

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

**Faculty Librarian:** Donna Witek

**Semester:** Fall 2018

**Course Number and Name:** INTD 119X: Making Meaning of 9/11 (EP)

**Course Instructor (Last Name):** Grettano

**Date(s) of Information Literacy Instruction:** 9/20/2018

**Time(s) of Information Literacy Instruction:** 1:00-2:15pm and 2:30-3:45pm

**Location:** WML 306

**Number of Students Registered in Course:** 14 and 17

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**Summary of research assignment or task**

A detailed description of the research assignment in this course is found in the [INTD 119X Fall 2017 Classroom Activity Report](#). There were no substantial changes made to the assignment between Fall 2017 and Fall 2018.

For Fall 2018, I made minor revisions to the 2-page worksheet exercise I developed for this class based on assessment of students' learning and my teaching in Fall 2017; details of these changes are explained below. Students complete this worksheet during the workshop to guide them through exploring their assigned Jesuit value using the Portal to Jesuit Studies (<http://jesuitportal.bc.edu>). As in Fall 2017, students handed in their completed worksheets at the end of the workshop, after which they were duplicated for my own secure assessment files before being graded by Dr. Grettano for course credit and then returned to students. New in Fall 2018, Dr. Grettano added me as a Guest Instructor to the Desire2Learn course pages for both sections, which gave me access to Jesuit Values Presentation student scores, presentation materials, and Further Reading lists.

The materials I distribute for this lesson can be found attached.

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

SLO1: As a result of this information literacy workshop, students will use the Portal to Jesuit Studies search tool to strategically explore their Jesuit value topic.

SLO2: As a result of this information literacy workshop, students will identify the different formats of information available through the Portal in order to decide which types of information are best suited to their research task.

SLO3: As a result of this information literacy workshop, students will practice using our Library's resources to access sources discovered through the Portal, and be able to identify when this is necessary.

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

SLO1: Successful completion of my worksheet exercise (basic knowledge = Q2, Q3, Q4; advanced knowledge = Q5, Q6)

SLO2: Evidence found within their responses to the worksheet exercise, specifically responses to Q1

SLO3: Successful access to 2-7 sources for their completed assignments, specifically successful completion of the Jesuit Values Presentation and the Further Reading lists posted to Desire2Learn, including their grades on these assignment components

**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?**

**Sources of assessment data:**

**Total number of worksheets** received across both course sections = **30**

**14 out of 14 students** in the 1:00 pm course section submitted worksheets at the end of my workshop with them

**16 out of 17 students** in the 2:30 pm course section submitted worksheets at the end of my workshop with them

In addition, in Fall 2018 Dr. Grettano added me as a Guest Instructor to the Desire2Learn course pages for both sections. This access enabled me to see **student scores** for the Jesuit Values Presentations, which serve as a proxy for how well students accomplished the information literacy tasks required of them to complete the assignment, as well as their uploaded **presentation materials** and **Further Reading lists**.

**Assessment data for Classroom SLO1 consisted of the following:**

The second, third, and fourth questions of the worksheet exercise asked students to do some **basic exploration** of their Jesuit value topics within the Portal search tool.

In the 1:00 pm course section, **14 out of 14 students** successfully completed the exploratory tasks in the second, third, and fourth questions of the worksheet exercise, demonstrating their use of the Portal to accomplish **basic exploration** of their Jesuit value topics.

In the 2:30 pm course section, **15 out of 16 students** successfully completed the exploratory tasks in the second, third, and fourth questions of the worksheet exercise, demonstrating their use of the Portal to accomplish **basic exploration** of their Jesuit value topics.

Across the available worksheets for both sections this represents a **96.7% success rate** at demonstrating **basic exploration** of their Jesuit value topic using the Portal.

The fifth and sixth questions of the worksheet exercise asked students to demonstrate **more advanced exploration** of their Jesuit value topics within the Portal search tool—going beyond simple observation to connecting their observations with the wider context of information about their topics.

All students except 1 across both sections, or **29 out of 30 students** for whom worksheets were submitted, demonstrated through their written responses engagement with both the fifth and sixth questions.

**Fifth Question:** Asks when a researcher might use both the “Person” and “Year” search boxes in the Portal, demonstrating a connection between researching their topics and the search criteria/contexts of time and identity. **All students** in both sections **answered this question successfully**.

**Sixth Question:** Tasks students with searching and browsing the Portal for information sources that inform them about their Jesuit value topics, and prompts students to record new concepts, time periods, or people encountered during their searches that are relevant to their Jesuit value topics.

