

WML Information Literacy Instruction Assessment 2023-24 Classroom Activity Report

Faculty Librarian: Kate Cummings

Semester: Fall 2023

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

Course Instructor (Last Name): Miller

Date(s) of Information Literacy Instruction: 9/12/2023

Time(s) of Information Literacy Instruction: 8:30-9:45am

Location: WML 306

Number of Students Registered in Course: 18

Summary of research assignment or task

Students are required to write a short paper entitled “Social Justice and My Major.” They were required to research how social justice intersects with their chosen profession using reliable, peer-reviewed sources. During the instruction, we discussed search strategies with Royal Search, breaking down a research question and performing a search together as a class, and then students went through an individual activity (attached) where they broke down a research question into concepts and keywords in order to form useful searches.

This course had multiple Library components to it. In addition to the instruction, the students were required to meet with two librarians from the Research Services department outside of class. During this meeting they interviewed the librarian regarding how they personally go about the research process.

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

SLO 1: As a result of this information literacy instruction, students will be able to utilize Royal Search and its various features and employ successful search techniques to find relevant information.

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

As the students work through the activity, I check in with them one on one to assess their progress and address any questions. This most often helps the students who are having difficulty breaking down their research question into concepts.

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?

Overall, I feel this session went quite well and I believe the activity works well to reinforce the search techniques. I think tweaking the example search, so it is more relevant to the students, may be helpful.

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.

PCPS 122X- Library Databases - Developing a search strategy

Librarian: Professor Kate Cummings (kate.cummings@scranton.edu)

- 1) What is your research question? For this exercise, choose a topic of interest to you.
- 2) Break your question up into concepts (subjects). These concepts will form the building blocks of your search strategy.

Concept 1	Concept 2	Concept 3

Why?

Databases don't like sentences!

Long phrases or sentences will confuse the database and lead to disappointing or NO results.

Pick out the words that indicate the main points of your topic.

- 3) Conduct a search for your topic in a database of your choosing. What keywords/subject terms do you see appearing in the articles included in your results list? Are there any keywords/terms mentioned that you think are interesting and/or relevant to your assignment?
- 4) Create a more sophisticated search by combining your topic with some of the terms from questions 1. Write what you tried down here. **Database Tips:** When searching in databases, you can use **AND** to look for articles that include all terms. You can also use **OR** between keywords ***within one of the boxes*** to look for similar search terms.
Examples: Google AND social justice vs. Google AND "social justice"
Google AND (racism OR discrimination OR diversity)
- 5) Utilizing your answers from above and the search strategy you created, locate an article you feel helps support your topic. Write down the following information:
 - a. Author
 - b. Article Title
 - c. Publication
 - d. Volume/Issue numbers
 - e. Date Published
 - f. DOI or URL

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Remember!

- TAKE NOTES – write down what terms you have tried, where they worked, and where they didn't
- You can change your keywords at any time if you aren't getting results that you find relevant.
- Research is an iterative process – try different combinations of terms, use different keywords, see how articles you think are relevant are tagged.
- The same search techniques won't yield the same sorts of results in different databases. They all have their own specific vocabulary.
- If you are frustrated try one or more of the following:
 - Walk away - take a short break and come back to things a little while later
 - Share your topic with a peer – maybe they could think of some key terms or subject terms you hadn't thought of.