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Reaching First- Generation and Underrepresented Students through Transparent Assignment Design

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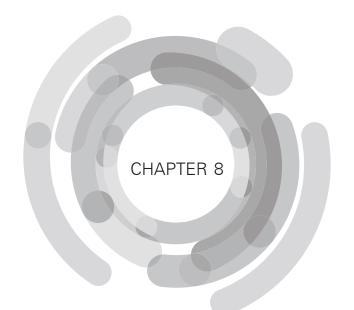Jacqui Grallo
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CHAPTER 8

Reaching First-Generation and Underrepresented Students through Transparent Assignment Design

Ryne Leuzinger and Jacqui Grallo

Introduction

An emerging body of research suggests that the evidence-based instructional practice of transparent assignment design has the potential to benefit all students and has a particularly strong impact on first-generation students and/ or members of underrepresented groups. This chapter intends to build on the work of the Transparency in Learning and Teaching in Higher Education

(TILT Higher Ed) project led by the University of Nevada, Las Vegas (UNLV), in collaboration with the Association of American Colleges and Universities (AAC&U) for a 2014–15 study. This study found that students exposed to the evidence-based instructional practice of transparent assignment performed better on a variety of measures, including academic confidence, sense of belonging, and mastery of the skills that employers value most when hiring. This finding was especially true for first-generation students but also for those from groups that have been historically underserved by higher education.[1] To date, little research has been published regarding the degree to or the ways in which librarians are implementing elements of transparent assignment design in one-shot or semester-long information literacy instruction or for assignment design in general.

This chapter discusses the findings of a national survey conducted to gain insight into academic librarians' assignment design practices for one-shot and semester courses, with a focus on whether librarians are utilizing elements of transparent assignment design and, if so, how this is occurring. This work builds on a survey that was administered at the authors' institution in spring 2016 involving course instructors' research assignment design practices, which looked at whether course instructors who collaborate with librarians are using these teaching strategies. The findings of this first study indicated that at the authors' institution they often do.[2] In building on this work, the focus of the study shifted to librarians in order to gain insight into the ways in which members of the field are thinking about (or not thinking about) these practices.

In the context of the survey, activities and assignments refer to items created or co-created by librarians as opposed to activities and assignments that librarians work in support of but did not participate in creating. Activities and assignments designed or co-designed by librarians play a pivotal role in librarians' work as they seek to support student learning and engagement in pursuit of accomplishing specific learning outcomes. It is integral for information literacy instructors to have a strong sense of the common features of well-designed activities and assignments, and, in particular, to have an understanding of what inclusive design that supports *all* students entails. In this pursuit, it is essential that librarians engage in a reflective teaching practice that helps students overcome the "unwritten rules of college," i.e., norms that instructors fail to articulate because of presumptions about students' background knowledge. In "The Unwritten Rules of College," Yosso, professor of educational studies at the University of Michigan at Ann Arbor, writes, "Understanding the rules of the game is one of the most difficult parts for historically underrepresented students."[3] Though assignment design considerations can significantly impact student learning and success, there has been limited research on assignment design within the context of information literacy instruction.

In developing and administering the survey, the goal was to gain insight into key elements of TILT's Transparent Assignment Template:[4] the way in which an activity/assignment is aligned with learning outcomes, how the purpose of an activity/assignment is communicated, how the discrete tasks involved in completing an activity/assignment are communicated, and how the grading criteria for an activity/assignment are communicated.

