Professor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Librarian:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Library FYS PreTest/PostTest**

**(DIRECT ASSESSMENT – students’ learned abilities)**

The following questions will be administered to a “pilot group” of FYS sections on the first day of classes. This is a library skills pre-test. The same test will be administered in the last two weeks of classes as a post-test. The questions are based on the FYS Research Learning Objectives.

1. What is the value of using library supported, library provided databases? Select all that apply.

1. Leads to subject content not always available on the open internet
2. Can lead to research-based, scholarly sources
3. Often provides searching filters to help refine your search
4. Will always provide the best content for your research needs

Supports Learning Objectives: **1**

2. Butler Libraries’ Primo database, leads you to both print and ebooks only:

1. T
2. F
3. Don’t Know

Supports Learning Objectives: **1**

3. Select the criteria that *best* describes a scholarly journal article:

1. Written by someone who is interested in the subject area
2. Often a peer-reviewed publication, written by an expert or in the subject area
3. Always includes charts and graphs supporting the thesis of the article
4. Is an article that I find in a library database

Supports Learning Objectives: **2**

4. Primary and secondary sources are the same across all disciplines?

1. T
2. F
3. Don’t Know

Supports Learning Objectives: **3**

5. Which answer is *not* a reason for citing your sources:

1. Citing proves you are an expert on the topic
2. Citing gives credit for an idea or thought
3. Citing helps you avoid plagiarism
4. Citing is a way for others to find more information about the topic

Supports Learning Objectives: **4**

6. What are the services available to me to obtain research help via Butler Libraries? Pick all that apply:

1. Information Commons Desk
2. Individual Research Consultations with a librarian
3. Consulting the Butler Libraries LibGuides
4. Librarian-led classroom instruction

Supports Learning Objectives: **None**

7. LibGuides serve as a gateway/portal for locating information resources on a particular subject area:

1. T
2. F
3. Don’t Know

Supports Learning Objectives: **1**

8. When evaluating information, which factors are important to consider? Pick all that apply:

1. Credibility of the Author
2. Publication date of the Information
3. The information is available online, full-text
4. Intent of Content – to persuade, inform, etc.

Supports Learning Objectives: **2**

9. Which resource or service below is the least likely to be able to provide you with citation help?

1. A librarian or faculty instructor for your class
2. The Libraries’ LibGuide on this topic
3. A style guide book
4. The IT Help Desk

Supports Learning Objectives: **None**

10. A secondary source interprets and analyzes primary sources.

a) True

b) False

c) Don’t Know

Supports Learning Objectives: **3**

11. Primary sources can include (circle all that apply)

1. a research article reporting out on the results of an experiment
2. material produced during the time in which subject lived or the event took place
3. a work of art or a piece of literature
4. an article, written after significant time has passed, reflecting on a subject or event

Supports Learning Objectives: **3**

12. When recording citation information for an article that you are using in your research, all of the following are necessary to cite it correctly except:

a) Author

b) City where the publisher is located

c) Article page numbers

d) Title

[Project SAILS Question, partially modified]

Supports Learning Objectives: **4**

13. All of the following actions qualify as plagiarism except:

a) Including a paragraph from an article as long as you change a few of the words

b) Turning in a paper written for a previous class without asking permission from the class instructor

c) Using another person’s ideas in your research paper without attribution

d) Using commonly known information without attribution

[Project SAILS Question, *not* modified]

Supports Learning Objectives: **4**

14. When searching the library databases, what are some ways to target or modify your search strategy? Circle all that apply.

a) Use limiters such as a specific type of publication (Peer Reviewed, for example) or a specific time period.

b) When you find a record for an item that is useful to you, look at its subject headings or descriptors for more search term ideas.

c) Use AND between search terms to find items with or about all of your terms, not just one of them, or add an OR between your terms to find both terms in the item.

d) Export and save all the search results to review later.

Supports Learning Objectives: **1**

15. Which of the following is a citation to a journal article?

a) Aarnoutse, C., van Leeuwe, J., & Verhoeven, L. (2005). Early literacy from a longitudinal perspective. *Educational Research and Evaluation, 11,* 253–275.

b) Shankweiler, D., Crain, S., Brady, S., & Macaruso, P. (1992). Identifying the causes of reading disability. In P. B. Gough, L. C. Ehri, & R. Treiman (Eds.), *Reading acquisition* (pp. 275–305). Hillsdale, NJ: Erlbaum.

c) Chall, J. S. (1996). *Stages of reading development.* Fort Worth, TX:  Harcourt Brace.

d) Dean, J. (2008, May 7). When the self emerges: Is that me in the mirror? [Web log comment]. Retrieved from http://www.spring.org.uk/the1sttransport.

Supports Learning Objectives: **4**

**Questions from Project SAILS question bank. Need to ask for permission to use:**

16. Who should you contact when you need help with library research? Select the the best strategy or strategies:

a) Ask anyone working in the library

b) Contact the Information Commons desk

c) Email, call, or IM a librarian

d) Call the IT Help Desk

[Project SAILS Question, modified]

Supports Learning Objectives: **None**

17. How challenging is it for you to retrieve appropriate sources? Please rate the difficulty of each of the following activities in the scale listed below:

Very easy (I can usually do this without help from an instructor, librarian, or Information Commons assistant)

Fairly easy (I can usually do this with some help initially)

Fairly difficult (I need some help to do this, but I can manage)

Very difficult (This is hard for me to do, even after I’ve received some assistance

No experience (I have not had an assignment that required this)

Very easy Fairly Easy Fairly Difficult Very Difficult No Experience

Using the Primo or library catalog

Using a database to find an article

Using an Internet search engine

Physically locating sources in

the library

18. How challenging is it for you to use sources? Please rate the difficulty of each of the following activities:

Very easy Fairly Easy Fairly Difficult Very Difficult No Experience

Determining if a source is

appropriate for an academic

assignment

Determining what information

from your source(s) to include in

your assignment

Knowing *when* to document a source

Knowing *how* to document a source

**FYS Research Learning Objectives:**

**Students will:**

1. Learn techniques for research including identifying appropriate research tools and sources and developing search strategies (the use of search terms, Boolean operators, etc.).
2. Identify the value and differences of information resources in a variety of forms, e.g. multimedia, database, website, data set, audio/visual, books.
3. Differentiate between primary and secondary resources.
4. Learn how to correctly document sources and use appropriate documentation style. Demonstrate an understanding of plagiarism.