

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

Faculty Librarian: Frank Conserette

Semester: Fall 2018

Course Number and Name: BUS 140K: Business Oral and Information Proficiency (EP)

Course Instructor (Last Name): Rocco

Date(s) of Information Literacy Instruction: 10/31/2018

Time(s) of Information Literacy Instruction: 8:00-8:50am

Location: WML 306

Number of Students Registered in Course: 20

Summary of research assignment or task

This section of BUS 140 is the KSOM Business Honors Program section. Students were instructed to complete a capstone presentation and paper about a specific company of their choosing. The presentation would be 8-10 minutes and the paper 5-7 pages. The capstone projects required students to discuss (1) current news and events, (2) industry analysis, (3) company introduction, (4) company financials, and (5) SWOT (strengths, weaknesses, opportunities, and threats) analysis.

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

SLO 1: As a result of this information literacy instruction and workshop, students will gain an understanding that research is inquiry and discover searching as strategic exploration.

SLO 2: As a result of this information literacy instruction and workshop, students will determine their information need by identifying different types of information and their associated values to their capstone project.

SLO 3: As a result of this information literacy instruction and workshop, students will learn the importance of using information effectively, ethically, and responsibly.

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

Several students posed questions in class about the use of information, specifically pertaining to the evaluation and responsible use of information. These discussions helped to solidify the

importance of detecting different types of information, the understanding that all information has value depending on how it is used, and the fact that information users are in control of how information is used. This helped to stress SLOs 2 & 3, and I was able to gather in class that students were grasping the concepts of differing types of information and ethical information use.

I have developed a strong relationship with Prof. Rocco. He expressed after class that he had learned quite a bit of useful information from my instruction session. I plan to reach out to Prof. Rocco to discuss the work of his students and get feedback on how the students performed in this course with library instruction compared to his BUS 140 course in Spring 2018 that did not have library instruction.

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?

The instruction session was designed to create foundational research skills at the BUS 100-level so that through future library instruction I can work to build upon those skills in other courses. This opportunity to reach students at the beginning of their coursework in the field of business was a success because the focus was on emphasizing the research process, the importance of different types of information, and the responsibility to use information ethically. Students were also introduced to several business resources, specifically databases and where to locate company/industry profiles and basic financial information for their projects.

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

PLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

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.

PLO6: Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.