As described in the TILT study, there is reason to believe that this evidence-based approach to assignment design can play a role in semester-to-semester retention of first-generation and underrepresented students by bringing the processes and goals of assignments and activities to the fore, in turn making them more easily interpretable and increasing the likelihood of student success.[5]

Literature Review

In creating the Transparent Assignment Template, faculty with expertise in the scholarship of teaching and learning drew together multiple evidence-based practices to create an easy-to-implement teaching tool. The outcome, as reported by Winkelmes et al. in "A Teaching Intervention that Increases Underserved College Students' Success," was the creation of a "teaching intervention that demonstrably enhances students' success, especially that of first-generation, low-income, and underrepresented college students in multiple ways at statistically significant levels, with a medium to large magnitude of effect." Winkelmes et al. further describe the template as a compelling framework that instructors can utilize as a means of helping their institutions right inequities in college students' educational experiences across the US.[6]

Transparent assignment design has three primary elements, the first of which involves clearly communicating an assignment or activity's purpose (i.e., why the students are being asked to complete a given assignment). This section often involves a description of transferability and "real world" relevance, in the spirit of "problem-centered" learning. The second element is a description of the tasks involved (i.e., what students are being asked to do), and the third involves articulating the criteria by which students will be graded (i.e., a rubric or checklist).[7] Results from the study showed statistically significant benefits for first-generation, low-income, and underrepresented students who completed assignments revised according to the Transparent Assignment Template. These students experienced increases relative to students in a control group in areas that are critical predictors of student success: academic confidence, sense of belonging, and mastery of the skills that employers value most when hiring,[8] including written and oral

communication, teamwork, ethical decision-making, critical thinking, and the ability to apply knowledge in real-world settings.[9]

The template was designed to be broadly applicable to teaching, and a "Library Research Example" is featured on the list of Higher Education Examples and Resources compiled by TILT to promote transparent assignment design.[10] Librarians at UNLV have played an instrumental role in disseminating this teaching tool, as described in "Collaborating with Teaching Faculty on Transparent Assignment Design."[11]

Research on library anxiety makes a compelling case for the necessity of a carefully considered approach to assignment/activity design within librarianship. Mellon's seminal article, "Library Anxiety: A Grounded Theory and Its Development," describes library anxiety as having three features: (1) students generally feel that their own library-use skills are inadequate while the skills of other students are adequate, (2) the inadequacy is shameful and should be hidden, and (3) the inadequacy would be revealed by asking questions.[12] Mellon's work helps illuminate the way in which librarians and classroom instructors can easily overestimate students' ability to ask questions about elements of assignments and activities that are unclear or unfamiliar to them. A student in Mellon's study expressed the consequences of this assumption: "I tend to feel like I'm the only one in the university that doesn't know where to look for things in the library."[13] In a recent article in *College & Research Libraries*, McAfee, a librarian reflecting on her feelings of library anxiety as an undergraduate, writes, "I had a debilitating fear of the college library. After I was given my first research assignment, I agonized for weeks about how I would conduct the research. I felt certain that other students had already mastered library research methods and that I was far behind everyone else. I worried that if I asked questions, it would expose how little I knew."[14] The principles found in the Transparent Assignment Template address these concerns, as use of transparent assignment design can reduce the need for students to ask clarifying questions as well as the feelings of inadequacy associated with not clearly understanding the requirements of the assignment, which are related to both the sense of belonging and academic confidence.

In the broader literature on pedagogy in higher education, scholarship articulates a clear connection between the needs of first-generation students and the utility of transparent assignment design. In *Promoting Persistence and Success of Underrepresented Students: Lessons for Teaching and Learning*, Kinzie, Gonyea, Shoup, and Kuh advocate for transparent teaching by arguing that "faculty members, advisers, and student affairs professionals must clearly and consistently communicate to students what is expected of them," and view this kind of transparency as particularly supportive of underrepresented and first-generation students in the context of retention and graduation.[15] Similarly, in *First-Generation Undergraduate Students and the Impacts of the*

First Year of College: Additional Evidence, Padgett, Johnson, and Pascarella describe the ways in which first-generation students are often less prepared than traditional students to interact with faculty upon entering college, thus creating a barrier to asking clarifying questions regarding an assignment.[16] Therefore, equitable teaching that supports all students requires that instructors pay close attention to providing clear guidelines and expectations.

