

WML Information Literacy Instruction Assessment 2022-23
Classroom Activity Report – Individual

Faculty Librarian: Kate Cummings

Semester: Fall 2022

Course Number and Name: PCPS 122X: Foundations of Professional Integrity (EP)

Course Instructor (Last Name): Miller and Holland

Date(s) of Information Literacy Instruction: 9/7/2022 and 9/8/2022

Time(s) of Information Literacy Instruction: 3:00-4:15pm (2 sections) and 4:00-5:15pm (1 section)

Location: WML 305 and WML 306

Number of Students Registered in Course: 18, 18, and 17

Summary of research assignment or task

Assignment – “Social Justice and My Major”

- 3-4 page reflection paper, APA citation
- 3 examples of profession advancing social justice (1 must be peer-reviewed, all from “reputable” sources)
- Synthesis into personal definition of social justice
- Link examples to profession and social justice

A research guide was revised for this session for the students’ reference after the session, which includes the worksheet used during the lesson: <https://guides.library.scranton.edu/pcps122x>.

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

SLO 1: Topic development: Learn how to develop keyword/subject terms relevant to both social justice and their major.

SLO 2: Skills development: Learn how to perform database searches.

SLO 3: Critical Thinking: Combine their topic development with their search skills to develop a search strategy and an understanding that searching is an iterative process.

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

- Participation in discussion
- Activity – worksheet framing topic development and building search strategies
- Instructor feedback

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?

In both classes the students were engaged and though it did take some coaxing they did discuss their search techniques and progress.

The worksheet was beneficial; however, if I were to teach information literacy in this course again I would remove the resource type review at the top of the worksheet and give the students more space for topic development.

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

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.