

Time Crunch



How to fit assessment into
an already packed lesson

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Think about a time when you were in a classroom, and you were not sure that the students were “getting it.”

- ▷ What made you think they weren't getting it?
- ▷ What did you do next?
 - Keep going, re-explain, ask them a question, something else?
- ▷ How did that experience change how you did the same thing in a future session (if at all)?

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Goal

Learn strategies for checking on your students' understanding of material during a session.

How?

Definition

**Articulate
how FA can
help both
librarians &
students**

**Identify
examples of
FA in
example
lessons**

**Create an
example of
FA for a
hypothetical
lesson**

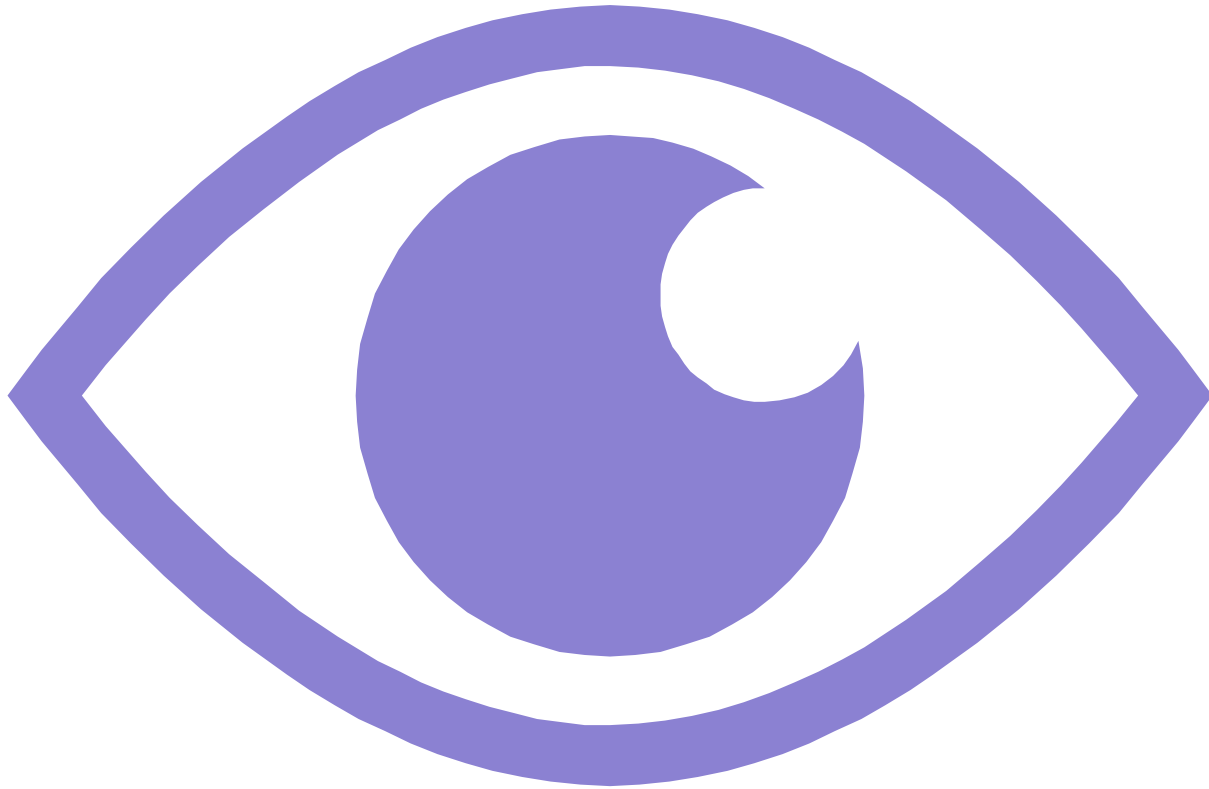
Time
permitting

Formative Assessment

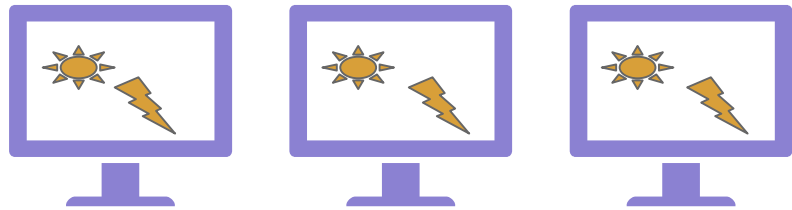
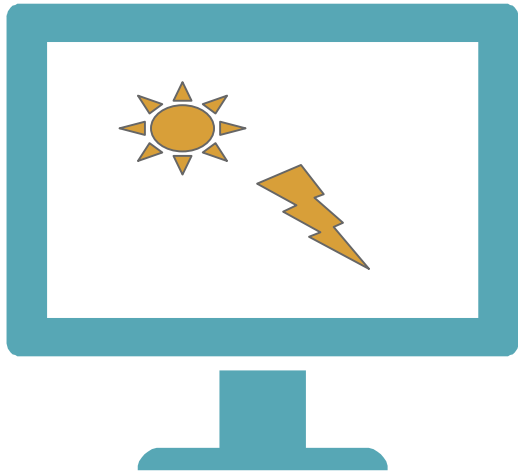
Monitors student learning by providing ongoing feedback that can be used by librarians to improve their sessions, and by students to improve their learning.

