

WML Information Literacy Instruction Assessment 2020-21
Classroom Activity Report – Individual

Faculty Librarian: Kelly Banyas

Semester: Fall 2020

Course Number and Name: EDUC 113: Reading-Research (Gonzaga Program)

Course Instructor (Last Name): Simolo

Date(s) of Information Literacy Instruction: 10/9/2020

Time(s) of Information Literacy Instruction: 11:00-11:50am

Location: Zoom

Number of Students Registered in Course: 14

Summary of research assignment or task

The students needed to find 5-8 sources for an annotated bibliography about a topic relating to the course theme: inequality. These sources must be cited in proper MLA citation style and students are asked to write two paragraphs, the first summarizing the source and the second analyzing the source, looking at its validity, usefulness, and how it informs their knowledge about the particular topic. Two of the sources must be from scholarly, peer-reviewed journals.

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 able to utilize the Library's databases, performing keyword searches to find appropriate, relevant resources for inclusion in their annotated bibliography.

SLO 2: As a result of this information literacy instruction, students will be able distinguish between different types of resources found in the databases, utilizing the databases' filters.

SLO 3: As a result of this information literacy instruction, students will select one potential resource for inclusion in their annotated bibliography assignment.

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

This was the second information literacy instruction session for the class, the previous session having been given two days before. The first session covered the basics of researching in the databases and was primarily lecture-based, with screen-sharing enabled to allow the students to

see examples of conducting searches in the databases. I also reviewed the EDUC 113 Research Guide with the students, which they could reference after the session. The Research Guide also has a worksheet for students to complete if they choose, which provides space for them to brainstorm their topics and instructions for how to search in the databases. These resources were also posted/linked on the course LMS page by the instructor. For evidence that students in this class (and other EDUC sections) are utilizing the resource, I can look at the guide's statistics on LibGuides.

The second session was a workshop session, which was successfully conducted over Zoom through the use of breakout rooms. I provided a brief overview of the previous session at the beginning of class, reminding the students about the Research Guide and how to access the databases. Then the students worked independently to find at least one potential source for their annotated bibliography, which would be uploaded to the course LMS page by the end of the class. Students were able to ask general questions in the Zoom meeting, with both the instructor and myself present, but if they had a particular question about/problem finding or downloading a resource for their topic, the instructor moved us into a breakout room, where we could have a private conversation. In the breakout room, I was able to either share my screen or have the students share their screens to troubleshoot problems or perform searches. The instructor monitored the submissions folder and confirmed each student uploaded one article before the end of the 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?

This was extremely successful, especially given the circumstances of having to teach over Zoom. I was able to interact with many of the students, who frequently asked to join the breakout room to discuss their searches and also were comfortable voicing questions in the general Zoom room. The course instructor suggested uploading the articles to the LMS and was extremely collaborative throughout the planning process and the session, and this was vital to the success of the workshop. It did take a good portion of the session for many students to find an appropriate article, so I'm not sure this practice would translate well to shorter one-shot sessions, where more instructional content might need to be provided. I would like to explore using this method in future online sessions, perhaps in instances where two sessions or a longer one-shot session are scheduled. Teaching faculty buy-in, however, will be necessary. It was also helpful that the students had met with the instructor before the sessions to discuss their topics, which made them better prepared to immediately start engaging in the research process.

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.