

## Chapter 7

# Assessment and Measurement of Education Programs of Information Literacy

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### ABSTRACT

*In this chapter, types of assessment and measurement of education programs of information literacy is introduced. For this, in first, is explained briefly a few concepts of estimation such as measurement, test, assessment, examination, evaluation, etc. and the boundary between assessment and evaluation. Then it is mentioned to necessity of tackling the assessment of students' information literacy and the steps of compilation of a design for the assessment of students' learning (with emphasis on instrumentation for information literacy assessment). Types of information literacy assessment and too information literacy assessment methods are presented. After that, the main forms of information literacy assessment which are mostly used will be discussed and their advantages and disadvantages are briefly mentioned. Finally, information literacy assessment pyramid is presented.*

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## **INTRODUCTION**

When we talk of education, the quantitative and qualitative assessment of learning comes up; to teach effectively and direct the students' learning, the trainer needs to have a clear picture of students' features, experiences, potentialities and limits. Assessment and measurement in an educational system offer the information based on which the trainer would be able to make an informed decision (Nowrouzi, 1374, p. 17). Thus, assessment and measurement in an educational system can be thought of as an instrument for gathering a series of systematic information, of students' learning, and the analysis of the information in turn forms the bedrock of a series of particular decisions. Angelo's study (as cited in Nutefall, 2004) demonstrates assessment is a process that perpetually contributes to the student's understanding and improvement. With the credit-making organizations' and states fast-growing emphasis on assessment, it is vital for libraries and librarians that find themselves involved in assessment. Nulty's exploration (as cited in Meldrum & Tootle, 2004) suggests that assessment in itself is a teaching method. Thorough research in the field of assessment in the high educational system indicates that measurement and assessment of students' learning, in the process of learning, is a contributing factor (Ghassemi, 1385). Assessment of the information literacy enhances the learning, offers a standard for gauging the result and the volume of teaching effectiveness; highlights the learning gaps; increases the need for setting the stage for learning; and ultimately, it offers opportunities for discussions and a base for the evaluation and confirmation of teaching (Lupton, 2004). In fact, assessment should contribute to students' learning and reflect the importance of subject objectives upon which rest the information literacy.

In determination of programs, activities and educational techniques value the assessment of programs of the information literacy and library educations is indicative of requirements and the official's further attention to these activities as well as what variables need to be taken in to consideration and which is the most effective (Seraj, 1383).

## **THE BOUNDARY BETWEEN ASSESSMENT AND EVALUATION**

Before marking boundary between assessment and evaluation, it seems, we need to explain briefly a few concepts of estimation:

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