

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

Faculty Librarian: Frank Conserette

Semester: Fall 2018

Course Number and Name: COMM 121X: Mythology in the Media (EP)

Course Instructor (Last Name): Fisher

Date(s) of Information Literacy Instruction: 10/11/2018

Time(s) of Information Literacy Instruction: 8:30-9:45am

Location: WML 306

Number of Students Registered in Course: 17

Summary of research assignment or task

The assignment was a 9-page analysis of the mythologies and research regarding a specific media artifact (e.g. The Hobbit [Any of the 3 films: 2012, 2013, 2014 – Martin Freeman, Ian McKellan] and Wonder Woman [2017 – Gal Gadot, Chris Pine]). The paper requires students to analyze the film in comparison to the original myth and culture.

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 identify different types of information and that each has value.

SLO 3: As a result of this information literacy instruction and workshop, students will become familiar with searching the library catalog and databases.

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

Dr. Fisher has created a Norse Culture Take-Home Quiz for students to complete after the library instruction session. The quiz has two parts: (1) in-class discussion, and (2) 2-page paper. The paper topic needs to be one (or two) aspects of Norse history or culture and needs to use library resources such as books or databases to conduct in-depth research on that particular Norse aspect (e.g., The slow spread and adoption of Christianity in Scandinavian countries, The role of

women in post-medieval Icelandic folktales, etc.). This quiz serves students as preparation for their longer research paper in the course, but also serves as an assessment tool for me to determine student performance immediately after the instruction session.

Dr. Fisher is going to send me copies of the quiz papers with student information redacted, but he expressed to me the week after the quizzes were submitted that overall the class did really well and grasped the concepts taught in the 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 have had the fortunate opportunity to teach this class in both WML 305 during the Fall 2017 semester and WML 306 during the Fall 2018 semester. As result, I can definitively state that the use of the lab classroom (WML 306) fostered a better learning environment. During the Fall 2017 semester, I was not able to facilitate an in-depth research workshop because not all students had a device for searching. However, the use of WML 306 resolved that issue and created an atmosphere for engaged group learning.

I created a workshop activity that had students pair into groups of 3 students per group to (1) develop a research question on a topic of Norse History and Culture, (2) brainstorm keywords and phrases, (3) search in both ProQuest Central and Academic Search Elite, (4) use database limiter features, and (5) evaluate sources found according to the Five Ws of Source Evaluation handout. This activity was structured in a way that I lectured/presented on a single section of the activity and then facilitated student group work on that activity before proceeding to each of the next four sections.

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.