In *"Is That Paper Really Due Today?": Differences in First-Generation and Traditional College Students' Understandings of Faculty Expectations*, Collier and Morgan provide unique insight into the utility of transparent assignment design in supporting first-generation students. The article examines the fit between faculty members' expectations and their students' understanding of those expectations and asserts that "students' success in college depends not only upon their explicit understanding of course content but also their implicit understanding of how to demonstrate that knowledge in ways that will satisfy each professor's expectations."[17] Students whose parents attended college have an inherent advantage in this way while first-generation students face a barrier by virtue of lacking access to the contextual knowledge and background information that "traditional" students use to decipher the unspoken expectations of course instructors. Collier and Morgan write that "even when two students have an equivalent mastery of the explicit content of their course work, the one who has a better understanding of their professors' implicit expectations will be more likely to succeed."[18]

The data gathered in this study demonstrates that "despite faculty members' self-proclaimed efforts to be as unambiguous as possible about their expectations, it is clear that students, in general, often had difficulty interpreting those expectations [regarding assignments].… These problems were even more severe for first-generation students than for traditional students." In the responses collected from students as part of the study, both "traditional" and first-generation students articulated an interest in having faculty better communicate their expectations and requirements with first-generation students expressing a particular need and interest in this revised approach to teaching. The Transparent Assignment Template accommodates this need as well as more specific requests from first-generation students that visual techniques be used "to emphasize key sections of the syllabus, using 'bullets, boldface, or some other font to show what's really important, to outline certain things, because sometimes they'll give you so much information I don't know what's pertinent or not.'"[19] The first-hand accounts gathered from first-generation students make a compelling case for the necessity of a reflective, transparent approach to teaching, particularly in the design of activities and assignments.

Transparent assignment design works in sync with knowledge of best practices in pedagogy in a number of ways, particularly in the context of motivational factors for students. In *How Learning Works: Seven Research-Based*

Principles for Smart Teaching, Ambrose et al. explain that when instructors ensure alignment of objectives, assessments, and instructional strategies, and "[w]hen students know the goals, are given opportunities to practice and get feedback, and are able to show their level of understanding—learning is supported… students also have a more coherent picture of what will be expected of them and thus are motivated because they feel more confident and in control of their learning, as well as their grade."[20]

Relatedly, scholarship regarding the ways in which students develop mastery of a topic demonstrates that "removing extraneous load—that is, aspects of a task that make it difficult to complete but that are unrelated to what students need to learn" helps support student learning.[21] This knowledge should encourage instructors to thoughtfully consider whether deciphering an instructor's expectations for a given assignment is peripheral or fundamental to their learning objectives for students.

Methodology

The idea was to apply the principles found in TILT's transparent assignment design model to the work of librarians in order to gain insight into the use of these evidence-based practices within the context of information literacy instruction. The UNLV-AAC&U project administered a short survey consisting of twelve Likert Scale and six open-ended questions in late summer 2017. The project identified prospective respondents as "academic librarians who engage in information literacy instruction, including teaching 'one-shot' drop-in workshops or 'one-shot' instruction sessions integrated into any type of course as well those who teach semester or quarter long information literacy courses."

The survey questions solicited information about librarians' practices with respect to designing information literacy-oriented activities and assignments. "Activity/assignment design" was defined in the survey preamble as "the creation of activities/assignments from scratch, as well as modification of existing activities/assignments created by others." The survey was not explicitly identified as being about transparent assignment design per se, nor did it contain much of the exact language of the Transparent Assignment Template. Rather, the survey questions were designed to elicit information about strategies librarians may or may not use to determine and communicate an activity or assignment's purpose, task, and criteria. The goal was to learn about the degree to which librarians are implementing the principles of transparent assignment design, whether or not they regard it as such. Specifically, the survey asked how often (always/sometimes/never) academic librarians engage in each of the following:

- intentional alignment with learning outcomes at each level (session, course, major/program, institution)
- incorporation of real-world problems that are relevant to students' lives
- use of existing activities/assignments (created by others) as models
- specific measures to ensure that students understand the purpose of an activity/assignment
- providing students with rubrics, other grading criteria, or examples of successfully completed assignments

Selected Likert Scale questions were followed by comment boxes wherein respondents were asked to elaborate on specific assignment design practices.

