

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

Faculty Librarian: Donna Witek

Semester: Fall 2020

Course Number and Name: T/RS 122: Theology II: Christian Theology

Course Instructor (Last Name): Arp

Date(s) of Information Literacy Instruction: 9/9/2020 and Week of Sep 7

Time(s) of Information Literacy Instruction: 1:00-1:50pm and N/A

Location: Zoom and Asynchronous Support

Number of Students Registered in Course: 32 and 26 (2 sections)

Summary of research assignment or task

Students are assigned to read a book-length work of Christian theology from a provided list and put the theological ideas in that text in conversation with an array of source types including a biblical passage, biblical commentaries, and scholarly sources about the reception and/or biography of the theological text and its author. The students synthesize and integrate these sources into a major research paper that is written in low stakes installments designed for them to build toward that integration through their encounters with each source type.

Prof. Arp and I had worked together on his T/RS 121 course prior to this, and from that experience he adapted a course feature called “Information Literacy Week” during which my instruction to students in the course takes place. For the Fall 2020 semester, supporting this new research assignment was complicated by the remote pandemic environment in which this course and the Library’s Research Services were offered. One strategy that helped mitigate the effects of the remote delivery of course content was that Prof. Arp added me as a guest instructor to his LMS course pages, which enabled me to email students directly, upload materials related to my instruction, and review the course materials that were situated around “Information Literacy Week” to better contextualize research within the wider course aims.

I developed an in-depth research guide for the course, accessible at <https://guides.library.scranton.edu/theology/arp-trs122>, that represents the research process for this paper and access steps for the different source types in both graphical and textual formats. I also provided my instruction both synchronously over Zoom and asynchronously via recorded video in order to reach both sections of the course in the same week. My work with Prof. Arp in

this Fall 2020 run of the course was part of an Information Literacy Stipend project collaboration.

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 the role of research in both their Major Paper assignment and in theological study more broadly.

SLO 2: As a result of this information literacy instruction, students will identify different genres of biblical and theological scholarship in order to find and use appropriate sources in their papers.

SLO 3: As a result of this information literacy instruction, students will practice searching for information about their subjects of inquiry in order to develop their understanding of the theological concepts addressed in the course.

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

Students will demonstrate progress toward these SLOs through the various installments of the Major Paper they will submit over the course of the rest of the semester.

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?

Since this was an Information Literacy Stipend project collaboration, extensive assessment data and testimony from the course instructor is found in his final report for the stipend: <https://www.scranton.edu/academics/wml/infolit/documents/f20-arp-final-report.pdf>

Of note is the following statement from Prof. Arp about students' demonstrated learning in their Major Papers: "I believe I can conclude that overall student research papers were characterized as having lively interactions with their secondary and primary sources. Such interactions would be the expected result of the research emphases that Prof. Witek and I emphasized. I would characterize these interactions as not merely looking at a source as a repository of quotes by which to patch together a formally acceptable research paper. Instead, I contend that my students' use of their sources demonstrates that they recognize their sources to be full statements by an author about topics or situations. I contend that my students' use of their sources reflect an awareness of the dynamic whole of a text, an author, and a reception context."

Prof. Arp also facilitated an "Information Literacy Quiz" which was a feedback survey about students' perceptions of their learning during "Information Literacy Week." As his final report attests, the following three statements received an answer in the affirmative by at least 93% of student respondents:

1. The information literacy week made my research easier and/or better for my major paper this semester.

2. The Librarian Lecture during Information Literacy Week made my research easier and/or better this semester.
3. The Information Literacy lecture by Professor Arp made my research easier and/or better this semester.

Given this data, I feel confident evaluating the integration of information literacy into the course, and my role as a teacher of information literacy concepts and skills, as a success. From my own notes about how my instruction went, the one thing I would target should I refresh and teach this prep again in the future will be to rigorously test all of my model searches to make sure that the tools and techniques I am aiming to teach are as clear as possible through the examples I show. This was a 50-minute class session, and given how limited the time is I need to be sure that the content and design of my lesson is as tight as possible.

Note: This information literacy instruction was part of an Information Literacy Stipend project.

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.

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