

**WML Information Literacy Instruction Assessment 2021-22**  
**Classroom Activity Report – Individual**

**Faculty Librarian:** Kelly Banyas

**Semester:** Fall 2021

**Course Number and Name:** PS 210: Political Science Research (EP)

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

**Date(s) of Information Literacy Instruction:** 10/6/2021

**Time(s) of Information Literacy Instruction:** 12:00-12:50pm

**Location:** WML 306

**Number of Students Registered in Course:** 24

---

**Summary of research assignment or task**

Students are to write a research paper and create a research poster based on a topic of their choice. One immediate deadline after the information literacy session takes place is for students to write a topic proposal and include five potential resources (books or academic articles).

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

SLO 1: As a result of this information literacy instruction, students will be able to locate books in the Library's collection by utilizing the catalog search.

SLO 2: As a result of this information literacy instruction, students will know how to access specific journal publications through the Library and online.

SLO 3: As a result of this information literacy instruction, students will create advanced search strategies based on an original research question.

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

I have created a detailed research guide for this course (<https://guides.library.scranton.edu/ps210>) and I can check the usage statistics to see if students are utilizing it both during and after the information literacy instruction. The instructor is interested in pursuing more Library involvement in the students' creation of the research posters, and so that could be a potential way to check the progress of students if more instruction is scheduled and/or online resources (such as a research guide) are created and utilized.

**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?**

One improvement that was made this semester was the reorganization of the course's research guide. The course instructor had provided recommended journal titles to the students, and I put these titles and instructions for how to search them on the research guide. The research guide used to be organized in many separate sections with individual boxes, but in Fall 2021 I decided to organize them by goal using tabbed boxes: how to find the books/journals using Library search platforms and how to search for articles within databases/journal platforms. This helped to separate the lesson into two different learning outcomes, with one naturally following the other.

---

**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.