Mastery learning for information literacy

Neil Dixon
Library Learning Technologist

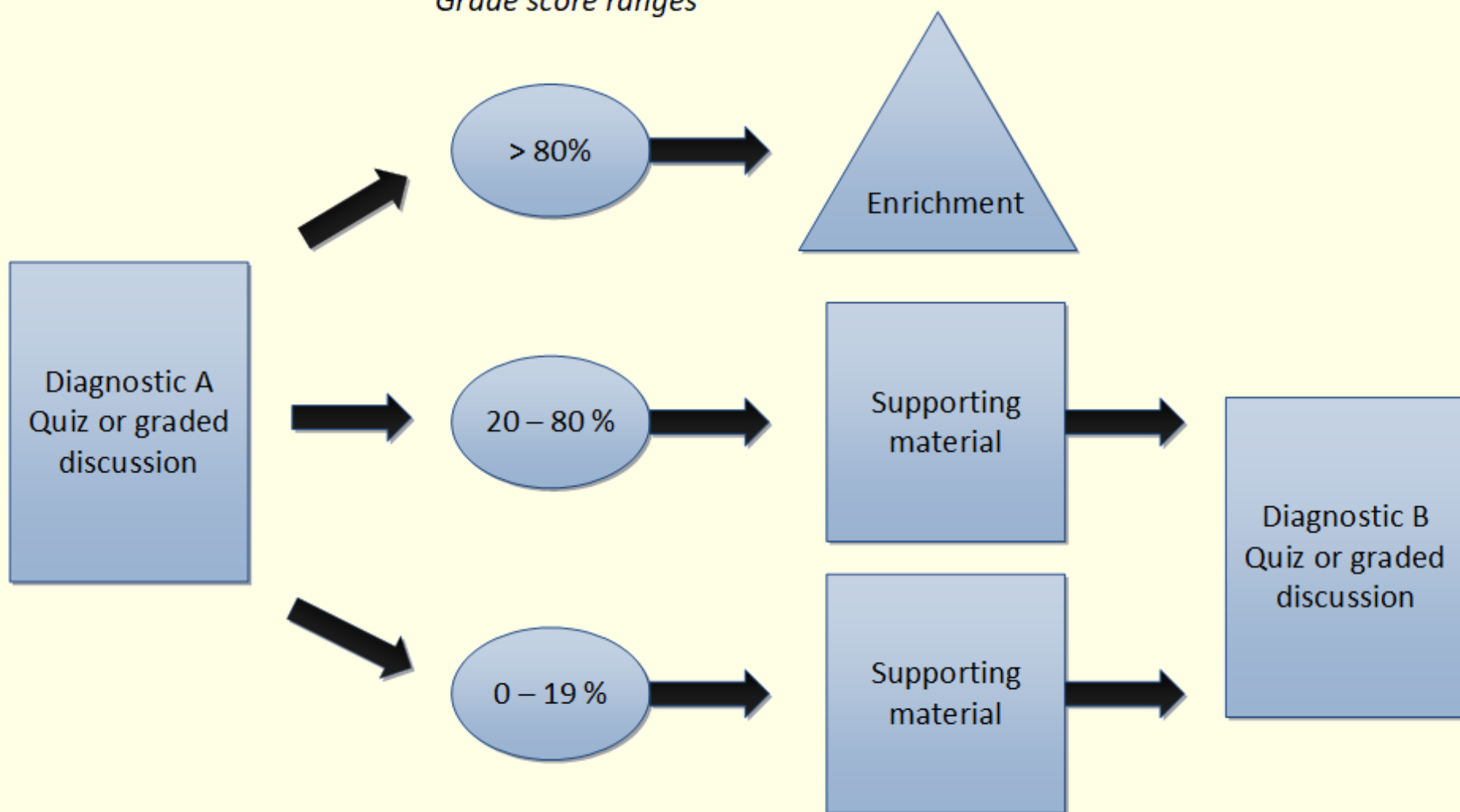Andrea Packwood
Subject Librarian

New for ARU – about the project

- **Learning and Teaching Project**
- **Embedded, customised**
- **Evaluated**
- **Students as co-creators**
- **Student research assistant**
- **>500 students**
- **Mastery paths - Canvas**