Of note, this question in Fall 2018 was revised from Fall 2017 to broaden the scope so students could use the space below it to “Note here any new bits of information or sources you want to remember for the next time you search the Portal about your value.” By using the space below this question to record anything of relevance to each student’s unique research process, students demonstrate the research habit of keeping a search log so they are better able to continue their research at a later time.

In the 1:00 pm course section, **14 out of 14 students** used this space and recorded new things they learned in the process of strategically exploring their topics in the Portal.

In the 2:30 pm course section, **15 out of 16 students** used this space and recorded new things they learned in the process of strategically exploring their topics in the Portal.

Across the available worksheets for both sections these **responses to the fifth and sixth questions** taken together represent a **98.3% success rate** at demonstrating **more advanced exploration** of their Jesuit value topics within the Portal search tool.

Of note is the fact that the one student in the 2:30 pm course section that did not record anything under the sixth question also did not complete several other questions on the worksheet; this indicates a lack of motivation in this particular student to take advantage of the research workshop, which is not generalizable to the rest of the students in the course.

**Assessment data for Classroom SLO2 consisted of the following:**

The first question of the worksheet exercise focused specifically on students' engagement with the different formats of information available through the Portal.

In the 1:00 pm course section, **14 out of 14 students** successfully identified three content collections in the Portal.

In the 2:30 pm course section, **16 out of 16 students** successfully identified three content collections in the Portal.

Across the available worksheets for both sections this represents a **100% success rate** at demonstrating that they have considered the different formats of information available through the Portal in order to decide which types of information are best suited to their research task.

It is worth noting that several students in each section (around one to three students per section) did not provide an explanation or reason for why they were interested in exploring the three collections they named; however, since they did name three possible collections to explore I considered this a success because their noting the names of the collections will allow them to return to them in the future for further investigation. When I teach this in the future I will plan to emphasize the importance of reflecting on *why* a collection sounds useful and valuable to their research of their Jesuit value topic so this part of their analysis is not missed.

**Assessment data for Classroom SLO3 consisted of the following:**

Evidence that students accomplished Classroom SLO3 is found in whether they successfully accessed 2-7 sources for their completed assignments. **Student scores** for the assignment can serve as a proxy for how well they did, including whether they met the assignment requirement of finding and using appropriately 2-7 sources.

In the **1:00 pm course section**, student score data was shared for 14 students.

Mean score (points).....86 / 100 points	Median score (points).....85 / 100 points
Mean score (percentage)....86%	Median score (percentage)...85%

The highest score earned was 100 points / 100% (n=1 student) and the lowest score earned was 78 points / 78% (n=1 student).

In the **2:30 pm course section**, student score data was shared for 17 students.

Mean score (points).....83.5 / 100 points	Median score (points).....83 / 100 points
Mean score (percentage)....83.5%	Median score (percentage)...83%

The highest score earned was 91 points / 91% (n=3 students) and the lowest score earned was 80 points / 80% (n=8 student).

Taking a threshold of 85 points / 85% as a proxy for demonstrating success at completing their Jesuit Values Presentations, including finding and using 2-7 sources for their completed assignments, students in the 1:00 pm course section achieved a slightly higher rate of success than did the students in the 2:30 pm course section. However, given that the lowest score earned in the 2:30 pm course section was 80, only a few points below 85, it bears out that the majority of students did in fact demonstrate moderate success at accomplishing the outcomes associated with this assignment.

Due to time constraints, an in-depth assessment of the students' **presentation materials** and **Further Reading lists** was not possible; however, advocating with Dr. Grettano for continued access to the Desire2Learn course pages for this course each Fall will enable me to directly assess these student submissions in the future.

**Other relevant assessment data:**

At the end of the worksheet I asked the students three questions about their experience during the workshop. These questions were their “exit ticket” from their workshop: at five minutes before the end of the class period I told the students to stop what they were doing and answer these feedback questions, after which they turned in their worksheets. I asked these same questions in Fall 2017 when I last delivered this workshop in INTD 119X.

The questions were:

Q1: How confident do you feel in your ability to search for, select, and access full-text information sources about your value to use in your Jesuit Values Presentation (in both the works cited and further reading lists)? Mark your response.

Options included:

Very Confident, Somewhat Confident, Somewhat Unconfident, Very Unconfident

Q2: Why did you answer that way?

Q3: What questions do you still have about researching your value?

