

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

Faculty Librarian: Frank Conserette

Semester: Fall 2018

Course Number and Name: MKT 563/475: Global Marketing/International Marketing

Course Instructor (Last Name): Roy

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

Time(s) of Information Literacy Instruction: 6:00-7:00pm

Location: WML 305

Number of Students Registered in Course: 24 total across two combined sections

Summary of research assignment or task

Students had to complete a brand entry project consisting of a research paper and presentation. The required parts of the project were: (1) global marketing literature research, (2) global brand entry plan, or (3) global empirical research paper.

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

SLO 1: As a result of this information literacy instruction, students will gain an understanding of numerous global cultural and economic resources within the Library's Reference collection and governmental/organizational websites to aid in the research for their global brand entry project.

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

I have been speaking with Dr. Roy throughout the semester about the students' progress with their global brand entry projects. Dr. Roy and I discussed meeting during Intersession to discuss the final work submitted by his students (particularly the types of information and use of information) stemming from 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?

Students were instructed to bring their own devices if possible because the presentation was held in WML 305 (a non-lab classroom). Every student brought a device to follow along and

primarily explore the governmental and organizational websites for cultural and economic data. Many students were engaging, appreciative of the session, and interested in how to find particular types of information. Numerous questions were asked to me and addressed in class.

The next time I teach this course, I would prefer to teach it in a lab classroom or even travel to Brennan Hall to use the regular classroom lab in which the course meets. Additionally, I will recommend to Dr. Roy that we schedule the session for 75 minutes instead of 60.

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.