Findings

One hundred thirty respondents completed the survey.

Defining Purpose—Alignment with Learning Outcomes

When asked whether they intentionally align activities and assignments with learning outcomes at various levels, almost all respondents indicated that they do so at the session (66 percent always, 32 percent sometimes) and course (43 percent always, 49 percent sometimes) levels. A significant majority (39 percent always, 43 percent sometimes) further indicated that they intentionally align activities and assignments with institutional-level learning outcomes. Fewer respondents (16 percent always, 55 percent sometimes) reported aligning activities and assignments with outcomes at the major or degree program level.

Follow-up comments revealed broad awareness of the role of learning outcomes in student learning as well as interest in developing and/or teaching to them. It should be noted, however, that respondents' interpretations of "alignment" varied somewhat. Most described alignment as a systematic and deliberate process, in several cases referencing the "backward design" approach, while some regarded it as an intuitive process more so than a reflective, self-aware process.

Some respondents indicated that as a result of their institution's engagement with the AAC&U Value Rubrics, information literacy (or competency or fluency) had been identified as a core competency and/or embedded in institutional learning outcomes. They described several benefits associated with this, including facilitating the development and alignment of assignments and activities as well as communicating their purpose (and indeed, the purpose of their work as practitioners of information literacy instruction) to various stakeholders, including students and non-librarian colleagues.

Challenges most frequently identified by respondents included an outright lack of course, major, or institutional-level outcomes to work from or difficulty in accessing them. This was especially prevalent with respect to major or degree program-level outcomes, with many respondents indicating such outcomes may not exist or be accessible. Respondents also discussed sometimes consciously choosing not to align with outcomes, either because they had been asked by a course instructor to focus on concepts not covered by established outcomes or because they deemed it necessary to deviate from the outcomes in order to design activities conducive to student learning of practical, transferable information literacy skills.

In addition to discussing alignment with learning outcomes, respondents frequently mentioned intentionally aligning activities and assignments as well as session- or course-level outcomes they developed with the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education.*

Communicating Purpose

Virtually all respondents (67 percent always, 33 percent sometimes) reported that they take specific measures to ensure that students understand the purpose of an information literacy-oriented activity or assignment. Again, almost all (45 percent always, 52 percent sometimes) indicated that they communicate an activity or assignment's purpose in terms of its relevance to students' lives, while fewer (30 percent always, 50 percent sometimes) stated that they explicitly reference learning outcomes.

The follow-up comments revealed that, by and large, librarians are actively aware of the value of communicating an activity or assignment's purpose and, in some cases, referenced the TILT study. One respondent said, "I had an epiphany several years ago that being completely transparent about my methods, outcomes, and expectations really brought students on board."

When discussing how they communicate purpose, many expressed that they do so in terms of an activity or assignment's relevance to one or more of the following:

- a larger assignment that needs to be (successfully) completed in the short term
- students' chosen fields of study and/or future careers
- life in general—being an informed and engaged citizen, lifelong learner, etc.

A few respondents explicitly addressed the notion of teaching for transfer, explaining that they deliberately invoke the work students may find themselves doing in other classes they are taking at that time or will take in the future.

Many respondents discussed communicating an assignment's immediate purpose in the course and subsequently connecting it to the bigger picture. One respondent said, "Each activity is explained according to their work as students then how this work connects to actual reality.… By taking the time to make those connections, we add value to not only our instruction, the course, but their education as a whole."

Communicating Task and Criteria

A portion of the survey was designed to elicit librarians' practices with respect to communicating an information literacy-oriented assignment's task and grading criteria.

