

PICTURE THIS

Using Drawing Activities for Pre- and Post-Assessment



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WHY DRAWING

- Assists in grasping abstract concepts (Bowen & Evans, 2014/2015, p. 69; Ridley & Rogers, 2010, p. 5)
- Involves Dual Coding (Bowen & Evans, 2014/2015, p. 54)
- Encourages a different type of cognitive activity (Kantrowitz, 2012, p. 4; Brier & Lebbin, 2015, p. 46)
- Fun & easy! (Brier & Lebbin, 2015, p. 47; Ridley & Rogers, 2010, p. 12)

USE DRAWING TO

- Break the ice (Hartel, 2014, p. 84)
- Counter student expectations (Brier & Lebbin, 2015, p. 47)
- Pre-assess knowledge (Brier & Lebbin, 2015, p. 48)
- Enable peer-teaching (Ridley & Rogers, 2010, p. 5. 8)
- Encourage reflective thinking (Kantrowitz, 2012, p. 10)

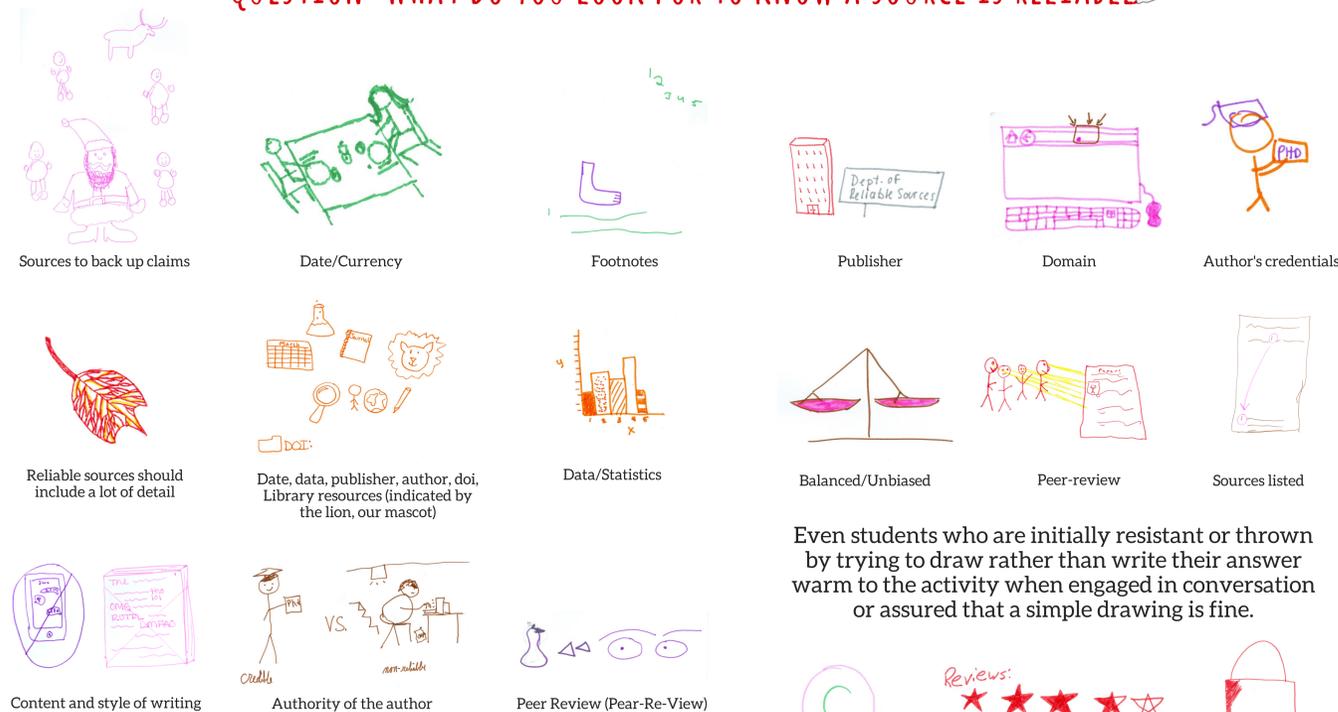
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PRE-ASSESSMENT

- Pairs receive paper and markers and complete the task together
- A thoughtful question and clear explanations of why the activity is being done and how it should be completed are essential (Otto, Everett, Luera, & Burke, 2013, p. 2)
- Keep it casual and offer reassurance - walk around and ask questions to assist reticent or confused groups (Ridley & Rogers, 2010, p. 12).
- Pairs share drawing and answer with class - answers get written on board with commentary or clarification as needed (Otto, Everett, Luera, & Burke, 2013, p. 2; Ridley & Rogers, 2010, p. 5)

QUESTION: WHAT DO YOU LOOK FOR TO KNOW A SOURCE IS RELIABLE



- Sources to back up claims
- Date/Currency
- Footnotes
- Publisher
- Domain
- Author's credentials
- Reliable sources should include a lot of detail
- Date, data, publisher, author, doi, Library resources (indicated by the lion, our mascot)
- Data/Statistics
- Balanced/Unbiased
- Peer-review
- Sources listed
- Content and style of writing
- Authority of the author
- Peer Review (Peer-Review)

Even students who are initially resistant or thrown by trying to draw rather than write their answer warm to the activity when engaged in conversation or assured that a simple drawing is fine.



