

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

Faculty Librarian: Donna Witek

Semester: Fall 2021

Course Number and Name: HIST 190: Digital History (EP)

Course Instructor (Last Name): Levy

Date(s) of Information Literacy Instruction: 9/15/2021 and 9/20/2021

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

Location: WML 305 and STT 311 (one section visited twice in different locations)

Number of Students Registered in Course: 14

Summary of research assignment or task

Since [the last time I taught information literacy in this course](#), the course was heavily revised in two ways: Dr. Levy applied for an Information Literacy Stipend to more deeply and intentionally integrate information literacy outcomes and learning into the course; and, the topical focus of the course was changed to support the University-wide goal of uncovering the University's Black history in the University archives (print and digital). As the collaborating librarian on the Information Literacy Stipend, I consulted with Dr. Levy in redesigning relevant assignments to better meet the information literacy needs of students in the course.

The two assignments that my information literacy instruction directly supported were Task 2: Digital Collections (focusing on search techniques for finding digital primary sources) and Task 3: Research Troubleshooting (focusing on persistence in the search process when searching for secondary historical sources). Taken together, these tasks build to the larger Mock Project Proposal assignment. I taught two information literacy class sessions in succession to support students in these two Tasks, an expansion from the single class session I taught in this course in the past; attached are my slides for both sessions. Attached as well is the Workflow Workshop Peer Review Worksheet which Dr. Levy and I designed together for an activity, the Workflow Workshop, which supported the learning in Tasks 2 and 3.

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

SLO 1: As a result of this information literacy instruction, students will design and refine search strategies for finding primary and secondary sources about a relevant historical research question.

SLO 2: As a result of this information literacy instruction, students will persist in the face of search challenges when searching for primary and secondary sources about a relevant historical research question.

SLO 3: As a result of this information literacy instruction, students will understand the role of secondary sources in the study of history. (2nd information literacy class session only)

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

SLOs 1 and 2: Tasks 2 and 3 submissions, Workflow Workshop Peer Review Worksheets, Mock Project Proposal submissions

SLO 3: Mock Project Proposal submissions

While I did not assess the above sources of evidence of students achieving these SLOs, Dr. Levy did. Her assessment can be found in the final report for the Information Literacy Stipend she was granted for this course:

<https://www.scranton.edu/academics/wml/infolit/documents/f21-levy-final-report.pdf>

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?

As described above, this iteration of my prep for this course had already undergone changes made in response to assessment in the previous version of the course and in collaboration with the course instructor to support her Information Literacy Stipend project goals.

The biggest challenge with the material I aimed to cover this time was not enough time to cover everything planned. Since I had two class periods with the students I was able to let some content from my first class overflow into the second; however, there was still not enough time to cover everything. Ahead of the next time Dr. Levy teaches this course, I will schedule a meeting with her to go over my materials and consult with her on what content I could cut so students are better able to retain the essentials for completing Tasks 2 and 3 and the Mock Project Proposal.

Note: This information literacy instruction was part of an Information Literacy Stipend project.

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.

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

Hacking Search Engines

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The University of Scranton Digital Collections

➤ Getting to Advanced Search



➤ Suggested Collections

- University of Scranton Photos and Documents
- University of Scranton Yearbooks
- University of Scranton Aquinas
- University of Scranton Newspaper Clippings
- University of Scranton PR Publications and Press Releases
- University of Scranton Web Archives
- University of Scranton Oral History Collection
- Terry and Paula Connors Photograph Collection
- Scranton Local History Collection

➤ Search for Exact Phrase (e.g., “black history”)

➤ + Add Row

➤ * Wildcard symbol (e.g., rac*)

➤ Limitor vs. Facet

➤ Useful Facets (aka filters)

- Type (source format)
- Coverage-Temporal (date)
- Subject
- Source (collection)

➤ Item Record

- Highlighted search terms
- Item Description
 - Linked Subjects! (tags)

“Metadata can further your research.”