Model Assignments

None of the survey questions explicitly asked about how librarians articulate an assignment's task, as IL activities and assignments (particularly in one-shots) tend to be fairly granular. Rather, the aim was to understand whether and how librarians seek out existing assignments upon which to model those they create. The idea was that if the data indicated broad interest in using exemplary assignments as starting points, these assignments could be transparently designed and explicitly identified as such, which would help to increase the degree to which the practice is implemented.

The vast majority of respondents (32 percent always, 66 percent sometimes) reported that they look at examples of activities/assignments of other librarians, whether at their own institutions or beyond. In the follow-up comments, the respondents characterized this practice as highly valuable—an obvious time-saver and intrinsic aspect of their work. Comments such as "Why reinvent the wheel," "We all do it," and "We're such a generous bunch of professionals" were common. Further, several respondents cited the importance of Creative Commons licenses and the open educational resources (OER) movement to this practice.

Respondents also articulated the many specific resources of which they avail themselves in order to discover exemplary assignments. Resources that were identified include: repositories such as the ACRL Framework Sandbox, Project CORA, and PRIMO; professional development experiences and literature; and informal sharing with colleagues, often facilitated by social media.

Task and Criteria

An established practice aimed at helping students understand both the task of an assignment and its grading criteria involves providing students with examples that have been successfully completed, either by a student in a

previous semester or by the instructor. Examples may be annotated or discussed in class.

The survey revealed some differences in opinion among instruction librarians as to the value and appropriateness of this practice in information literacy instruction. Forty percent of respondents indicated that they never do this, with only 11 percent indicating that they always do and the remaining half, sometimes. Of those that always or sometimes provide successfully completed examples, 32 percent said that they never annotate or discuss them, while 50 percent said that they sometimes annotate or discuss, and 20 percent said that they always do.

In the follow-up comments, respondents who engage in this practice described its value as "so they understand what we're looking for and what we expect from them," and discussed it as an opportunity to provide a jumping-off point for students to ask questions. One respondent mentioned providing a successfully completed example and discussing it in class only as a follow-up to an assignment by which many students had been especially challenged.

The reasons respondents shared for intentionally not providing successfully completed assignment examples largely revolved around the creative, open-ended nature of the research process and a reluctance to provide guidance that might be too specific or tend to produce "a bunch of carbon copies." For example, "A lot of times the answers are contextual and the idea that there are right answers and wrong answers in research is not realistic or productive."

Finally, the responses indicated that this practice is more likely to occur in the context of semester-long, for-credit IL courses, where there is more time available and the activities and assignments involved may be relatively lengthier and more complex compared to those designed for one-shots.

Criteria

Participants were asked whether they provide students with rubrics or other forms of grading criteria alongside IL activities and assignments. In the follow-up section, they were asked if they discuss these forms of grading criteria in class.

Fewer than 10 percent indicated that they always do, just over half (54 percent) sometimes, and 39 percent never. It became clear from the follow-up comments that this practice is much more widely used in the context of semester-long, for-credit IL courses than one-shots, largely because of the time involved and because, oftentimes, librarians teaching one-shots are not grading the students' work. However, some librarians teaching one-shots indicated that the course instructors provided rubrics, and, in one case, the librarian had been invited to "fill in the info lit details to complete the rubric."

The reasons given for using rubrics were consistent with the principles of transparent assignment design; comments included sentiments such as, "I don't see why I would want to keep the keys to success a secret." With respect to discussing the rubrics in class, the comments were mixed. Some respondents pointed out that a well-designed rubric ought to be self-explanatory, while others saw value in using the rubric as a basis for meaningful in-class conversation about the assignment and found that discussing the rubric in class helped students understand how to use it to assess their own and their peers' work.

