

Evaluating Student Learning *Did They Get It?*

Brief Assignments

Implement these during a one-shot instruction session.

- ***Three Things You Learned:*** At the end of the session, ask students to write down on an index card three things that they learned.
- ***Muddiest point:*** At the end of the session, ask students to write down on a piece of paper what they found most confusing.
- ***One-minute paper:*** At the end of the session, give students one minute to write what they learned.
- ***Index card assignment:*** When students arrive for the session, give them index cards and ask them to write down three questions they have about the library or about research. Collect those index cards before you start the session. At the end of the session, read the questions and have the students answer them. You will find out if they learned what you set out to teach them or if they had any questions you did not address during the session. This is also a way of combining evaluation and [active learning](#).
- ***Pre- and post-tests (quizzes):*** Create a quiz that addresses the areas you will cover during the session. Copy it on both sides of a sheet of paper. At the beginning of the session, have students take the quiz. When they are through, tell them to set it aside. At the end of the session, ask students to turn the sheets over and take the same quiz again. They will immediately be able to see what they learned, and so will you when they pass it in. Save time to go over the correct answers during class. If you do not have time, make sure that students are given a handout or a follow-up email with the correct answers.

In-Depth Assignments

More in-depth assessment requires that you have a good working relationship with a course instructor or faculty member.

- ***Check sources:*** Offer to check the works cited lists with or for faculty. By checking the works cited list, you will find out if students implemented any of the skills you taught in the session.
- ***Faculty feedback:*** Ask faculty to give you feedback on student learning. A few weeks after the session, after they have completed an assignment, email or call faculty and ask if they noticed a difference in assignment quality.
- ***Student research log:*** Ask faculty to require that their students keep a research log. Offer to review the log for faculty or to do the review together.
- ***Additional Assignments:*** Create a course-specific assignment that students must complete and turn in after the session. Offer to grade it for faculty or to grade it together. Be sure to follow up with the class on any problem areas you discover from these assignments.