

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

**Faculty Librarian:** Ian O’Hara

**Semester:** Fall 2021

**Course Number and Name:** CMPS/IT 112: Introduction to Computing and Information Technology (EP)

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

**Date(s) of Information Literacy Instruction:** 10/28/2021

**Time(s) of Information Literacy Instruction:** 1:00-2:15pm

**Location:** WML 306

**Number of Students Registered in Course:** 12

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**Summary of research assignment or task**

In this first-year undergraduate course, students must deliver a short persuasive presentation on a topic of their choosing that has been approved by their course instructor. The majority of topics are related to some aspect of the interrelationship between technology and society. The students are required to find supporting literature for their persuasive argument using library databases and other relevant online and print sources, and must document their appraisal of sources for inclusion or exclusion in their list of supporting references.

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

SLO 1: As a result of this information literacy instruction, students will learn how to evaluate sources they encounter for relevancy to their research utilizing the 5 Ws framework for source evaluation.

SLO 2: As a result of this information literacy instruction, students will learn about various source types, and how to evaluate and identify the appropriate literature level for their research purposes.

SLO 3: As a result of this information literacy instruction, students will learn how to access library resources, develop a library database search string, and effectively search library databases.

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

This class session contained active learning activities in which students worked in groups in order to evaluate instructor-provided source types based on the 5 Ws framework for source evaluation that is provided to the students via an editable worksheet. During this independent work, the instructor can circulate throughout the classroom and converse with each group to assess their level of understanding of the concepts presented in the 5 Ws framework and answer any questions or provide clarification.

Following this independent work, a large group discussion ensued related to each group's evaluation of a given source they were provided and conclusions they would draw regarding utilizing that source for a persuasive presentation based on the instructor-provided topic. This large group discussion gives the instructor another opportunity to assess student understanding through open-ended questions related to their source evaluation process.

Similarly, students are asked to work in groups to develop a database search string based on an instructor-provided topic. The instructor can again circulate to assess student understanding of the task and answer any questions or provide clarification. This active learning exercise is followed once again by a large group discussion where the entire class generates a search string to be utilized for a demonstration of database searching in multiple databases they may wish to use for their persuasive presentation assignment. There is another opportunity here to assess student grasp of the concepts presented related to library resource access and developing library database search strategies through questioning the students and discussing their thought process behind keyword and database choices.

**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?**

This class session went well, and the students were participatory and engaged in the process. In the future, I'd like to provide them with an opportunity to have more workshop time in order to potentially leave the classroom having already identified an article or two that are valuable for their topic. I think this would be helpful and encouraging as they are mostly first-year students and the initial exposure to the research process can seem overwhelming; accomplishing some small bit of the required research for their assignment while I'm in the classroom with them may be helpful to lessen the anxiety related to searching library databases.

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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.