

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

Faculty Librarian: Ian O’Hara

Semester: Fall 2021

Course Number and Name: OT 494: Evidence Based Research (EP)

Course Instructor (Last Name): Morgan

Date(s) of Information Literacy Instruction: 9/27/2021

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

Location: WML 306

Number of Students Registered in Course: 14

Summary of research assignment or task

In OT 494 the students must develop a clinical research question utilizing the PICO format. They must then use this clinical research question in order to develop and document a literature search strategy tracking their specific utilization of library databases and scholarly journals within which they found relevant literature. The students must then produce a paper synthesizing relevant literature discovered while also discussing the implications of their findings on clinical practice within the field of Occupational Therapy.

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

SLO 1: As a result of this information literacy instruction, students will derive an effective database search string from a clinical research question in PICO format.

SLO 2: As a result of this information literacy instruction, students will generate an effective database search strategy for literature searching based on a clinical research question pertinent to their field.

SLO 3: As a result of this information literacy instruction, students will learn to effectively document and audit their research process.

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

This lesson was formulated in an active way in which students work in small groups or pairs in order to work through the research process based on an instructor provided clinical research

question. Each grouping of students derives their own database search string, database search strategy, and documents the results of their searches independently and then the instructor leads large group discussions at each phase of the process in order capture student progress and thought process in relation to each step of the research process that they will need to complete in order to be successful in completion of their research assignment for this course.

Throughout the class session, students are given ample time to work in each of these phases of the research process and the instructor can circulate throughout the room and monitor progress and understanding of key concepts. This assessment continued through the large group discussion as this was student centered with the instructor asking the students specific questions about choices related to each phase of the research process undertaken.

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 specific lesson was the culmination of gradually revising the teaching within this course and other upper-level, research heavy courses that I have taught as the Research & Instruction Librarian for Health Sciences. It has been my goal to generate the most active learning centric lesson as possible in this context. I think with this format, I have achieved a fine balance of active learning activities as well as engaging large group discussions.

One thing that may be improved in future iterations would involve allowing the students more time at the end of the class session to transition to begin work on their identified topics for the research assignment in the course. Perhaps in future sessions I may be able to move the lesson more in the direction of teaching the concepts necessary while the students use their own personal or group topics to explore those concepts, rather than have the entire class work on an example topic that I have provided for them.

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

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.

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