

**WML Information Literacy Instruction Assessment 2018-19
Classroom Activity Report – Individual**

Faculty Librarian: George Aulisio

Semester: Fall 2018

Course Number and Name: BIOL 375: Evolution

Course Instructor (Last Name): Royer

Date(s) of Information Literacy Instruction: 9/12/2018

Time(s) of Information Literacy Instruction: 3:00-3:50pm

Location: WML 306

Number of Students Registered in Course: 12

Summary of research assignment or task

From the course instructor: Find peer-reviewed primary literature relevant to the paper topic they choose. Find papers that cite and are cited by a given paper. Find citations to support basic underpinning ideas (the kind of stuff you find in Wikipedia, but need to cite in the intro of a paper). Evaluate the quality of a website, and find a citation instead whenever possible.

Classroom Student Learning Outcomes (SLOs) – at least one, no more than three

SLO 1: As a result of this information literacy instruction, students will learn about different source types as well as what makes certain source types more appropriate than others.

SLO 2: As a result of this information literacy instruction, students will be instructed on the Five Ws as an introduction to evaluating sources.

SLO 3: As a result of this information literacy instruction, students will learn to citation chase.

How will you know how students are doing as they work toward meeting these outcomes?

Dr. Royer has demonstrated a commitment to information literacy instruction in her BIOL 375 course. Because this course runs regularly, I will rely on Dr. Royer to let me know student successes and any deficiencies that she noticed the previous year. With this information, I will tailor the instruction to better suit student learning.

Based on your experience teaching this class and any assessment of student work you were able to do, what can you change next time to improve how you teach it? Or, what was successful that you want to be sure to do again the next time you teach it?

This course runs both as a 50-minute and a 75-minute course. In the 50-minute version of the course I will likely not change anything. In the 75-minute version of the course, I will institute an active learning activity to help students cement what they are learning.

Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports

PLO3: Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research need.