Digital Public Library of America

- Browse By Topic
 - Civil Rights Movement
 - “YOU MIGHT ALSO ENJOY”
 - American Civil War
 - African American Lives
 - Photography
 - Personal Cameras, Citizen Photographers
 - Document Photography
- Primary Source Sets
 - Subject: African Americans
 - Time Period: Post War United States (1945 to early 1970s)
- Exhibitions
 - Activism in the US
- Browse By Partner (~aka~ digital archive)
 - PA Digital
- No Advanced Search available
- Search for broad terms to test the waters
 - e.g., black civil rights college students rac*
 - * Wildcard symbol supported
- Facets under “Refine Your Search”
- Useful Facets (aka filters)
 - Type (source format)
 - Date (type in a range of years)
 - Subject
 - Location
- DPLA Item Record
 - **“View Full Item” to view item in its original digital archive!**
 - Control + F to search metadata and text sources
 - Metadata in both DPLA and original digital archive
 - Linked Subjects! (tags)
 - URL

Tips for Designing and Refining Search Strategies

- Let your curiosity inform your search process
- Be flexible – research with an open mind
- Be persistent in the face of search challenges
- Explore the search systems you are using to find sources – they provide tools that can shape your research


“Metadata can further your research.”

- Take notes along the way (workflows!)
- Be intentional and reflective in your decisions about selecting and using sources



Secondary Sources in Historical Research

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What is a secondary source in the study of history?

“Secondary sources were created by someone who did *not* experience first-hand or participate in the events or conditions you’re researching. For a historical research project, secondary sources are generally scholarly books and articles.

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event.” ([Library Research Guide for the History of Science](#), Harvard Library)

How do we find secondary sources related to a primary source?

- What do you already know about the primary source?
- What is the historical subject(s) the primary source addresses?
- From what time period does the primary source derive?
- What process or situation interests you about the primary source and the information it conveys?
- What question(s) do you have about the primary source, its historical subject(s), its time period, and the process or situation you are interested in?
- What **key terms** can you mine from your answers to the above questions?

Example: Group Gathers for Meeting on Negro Plight: Race Unit Raps 'Establishment'

Group Gathers for Meeting on Negro Plight



A portion of the estimated 600 college students and others at meeting to discuss Scranton Negro community assembles at the University of Scranton prior to marching to Scranton Technical High School. Times Photo by Greskovic

Race Unit Raps 'Establishment'

Scranton was described as a attend, hurled verbal broad-
sides, religious phrases, and sides at the local officials.

Item Description

Scrapbook	Newspaper Clipping Scrapbook 036: Academics January 1968 - December 1968
Article Identifier	univscrapbook-b036_0128a
Title	Group Gathers for Meeting on Negro Plight: Race Unit Raps 'Establishment'
Type	Still Image Text
Article Page	3
Publication	Scranton times
Date Created	1968-09-20
Academic Year	1968-1969
Decade	1960-1969
Photographer	Greskovic, John Jr.
Subject	Clippings (Books, newspapers, etc.) Race relations Civil rights movement University of Scranton -- Students -- Protests Walsh, James J. Scranton Race Relations Commission Scranton School District Multiculturalism
Local Tags	digitized
Geographic Location	Scranton (Pa.)
Language	eng
Collection	University of Scranton Archives University of Scranton Newspaper Clippings
Access Rights	Restricted to on-campus users pdcp_noharvest
Date Added	2014-09-02

Source: University of Scranton Archives

Historical Research Question

What role did **public protest by college students** play in the life of **Black citizens of Scranton / the United States** during the **Civil Rights Movement of the 1960s**?

Includes:

1. A subject of study (“Black citizens of Scranton / the United States”)
2. A time period (“Civil Rights Movement of the 1960s”)
3. A process or situation (“public protest by college students”)

Initial (Background) Research with Books

- **CREDO Reference**: Credo Reference is a full-text online reference service. The collection includes over three million entries from hundreds of well-regarded titles from some of world's the best reference publishers. Contains dictionaries, bilingual dictionaries, thesauri, encyclopedias, quotations and atlases, plus a wide range of subject-specific titles covering everything from art to accountancy, science to Shakespeare and law to literature.
- ◆ Found in the **History list** of the **Databases by Subject** page on the Library's website
 - ◆ Search for ONE ELEMENT of your research question — e.g., Civil Rights Movement
 - * Wildcard symbol does **not** appear to be supported!
 - ◆ “Further Information” reference lists are a good source of books and articles to locate and read

Initial (Background) Research with Books

- **Library Catalog**: Searches scholarly books and ebooks owned or licensed by the University of Scranton library.
 - ◆ Search for element(s) of your research question — e.g., black college students civil rights protest rac*
 - * Wildcard symbol **does** appear to be supported
 - ◆ **BOOK** filter is for print books in the Library, **EBOOK** filter is for books you can read online
 - ◆ **Advanced Search** available but use the link to it on your results screen
 - ◆ Use table of contents and index to evaluate and strategically read promising books / chapters on your topic

