

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

Faculty Librarian: Ian O’Hara

Semester: Fall 2021

Course Number and Name: PT 771: Scientific Inquiry I for Physical Therapy

Course Instructor (Last Name): Hakim

Date(s) of Information Literacy Instruction: 9/22/2021

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

Location: MGH 202

Number of Students Registered in Course: 36

Summary of research assignment or task

This is the first of a three semester series of scientific inquiry courses in which students work in groups to complete a systematic review of the literature on a given topic of relevance to the field of Physical Therapy. This initial course in the sequence involves students forming their groups, identifying their research questions, initializing their database search string, and organizing their research process according to the PRISMA framework for systematic reviews.

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 utilize Zotero, a citation management software tool, for the organization of their systematic review research in a group context.

SLO 2: As a result of this information literacy instruction, students will learn how to derive an effective database search string from an identified research question related to the field of Physical Therapy.

SLO 3: As a result of this information literacy instruction, students will learn how to citation chase in order to identify further sources for their systematic review research, or to track down the full-text of articles not readily available in the database they have identified to search in their systematic review process.

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

A significant amount of assessment for this class session occurs when students are given a generous period of time to workshop in their groups while the instructor is in the classroom with them. I typically circulate throughout the classroom, having small meetings with individual groups, to ensure that they have successfully installed and configured Zotero for each of their groups and helping them throughout the process of identifying keywords, databases, and database filters for a successful systematic review based on their identified topics.

I typically meet with multiple groups from this course throughout the semester as completing a systematic review is an involved process. In these research consultations with individual groups, I have further opportunities to assess their understanding of content presented in the class session and address any areas of misunderstanding or clarification that are required.

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 is always very content heavy as it is meant to get the students “up and running.” so to speak, in order to begin their systematic review in earnest throughout the following semester when they are enrolled in Scientific Inquiry II. A lot of the session is lecture heavy and I have been attempting to figure out ways to make it more active. Perhaps dividing the lesson into shorter bursts of lecture content followed by students working in their identified groups would help, however, they do need a significant amount of content presented clearly in order to begin their group work.

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.

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.