Several respondents noted the potential of a rubric to disrupt or confound the learning process. One said, "I feel they can distract from the assignment and focus on the metrics for points," and another said, "I hate rubrics. They take something subjective and try to make it objective. Also, we've gone too far towards the 'checklist' mentality. Rubrics detract from critical thinking!"

Conclusion and Recommendations

The findings of the study provide insight into the ways in which librarians conceptualize the activity/assignment design process and revealed that key elements of the Transparent Assignment Template are often considered by the librarians who participated in our survey, albeit not necessarily in the exact language of that template. Key findings from the survey include observations showing that librarians are mindful of aligning their assignments with learning outcomes as well as communicating purpose, whether it be relevance to a larger assignment, field of study, career, or life in general. Also of note were the mixed responses received regarding the utility of providing clarity in grading criteria through rubrics and checklists.

The results of the survey revealed opportunities for librarians to contribute to the success of first-generation students by implementing the principles of transparent assignment design in their individual teaching practices as well as by working to effect change at the institutional level.

Librarians can move toward conscious and reflective incorporation of the principles of transparent assignment design into their individual teaching practices in the following ways:

- Use the ACRL *Framework* as a starting point to
  - identify and articulate the purpose of an activity/assignment;
  - develop activity/assignment, session, or course (in the case of semester-length information literacy courses) learning outcomes; and
  - engage in a "backward design" approach to creating assignments/activities.

- Share transparently designed activities/assignments, explicitly identified as such, via repositories and other resources.
- Use model activities/assignments available via repositories for inspiration and ideas.
- Consider providing students with successfully completed examples of activities/assignments.
- Provide rubrics or other forms of grading criteria or offer to contribute information literacy-oriented criteria to the rubrics students may be provided along with research assignments by their course instructors.
- Engage students in the process of creating and articulating grading criteria for assignments.

As an activity/assignment's purpose is defined first and foremost by the learning outcomes with which it is aligned, it is recommended that when practicable, librarians start or participate in institutional-level conversations about development and implementation of learning outcomes generally, as well as those that address information literacy. Specifically, librarians can:

- Advocate for making student learning outcomes at the course, major/program, and institutional levels public and transparent via institution and department websites and syllabus repositories.
- Promote institutional engagement with AAC&U Value Rubrics, especially at institutions that do not yet have institutional-level learning outcomes.

Following the creation of the Transparent Assignment Template and its accompanying study, librarians at UNLV took a leading role in providing professional development opportunities for other faculty related to transparent assignment design. Their experience suggests that "the interdisciplinarity and specialized skills of librarians make [librarians] particularly poised to be leaders of curricular transformation at our institutions."[22]

The TILT study demonstrates that transparent assignment design fosters equity in the classroom by helping to eliminate the "unwritten rules of college" that can negatively impact the academic performance of first-generation and underrepresented students. As Collier and Morgan state, "If higher education is to continue to be the prime vehicle for constructing a meritocratic society, then universities and colleges must ensure that the path to success depends on students' academic abilities, rather than on their abilities to understand what professors expect of them."[23]

Further insight into current activity/assignment design practices can be gained by reviewing the activity and assignment sharing resources referred to in the survey, such as Project CORA, PRIMO, and the ACRL Framework Sandbox. Future research opportunities include exploring possible connections between transparent assignment design and growth mindsets in

information literacy contexts as well as studying the impact that transparent assignment design may have on feelings of library anxiety among students. By providing both a theoretical understanding and practical guidance, it is hoped that this chapter will help position librarians to be at the forefront of a growing focus on activity and assignment design as powerful contributors to bridging performance gaps between first-generation and "traditional" students.

