Information Literacy Skills Assessment and Curriculum Analysis in Teacher Education Programs: Establishing a Conceptual Framework

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UNLV Libraries Scholarship Colloquium
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Project Overview

- Examination of curricular elements in teacher education programs as related to information literacy skills
- iSkills Assessment from ETS
- Two campuses – UNLV and BYU
- Teacher education majors in junior-level courses
- Test administration at UNLV in Fall 2013
What is iSkills?

- Developed by ETS
- Scenario based
- 14 items
- Web based
- One hour
- Measures seven competency areas: Define, Access, Evaluate, Manage, Integrate, Create, Communicate
Teacher Education Standards

- National Council for Accreditation of Teacher Education (NCATE)
- Council for the Accreditation of Educator Preparation (CAEP)
  - New Standards this summer
  - Candidate Quality, Recruitment and Selectivity
  - Program Impact
High Impact Practices

1. First-Year Seminars
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Service Learning
9. Internships
10. Capstone Projects

Research Questions

1. How much of the variance in students’ iSkills assessment scores is predicted by the theoretically important variable of number of high impact practices in their college curriculum?

2. How much of the variance in students’ iSkills assessment scores is predicted by additional background variables—gender, race, best language, and students’ cumulative college GPAs?

3. How do students describe their teacher education program academic experiences related to the acquisition of higher-order information literacy skills?
Research Design

Quantitative
  • Hierarchical Multiple Regression Analysis

Qualitative
  • Focus Groups

Comparative
  • Curriculum Analysis