

Strengthening the Culture of Learning Outcome Assessment in LIS Programs through Student Self-Assessments

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ABSTRACT

Self-assessment empowers students to take ownership of their learning by assessing strengths and weaknesses in each area of competence they expect to achieve. This poster will illustrate perspectives gathered from a comprehensive examination and literature review to explore how LIS programs employ self-assessments, empowering students to understand their learning and competencies. Additionally, it aims to determine what lessons LIS programs can learn from other disciplines when creating an effective platform for facilitating student self-assessment.

The review revealed that LIS programs use self-assessment tools such as self-reflective essays and journals, often combined with other direct assessment methods. Other professional disciplines, such as Medicine and Engineering, employ technology-based personalized self-assessment tools, aiding students in self-assessing at different program milestones. However, literature and best practices emphasize that self-assessment should not be individualistic but should be collaborative, involving peers and instructors.

In addition to self-assessment methods, the review highlighted the importance of metacognitive awareness to ensure the accuracy of self-assessments and help students become more mindful of their learning. Many professional programs support students by facilitating rubric-guided judgments, self-rating, self-efficacy inventories, and metacognitive awareness inventories. LIS programs can adopt best practices from other disciplines to enhance the effectiveness and accuracy of student self-assessment practices.

ALISE RESEARCH TAXONOMY TOPICS

accreditation; students; pedagogy.

AUTHOR KEYWORDS

assessment of student learning; student learning outcomes; assessment methods; metacognitive awareness; self-assessment.

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