Unit 1

Grade score ranges

Diagnostic A Quiz or graded discussion

> 80% → Enrichment

20 − 80 % → Supporting material → Diagnostic B Quiz or graded discussion

0 − 19 % → Supporting material → Diagnostic B Quiz or graded discussion
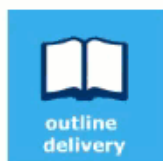
Recent announcements

Genetics workshop Week 9 and 10
Please bring a coin to the genetics workshop as you ...
Posted on: 14 Nov 2019 at 10:56

Practical session week 9 and 10
The practical session in week 9 and 10 will be a gene...
Posted on: 11 Nov 2019 at 14:23

Core Biology 1 (2019 MOD004894 TRI1 F01CAM)

module information

share a question?

outline delivery

course information

assessment

Turnitin

learning activities

e:Vision

Week 1	Week 2	Week 3	Week 4
Week 5	Week 6	Week 7	Week 8
Week 9	Week 10	Week 11	Week 12

MOD004894 Core Biology 1

Semester 1 2019/20
Module Leader: Felicity Savage

Room: SCI 010
Extension: 2146
Email: felicity.savage@anglia.ac.uk

View Course Stream

View Course Calendar

To-do

Earn PPD points an... ✕
11 Nov at 8:17 |

Practical session we... ✕
11 Nov at 14:23 |

Genetics workshop ... ✕
14 Nov at 10:56 |

Element 011: IN-CL... ✕
50 points |
9 Dec at 9:00 |

Element 010 compo... ✕
15 points |
13 Dec at 14:00 |

Element 010: COU... ✕
13 Dec at 14:00 |

Quiz questions….

Eminent scientist Lewis Wolpert sorry for using others' work

Leading biologist and author regrets 'careless' inclusion of unattributed work in his acclaimed 2011 book on ageing

In 2011, 'Eminent scientist' Lewis Wolpert published a book which included copied sections from Wikipedia and other people's work. His book had to be withdrawn from sale because this copying was bad academic practice. You can read about it here https://www.theguardian.com/books/2014/jan/19/lewis-wolpert-sorry-using-others-work

Read the statements below. Choose the statement(s) that most accurately describe what Lewis should have done to make his work academically acceptable.

- ☐ Included a reference at the end of each chapter to show when he had used someone else's work.
- ☐ Included in-text references positioned so it was clear to the reader when he referred to someone else's ideas.
- ☐ Included a reference list with full details of each work he had referenced in-text.
- ☐ Thought critically about what he read and wrote about it in his own words.
- ☐ Changed the order of the words so readers couldn't tell where they had come from.
- ☐ Put the sections he copied in quotation marks and in separate paragraphs.
- ☐ Included a reference list that gave the full details of everything he had read.
- ☐ Re-worded the ideas covered in the Wikipedia pages to it sounded like his own writing style

- Activity required
- >MCQs
- Automatic grading
- Feedback provided
- Real sources
- Subject specific….

How do you…

- Decide what students need to be able to **do** by the end of each year?

- **Find out** if students can do it?

