

INFORMATION LITERACY PROJECT: FOR SPRING 2010

Satya P. Chattopadhyay (KSOM) and Mary Elizabeth Moylan (WML)

Purpose of the project

The Task: The project has formalized a component of the marketing research class for MBA students taking the MKT 561 Marketing Research course at KSOM, bridging stated programmatic objectives mandated by AACSB (accrediting body for business programs at KSOM) and information literacy standards mandated by the Middle States accreditation standards.

The present project is to create a teaching-assessment module on information literacy that can be linked to specific curriculum and program level outcomes for Kania School.

Brief description of project

A course embedded assessment exercise was used. The course chosen was MKT 561 Marketing Research. This course was available to all Kania School of Management MBA students as an elective, and required for the marketing concentration. The course is offered both for the on-campus as well as the on-line MBA programs on a regular basis. However, at this time the course was offered only on-line (Spring 2010 and Summer 2010)

A significant aspect of this project is that students are asked to focus on bibliographic databases, locate historical as well as current qualitative data on the assigned subject, evaluate the data and then synthesize and report the findings with proper citations.

The focus of the project was to assess learning outcomes as noted in :

A. Section 3, item #3 of the MBA Learning Goals and Objectives of The Kania School of Management:

3. Each student will be capable of synthesizing/analyzing information as to make sound business decisions.

o Students will use appropriate technologies in gathering and analyzing data relevant to managerial decision-making

And

A. Standard 5, item #3a of ACRL Information Literacy Standards for Higher Education:

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes Include:

a. Selects an appropriate documentation style and uses it consistently to cite sources

The students were tasked to search bibliographic databases such as ABI-Inform, Emerald Library etc. to obtain conceptual and operational definitions of a marketing concept (for example: brand loyalty, stealth marketing, attitude, purchase intention etc.). They will record 4-6 of such definitions going back at least 10 years or more and the most recent available. They were then asked to critically review the data identified (in a two page report) and then conclude with recommendation for a final pair of conceptual and operational definition of the assigned concept with justification for same. (*KSOM Learning Goal*)

Correct citations for the sources utilized for the report in the format used by the American Marketing Association will be required. (*ACRL Information Literacy Standards for Higher Education*)

The students were provided with directions for accessing the bibliographic databases and other resources of the Weinberg Library.

The role of literature search and review and the topics of “bibliographic secondary data,” and “conceptual and operational definitions” were covered as part of the course prior to the exercise.

A rubric to assess the information literacy learning was developed and used to assess the results of the exercise.

Implementation Information :

Time: Spring 2010 and Summer 2010

MKT 561 Marketing Research 2 Online Sections

Total number of Participants: 23

Name of Library Faculty Member who consulted on the project:

Prof. Betsey Moylan, Associate Professor of Library

Rubric Development:

Information Literacy Rubric was developed to assess the following:

Assignment: To review literature in marketing for past 10 years in order to develop the most up-to-date conceptual and operational definition of a marketing term.

Characteristics Assessed	Tasks Assessed
Access Information Sources	Locates reliable discipline specific information
Extent of Search: Time Frame	Covers time frame of inquiry
Extent of Search: Number of Sources Utilized	Uses multiple sources
Evaluate information and sources critically	Analyze and synthesize the various definitions
Accomplish the required task	Recommend definitions

Assessment Rubric Used:

OBJECTIVES	Assignment: To review literature in marketing for past 10 years in order to develop the most up-to-date conceptual and operational definition of a marketing term. Task	Demonstrates Superior Competency Evidence	Demonstrates Competency Evidence	Does Not Demonstrate Competency Evidence
Access Information Sources	Locates reliable discipline specific information	Locates sources from refereed marketing journals targeted to academics, to practitioners, and other sources such as Dissertation Abstracts and “white papers” and “research in progress” that are	Locates sources from refereed marketing journals targeted to academics, or practitioners. The sources minimally meet the time frame requirements(the oldest reference is at least from 10 years ago)	Locates no sources from refereed marketing journals
Extent of Search: Time Frame	Covers time frame of enquiry	Initial source dates back 10+ years from most recent source	Initial source dates back 5+ years from most recent source	Initial source dates back less than 5 years from most recent source
Extent of Search: Number of Sources Utilized	Uses multiple sources	At least 6 individual resources examined	3-5 individual resources examined	2 or less individual resources examined
Evaluate information and sources critically	Analyze and synthesize the various definitions	Presented the different definitions and analyzed and synthesized the various definitions collected from different sources with particular reference to reliability and validity	Presented the different definitions and analyzed and synthesized the various definitions collected from different sources without specific and direct reference to reliability and or validity	No attempts to analyze or synthesize the definitions.
Accomplish the required task	Recommend definitions	Recommend both definitions separately with justifications for choice	Recommend both definitions as separate items, without justification	Recommend only one definition or fail to separate two definitions, without justification.
Appropriately cite sources	Provide citation of sources utilized	Complete citations using AMA or other accepted style	Citations provided without specific style	No citations provided

Assessment Scores:

OBJECTIVES	<p>Assignment: To review literature in marketing for past 10 years in order to develop the most up-to-date conceptual and operational definition of a marketing term.</p> <p>Task</p>	<p>Demonstrates Superior Competency</p> <p>Evidence</p>	<p>Demonstrates Competency</p> <p>Evidence</p>	<p>Does Not Demonstrate Competency</p> <p>Evidence</p>
Access Information Sources	Locates reliable discipline specific information	Locates sources from refereed marketing journals targeted to academics, to practitioners, and other sources such as Dissertaion Abstracts and “white papers” and “research in progress” that are	Locates sources from refereed marketing journals targeted to academics, or practitioners. The sources minimally meet the time frame requirements(the oldest reference is at least from 10 years ago)	Locates no sources from refereed marketing journals
23		2	18	3

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Extent of Search: Time Frame	Covers time frame of enquiry	Initial source dates back 10+ years from most recent source	Initial source dates back 5+ years from most recent source	Initial source dates back less than 5 years from most recent source
23		10	9	4

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Extent of Search: Number of Sources Utilized	Uses multiple sources	At least 6 individual resources examined	3-5 individual resources examined	2 or less individual resources examined
23		3	13	7

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Evaluate information and sources critically	Analyze and synthesize the various definitions	Presented the different definitions and analyzed and synthesized the various definitions collected from different sources with particular reference to reliability and validity	Presented the different definitions and analyzed and synthesized the various definitions collected from different sources without specific and direct reference to reliability and or validity	No attempts to analyze or synthesize the definitions.
23		2	15	6

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Accomplish the required task	Recommend definitions	Recommend both definitions separately with justifications for choice	Recommend both definitions as separate items, without justification	Recommend only one definition or fail to separate two definitions, without justification.
23		4	16	3

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Appropriately cite sources	Provide citation of sources utilized	Complete citations using AMA or other accepted style	Citations provided without specific style	No citations provided
23		7	16	0

Characteristics Assessed	Assessment Scores		
	Demonstrates Superior Competency	Demonstrates Competency	Does Not Demonstrate Competency
Access Information Sources	2	18	3
Extent of Search:Time Frame	10	9	4
Extent of Search: Number of Sources Utilized	3	13	7
Evaluate information and sources critically	2	15	6
Accomplish the required task	4	16	3
Appropriately cite sources	7	16	0