


5-5-2018

You Can See Them from Space: Collecting 4,000 Post-its from Business Writing Students as Minute-Paper Formative Assessment

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Recommended Citation

Blackburn, Heidi, "You Can See Them from Space: Collecting 4,000 Post-its from Business Writing Students as Minute-Paper Formative Assessment" (2018). *Criss Library Faculty Proceedings & Presentations*. 99.

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You can see them from space

COLLECTING 4,000 POST-ITS
FROM BUSINESS WRITING
STUDENTS AS MINUTE-PAPER
FORMATIVE ASSESSMENT

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Omaha

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YOU CAN SEE THEM FROM SPACE



A QUICK

OVERVIEW

- New course curriculum approved 2015
- Cumulative formal report accounts for approximately 30% of a student's grade
- One 75-minute presentation for every section
- Minute papers are used at the beginning and end of each library presentation

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FACULTY BUY-IN WAS

EASY

**BECAUSE THEY WERE
FIGURING IT OUT TOO**

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CLASSROOM

IMPLEMENTATION

BEGINNING OF CLASS:

- What is one thing about Criss Library or doing research that you want to learn about today?
- What kind of information do you need to find for your topic?

END OF CLASS:

- What is one thing you found useful or helpful today?
- What question(s) do you still have?

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RESULTS

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O |
|----|--|---------------|-------------|---------------|-------------|---------------|-------------|---------------|------------|---------------|------------|---------------|------------|----------------------|------------|
| 1 | Question | Fall 2015 | Spring 2016 | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Overall | | | | | | | |
| 2 | | | | | | | | | | | | | | | |
| 3 | One item I want to learn | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Avg across Semesters | Percentage |
| 4 | APA citations | 23.5 | 86% | 7 | 4% | 7 | 3% | 8.5 | 4% | 4 | 2% | 9 | 5% | 10 | 5% |
| 5 | How to use the database/search engines | 36 | 11% | 18.5 | 10% | 33.5 | 13% | 29 | 14% | 14 | 8% | 24 | 13% | 23 | 12% |
| 6 | Research strategies: fast/effective/good/keywords | 28 | 20% | 23.5 | 13% | 31.5 | 12% | 35.5 | 17% | 18 | 10% | 24 | 13% | 27 | 14% |
| 7 | Best database/Best business database | 11.5 | 8% | 27.5 | 15% | 19.5 | 8% | 17 | 8% | 23 | 13% | 15 | 8% | 19 | 10% |
| 8 | Database with... | 2 | 1% | 3.5 | 2% | 4.5 | 2% | 6 | 3% | 3 | 2% | 3 | 2% | 4 | 2% |
| 9 | Where do I find...?/Best place to find... | 16 | 11% | 25 | 14% | 30 | 12% | 19 | 9% | 21 | 12% | 21 | 12% | 22 | 12% |
| 10 | 'Good'/Credible/Reliable information | 13.5 | 9% | 11.5 | 6% | 9 | 4% | 14.5 | 7% | 7 | 4% | 10 | 6% | 11 | 6% |
| 11 | Assignment-related/picking a topic | 9.5 | 7% | 6 | 3% | 4.5 | 2% | 6.5 | 3% | 3 | 2% | 26 | 15% | 9 | 5% |
| 12 | Crisis Library resources/what Crisis has to offer | 23 | 16% | 59 | 33% | 116 | 45% | 78 | 36% | 81 | 47% | 46 | 26% | 67 | 35% |
| 13 | Total | 143 | 100% | 181.5 | 100% | 255.5 | 100% | 214 | 100% | 174 | 100% | 176 | 100% | 191 | 100% |
| 14 | Type of info I need | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Avg across Semesters | Percentage |
| 15 | Info specific to topic | 34 | 20% | 82 | 30% | 71.5 | 32% | 122 | 45% | 169 | 68% | 156 | 63% | 106 | 44% |
| 16 | Statistics | 41.5 | 24% | 43 | 19% | 60.5 | 27% | 43 | 16% | 36 | 15% | 41 | 16% | 44 | 18% |
| 17 | Financial | 16.5 | 10% | 39 | 14% | 18 | 8% | 28.5 | 10% | 8 | 3% | 8 | 3% | 20 | 8% |
| 18 | Formal Reports | 4 | 2% | 7.5 | 3% | 3 | 1% | 5 | 2% | 6 | 2% | 3 | 1% | 5 | 2% |
| 19 | Company info | 6 | 3% | 28.5 | 10% | 13 | 6% | 7.5 | 3% | 6 | 2% | 5 | 2% | 11 | 5% |
| 20 | Finding sources/Getting started | 7 | 4% | 14.5 | 5% | 3 | 1% | 9.5 | 3% | 5 | 2% | 2 | 1% | 7 | 3% |
| 21 | Generic sources (book, journal article) | 16 | 9% | 19.5 | 7% | 11 | 5% | 14.5 | 5% | 9 | 4% | 15 | 6% | 14 | 6% |
| 22 | Interviews | 6.5 | 4% | 2.5 | 1% | 2 | 1% | 2 | 1% | 1 | 0% | 1 | 0% | 3 | 1% |
| 23 | Historical | 9.5 | 6% | 13 | 5% | 1 | 0% | 3.5 | 1% | 0 | 0% | 3 | 1% | 5 | 2% |
| 24 | Assignment-related info | 4.5 | 3% | 4 | 1% | 6 | 3% | 4.5 | 2% | 1 | 0% | 2 | 1% | 4 | 2% |
| 25 | Data | 8 | 5% | 6 | 2% | 4 | 2% | 5.5 | 2% | 0 | 0% | 2 | 1% | 4 | 2% |
| 26 | Other | 18 | 10% | 15 | 5% | 29 | 13% | 27.5 | 10% | 6 | 2% | 11 | 4% | 18 | 7% |
| 27 | Total | 171.5 | 100% | 274.5 | 100% | 222 | 100% | 273 | 100% | 247 | 100% | 249 | 100% | 240 | 100% |
| 28 | One thing I found useful | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Avg across Semesters | Percentage |
| 29 | APA | 4 | 3% | 2 | 1% | 4.5 | 2% | 2.5 | 1% | 2 | 1% | 3 | 1% | 3 | 1% |
| 30 | Citations | 2.5 | 2% | 1 | 0% | 3 | 1% | 3.5 | 1% | 0 | 0% | 0 | 0% | 2 | 1% |
| 31 | Research Guide/LibGuide/Business Website | 11.5 | 8% | 20 | 9% | 14 | 6% | 26 | 10% | 9 | 4% | 11 | 5% | 15 | 7% |
| 32 | Databases/Statista/ABI/INFORM Business Source Complete | 50.5 | 34% | 54.5 | 24% | 101.5 | 35% | 76.5 | 28% | 61 | 40% | 62 | 35% | 75 | 32% |
| 33 | Search efficiency/Navigation/Keywords | 31 | 21% | 28.5 | 13% | 25 | 9% | 21.5 | 8% | 17 | 8% | 19 | 8% | 24 | 10% |
| 34 | Journal/Game Plan Worksheet | 17.5 | 12% | 79 | 35% | 71 | 24% | 73 | 27% | 50 | 25% | 61 | 26% | 59 | 26% |
| 35 | Organizing topic | 6 | 4% | 16 | 7% | 20 | 7% | 28 | 10% | 20 | 10% | 40 | 17% | 22 | 9% |
| 36 | Library website/resources/librarian | 17 | 11% | 12 | 5% | 25 | 9% | 30 | 11% | 13 | 6% | 15 | 6% | 19 | 8% |
| 37 | Other | 10.5 | 7% | 10.5 | 5% | 30 | 10% | 7.5 | 3% | 11 | 5% | 2 | 1% | 12 | 5% |
| 38 | Total | 150.5 | 100% | 223.5 | 100% | 294 | 100% | 270.5 | 100% | 203 | 100% | 232 | 100% | 229 | 100% |
| 39 | Questions I still have | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Responses Avg | Percentage | Avg across Semesters | Percentage |
| 40 | None | 9.5 | 22% | 74 | 52% | 95.5 | 62% | 118 | 66% | 115 | 68% | 117 | 67% | 74 | 57% |
| 41 | Database | 10.5 | 24% | 29 | 21% | 12 | 8% | 13.5 | 8% | 11 | 7% | 15 | 9% | 16 | 13% |
| 42 | Citations | 6.5 | 15% | 11 | 8% | 6.5 | 4% | 5 | 3% | 5 | 3% | 8 | 5% | 7 | 6% |
| 43 | Credible sources/Credible source for... | 7 | 16% | 8 | 6% | 3.5 | 2% | 8.5 | 5% | 1 | 1% | 4 | 2% | 7 | 5% |
| 44 | Assignment-related | 2.5 | 6% | 8 | 6% | 11 | 7% | 8 | 4% | 1 | 1% | 15 | 9% | 7 | 6% |
| 45 | Other | 7.5 | 17% | 11 | 8% | 26.5 | 17% | 26.5 | 15% | 35 | 21% | 16 | 9% | 18 | 14% |
| 46 | Total | 43.5 | 100% | 141 | 100% | 155 | 100% | 179.5 | 100% | 168 | 100% | 175 | 100% | 130 | 100% |