Common FA Examples

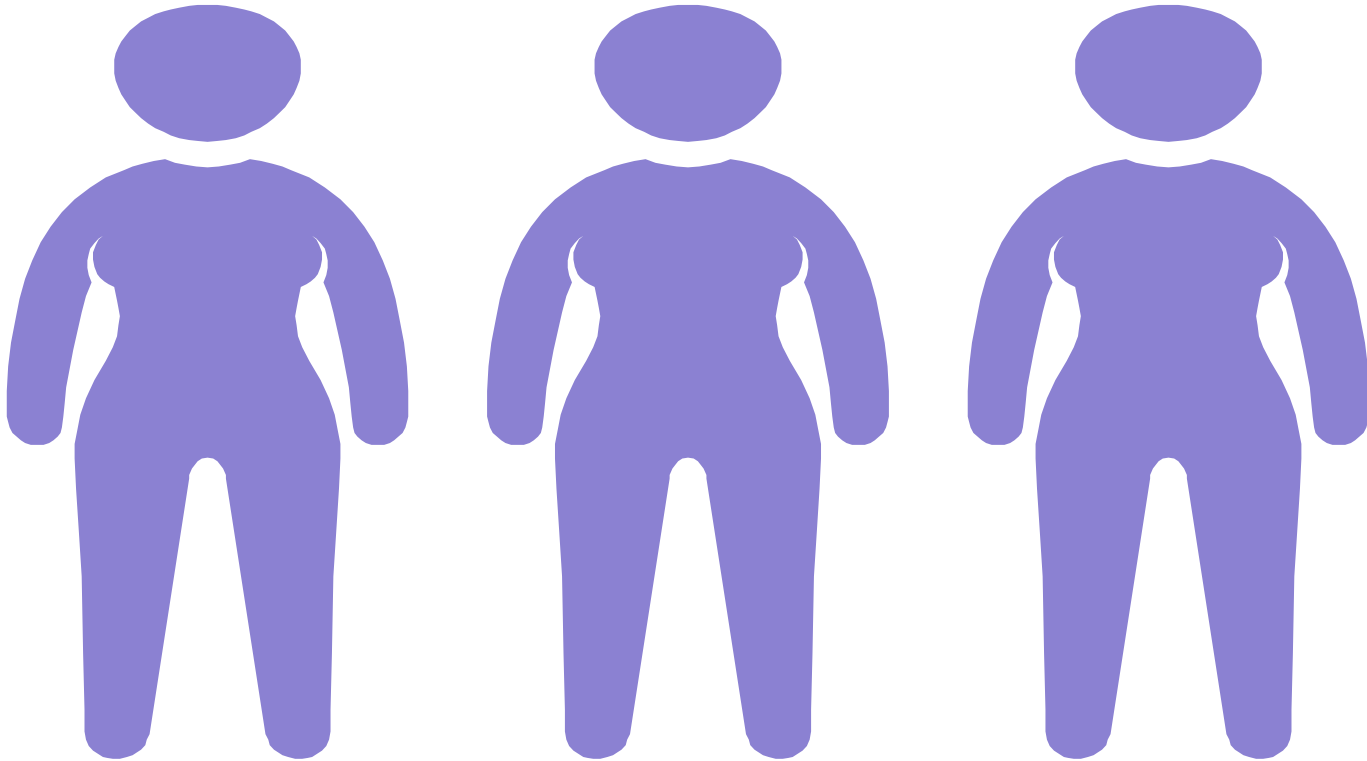
Observation



Replicate a demonstration



Discussion & Group Work



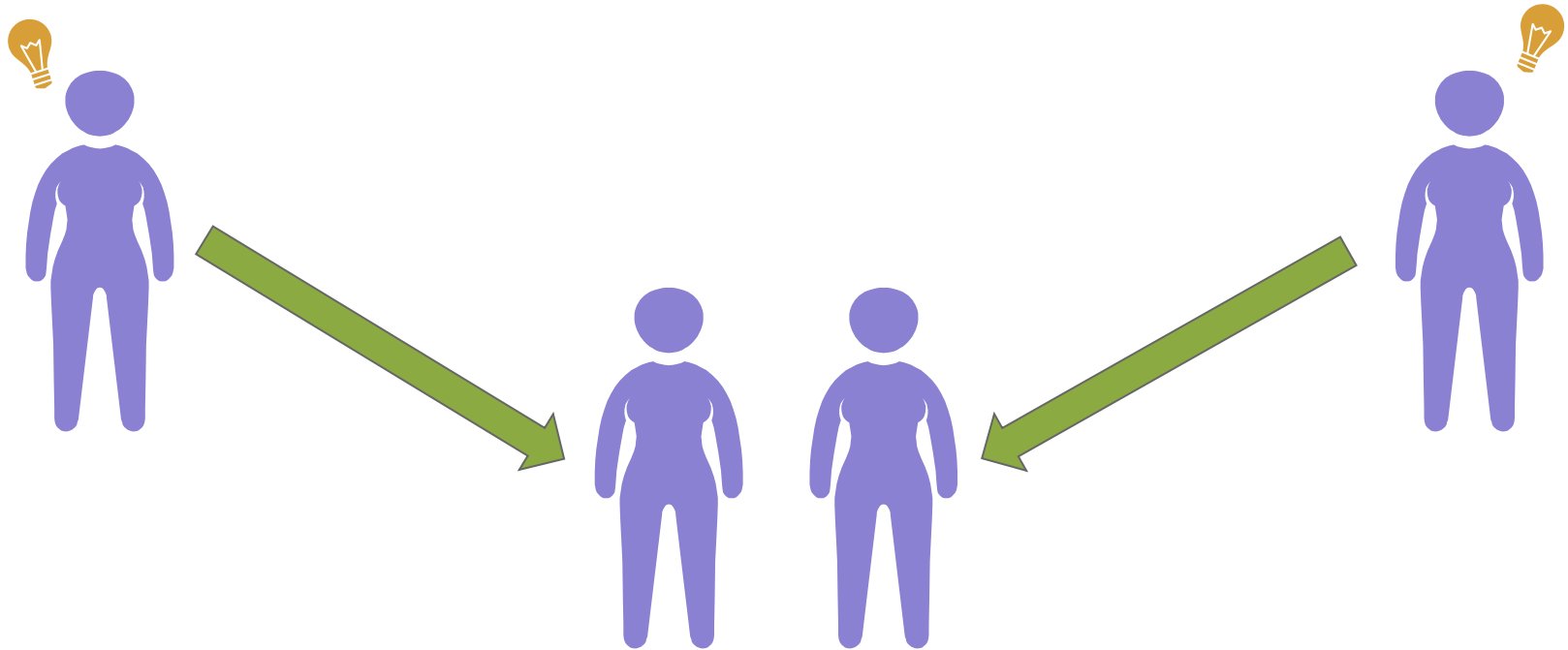
Polling, Hand raising, Thumbs



Pre-Tests & Quizzes



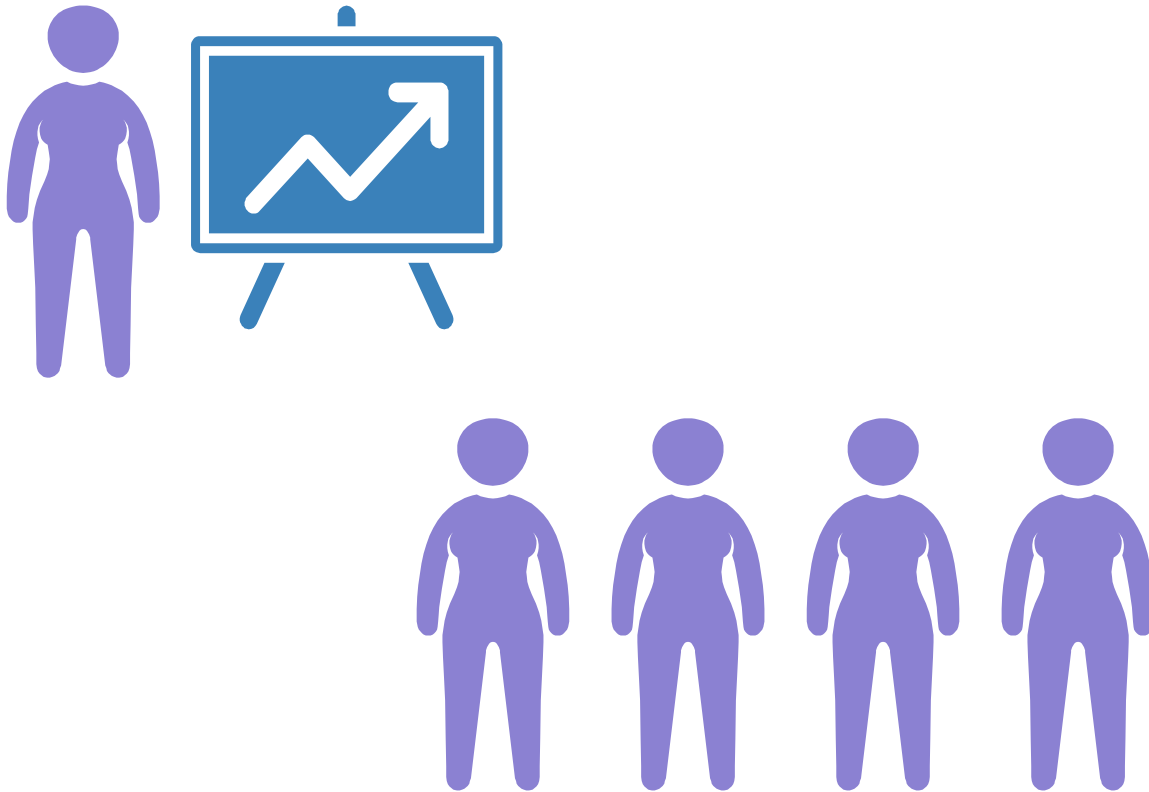
Think-Pair-Share



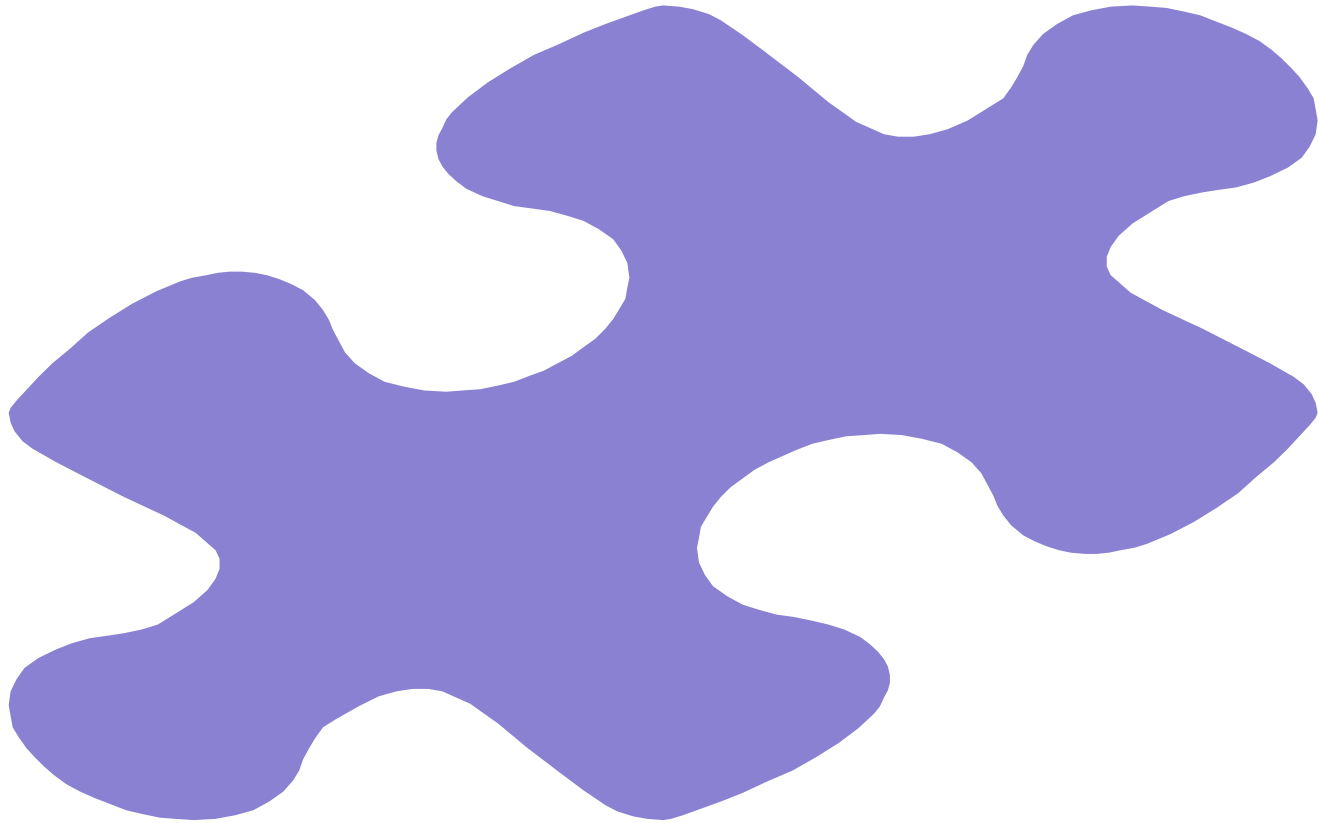
Worksheets and Worksheet Swap



Students teaching students



Jigsaw



Find the Formative Assessment

Review the snippets of a lesson, and identify the FA

Teaching Strategy A

Objective: Students can find a print book in the library catalog.

Instruction:

1. You explain to students why they may need print books for their assignment.
2. You show the tools and features within the catalog.
3. Students are given a book title and asked to find the author and date of publication in the catalog.
4. After class, students search and request a book for their assignment.

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Replication

