

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

**Faculty Librarian:** Kelly Banyas

**Semester:** Fall 2020

**Course Number and Name:** ESL 101: Academic ESL I

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

**Date(s) of Information Literacy Instruction:** 10/20/2020

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

**Location:** Zoom

**Number of Students Registered in Course:** 2

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**Summary of research assignment or task**

The students are asked to write a research paper, in MLA formatting, that focuses on a current controversial issue in America. Students must identify at least 4 sources after selecting their topic and before outlining and drafting their paper. Three of those sources must come from Library databases. The students will also give a presentation on their research.

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

SLO 1: As a result of this information literacy instruction, students will understand and be able to articulate the research process, from selecting a topic to finding and integrating sources into their research.

SLO 2: As a result of this information literacy instruction, students will perform keyword searches in Library databases to find relevant resources.

SLO 3: As a result of this information literacy instruction, students will understand the importance of citation, both in how citations are formatted and why it is important to credit the work of others.

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

Due to the low number of students in the session and the scheduling of a second information literacy session, taking place the week after the first, I was able to interact very closely with students during the Zoom session. Instead of a lecture-based presentation, I was able to discuss

the topics in depth with the students, asking them direct questions and allowing plenty of time for them to ask me questions. The time also allowed for more student engagement through active learning exercises, such as a keyword generation activity. I used a PowerPoint presentation to introduce topics and websites/resources for discussion as well as the Information Literacy Foundations Research Guide, which were also shared by the instructor with the students on their course's LMS page.

**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 would like to keep this class as two sessions since the students did have a lot of questions during the first session. The second scheduled session, while more focused on citation, also allowed me to check in on the students to see how their research process was going. The low course enrollment aided in working more closely with the students, but if this class is offered again with higher enrollment numbers I may have to adjust the plan to include the use of breakout rooms to meet with students individually to answer questions. If offered in person I would be sure to schedule workshop time into the session to be sure I can interact with students one-on-one in order to gauge their understanding and answer any specific questions.

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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.

PLO6: Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.