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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

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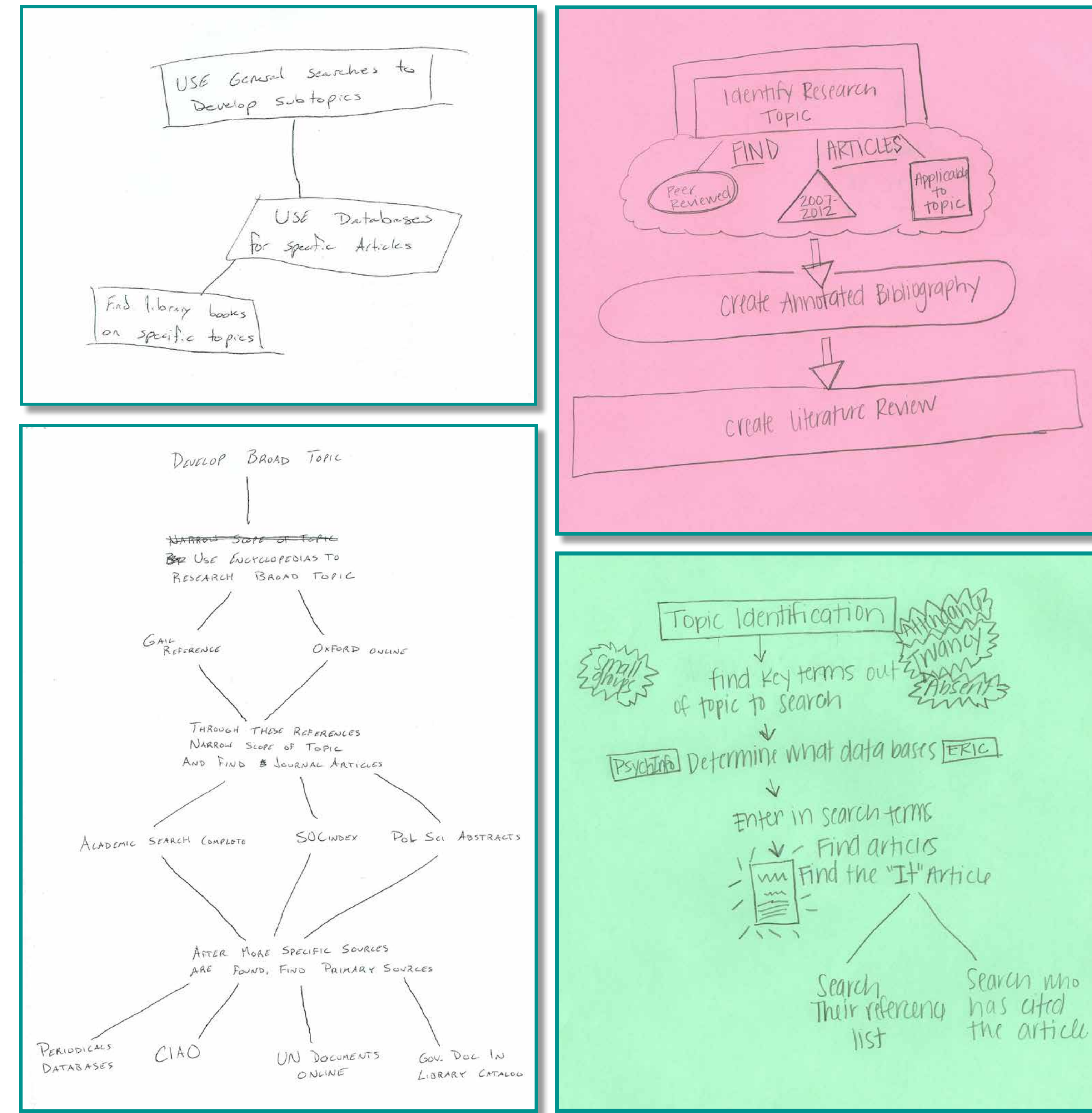
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SKETCHING SUCCESS: ASSESSING STUDENT LEARNING WITH CONCEPT MAPS