Teaching Strategy B

Objective: Identify the difference between summarizing and paraphrasing.

Instruction:

1. You define summarizing and paraphrasing.
2. You show students a familiar chunk of text (something like the pledge of allegiance or the hippocratic oath). Model the technique by summarizing and then paraphrasing it.
3. The class discusses what changed in the writing of the two examples.
4. You review the lesson and key tips.

Teaching Strategy B

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Discussion

Teaching Strategy C

Objective: Identify alternate strategies for finding more resources.

Instruction:

1. You talk to students about going beyond searching databases/Google.
2. You show examples of mining bibliographies, following 'more like this' links, using tags, searching database thesaurus.
3. You have students look at their own research lists and pair up discussing why they thought one strategy would work best for them based on their workflow.
4. You remind students that you are available to help them with their research after the class.

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Think-Pair-Share

Teaching Strategy D

Objective: Analyze what makes a good slide during a presentation.

Instruction:

1. You show students examples of common mistakes made on slides and then show them what the same information looks like when presented correctly.
2. Your slides compile all tips and explain how they are applied.
3. You have students open slides and correct the mistakes on the slide. Ask for a student volunteer to demonstrate in front of the class.
4. You ask students if they have any questions.

Teaching Strategy D

Objective: Analyze what makes a good slide during a presentation.

Instruction:

1. You show students examples of common mistakes made on slides and then show them what the same information looks like when presented correctly.
2. Your slides compile all tips and explain how they are applied.
- 3. You have students open slides and correct the mistakes on the slide. Ask for a student volunteer to demonstrate in front of the class.**
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- 3. You have students open slides and correct the mistakes on the slide. Ask for a student volunteer to demonstrate in front of the class.**
4. You ask students if they have any questions.

Students Teaching Students

Why use Formative Assessment?

How it helps



*How do formative assessments help
you as an instructor?*

How FA Helps You (the instructor)

- ▷ Shows the level of understanding in real time
- ▷ Bookmarks a place to pivot or shift
- ▷ Deepens understanding through engagement



*How does formative assessment
help the students?*

How FA Helps Students (the learners)

- ▷ Allows time for active learning
- ▷ Gives space for participation
- ▷ Engages by allowing students to check or display newly acquired knowledge