## Here is the quantitative data for Q1:

In the 1:00 pm course section:

- 7 out of 14 answered Very Confident
- 6 out of 14 answered Somewhat Confident
- 1 out of 14 left the scale blank

In the 2:30 pm course section:

- 7 out of 16 answered Very Confident
- 8 out of 16 answered Somewhat Confident
- 1 out of 16 left the scale blank

**The majority of students in both sections** indicated at the end of the workshop that they were either **Very Confident** or **Somewhat Confident** in their ability to search for, select, and access full-text information sources about their Jesuit value.

In comparison to Fall 2017, there were significantly more responses of **Very Confident** in Fall 2018 than there were in Fall 2017, which indicates that changes made to the workshop between semesters – including building more time into the workshop for independent exploration of the Portal – improved students’ confidence and self-efficacy as researchers.

## Analysis of responses to Q2 and Q3:

Responses to Q2 and Q3 in Fall 2018 were very similar to those in Fall 2017.

Themes in response to Q2 included that like any new skill or ability, students acknowledged that they will need more time to become proficient in using both the Jesuit Portal and the online Library resources to find what they need for their projects, but that the workshop was a solid foundation for this work. Many students stated the workshop positioned them to succeed at their research, and one student noted, “I have already found some articles to use.”

Just as in Fall 2017, in response to Q3, many students in Fall 2018 did not have any questions. For those that did, their questions treated on many of the same topics as they did in Fall 2017, including:

- Filtering by language of source (though most framed this as “translating sources into English”)
- Finding and accessing the full-text of sources using the Library as well as Interlibrary Loan services
- Broadening and narrowing searches
- Identifying the format of a source
- How to cite sources found
- Question of timeliness/currency when evaluating and selecting a source

The first three items in this list came up most often, and so they remain topics I need to prepare to focus and spend some time on in order to provide strategies to overcome these identified research barriers.

### **Things I plan to change and/or remember in the future when I teach this class:**

- I will continue to advocate with Dr. Grettano for access to the Desire2Learn course pages for the course in order to have access to student scores and final student submissions for the Jesuit Values Presentation project.
  - I will emphasize to students that on the first question of the worksheet, they need to reflect in writing on *why* the collections they identify are relevant or valuable to researching their Jesuit value topic.
  - I will continue to devote attention to strategies that will address the three most frequently asked questions in the “exit ticket” portion of the worksheet, specifically a desire to filter sources by language, how to find or request the full-text of a source using the Library’s resources and services, and broadening and narrowing searches in the Portal.
  - I will remove Q5 (Person / Year) from the worksheet for two reasons: 1) I want to gain more time for students to use the Portal to apply what they learned to their own research, and, 2) the way these search boxes map to source metadata is not consistent enough for this to be a useful prompt for analysis about the search tool.
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### **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.

PLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.

Name: \_\_\_\_\_

Library Workshop: Portal to Jesuit Studies (<http://jesuitportal.bc.edu>)

For the Jesuit Values Presentation, the Jesuit value I will research in order to teach to my peers:

\_\_\_\_\_

Q1: List three content collections the Portal collects and allows you to search and browse, which you would be interested in exploring for sources about your value, **and why**:

1.

2.

3.

Q2: Try a search for your value in the Basic search box. Describe two useful things about the results screen when you do this search **and why** they are useful to you:

1.

2.

Q3: Go to the Advanced Search page, and search for your value in the "Keyword" box. How many results appear? Do they seem relevant and informative for your value? **Why** or why not?

Q4: Go back to the Advanced Search page, and search for your value in the "Title" box. How many results appear? Do they seem relevant and informative for your value? **Why** or why not?



Name: \_\_\_\_\_

Q5: On the Advanced Search page, when might you use the "Person" search box? How about the search boxes for "Year"?

Q6: Spend some time searching and browsing the Portal for sources that inform you about your value. Did you encounter any new concepts, phrases, or keywords you can use as new search terms about your value? Did you identify any key people or time periods that are especially relevant to researching about your value?

Note here any new bits of information or sources you want to remember for the next time you search in the Portal about your value:

**At the end of the workshop, please answer these questions:**

How confident do you feel in your ability to search for, select, and access full-text information sources about your value to use in your Jesuit Values Presentation (in both the works cited and further reading lists)? Mark your response.

Very Confident ____	Somewhat Confident ____	Somewhat Unconfident ____	Very Unconfident ____
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Why did you answer that way?

What questions do you still have about researching your value?