

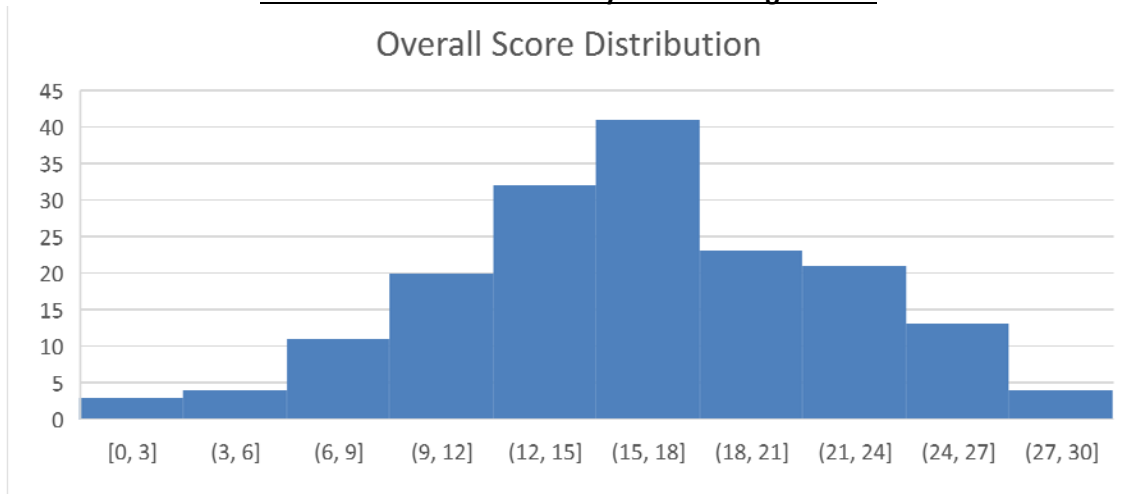
Information Literacy – Scoring Results & Brief Analysis

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Overview: In February 2018, senior students (n=171) in ES Capstone courses volunteered to take a specially designed “performance task” that presented them with a scenario asking them to produce work focused on the ES Information Literacy (IL) learning goal. The task was designed by UND faculty members to determine the level of accomplishment of UND students relative to this aspect of the ES Program. The task was aligned with the Association of American Colleges & Universities’ VALUE rubric for IL. In May 2018, faculty and staff (n=28) participated in a “scoring session” in which they assessed the students’ work from February 2018. Below are summarized the results from the scoring session.

Total Score Results from May 2018 Scoring Session



Scores for Individual Criteria on the Information Literacy Rubric

Rubric Criteria	Student Scores (Percentage)						Median Criterion Score
		Developing		Conversant		Advanced	
	(0,1)	[1,2)	[2,3)	[3,4)	[4,5)	[5,6]	
Determine Extent of Information Needed	2	4	19	34	26	16	Lower Conversant
Select Needed Information	3	9	24	29	24	10	Lower Conversant
Evaluate Info and Sources Critically	4	13	30	25	17	11	Lower Conversant
Use Info Effectively to Accomplish Purpose	2	6	25	30	27	10	Lower Conversant
Use Info Ethically & Legally	6	9	21	27	24	12	Lower Conversant

Total score results were calculated by adding each student's criteria scores to obtain a total for each student across all rubric categories. The median total score was 16.3, which is just slightly above the midpoint of the 30-point scale. This is consistent with the "Lower Conversant" characterization for each of the rubric criteria scores summarized in the table above. The applicable rubric criteria definitions are:

Rubric Criteria Definitions: Descriptors for Scores of 6 (Advanced)

Determine 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.

Selects the Needed Information:

- Selects most appropriate information sources

Evaluate Information and its Sources Critically:

- Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).

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.

Use Information Ethically and Legally:

- Uses 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 demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Information Literacy Performance Task

Designed for Essential Studies by UND faculty and staff: Kristen Borysewicz (Chester Fritz Library), Sarah Cavanah (Communication), Christopher Gable (Music), Debra Hanson (Occupational Therapy), Anne Kelsch (Teaching Transformation & Development Academy and History), Amy Kilmeyer (English), Anna Kinney (Writing Center), Alena Kubatova (Chemistry), Fred Remer (Atmospheric Sciences), Rebecca Simmons (Biology), and Ryan Zerr (Essential Studies and Mathematics).

Task summary: You are a member of a large student group, which has received an email from one of the members proposing a trip to Cabo San Lucas, Mexico, as the group's annual trip. As a senior member of the group you were tasked with evaluating the proposed trip and submitting a formal email message to be considered along with other proposed locations by the group's selection committee. One of the reasons you were chosen is that you have an internship and won't be able to go, so other members thought you'd be less biased in deciding on a location, and therefore a fairer judge.

The group received this email from the member who is set on Cabo San Lucas.