Teaching Strategy B

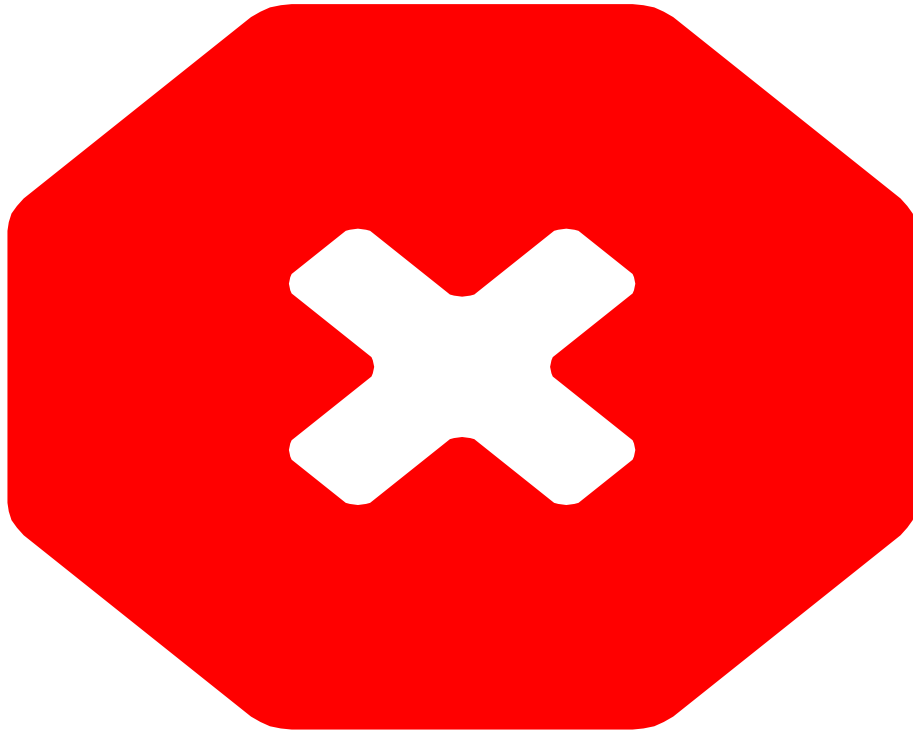
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4. You review the lesson and key tips.

Discussion

Red Alert!



Students can't discuss what was different in the two samples.

Teaching Strategy B

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1. You define summarizing and paraphrasing.
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Go back to the definition of Summarizing vs. Paraphrasing, re-explain what was different.

1. You review the lesson and key tips.



How often do you think we should incorporate formative assessments?

Suggestions

- ▷ After individual teaching concepts
- ▷ Before transitions
- ▷ When you've gone over a skill you need to build on

Where to use FA?

Where should it be added into the following lesson snippets?

Teaching Strategy E

Objective: Find resources related to their engineering project.

Instruction:

1. You tell students about the type of resources that the library has.
2. You show the engineering guide and its features.
3. You show a search in Compendex.
4. For homework, students bring 4 articles to class next week on their topics.

Teaching Strategy E

Objective: Find resources related to their engineering project.

Instruction:

1. ~~You tell~~ **Discussion with** students about the type of resources that the library has.
2. You show the engineering guide and its features.
3. You show a search in Compendex.
4. **In pairs, students practice a search in Compendex.**
5. For homework, students bring 4 articles to class next week on their topics.

Teaching Strategy F

Objective: Use sources other than common business databases to find information related to their business law topics.

Instruction:

1. You tell students that the library has tons of databases, and some are better than others for certain topics or disciplines. Business law is interdisciplinary, so students may need to look in more than one place for enough information.
2. You break down an example topic and show how it can be researched from a business angle, legal angle, and psychological/sociological/educational, etc. angle.
3. You show students the LibGuides, and point out the different guides that can help with the example topic.

Teaching Strategy F

Objective: Use sources other than common business databases to find information related to their business law topics.

Instruction:

- 1. Discussion on where students typically look for business law information.**
2. You tell students that the library has tons of databases, and some are better than others for certain topics or disciplines. Business law is interdisciplinary, so students may need to look in more than one place for enough information.
3. You break down an example topic and show how it can be researched from a business angle, legal angle, and psychological/sociological/educational, etc. angle.
- 4. Students will complete a mind-mapping exercise on a worksheet to help them take an interdisciplinary approach to researching their topic.**
5. You show students the LibGuides, and point out the different guides that can help with the example topic.
- 6. Students explore the guides and identify at least three guides that are not business to help them with their research.**

Teaching Strategy G

Objective: Determine the best uses for Google in the research process.

