

## **WML Information Literacy Instruction Assessment 2023-24 Classroom Activity Report**

**Faculty Librarian:** Ian O'Hara

**Semester:** Fall 2023

**Course Number and Name:** NURS 140: Foundations of Professional Nursing (EP)

**Course Instructor (Last Name):** Carpenter

**Date(s) of Information Literacy Instruction:** 10/26/2023 (3 sections)

**Time(s) of Information Literacy Instruction:** 10:00-11:15am, 1:00-2:15pm, 2:30-3:45pm

**Location:** WML 306

**Number of Students Registered in Course:** 20, 20, 20

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### **Summary of research assignment or task**

NURS 140 is an introductory course in the Nursing curriculum typically comprised of first-year students. The students in this course undertake multiple introductory research assignments throughout the semester. These assignments include a research brief, an oral presentation, and an informative paper written on a specific current issue facing the Nursing field. In the case of each of these assignments, students must be able to search for scholarly research articles pertinent to their chosen research topic, successfully evaluate those articles for relevance and level of evidence, and successfully cite those articles in APA format.

I have developed a Word file (attached) I project as a teaching tool and a research guide for this course which is introduced in my session with the students:

<https://guides.library.scranton.edu/c.php?g=334439&p=2244068>.

### **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 evaluate sources they encounter for relevancy to their research utilizing the 5 Ws framework for source evaluation.

SLO 2: As a result of this information literacy instruction, students will learn about various source types, and how to evaluate and identify the appropriate literature evidence level for their research purposes.

SLO 3: As a result of this information literacy instruction, students will learn how to access library resources, develop a library database search string, and effectively search library databases.

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

This IL instruction was designed intentionally with several active learning activities built into the process. Students are initially asked open-ended questions about their concept of scholarly literature and how it differs from other types of literature they may have encountered. I prompt the students to work together to answer these conceptual questions and then record their responses on a projected Microsoft Word document (attached). This allows me to formatively assess the level of understanding that students have entered the classroom with, while also using the teachable moment of an incorrect response to redress any misunderstanding. I also ask the students to use the 5 Ws framework in small groups in the classroom to evaluate various article types (one per group). Once they have answered the questions inherent in the 5 Ws framework, we again discuss responses and the analytical reasoning behind those responses as a group. Finally, I allow students time at the end of class to begin searching for literature to complete their current classroom assignment. This allows me to circulate throughout the room and evaluate their literature searching process and address any confusion as I encourage them to raise their hands if they need any help throughout this period.

**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?**

I typically teach multiple sections of these course each Fall semester. I receive feedback regularly from Dr. Carpenter which has been universally positive thus far. In the future, it may be helpful to assess student work by asking each student group to record their responses on the 5 Ws worksheet and turn it in digitally at the end of class. This can be helpful year over year to measure how well the students are grasping and integrating the concepts during instruction prior to putting them into practice.

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**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.

1. How do you evaluate a source of information for credibility? What steps do you go through, questions do you ask yourself, or specific components of an article do you examine to determine this?

2. What do you think the term “scholarly article” or “research article” means? How do you think this type of article might be different from articles you might find in newspapers or magazines?