RESULTS

*Confident but
clueless :)*

PROMPT 1

I don't know what library resources and services are available to me in general as a student or where I should look for info.

PROMPT 2

I have exactly one specific fact I need to find for my topic and I probably need some statistics.

PROMPT 3

I like having time to brainstorm with partners and the librarian telling me which databases to use for my topic.

PROMPT 4

I'll need more help doing advanced database searching.

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INSTRUCTOR & LIBRARIAN

PARTNERSHIP

The number of students replying "no questions" steadily increased semester-to-semester from 22% (2015) to 66% (2018).

This suggests when the librarian and instructor work together using minute slips to assess student learning over time, **students have fewer questions** about library resources and assignment expectations.

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CHANGES TO CURRICULUM

RESEARCH

- Increased student buy-in and participation in class with librarian
- Increased positive student attitudes about completing research
- Increased confidence in student abilities to begin assignment
- Reduced number of questions about assignment asked of librarian (that were really for instructor)
- Refined activities to enhance active-learning over several semesters
- Refined research resources over several semesters

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IMPLEMENTATION IN YOUR OWN

CLASSROOM

- Gauge student self-reported skills in the beginning
- Understand if student expectations for the class match those of the librarian
- Clarify course concepts at the end of the class
- Discover what topics remain unclear before leaving
- Collect feedback on new classroom activities

CONCLUSIONS

The use of Post-it minute-papers greatly improved relationships between students, instructors, and the librarian. This just-in-time model can assess student skills or attitudes, or new teaching methods, creating a more agile classroom experience.

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**THANK
YOU!**

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