Instruction:

1. You lead a presentation on on the best uses for both Google and library resources in regards to research.
2. You present a list of criteria to consider when they are evaluating information they find on the web.
3. Students search for information on their topic for their upcoming presentation on a prominent scientist in both Google and the library databases.

Teaching Strategy G

Objective: Determine the best uses for Google in the research process.

Instruction:

1. You lead a ~~presentation~~ **discussion** on on the best uses for both Google and library resources in regards to research.
2. ~~You present~~ **Together, the class makes** a list of criteria to consider when they are evaluating information they find on the web.
3. Students search for information on their topic for their upcoming presentation on a prominent scientist in both Google and the library databases.
4. **In pairs, they discuss what they find in each source. Then, student pairs take turns presenting their findings to the class, and share how they found information on their scientist through the library resources, and how it compares to what they found on Google.**

Qualities of Strong Formative Assessments



**Align with LO's &
instruction activities**



**Target one LO at a
time**



**Provide feedback for
both instructor &
student**

 **Low-stakes**

 **Timely**

 **Ongoing**

Teaching Strategy H

Objective: Create an email alert and RSS feed for a search related to their topic.

Instruction:

1. You tell students how they can find options to create email alerts and RSS feeds, and point it out in Academic Search Complete.
2. You show an example executed search, and show students how to create an email alert.
3. Individually, students create an RSS feed based on a search for their topic.
4. Students write a three paragraph essay on why email alerts are useful tools for their research.

Your Turn

- ▷ Read the example lesson.
- ▷ Identify the check(s) for understanding.
- ▷ If the FAs are there, are they strong? What needs to be changed, and how?
- ▷ If they are not there, how and where would you insert a FA?

Teaching Strategy I

Objective: Use a footnote to find a specific resource.

Instruction:

1. You review the footnotes on a chosen page of the assigned reading.
2. You tell students that there are two types of footnotes - bibliographic and informational.
3. The students categorize each footnote on the page as either bibliographic or informational.
4. Together, the class lists the different elements they see in the bibliographic footnote and you write them on the board.
5. You demonstrate how to use the elements in a particular citation to find the citation in Google Scholar.
6. Students find ten of the sources from the footnotes and bring them to the next class.

Teaching Strategy J

Objective: Students will create research questions based on the larger scope of their topic.

Instruction:

1. Define what a research question is.
2. Show a larger topic students will recognize in their area of study and break that topic down.
3. Show via hypothetical questions why some research questions are good and others not leading them through various checkpoints (Is the question too easily answered? Is it precise? Is it too broad/theoretical?)
4. Suggest preliminary searching, posing the question through a 'who, what, where, why' lens, and finally ask students to question the value of their research question and if it adds to the larger scholarship of their area of study.

Teaching Strategy K

Objective: Create a search strategy using Boolean Operators.

Instruction:

1. Show a slide breaking down the three boolean operators.
2. Have an individual slide for each operator explaining what it will 'do' to the search (i.e. AND makes searches smaller, OR makes searches broader, etc).
3. Show a slide modeling how to put different boolean operators together (what the equation looks like and how search engines may ask for different 'lines' of a search).
4. Model two fake searches for the students in an academic database, changing your boolean operators to get a better search the second time.

Teaching Strategy L

Objective: Describe why keeping track of resources is important to scholarship.

Instruction:

1. Poll: How do you keep track of your resources? (RefWorks, Endnote, A Word Document, I don't keep track.)
2. Discussion: Why do you keep track of sources?
3. You present slides explaining the definition of scholarship followed by a graphic that shows how citing sources affects scholarship.
4. Show an example of mis-crediting sources that became a scandal.

Teaching Strategy M

Objective: Find information relevant to their topics for their group projects.

Instruction:

1. The librarian leads a discussion on on the best uses for both Google and library resources in regards to research, and explains and demos the process of creating a good search strategy.
2. In their groups, students create a search strategy on a worksheet on their topics.
3. Student groups report out to the class the search strategies they created, and other groups give feedback and suggestions.
4. After the librarian demonstrates an example search in JSTOR, the groups execute their own strategies in the same database.
5. The librarian checks in with each group to offer suggestions and help them refine their searches.
6. The groups then report out to the class what they found, and how they found the best articles related to the example topics.



Goal

Develop a better understanding of formative assessments and their uses in the classroom.



SlidesCarnival icons are editable shapes.

This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.
- Change line color, width and style.

Isn't that nice? :)

Examples:

