4-11-2013

Sketching Success: Assessing Learning Outcomes with Concept Maps

Heidi Gauder
University of Dayton, hgauder1@udayton.edu

Fred W. Jenkins
University of Dayton, fjenkins1@udayton.edu

Follow this and additional works at: https://ecommons.udayton.edu/roesch_fac_presentations

Part of the Library and Information Science Commons

Recommended Citation
Gauder, Heidi and Jenkins, Fred W., "Sketching Success: Assessing Learning Outcomes with Concept Maps" (2013). Roesch Library Faculty Presentations. 12.
https://ecommons.udayton.edu/roesch_fac_presentations/12
**SKETCHING SUCCESS: ASSESSING STUDENT LEARNING WITH CONCEPT MAPS**

Heidi Gauder, Coordinator of Research & Instruction, Roesch Library, University of Dayton, Dayton OH • Fred Jenkins, Associate Dean for Collections & Operations, University Libraries, University of Dayton, Dayton OH

**MAP SAMPLES**

**BENEFITS**

- Demonstrate that students achieved learning outcomes
- Demonstrate that student research abilities improved over time
- Identify areas for improving course content

**POPULATION**

**PHL240: Philosophy Research Methods.** 1 credit hour, 9 meetings. Taught by librarians. Mostly Juniors & Seniors.

**INS250: International Studies Research Methods.** 1 credit hour, 12 meetings. Taught by librarians. Sophomores, Juniors, Seniors.

**EDC568: Research and Evaluation in Human Services.** 3 credit hours. Taught by School of Education faculty. 2 meetings with librarian. Graduate students.

**DATA**

Results varied by contact hours, discipline and whether graduate or undergraduate.

Entire sample showed improvement in these ACRL Information Literacy Performance Indicators:

- Types and formats of potential sources (1.2)
- Nature and extent of information need (1.4)
- Effective search strategies and techniques for refinement (2.2, 2.4)
- Management of information and sources (2.5)

**WHAT’S NEXT**

- Continued data collection
- Further testing on concept map assessment and validity
- Use in one-shot sessions, upper-level undergraduate courses

**OBSERVATIONS**

- Instruction-related terms increased on post concept maps
- Average number of post concept maps terms increased in all 3 courses
- Continued data collection
- Further testing on concept map assessment and validity
- Use in one-shot sessions, upper-level undergraduate courses

More information at libguides.udayton.edu/acrl2013