

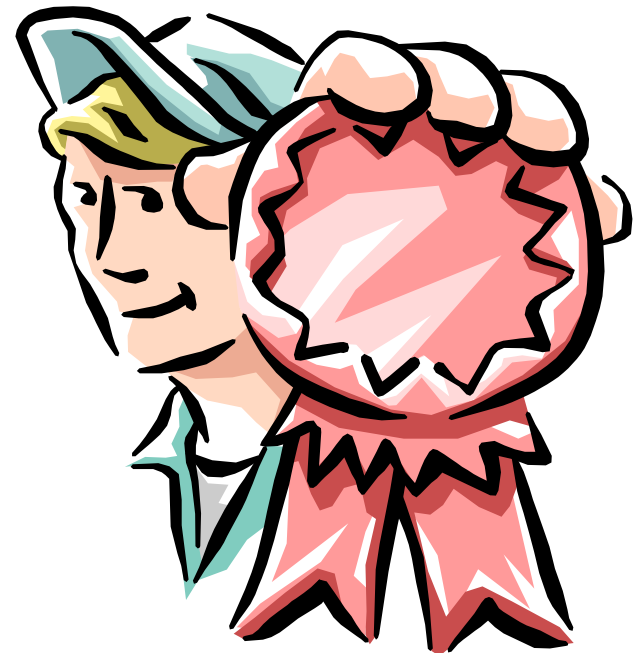
# Online Narrative Inquiry as an Assessment Tool

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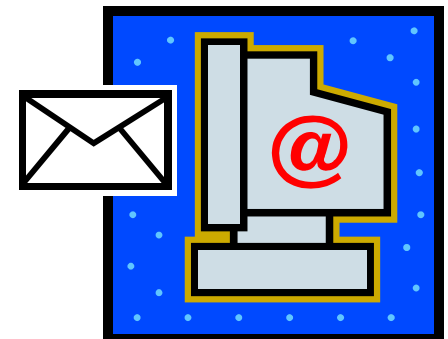
# Key Points

- Advantage of Technology
- Sources of Assessment Data
- Methods of Assessment
- Impact of Assessment
- New Model of Learning
- K-12 Applications



# Advantages of Technology

- Speed
- Archiving
- Synchronous and Asynchronous
- Broadcasting and Individualization
- Public and Private
- Assessment Individualization
- Statistical Features
- Levels Playing Field: language, culture, personality
- Increases Writing and Reflection



# Sources of Assessment:

## CourseWare Characteristics

- Surveys
- Quizzes: variety of responses
- Discussion threads
- Virtual classroom/chat
- Group pages
- Usage statistics: by user, time, date, content



# Sources of Assessment: Student Work

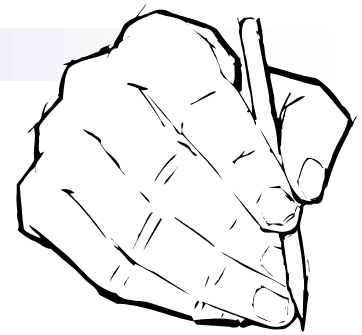
- Reflective Journaling
- Critical Events
- Synchronous Discussion and Interviews
- Threaded Discussion
- Presentations
- Bibliographies
- Reports/Papers
- Projects



# Assessment Methods

- Peer Review
- Expert Opinion
- Observation and Interaction
- Rubrics
- Exemplar Comparison
- Content Analysis
- Descriptive Statistics
- SPSS
- Software: Nudist, etc.





# Narrative Inquiry

- Naturalistic inquiry: “research that focuses on how people behave when they are absorbed in genuine life experiences in natural settings”
- Reflective journaling: a means for students to critically analyze their life experiences, framing theory contextually (e.g., critical incidents)
- Technology impact: optimizes process because students can access, analyze, and respond to peers’ entries at their convenience



# LI 500

## Foundations of Information

- “Instrument”: weekly self-reflections about information within the context of the course: draw upon coursework, career efforts, and personal experience; include peer response
- Data analysis: content matrix, noting timing, source of inspiration, and insights/outcomes





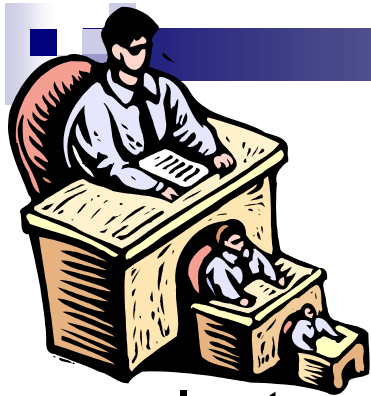
# LI 500 Findings

- Students became more theoretical and action-oriented with respect to information.
- Students changed from a consumer-based, emotional response to information, relating it to personal experience, to a more objective and abstract construct.
- Students responded significantly to issues of ethics, and became more committed to engagement in information flow.
- Students who made generalizations and strategic plans tended to earn higher grades, probably because they were able to synthesize and apply theory more effectively.



# LI 500 Course Implications

- Continue to deal with ethics towards the end
- Change format of journaling
- Have students journal about their readings explicitly



LI 550

# Library Media Management

- Instrument: write about three course-related critical incidents that they experienced that semester; include peer response
- Data analysis: content matrix, noting conflict/problem, source of support, and resolution. Captured demographic data included: employment status, number of years working in a school or other type of library, presence of other library staff, years of classroom teaching experience, library media courses taken.