Level 1

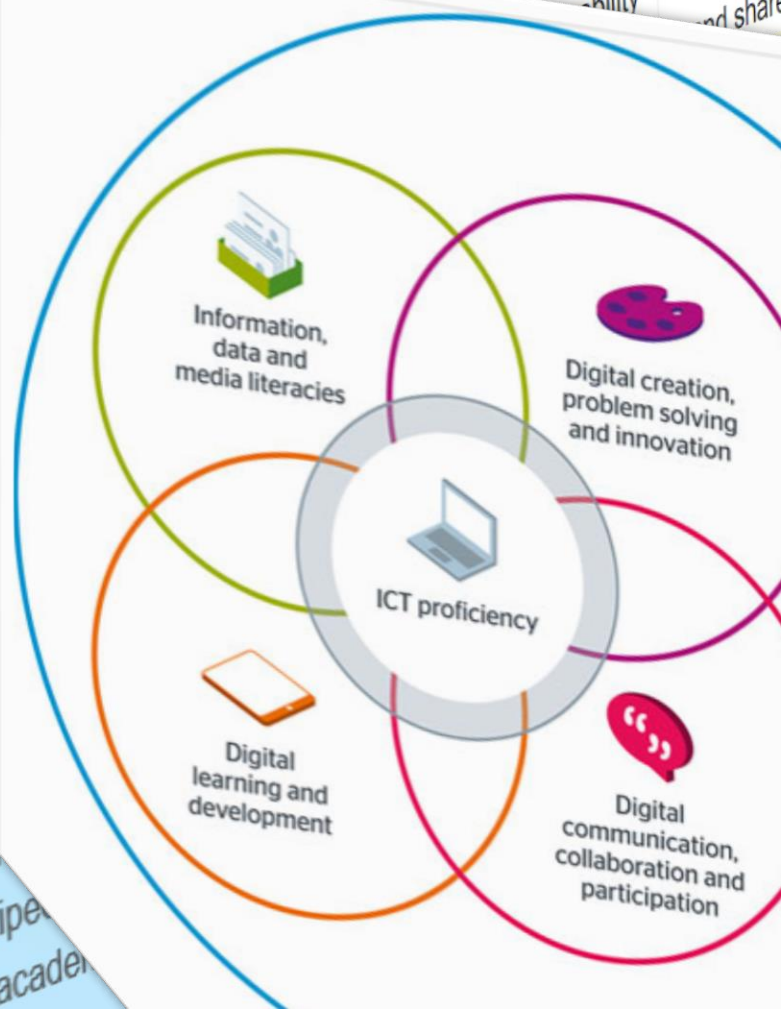Describe own 'digital footprint' - the tools and sites that show own presence as an internet user.

Contribute online information and resources from outside ... activities of the int... OU...

An... re...

...ate basic use

Apply digital technologies to managing, recording and reflecting on sustained learning in ...the subject area.

Articulate ...characteris... scholarship... relevant su... professio...

Apply digi... technique... ...d share...

Finding Information

...e the different types of academic ...on available in their subject area ...ain why they might use them.

...e what academic information is, ...y would find it and perform the ...th Library Search:

Evaluating Info...

Recognise the li...
Google and Wikipe...
...of an academ...

Information, data and media literacies

Digital creation, problem solving and innovation

ICT proficiency

Digital learning and development

Digital communication, collaboration and participation

Evaluating and finding

Criteria	Ratings		Pts
⊚ Employ criteria to evaluate sources in an academic context view longer description threshold: 5.0 pts	**6.0 Pts** **Meets** **expectations**	**0.0 Pts** **Does not** **meet** **expectations**	6.0 pts
⊚ Identify keywords to use for searching for a given topic. view longer description threshold: 20.0 pts	**24.0 Pts** **Exceeds** **expectations**	**0.0 Pts** **Does not** **meet** **expectations**	24.0 pts
⊚ Locate and use books and journal articles from Library Search and Google Scholar view longer description threshold: 8.0 pts	**10.0 Pts** **Exceeds** **expectations**	**0.0 Pts** **Does not** **meet** **expectations**	10.0 pts

How is it going so far?

- Student uptake

- Average quiz scores

- Focus group feedback

Students said

Should be compulsory or opt out

Greater visibility

Different questions for repeat practice

Clarity of scoring

Your own next steps…..

- What is the scope for application in your institution?

Thank you!

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