

Digitization of a Scoring Rubric for Information Literacy

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During 2009 and 2010, a scoring rubric for performance assessment of information literacy (IL) was developed (Van Helvoort, 2010). The rubric proved to be a reliable and valid measurement instrument in different educational situations (Van Helvoort et al., 2017), but also an effective tool for the acquirement of IL skills (Van Helvoort & Joosten, 2017). The present project includes the creation of a digital and interactive version of the rubric (an 'eRubric', Raposo-Rivas & Gallego-Arrufat, 2016) that can be easily used by both staff and students.

One of the motives for digitizing the rubric for information literacy was to integrate it into virtual learning environments (VLEs). It has been argued that digital instruction tools (video instructions, digital quizzes and online lectures) motivate the present generation of students more than traditional face-to-face instructions (Kurbanoglu & Akkoyunlu, 2016). The scoring rubric for information literacy is not only an assessment tool but also serves instructional purposes. A digital and interactive version is believed to enhance its popularity among student users.

In addition, there are many faculties at The Hague University of Applied Sciences that are actually rebuilding their courses to become 'blended' learning environments, meaning that they are developing digital, technology-based instruction tools which they want to mix with more traditional face-to-face instruction methods. This is therefore an appropriate time to promote a digital version of the rubric. The ultimate goal of the project is to make the scoring rubric for information literacy more widely used by both students and academic staff in a variety of faculties and disciplines.

The interactive rubric was created with the form creator of Acrobat XI Pro. The interactive form provides a variety of opportunities:

- Promote usage by both staff and students (unlike many of the current grading tools that are built into the VLEs)
- Generate feedback by check boxes and empty text fields for comments
- Incorporate clickable links to learning resources
- Calculate and assign grades for students' products
- Send feedback directly to the student
- Collect grades for students' products over different years and monitor their progress
- Collect grades to analyze inter-rater reliability for instance
- Collect grades on classroom, curriculum and institutional level, for example with the purpose to benchmark.

The English version of the interactive scoring rubric for information literacy can be downloaded at <https://www.thehagueuniversity.com/practical-matters/library/information-literacy>.

References

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