

**WML Information Literacy Instruction Assessment 2019-20**  
**Classroom Activity Report – Individual**

**Faculty Librarian:** Ian O’Hara

**Semester:** Fall 2019

**Course Number and Name:** OT 501: Leadership in Occupational Therapy

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

**Date(s) of Information Literacy Instruction:** 9/19/2019

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

**Location:** WML 306

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

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**Summary of research assignment or task**

The students enrolled in this course are required to complete a broad historical literature review on a given topic related to Occupational Therapy and the development of the field. This assignment involves exhaustive historical research which requires the students to move beyond the typical database research that they have been accustomed to and utilize sources such as print books, indexes, and microfilm materials in order to include sources of information from the early twentieth century to the present.

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

SLO 1: As a result of this information literacy instruction, students will be made aware of, be able to locate, and utilize sources of information in multiple formats.

SLO 2: As a result of this information literacy instruction, students will be able to understand how historical context may influence information discovery, specifically the concept of terminology changing over time and how that results in differing search strategies and keyword utilization.

SLO 3: As a result of this information literacy instruction, students will be aware of, understand how to locate, and how to utilize information sources beyond the typical database searching, extending to print books, print indexes, and microfilm sources.

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

This is a very library research oriented assignment. Students often come to the Research Services desk on the second floor of the library or schedule research consultations. In these interactions, I can ascertain their understanding of what I presented to them in the classroom information literacy instruction session, and then also remediate and clarify anything that may not have resonated initially. The consultations often involve some instruction related to using the microfilm reader machines, which is another indicator that the students are actually using the materials presented to them in class.

**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?**

It may be helpful to schedule a second session with each section of OT 501 students set up as more of a workshop environment. It may be helpful for students to have a librarian in the classroom when they begin work on this assignment after having the initial information literacy instruction. A number of students who had scheduled follow up research consultations with me were concerned with initial steps and how to best approach beginning their research. I think this workshop-like setting may help them get started and alleviate this initial anxiety.

I think the active learning activity that I utilized in this lesson in order to familiarize the students with both print indexes and bibliographies and the concept of citation chasing was effective. The students seemed to be engaged throughout that section of the lesson and they were able to practice an essential skill for conducting this type of deep historical research with a librarian in the classroom. In the future when teaching this course I would like to attempt to build in more active learning activities into the lesson where appropriate.

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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.

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