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

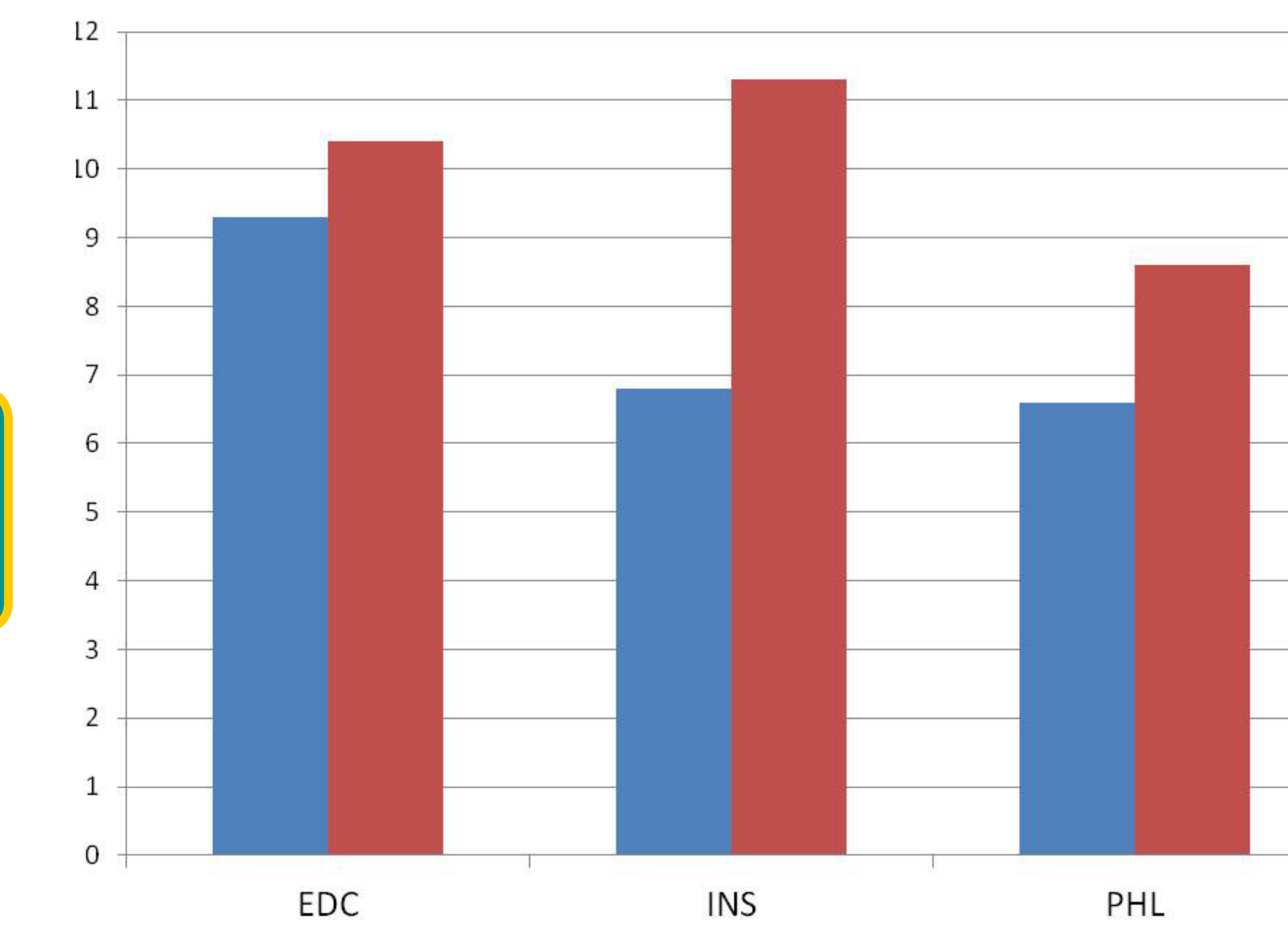
PHL240: Philosophy Research Methods. 1 credit hour, 9 meetings. Taught by librarians. Mostly Juniors & Seniors

