first module in this two hour period
- Approximately 4 hours of homework for students to complete modules and post test
- When introduced, explained to students that this was an online course similar to courses they would be expected to take in their careers and other situations such as job training modules and defensive driving course.
- Students were asked several times, including in exit interviews, what they thought of the course and there were no negative comments.
- Students could not cheat during pre-test but had opportunities to cheat during quizzes and post-test but evidence indicated that they had not done so.

C. Carl presented an overview of the results obtained from ELT250 in spring 2018

- Provided information obtained from Insights which is a tool provided by Credo for the administrator (library staff).
- Data demonstrated an 18% increase in average grade from pre-test to post-test.
- C. Carl demonstrated the various ways that the data can be considered.
- Overall, data can indicate areas of strengths and weaknesses but cannot really replace the application that would be assessed using the ISLOS rubric.
• The quiz and pre/post test results can be mapped to our ISLO5 rubric and quantitative data gleaned from that but it would not necessarily indicate the ability of the student to apply the knowledge.
• Results indicated that there are possible question issues rather than learning issues.
  o For example, results that appeared to be contradictory seemed to actually be explained by ambiguously worded questions.

Discussion ensued about the use of Credo and information literacy:

• Unclear if Credo can be used to assess student’s ability in applying the skills described in ISLO5.
• For 2018-2019, will look to collect data from Credo as well as from faculty willing to apply ISLO5 in their class sections.
• Assistance is available from the library to embed in Bb, contact Jaclyn Savolainen.
• Credo modules are presented to students using universal design and applying all the latest research to online learning ... can this be part of orientation for students, especially students who want to take courses online?

**Highlights from January 2018 Discussion**

• TracDat data collection tools
  o Rubric information – when entered into TracDat, can link to student data
  o Narrative information – when entered into TracDat, easy to generate CASR
• ISLO5 rubric works – reinforces the research process in the order it appears on the rubric
• Otherwise, no definite plan other than:
  o Seek out volunteers to embed Credo
  o Seek out volunteers to assess ISLO5
  o See what we get and go from there
• Tentative course assessment list (not all sections, just select faculty):
  o GOV121, GOV219, BUS102, PAL120, PAR102, BHS103?, ELT250
• Tentative Credo list (not all sections, just select faculty):
  o SCI100, PAR108, AVI100, NUR105, BUS102, PAL120, BHS103?, PHS107, AST131/132?, ELT250

**Discussion of ISLO5 Assessment**

• Faculty participants indicated interest in using Credo and assessing using ISLO5 rubric with some discussion around the courses and type of work students are expected to do that the ISLO5 rubric would be applied to:
  o In NUR105, students would be assessed with Credo and ISLO5 rubric applied to an assignment and then when these students are in NUR218, they would do both again
  o In ELT250, students will use Credo and be assessed using ISLO5 rubric on their final project
  o In PHS107, S. Langton plans to embed Credo in the online section and test that out.
  o In HIS104, L. Murphy may embed Credo.
  o In SCI100, S. Fraley and S. Conrad had an opportunity to discuss how they might use Credo.
• A big issue raised by faculty concerned citations.
L. Akins demonstrated KnightCite citation generator as her favored site because it does not have pop-up ads when trying to generate a citation and has a straight-forward interface (MLA, APA, and Chicago).

- https://www.calvin.edu/library/knightcite/

**Heart of the Matter**

The most important part of the discussion seemed to be around academic honesty and attribution.

- Students don’t seem to understand that the information they get electronically through the internet is not “free” and therefore do not see the need to provide citations
- Students seem to come to college with no prior experience in creating citations and how and when you need to include citations
- Students either already know or quickly learn what is not credible information but are either lazy about or won’t distinguish what makes a source academically credible

The faculty wanted to know: *What is the right level for a community college? What should we be expecting of them?*

C. Carl and J. Savolainen will see what they can find out to answer these questions.

**Discussion of Data Collection**

Aside from entering in rubric data and narrative information in TracDat, faculty indicated interest in collecting data or sifting data as indicated:

- Disaggregate Credo data for native English speakers vs ESL students to see if there is a difference that might be attributable to language vs knowledge.
- Map Credo results to ISLO5 rubric.
- Map Credo results to performance on ISLO5 assessment for course sections where both assessments are undertaken.

**Review of Assessment Process**

- L. Akins will confirm with department chairs which courses and which sections will be assessed in fall early on in the fall semester and which will be including Credo.
- TracDat will be set up with the rubric before middle of fall semester.
- TracDat email assignments (both rubric and narrative assignments) will go out to participating faculty after midterms.
- IR will download results from fall semester during the first week of January and perform a preliminary analysis.
- L. Akins will work with library staff and IR to download Credo results and perform the mapping hopefully leading to a Credo preliminary analysis.
- Discussion of process and preliminary results and analysis will take place during a January workshop.
• L. Akins will confirm with department chairs which courses and which sections will be assessed in spring early on in the spring semester.
• TracDat email assignments (both rubric and narrative assignments) will go out to participating faculty after midterms.
• IR will download results from full academic year after the final data submission deadline of June 7, 2019, and perform full analysis.
• Library staff will work with IR to download Credo results from whole year based on what was learned from the fall semester leading to a Credo analysis.
• L. Akins will draft a final report and distribute to all participating faculty around August 1, 2019.
  o One goal is to be able to make recommendations concerning the use of Credo as a tool for learning skills for ISLO5, how to use Credo across campus, and what it might deliver in terms of ISLO5 assessment.
  o Another goal is to use this work to generate a broader conversation about academic standards appropriate to our students for attribution and academic honesty.
• Participating faculty will gather to discuss the draft report in August during professional development days prior to the first day of class.
• Further work on the report will take place, hopefully through email only, during the month of September with a completed report provided to the college community on October 1, 2019.