Appendix 8A. Information Literacy Activity and Assignment Design Survey

Introduction to the Survey

You are invited to complete a short survey which seeks to gather information on the ways in which librarians design information literacy activities and/or assignments for students. This survey is open to any academic librarians who engage in information literacy instruction, including teaching "one-shot" drop-in workshops or "one-shot" instruction sessions integrated into any type of course as well those who teach semester or quarter-long information literacy courses. For the purposes of this survey, "activity/assignment design" refers to the creation of activities/assignments from scratch as well as modification of existing activities/assignments created by others. By completing the questionnaire, you are providing your consent to have your responses used in a forthcoming study. The survey will remain open until August 28th, 2017. Your participation is voluntary and anonymous. You may skip any question and exit at any time. The survey should take about 10–20 minutes to complete.

If you have any questions about this survey, please feel free to contact: Ryne Leuzinger, Research and Instruction Librarian or Jacqui Grallo, Research and Instructional Technology Librarian.

Q1. Do you design information literacy learning activities and/or assignments for students?

- ☐ Yes, for one-shot sessions
- ☐ Yes, for quarter/semester-long information literacy courses
- ☐ Yes, for both one-shot sessions and quarter/semester-long information literacy courses
- ☐ No

Q2. Do you intentionally align information literacy activities/assignments with learning outcomes created for the instruction session or information literacy course?

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA

Q3. In one-shot sessions, do you intentionally align information literacy activities/assignments with that course's learning outcomes?

☐ Always
☐ Sometimes
☐ Never
☐ NA

Q4. Do you intentionally align information literacy activities/assignments with learning outcomes for degree programs or majors?

☐ Always
☐ Sometimes
☐ Never
☐ NA

Q5. Do you intentionally align information literacy activities/assignments with institutional-level learning outcomes?

☐ Always
☐ Sometimes
☐ Never
☐ NA

Q6. Please comment on your alignment practices with respect to designing information literacy activities/assignments.

_____
_____
_____

Q7. When designing information literacy-focused activities/assignments, do you deliberately incorporate real-world problems that are relevant to students' lives?

☐ Always
☐ Sometimes
☐ Never

Q8. Please comment on your practices related to incorporating information literacy activities/assignments real-world problems that are relevant to students' lives.

_____
_____

Q9. When designing information literacy activities/assignments, do you look at examples other librarians (either at your institution or beyond) have created?

- ☐   Always
- ☐   Sometimes
- ☐   Never

Q10. If, when designing information literacy activities/assignments, you look at examples other librarians have created, please comment on that practice.

_____

_____

Q11. Do you take specific measures to ensure that students understand the purpose of an information literacy activity/assignment (e.g., an introductory paragraph on the activity/assignment itself, discussion in class, etc.)?

- ☐   Always
- ☐   Sometimes
- ☐   Never

Q12. If you take specific measures to ensure that students understand the purpose of an information literacy activity/assignment, do you explicitly reference learning outcomes?

- ☐   Always
- ☐   Sometimes
- ☐   Never

Q13. If you take specific measures to ensure that students understand the purpose of an information literacy activity/assignment, do you communicate the activity/assignment's purpose in terms of its relevance to students' lives?

- ☐   Always
- ☐   Sometimes
- ☐   Never

Q14. Please comment on any specific measures you take to ensure that students understand the purpose of an information literacy activity/assignment.

_____

_____

_____

Q15. Do you provide students with successfully completed examples of information literacy-focused activities/assignments (or successfully completed examples of individual problems or questions within activities/assignments)?

- ☐ Always
- ☐ Sometimes
- ☐ Never

Q16. If you provide students with successfully completed examples, are those examples annotated and/or do you discuss them in class?

- ☐ Always
- ☐ Sometimes
- ☐ Never

Q17. If you provide students with successfully completed examples, please comment on that practice.

_____

_____

_____

_____

Q18. Do you provide students with rubrics or other forms of evaluation criteria (such as checklists) for information literacy-focused activities/assignments?

- ☐ Always
- ☐ Sometimes
- ☐ Never

Q19. If you provide students with rubrics or other forms of evaluation criteria (such as checklists) for information literacy-focused activities/assignments, do you discuss them in class? Why or why not?

_____

_____

_____

_____

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