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

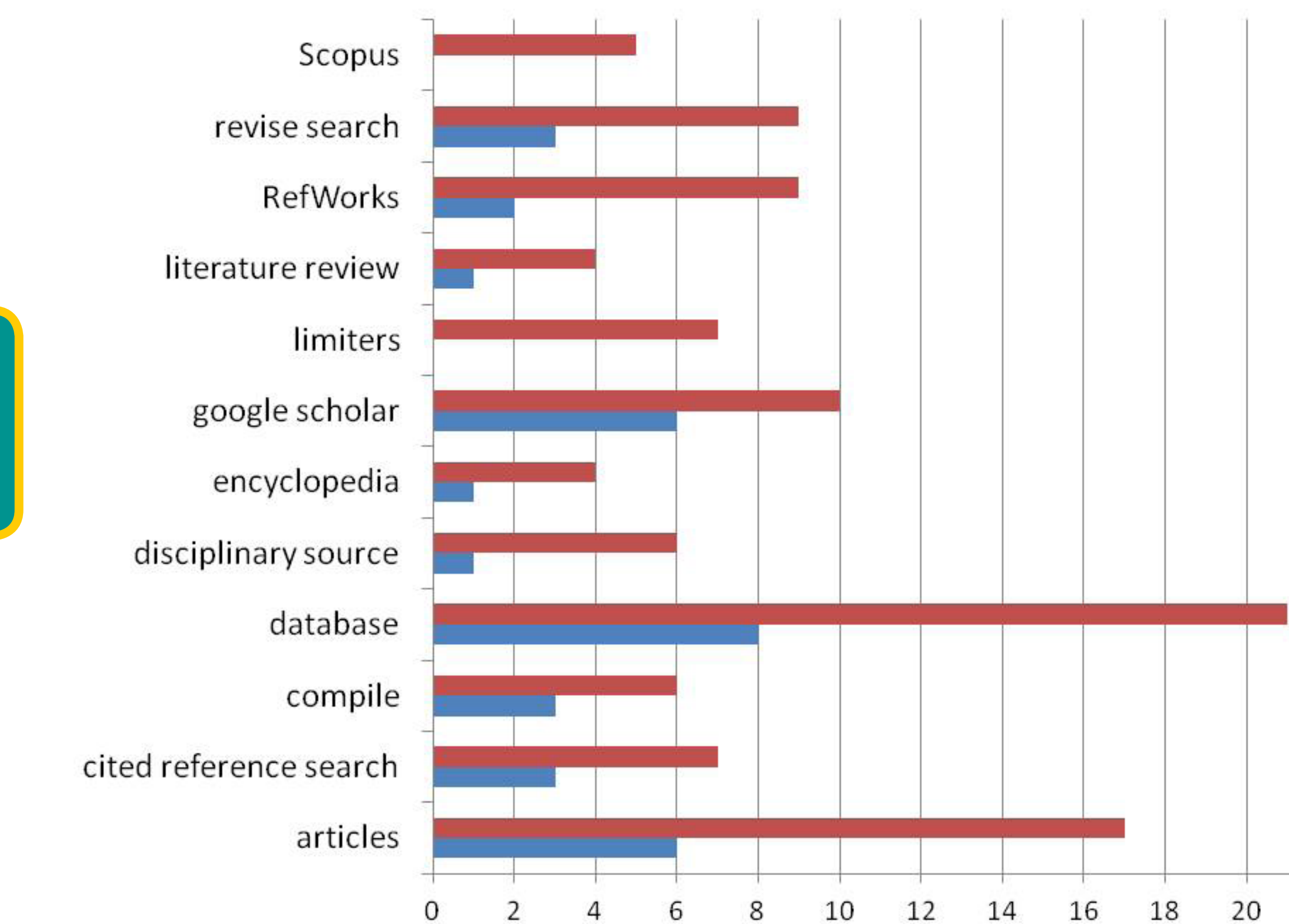
EDC568: Research and Evaluation in Human Services. 3 credit hours. Taught by School of Education faculty. 2 meetings with librarian. Graduate students.

