

Anne Zannia

'Documenting Impact: Evaluating our Effect on Information Literacy Skills in the Context of a Collaborative Teaching Environment.'

**Theme: Strategic approaches to Information Literacy**

Librarians need to be able to evaluate and document their impact on student information literacy and ICT skills. Nationally and locally, education is focusing on student achievement and its measurement. In the school library world, we talk of evidence-based practice, accountability and impact on teaching and student learning. We want to examine and document how our programs help create self-directed lifelong learners and critical thinkers, and we need to evaluate and continue to improve what we do in these areas. At the same time, we need to advocate for our programs in times of economic shortfalls. All this points to the need to examine strategies that can be simply integrated into our daily worklife that will document the effectiveness of our programs in support of learning. This presentation will focus on a range of data collection strategies and techniques that examine areas of the program directly related to collaborative activity, teaching, student learning, and information literacy and ICT skills.

This effort exceeds traditional job expectations for librarians and requires a range of professional skills that include and go beyond the design of instructional units, articulation of instructional objectives, development of effective teaching strategies, and adaptation to learner needs. Librarians need to know how to create valid, reliable, effective tools for assessing student skills and evaluating the impact of the context in which they teach these skills. This context includes the collaboration with teachers to integrate the ICT skills into the content curriculum, the effectiveness of their own teaching, and the information literacy and critical thinking skills actually required in student assignments.

Librarians need to determine what data is needed, opportunities to gather data, and effective strategies for analysis and dissemination. Building on the work of David Loertscher and Ross Todd, as well as current program evaluation tools, the presentation will outline what data is most valuable to collect to demonstrate the library program's impact on student learning, how data might be gathered as part of regular routines, and strategies for gathering needed data that is not normally collected. Data collection tools include logs or reflections, anecdotal records, student conferences, tests, self-assessments, observation checklists, interviews, focus groups, surveys, performance assessments, product rubrics, tallies, schedules, and planning records.

Then, the presentation will look at ways to use readily accessible technologies (e.g., Excel spreadsheets, web-based survey-tools, calendaring programs) to create simple data collection methods that can facilitate collection, analysis and presentation of the information on information and technology literacy skills, effectiveness of teaching, and contextual factors. Finally, the program will discuss how to report the results effectively to decision makers.