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

Faculty Librarian: Ian O'Hara

Semester: Fall 2020

Course Number and Name: PT 771: Scientific Inquiry I for Physical Therapy

Course Instructor (Last Name): Hakim

Date(s) of Information Literacy Instruction: 9/16/2020

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

Location: Zoom

Number of Students Registered in Course: 34

Summary of research assignment or task

This is the first in a multi-semester sequence in which physical therapy students work in groups in order to eventually complete a systematic review of the literature on their selected group topic. Scientific Inquiry I for Physical Therapy involves the initial steps in the process of conducting a systematic review, such as developing a research question, identifying a keyword database search string based on said research question, and identifying databases for inclusion in conducting a systematic review of the literature.

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

SLO 1: Students will understand the process of identifying keywords from the text of a given research question.

SLO 2: Students will learn how to formulate a search string utilizing boolean operators to effectively search databases for literature on an identified topic.

SLO 3: Students will learn to utilize the citation management software tool Zotero to efficiently work in groups in order to save, organize, and deduplicate a shared group repository of identified articles via their database searches.

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

The students were given ample time to ask questions at multiple points throughout this presentation. The section on identifying keywords was taught as a large group activity in which a

hypothetical research question was used to model the development of a keyword search string with student input into the selection of terms, identification of synonyms, and the choices of Boolean operators. I typically meet with multiple student groups after this class session in a research consultation context which also allows me time to remediate some instruction that may not have initially stuck with the students, and also to check-in and see how their research process is shaping up, as well as answer specific questions or points of confusion.

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 potentially make this class session more active. Teaching it over Zoom resulted in a more traditional lecture type setting, outside of the one active whole group activity. It may be beneficial to have the students work in their assigned groups in breakout rooms, if the course is taught over Zoom in the future, to identify keywords and develop search strings and explain their thought process in a large group discussion afterwards.

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

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

PLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.

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.