

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

Faculty Librarian: Kelly Banyas

Semester: Fall 2018

Course Number and Name: CHED 310: Health Education: Theory, Research and Practice (EP)

Course Instructor (Last Name): Fetherman

Date(s) of Information Literacy Instruction: 10/2/2018

Time(s) of Information Literacy Instruction: 10:00-11:15am

Location: WML 306

Number of Students Registered in Course: 13

Summary of research assignment or task

Students have a research paper due towards the end of the semester that incorporates data from a variety of sources, such as gathered health statistics and published, peer-reviewed literature. The course instructor also noted that students are referred to relevant articles through their course textbook, which provides citation information to various related articles from case studies examined in the course that can be utilized to write their term paper. This instruction was a part of an information literacy stipend project, and so the instructor wanted to further embed the ideas of the ACRL's Framework for Information Literacy for Higher Education into the course, particularly the frames "Searching as Strategic Exploration" and "Scholarship as Conversation," due to the nature of locating and integrating a variety of resources for the term paper.

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

SLO 1: As a result of this information literacy instruction and the accompanying research guide for the course, students will understand the uses of different source types and how they can be used to inform their research.

SLO 2: As a result of this information literacy instruction and the accompanying research guide for the course, students will be able to locate different types of sources, whether from a known citation/website or through a database search.

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

The course faculty, Dr. Debra Fetherman, will complete a report as part of the stipend project that will give her perspective on how the students were able to find and incorporate research into their papers. I will also be visiting the class again closer to when the paper is due (on November 15) in order to reiterate concepts as needed and answer any remaining questions, which will indicate to me how instructive my first session with the students was. I also created a research guide for this course, which has links to recommended websites, journals, and databases, identified by myself and Dr. Fetherman, as well as information regarding source types, citation chasing, and formatting citations; I can look at the usage statistics to see if I can deduce if students in the course were using it as a resource to write their papers after our instruction session.

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?

I will closely read the course faculty's report on at the end of the semester to hear her perspective and see if she has identified any areas in which the students could use more guidance. I did incorporate an active learning exercise into the class that engaged students in identifying two different types of sources; I would like to explore options to make the class more interactive as a whole and leave more time for them to begin their research process while I am present in the room, which may be more appropriate later in the semester when they are more established with their topics.

Note: This information literacy instruction was part of an Information Literacy Stipend project.

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

PLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

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.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.