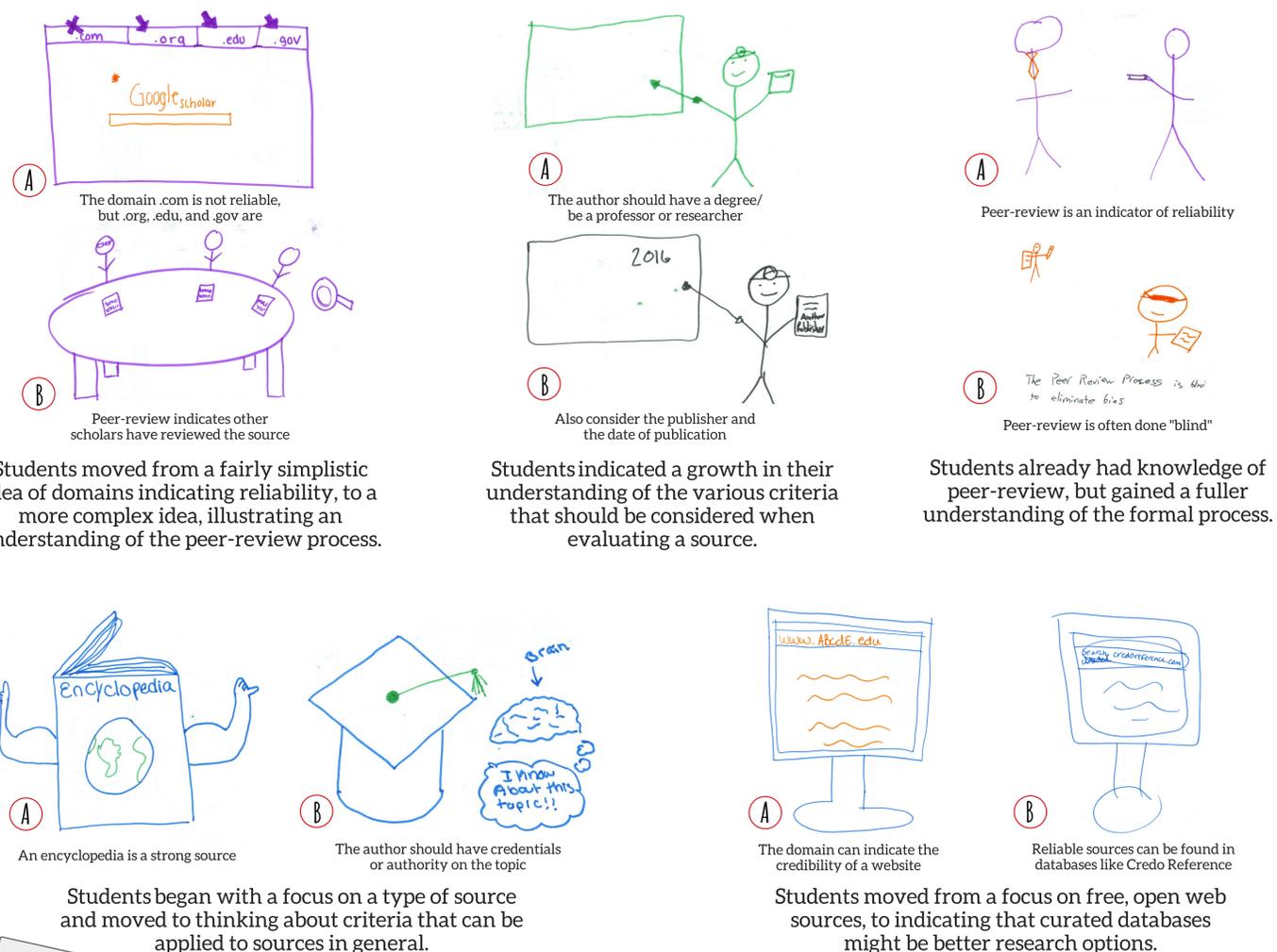
Reviews: ★★★★★
Comments:

Misconceptions often come to light through this exercise. For example, these three drawings generated conversations about what copyright is, the possibilities of bias with ratings or reviews, and the difference between credible and secure.

Students can get very creative and have a lot of fun with their drawings. These answers receive positive feedback from their classmates, which increases the level of pride in their work and all of the students' engagement with the material and the class.

PRE- & POST-ASSESSMENT

- Post-assessment drawing done in place of "1 minute paper"
- Ask students to draw a picture representing something new they learned about evaluation or to clarify/correct/add to their original drawing (Brier & Lebbin, 2015, p. 63)



- A: The domain .com is not reliable, but .org, .edu, and .gov are
- B: Peer-review indicates other scholars have reviewed the source
- A: The author should have a degree/ be a professor or researcher
- B: Also consider the publisher and the date of publication
- A: Peer-review is an indicator of reliability
- B: The Peer Review Process is slow to eliminate bias. Peer-review is often done "blind"
- A: An encyclopedia is a strong source
- B: The author should have credentials or authority on the topic
- A: The domain can indicate the credibility of a website
- B: Reliable sources can be found in databases like Credo Reference

Students moved from a fairly simplistic idea of domains indicating reliability, to a more complex idea, illustrating an understanding of the peer-review process.

Students indicated a growth in their understanding of the various criteria that should be considered when evaluating a source.

Students already had knowledge of peer-review, but gained a fuller understanding of the formal process.

Students began with a focus on a type of source and moved to thinking about criteria that can be applied to sources in general.

Students moved from a focus on free, open web sources, to indicating that curated databases might be better research options.