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Instant Assessment: Using Response Systems to Evaluate Student Comprehension in Library Instruction

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Examples of Questions

These questions are used for firshman orients from and developmental studies classes. For the orientation classes, we want the students to be come familiar with the theory and contratible come familiar with the theory and contratible come familiar with the fibrory factible develop-commit of theses. the students are not yet writing papers, but are expected to find one arole and papers, but are expected to find one arole and papers, but are expected to find one arole and one book in the librory's database.



Instant Assessment : Using a Response System to **Evaluate Student Comprehension in** Library Instruction

Kathy Campbell, Leslie Adebonojo, Mark Ellis East Tennessee State University Charles C. Sherrod Library

The Process

1.We have one shot to teach students everything they need to know about the library; so we use a preset menu. 2. How can we be sure that they leave with that knowledge? We use clickers during the Ll session to verify whether the students get it!

- 3. The reference librarians decided on the 10 questions we want each student to be able to answer about the library. Five questions are asked about the resources after the first 15 minutes
 - of instruction.
 - Another five questions are asked about databases and searching after the next 25-30 minutes of instruction. We use simple yes, no, and choose one questions.
- -Students get it you go on with the menu 4. Instant assessment



- you fill in the knowledge gap review the material
 decide at that point to drop an item from the preset menu

























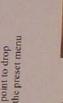






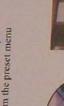












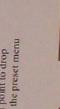




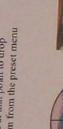


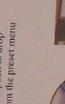




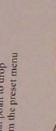












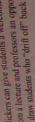












Nour presentation can be modified to directly arget the students' needs by using the click-ers to calculate their comprehension.

who have answered the questions, you can move on if 85% of the students

information again if you can go over the information a 30-50% answered the questions Aronymity allows the librarian to help stu-dents get answers without the embarrassment of aking what they might consider "supid" questions. This can be particularly helpful

As an instructor, you get a quick visual cue to whether the students are comprehending the

Studens are already oriented toward using handheld devices, so the technology doesn't create a problem for them.

They engage students because they enjoy playing with technology.

The process of using clickers does take time so instructors have to factor that into their preparation for the sessions.



Benefits & Caveats

. Clickers can give students a welcome break from a lecture and professors an opportunity to draw students who "drift off" back into the

Since you know the total number of students

answered correctly;

incorrectly.

with ESL students who are often shy about taising questions in class.