DATA

Average number of post concept maps terms increased in all 3 courses



Instruction-related terms increased on post concept maps



OBSERVATIONS

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)

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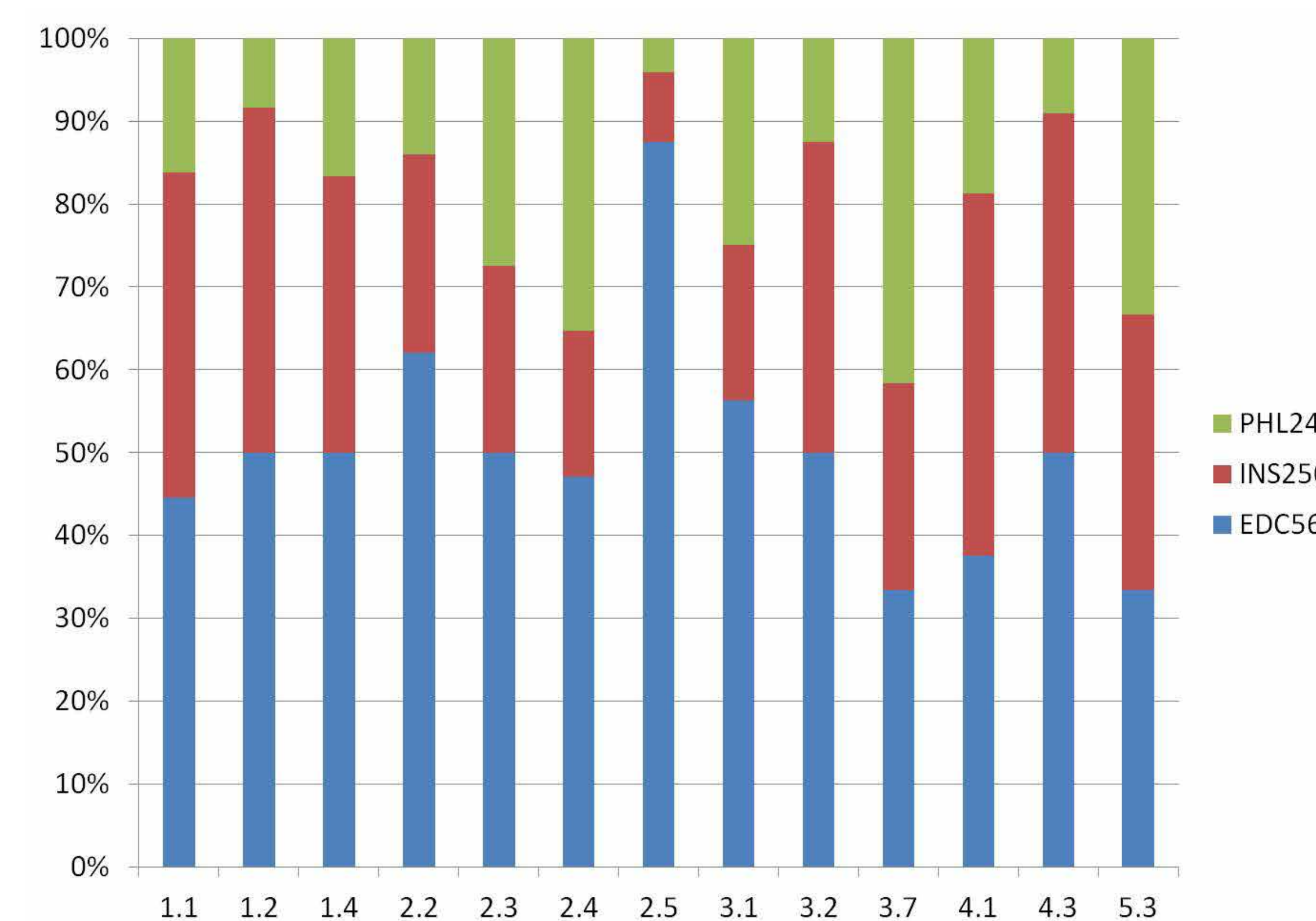
WHAT'S NEXT

- 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/acri2013



Post concept maps showed varying emphases of ACRL information literacy standards by course



ACRL information literacy standards identified on pre- and post-concept maps increased or stayed the same