Going Deeper with Articles found in the Databases

- **America: History & Life**: An EBSCO database that indexes journal articles, book reviews, and dissertations on the history and culture of the U.S. and Canada from prehistoric times through the present. The database comprises 400,000 bibliographic entries from over 2000 sources. Publications indexed are post-1964. Updated annually.
- **Project MUSE**: Access to the full text of over 100 scholarly journals published by the Johns Hopkins University Press in the areas of arts and humanities, social sciences, and mathematics. The coverage is from 1990 to the present.
- **JSTOR**: Provides full text access for scholarly journals in the areas of African-American studies, anthropology, Asian studies, ecology, economics, education, finance, history, literature, mathematics, philosophy, political science, and sociology. This database covers a complete journal run from the first issue up to the most recent three to five years.

All found in the [History list](#) of the [Databases by Subject](#) page on the Library's website.

Query 1

Search Methodology:

Database: [America: History & Life](#)

Query black americans
 AND "civil rights"
 AND college student*

- ★ Broad but focused terms
- ★ * Wildcard symbol supported
- ★ "Exact phrasing" supported
- ★ Article Linker for Full Text / ILL
- ★ Linked subject terms

Searching: [America: History & Life](#) | [Choose Databases](#)

black americans	Select a Field (optional) ▾
AND ▾ "civil rights"	Select a Field (optional) ▾
AND ▾ college student*	Select a Field (optional) ▾

The Wiley-Bishop Student Movement: A Case Study in the 1960 Civil Rights Sit-Ins.

Authors: [Seals, Jr., Donald](#)

Source: Southwestern Historical Quarterly, Jan2003, Vol. 106 Issue 3, p418. 23p. 4 **Black** and White Photographs.

Historical Period: 1960

Document Type: Article

Subject Terms: [CIVIL rights demonstrations](#)
[STUDENT activism](#)
[BLACK college students](#)
[AMERICAN civil rights movement](#)
[CIVIL rights movements](#)

Geographic Terms: [TEXAS](#)
[UNITED States](#)
[MARSHALL \(Tex.\)](#)

Abstract: In 1960, African **American students** from two local **black colleges**, Wiley and Bishop, engaged in sit-ins in Marshall, Texas, to protest their lack of **civil rights**. Although many scholars classify Texas as a border state, the sit-ins demonstrated that the northeastern town more closely mirrored its Deep South counterparts than the Upper South or the rest of Texas. Marshall's size and small-town atmosphere, its white power structure, the large percentage of **African Americans** in the area, and the county's history of slavery and large-scale cotton production contributed to the failure of the sit-in movement.

Notes: Based on the author's interviews; NAACP Records, Center for **American** History, University of Texas at Austin; Records of the Southern Leadership Conference; papers in the National Archives, Washington, D.C.; and other primary and secondary sources; 4 photos, 59 notes.

Query 2

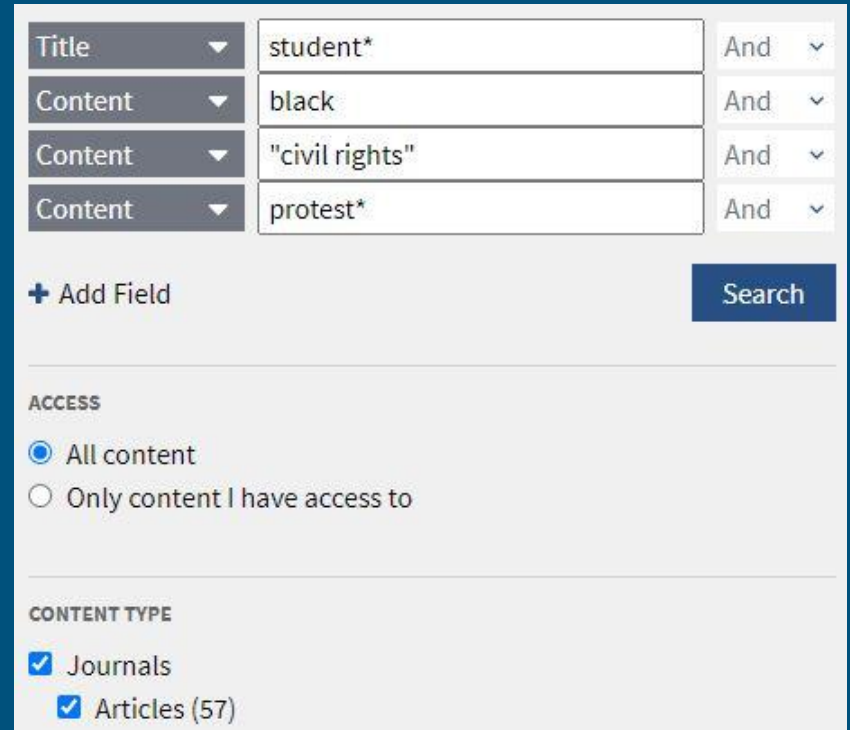
Search Methodology:

Databases: [Project MUSE](#)

– Use “Advanced Search” under **MENU**


Query: student* IN: **Title**
 AND black
 AND “civil rights”
 AND protest*

- ★ Database scope so broad, need to target metadata fields with your topical terms
- ★ * Wildcard symbol supported
- ★ “Exact phrasing” supported
- ★ Limit to **Journal Articles** only
- ★ **Related Content** link in item record



The screenshot shows a search interface with the following elements:

- Four search criteria rows:
 - Title: student* (And)
 - Content: black (And)
 - Content: "civil rights" (And)
 - Content: protest* (And)
- A "+ Add Field" button and a "Search" button.
- An "ACCESS" section with two radio buttons:
 - All content
 - Only content I have access to
- A "CONTENT TYPE" section with two checked checkboxes:
 - Journals
 - Articles (57)

 Related Content

Query 3

Search Methodology:

Databases: [JSTOR](#)

Query: student* IN: **Item Title**
 AND black*
 AND "civil rights"
 AND protest*

NOTE: Article PDFs are not automatically included when adding JSTOR articles to your Zotero Library.

Advanced Search [Search Help](#)

KEYWORD

SECOND KEYWORD

THIRD KEYWORD

FOURTH KEYWORD

SELECT AN ACCESS TYPE

Narrow Results

ITEM TYPE

 Articles Research Reports

- ★ Database scope so broad, need to target metadata fields with your topical terms
- ★ * Wildcard symbol supported
- ★ "Exact phrasing" supported
- ★ Limit to **Articles** only
- ★ **Subject** facets on results screen can help you narrow by discipline — try **History**

Zotero & the Databases

- Open and log into the Zotero application on your computer
 - ◆ Download it at <https://www.zotero.org/download/>
 - ◆ **You must have the program running and syncing with your account for the extension to work**
- Add the Zotero Connector browser extension to Chrome or Firefox
 - ◆ Download it at <https://www.zotero.org/download/>
 - ◆ **Note: Safari is not reliably supported!**
- Use the browser extension to add citations to your Zotero Library
 - ◆ Be sure to open a database article record before adding it to your Zotero Library
 - ◆ Double check the metadata that is captured for the article you've added
- If PDF is available, Zotero will include the file in your Library record
 - ◆ Associated PDFs are visible by expanding the record entry — click on the downward arrow

Task 3: Research Troubleshooting - Due Wed 9/22

Task 3 Guidelines

Survey and Research Prize

At the end of class today, visit

<https://www.surveymonkey.com/r/scrantonIL>

and answer the 4-question survey about your class today.

*What course are you in? = **HIST 190***

*Who is the Librarian teaching the session? = **Donna Witek***

Apply for the Bonnie W. Oldham Library Research Prize — \$500!

www.scranton.edu/libraryresearchprize

Workflow Workshop: Peer Review Worksheet

Workflow author's name:

Workflow peer reviewer's name:

Workflow reviewer, fill out this section:

How many steps did the workflow author document in their workflow?

If you needed to find the same source(s) the workflow author found, do you think you would be able to do so by following their workflow? Why or why not?

Now test it out! Use their workflow to try to find the same source(s) they did. Were you successful? If you were, share what made their workflow so easy to follow. If you were not successful, list 1-3 things the author might change in their writing so that another person could successfully recreate their search.

Reflecting on the above exercise, what are 1-3 actions the author can take to improve or advance their search process (not the writing of the workflow)?

Workflow author, fill out this section after receiving your peer's review:

How will you change your search process based on feedback received during the Workflow Workshop?