# LI 550 Findings

- Topics depended on course activity, work, other students' comments
- No significant difference by gender, ethnicity, work experience
- Main issues were human relationships, resources, technology, administration
- Issues were in response to outside pressures
- Sources of help: administration, teachers, self, policies, LMTs
- Lessons learned: communication, principal support, collaboration

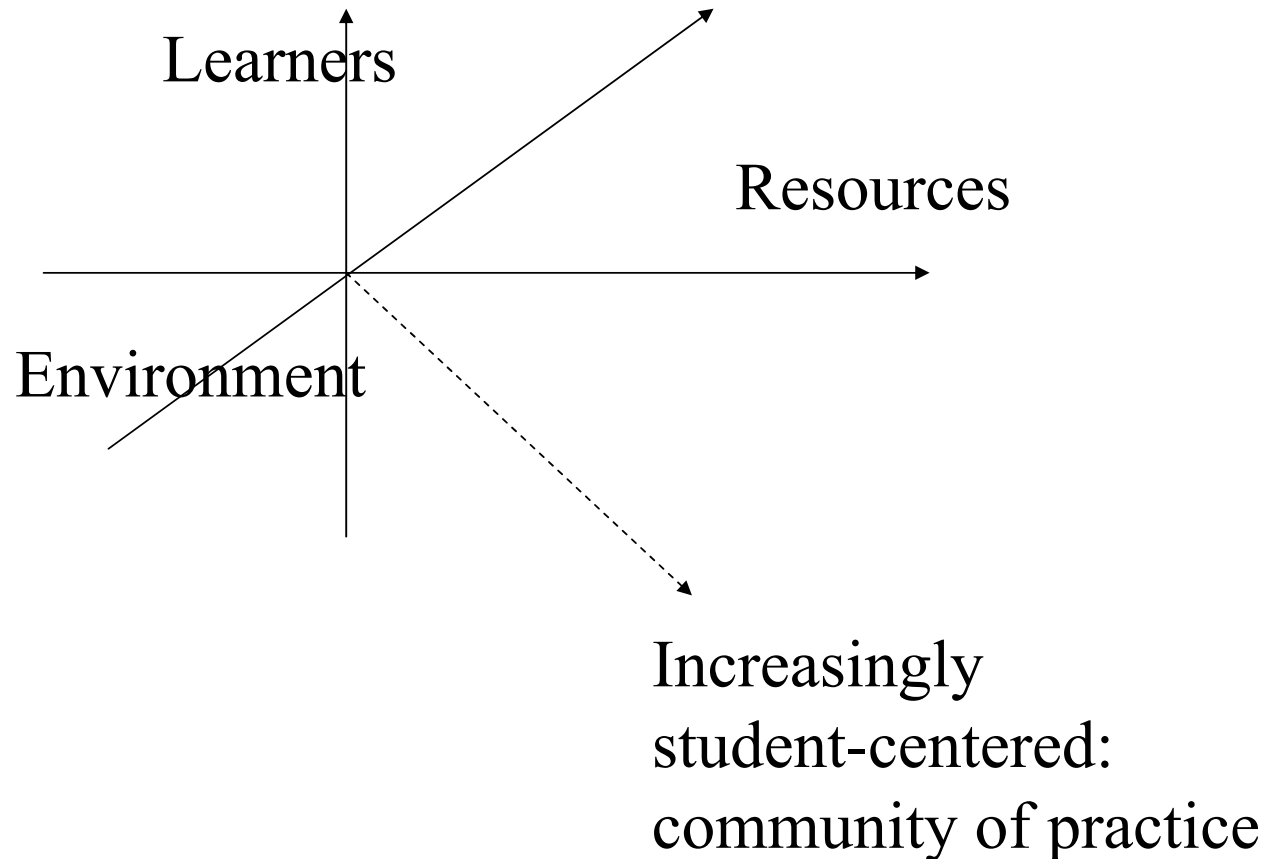


# LI 550 Course Implications

- Continue journaling: students saw how coursework applied to their settings, and how problems they encountered could have been solved more easily once they learned library management skills and knew more resources. They particularly liked reading peers' reflections because: 1) they found that others had similar problems so did not feel isolated or "strange," and 2) they were given good tips that they could use if a similar problem arose for them.
- Complement online journaling with F2F case studies.
- Add more content on administrative interface; introduce policies earlier; add textbook issues to selection course.



# Dimensions Model



# K-12 Settings: Purposes

- Promote metacognitive understanding
- Identify strengths and challenges in learning processes
- Trace process/sequence thinking and feeling
- Identify student styles and preferences
- Identify students' sources of information and understanding
- See learning progress over time
- Assess course content and delivery effectiveness







# K-12 Setting Methods

- Journals/diaries linked to literacies
- I-search papers
- Cornell notes
- Audiotape or video journals
- Photo journals



# K12 Settings: Life of Information

Connect information literacy concepts to students' personal lives:

- Connection between classes
- Commentary on what they're reading
- Discrepancies between prior beliefs and new information
- Problem solving

Alternatively, one student could pose a problem and factors, and peers could suggest solutions.



# K12 Settings: Trends over Time

- Deeper thinking
- More connections between class and life,
- More objectivity or justified opinion
- Richer commentary, increased understanding
- Greater application of information

Concept mapping also works well:

- do at beginning, middle, and end of a unit or other natural period of time.



# K12 Settings: Issues

- Clear objectives and expectations
- Privacy / confidentiality / “pass options”
- Peer review limitations
- Developmental issues
- Linguistic / language issues
- Audience / reader bias



# Supporting Studies

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