ANALYSING INFORMED LEARNING

AT MAASTRICHT UNIVERSITY

Stefan Jongen, PhD
Specialist Scientific Information

Jaro Pichel, MSc, Frederike Vernimmen-de Jong, LLM, Prof. dr. Harm Hospers
MAASTRICHT UNIVERSITY

Founded in 1970

6 Faculties

Problem Based Learning:
- Contextual
- Constructive
- Collaborative
- Self-directed
“EDview participants underlined that teacher support in these areas - such as providing direction in literature searches and reviews, specifically in light of the overload of available information in the digital world, and guidance in critical questioning during discussion - would have to be substantial at first and then gradually decrease”

“An aspect that came up multiple times in EDview interviews and focus groups was the difference between “what the world looks like” now compared with when UM was founded in the 1970s, especially related to the digital world and the possibilities to find information there. (...) Related to this, participants noted that students have to be carefully supported in building “information literacy”

Trend “Learning Analytics” (by SURF and VSNU)

Research (inter) national about definition Learning Analytics

Focusgroup:
1) LMS not used as LMS
2) Learning outside LMS

New approach: Informed Learning

Literature review “Analysing Informed Learning at UM”

Combining two projects
- Analysing Informed Learning
- Learning in a changing information Landscape

EDLAB – University Library Project:
Information-Wise
INFORMED LEARNING: REALITY VS IDEAL WORLD

FUNCTIONAL APPROACH
The library teaches information literacy mainly as a discrete skill
One-shot workshops related to systematic searching and reference management

FUNCTIONAL, SITUATED, AND CRITICAL APPROACH
Information literacy situated within the disciplinary context
Link to critical thinking (e.g. social and political aspects of information)
INFORMATION LITERACY FRAMEWORKS

Association Colleges & Research Libraries (ACRL) Framework

- Authority is constructed and contextual
- Information creation as a process
- Information has value
- Searching is strategic
- Scholarship is a conversation
- Research as inquiry

A New Curriculum for Information Literacy (ANCIL)

- Social dimension of information
- Synthesis and knowledge creation
- Presenting and communicating
- Ethical dimension of information
- Managing information
- Resource discovery in your discipline
- Academic literacies
- Learning to learn
- Advanced information-handling
- Subject context
- Key skills
- Transition to higher education
- Becoming an independent learner
- Mapping the information landscape

LEARNER
INFORMATION LITERACY FRAMEWORKS (2)

Society of College, National, and University Libraries (SCONUL)
Seven Pillars Framework
OUR MISSION

“Identify and develop information literacy skills, which enable UM Bachelor students and staff to actively participate in the changing information environment.”
GOALS INFORMATION-WISE PROJECT

Work Package 1: Data Collection

Get an in-depth and comprehensive understanding of the issues UM students and teachers face regarding the use of information in the learning process.
## ANALYSING INFORMED LEARNING?*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Assessment?</th>
<th>Level of assessment*</th>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys</td>
<td>Summative</td>
<td>Reaction</td>
<td>Perceived self-efficacy</td>
<td>Does not measure learning, overestimation of skills</td>
</tr>
<tr>
<td>Focus groups</td>
<td>Summative</td>
<td>Reaction</td>
<td>Ability to ask follow-up questions</td>
<td>True opinions?</td>
</tr>
<tr>
<td>Objective tests (e.g. diaries)</td>
<td>Summative or Formative</td>
<td>Learning</td>
<td>Easy to administer</td>
<td>Do not measure high-order skills</td>
</tr>
<tr>
<td>CAT and performance measures</td>
<td>Formative</td>
<td>Learning</td>
<td>Immediate feedback</td>
<td>Difficult to measure, code and quantify</td>
</tr>
<tr>
<td>Authentic assessment</td>
<td>Summative and formative</td>
<td>Behavior</td>
<td>High validity</td>
<td>Highly effective faculty collaboration needed</td>
</tr>
<tr>
<td>Guerrilla interviews</td>
<td>-</td>
<td>Reaction</td>
<td>High face validity</td>
<td>Subject measure</td>
</tr>
</tbody>
</table>


COURSE SYLLABI ANALYSIS**

Percentage aligned with ACRL standards (n=1153)

---

Constructive Alignment*


---

ANALYSING INFORMED LEARNING

1. Surveys
2. Diaries
3. Guerrilla interviews

1. Surveys
2. Focus groups
3. Course Syllabi Analysis
Work Package 2:

Develop a coherent and blended information and digital literacy programme with generic and discipline-specific modules in which students from all faculties will gain knowledge about, practice, and receive feedback on their information literacy skills.
GOALS INFORMATION-WISE PROJECT

Work Package 2:

Piloting and constructively aligning new information-literacy modules in different faculty courses to evaluate the effectiveness. This means also increasing didactical support and developing training material (e.g. a blueprint) for teaching staff guiding them to integrate information literacy within faculty curricula.
WP2 – INFORMATION LITERACY BA PROGRAMME

- Information Literacy Bachelor’s Programme within existing curriculum
- Generic and discipline-specific learning modules
- Teaching- and learning material (assessments, teaching activities, learning objectives)
INFORMATION-WISE CORE TEAM

JARO PICHEL, MSC
Educational Specialist

STEFAN JONGEN, PHD
Scientific Information Specialist

JULIE DE RONDE, MSC
Project Coordinator Innovation

HENRIETTA HAZEN
Coordinator Academic Skills
PROJECT TEAM INFORMATION-WISE

WE KICKED-OFF!
On March 28th, we kicked off the Information Wise project!

The project team is composed by members of all UM faculties and the library’s information specialists.

1. Jaro Pichel | UB
2. Stefan Jongen | UB
3. Henrietta Hazen | UB
4. Julie de Ronde | EDBAT
5. Arie van der Lugt | FPN
6. Fleurie Niervelstein | FPN
7. Hans Savelberg | FHML
8. Christel van Gool | FHML
9. William Bull | LAW
10. Nicole Kornet | LAW
11. Anges Foster | FSE
12. Desiree Parren | FSE
13. Roy Erkens | FSE
14. John Harbord | FASOS
15. Susan Schreisman | FASOS
16. Inken Gast | SBE
17. Rick Kaemper | SBE
18. Barend Last | UB
19. Ludwien Hollanders | UB
20. Rachel Flourens | UB
21. Gregor Franssen | UB
22. Angelique Bessems | UB
23. Leonie Potz | UB
TAKE AWAY MESSAGES

• Use a mixed method approach to understand the challenges students face in dealing with information
• Take both student and teacher perspective into account
• Collaboration between library and faculties is needed to increase the quality of information skills education
QUESTIONS?

STEFAN.JONGEN@MAASTRICHTUNIVERSITY.NL