My cousins went to Cabo last year and loved it. So great to get away from here and go where it's warm and sunny, and there will be lots of other college students. There are incredible places to stay ([check this out](#)). And we can do it all pretty cheaply -- this person spent only [\\$621 for 5 days!](#) We can probably get that lower if we share rooms. My parents have said something about

safety concerns but everything I find says that's overblown. Lots of people are still travelling there (<https://www.npr.org/2017/09/01/54796409/tourists-stillhead-to-los-cabos-despite-safety-and-security-warnings>) and It looks like it is even safer than Canada (see here <https://s.nimbusweb.me/share/1431967/y4rgyy9f7x779231d0zn>). I know you are taking that class on social justice and responsibility, Matt, and I get that you want to be careful about the impact our travel has. That's cool. Nothing I have seen makes me think Cabo has any issues around that. Let's go to Cabo! It will be a blast!

Student's role: Since you are not going, you don't care whether they choose to go there or not, but you do want them to make the decision using good information (you want them all to come back safely no matter where they travel!) You should assess the quality of the initial email and write your email to the group by addressing things such as cost, safety, and social considerations. In order for the group to make a decision, they would expect to see an assessment of the initial email, any new information that supports your view, and an opinion about which sources are credible.

In your message, you will need to consider the following:

- a) Information provided within the initial email and its writer's interpretation, along your rationale for any informational/interpretation changes you make.
- b) List new information, based on your search results, suitable for the group to make an informed decision and provide reasons why particular items were selected.
- c) Add additional components essential for the group decision including cost, safety and social considerations.

To complete your task and prepare the message, you decide you need more information, so you do a Google search that turns up the list of sources below.

[US Department of State | Mexico Travel Advisory](https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories/mexico-travel-warning.html)

<https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories/mexico-travel-warning.html>

[Human Rights Watch | 2016 report on Mexico](https://www.hrw.org/world-report/2017/country-chapters/mexico)

<https://www.hrw.org/world-report/2017/country-chapters/mexico>

[Los Angeles Times | Los Cabos no longer a haven from bloodshed](http://www.latimes.com/world/mexico-americas/la-fg-mexico-los-cabos-violence-20170901-htmistory.html)

<http://www.latimes.com/world/mexico-americas/la-fg-mexico-los-cabos-violence-20170901-htmistory.html>

[Lonely Planet | Are Americans safer in Mexico than at home?](https://www.lonelyplanet.com/blog/2012/04/30/are-americans-safer-in-mexico-than-at-home/)

<https://www.lonelyplanet.com/blog/2012/04/30/are-americans-safer-in-mexico-than-at-home/>

[Oyster | Which Destinations in Mexico Are the Safest?](https://www.oyster.com/articles/54394-which-destinations-in-mexico-are-the-safest/)

<https://www.oyster.com/articles/54394-which-destinations-in-mexico-are-the-safest/>

[Access Hollywood | Kelsea Ballerini Marries Morgan Evans In Cabo](http://www.accesshollywood.com/articles/kelsea-ballerini-marries-morgan-evans-cabo-san-lucas/)

<http://www.accesshollywood.com/articles/kelsea-ballerini-marries-morgan-evans-cabo-san-lucas/>

[Budget Your Trip | Cabo San Lucas](http://www.budgetyourtrip.com/mexico/cabo-san-lucas)

<http://www.budgetyourtrip.com/mexico/cabo-san-lucas>

[CBS MoneyWatch | Online Travel Sites Provide Biased Information?](https://www.cbsnews.com/news/are-expedia-priceline-online-travel-sites-providing-biased-hotel-travel-information/)

<https://www.cbsnews.com/news/are-expedia-priceline-online-travel-sites-providing-biased-hotel-travel-information/>

[SAGE Journals | Journal of Travel Research](http://journals.sagepub.com/doi/abs/10.1177/0047287512475217)

<http://journals.sagepub.com/doi/abs/10.1177/0047287512475217>

Summary Notes from Campus Debriefing

(Scorers' thoughts from discussions immediately following the scoring session.)

1. Strengths of Student Work:
 - Use of resources
 - Identification of the motive of the source information
 - Many students did double check the links provided in the student email
 - Selecting the most authoritative sources
 - Critiquing sources
 - Understanding of the task; instructions seemed to be clearly understood
 - Synthesizing their ideas
 - Grammar/language usage
2. Weaknesses within Student Work:
 - Too much reliance on hear-say/speculation
 - Lack of citations (although this may be attributable to the somewhat informal nature of email as the writing genre called for by the task)
 - Partial citation (i.e., "the article said..." – which article?)
 - Few students explicitly addressed the "social awareness" aspect of the task
 - Internal contradictions present in the reply
 - Lack of a full analysis of the given information
 - Making an argument/taking a stand one way or the other; Often simply provided information and left the reader to make the final decision
3. General Observations:
 - Student work suggested they were interested in and engaged with the task
 - Most work products displayed "best effort" and/or an indication that the task was taken seriously
 - There was little consistency in how work was cited, almost certainly because students were coming from multiple disciplines and/or because they were writing an email to peers, not a formal academic paper
 - The rubric may have provided too many instances where subjectivity could be applied, making consistency across scoring instances and across scorers more difficult
4. The Performance Task:
 - The social justice aspect seemed not to be clear to students; future uses should consider revising this to ensure students know what they are being asked to respond to
 - The limited time for task completion may mean that there were too many sources
 - For future scoring sessions: it may be helpful to send the performance task to scorers in advance of the session, asking them to read through it to prepare for scoring