

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

**Faculty Librarian:** Kelly Banyas

**Semester:** Fall 2021

**Course Number and Name:** PSYC 140: Current Topics in Psychological Science (EP)

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

**Date(s) of Information Literacy Instruction:** 9/14/2021

**Time(s) of Information Literacy Instruction:** 10:00-11:15am

**Location:** WML 306

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

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**Summary of research assignment or task**

There are two assignments aligned with this information literacy instruction session: for the first assignment, students are asked to find, evaluate, and briefly present on an article about a psychological concept found in the popular press. A little later in the semester, students are asked to find, evaluate, and give a presentation on an empirical research article as a group.

**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 identify the differences between popular press and empirical research articles.

SLO 2: As a result of this information literacy instruction, students will be able to locate both popular press and empirical research articles within the Library's collection.

SLO 3: As a result of this information literacy instruction, students will be able to articulate what makes a source credible.

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

I have created a research guide for this course (<https://guides.library.scranton.edu/psyc140>), and I can check its usage statistics to see if students are utilizing it during the classroom session and beyond. I also will be meeting with this class again later in the semester for another presentation focused on copyright, and so can use this opportunity to informally check in with students.

**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 incorporated an active learning exercise into the class, which asked students to compare two articles (a popular press and a research article). I would like to spend more time on this discussion and get even more involvement from the students. I also utilized a video from NC State Libraries to open the discussion on how to determine if a source is credible. I think both of these worked to engage students and break up the informational content.

I would like to reorganize and add content to the research guide for this class in the future to further assist students in their two different assignments: locating popular sources and locating research articles.

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**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.