

Starting Out on the Right Note: Active Learning Engagement for an Introduction to Music Research
MLA Annual Meeting 2012
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Assessment Tool: used Spring 2011; printed on a half-sheet of paper, front and back

I'd like your feedback on the Music 332 Research session...

- music major music education major different major: _____

What aspect of research are you most confident about?

What do you think is the most challenging part of research?

What are you hoping to learn from your research instruction session today? Please write down **THREE** questions or expectations you have for this session. (We'll use the checkboxes at the end of the session.)

1. _____
2. _____
3. _____

If you have a specific question that you didn't get to ask during the session, please write it down, along with your name and email address, and I will contact you.

What card(s) did you have for the session? (Please list by letter, number, or wild card.)

The text for these questions will be shown at the end of the session.

4. 4 3 2 1
5. 4 3 2 1
6. 4 3 2 1
7. 4 3 2 1
8. 4 3 3 1
9. 10 9 8 7 6 5 4 3 2 1

Please write down any other comments you have about the session:

Selected Information Literacy Performance Indicators and Outcomes

Music Library Association Information Literacy Instructional Objectives for Undergraduate Music Students

Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

Outcomes: c.1, e.1

2. The information literate student identifies a variety of types and formats of potential sources for information.

Outcome: c.1

4. The information literate student reevaluates the nature and extent of the information need.

Outcomes: a, b

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators:

2. The information literate student constructs and implements effectively-designed search strategies.

Outcomes: b, c.1, d

4. The information literate student refines the search strategy if necessary.

Outcomes: a, b, c

Text for Assessment Questions 4-9: Shown on Power Point slides at the end of the session

4. What is your perception of the interactive model used for the session?

4 = Liked it very much 1 = Didn't like it at all

5. What is your perception of the amount of material covered in the session?

4 = Too much 1 = Not enough

6. What is your perception of how useful this information will be for your music courses, private lessons, or research?

4 = Very useful 1 = Not sure I will use

7. Please rank your perception of your own participation in the session.

4 = I was excited to participate in this way.

3 = I felt comfortable reading my card(s).

2 = I felt uncomfortable reading my card(s).

1 = I just wanted to listen, not participate.

8. Please rate your perception of the music used for the session.

4 = Selections enhanced the session.

3 = Selections set a good mood.

2 = Selections were distracting.

1 = Selections were not useful in the session.

9. On a scale of 1-10, how would you rate the session overall?