

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

**Faculty Librarian:** Frank Conserette

**Semester:** Fall 2020

**Course Number and Name:** PCPS 122X: Foundations of Professional Integrity (EP)

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

**Date(s) of Information Literacy Instruction:** 8/31/2020

**Time(s) of Information Literacy Instruction:** 3:00-4:15pm

**Location:** Zoom

**Number of Students Registered in Course:** 18

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**Summary of research assignment or task**

Students complete a “Social Justice and My Major” reflection paper based on database research on their chosen topic.

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

SLO 1: Students will gain an understanding of research as inquiry.

SLO 2: Students will discover searching as strategic exploration.

SLO 3: Students will be introduced to library resources (i.e. catalog, databases, PALCI E-ZBorrow).

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

Since I have started at the university, I have had a collaborative relationship with Dr. William Miller. We usually talk about students’ progress throughout the semester. He also is never hesitant to refer his students to reach out to me directly with their research questions and to schedule one-on-one research consultations to enhance their research and find better and more relevant sources.

**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?**

The one thing I always wish I can change is the amount of time I have with students. Students in this course typically do not have prior experience in our library databases, so they have plenty of questions once they start exploring the databases on their own during the workshop portion of the session. In the information literacy session, Dr. Miller collaborates with me by providing examples of how what I instruct impacts their ability to do great work. He also reinforces what I instruct throughout the session so that students maintain attention and understanding that what a librarian can teach them is significant when it comes to their research and academic success. Dr. Miller's active involvement in the information literacy discussion encourages students to think critically about the information and ask questions as they encounter them.

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**Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports**

PLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

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.