

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

Faculty Librarian: Ian O’Hara

Semester: Fall 2020

Course Number and Name: OT 120: Foundations of Occupational Therapy (EP)

Course Instructor (Last Name): Whittaker, J., and Wisniewski

Date(s) of Information Literacy Instruction: Week of Aug 24

Time(s) of Information Literacy Instruction: N/A

Location: Asynchronous Support

Number of Students Registered in Course: 20 and 19 (2 sections)

Summary of research assignment or task

This is an introductory level course in the occupational therapy curriculum. The major research assignment for this course involves students utilizing the library databases in order to identify three sources relevant to a given area of occupational therapy practice. The students must be able to correctly identify two of these chosen sources as peer-reviewed scholarly articles. The second half of this assignment involves students utilizing these three sources in order to write a short reflection paper in which they must successfully adhere to APA format.

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

SLO 1: Students will learn the fundamentals of accessing and searching library databases for subject area related literature.

SLO 2: Students will understand the differences between scholarly and non-scholarly literature within the occupational therapy field.

SLO 3: Students will learn how to locate resources related to APA formatting and utilize those resources to successfully format their eventual reflection papers.

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

Typically if this session was delivered in the classroom, or in a synchronous way via Zoom, I would give the students ample time to ask questions, and also allow them time to begin searching as I circulate throughout the room and monitor progress and/or answer questions. In this

circumstance, considering the lecture was delivered asynchronously via a Zoom recording, I was unable to interact with students throughout the class session to evaluate their cognition of the material presented. Professors Whittaker and Wisniewski asked to utilize this pre-recorded video in a way in which it would be readily available on their course pages in Desire2Learn so that students could refer back to the lecture as frequently as desired for clarification.

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?

If I were to deliver this lecture asynchronously for a second time, with more time to prepare, I would have included an assessment component such as an online quiz or poll in order to check student understanding of what was presented in the lecture itself. This would present me with multiple data points in which to gauge which areas of the lecture need more thorough explanation or more direct exemplification.

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.