

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

**Faculty Librarian:** Ian O'Hara

**Semester:** Fall 2023

**Course Number and Name:** OT 491: Research and Scholarship I OTD

**Course Instructor (Last Name):** Morgan, M.

**Date(s) of Information Literacy Instruction:** 9/21/2023

**Time(s) of Information Literacy Instruction:** 2:30-3:45pm

**Location:** WML 306

**Number of Students Registered in Course:** 4

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

This is a recently added course in the Doctor of Occupational Therapy curriculum. The research assignment involves students working on a specific research question in their field which they will utilize to implement and carry out a research study. Working in small groups, they are mentored in the process of identifying an appropriate topic for investigation. The main objective of this series of courses (together with OT 493) is for students to experience the full process of conducting a research study. This first course covers the literature review, developing and refining a research question, and creating a research proposal. In this first of two courses the students typically develop and design their research study while conducting a literature review and completing and submitting an IRB application in order to implement their study in OT 493.

I have developed a course research guide for this course sequence which is introduced in my session with the students: <https://guides.library.scranton.edu/OT492>.

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

SLO 1: As a result of this information literacy instruction, students will derive an effective database search string from a clinical research question for which they are conducting a literature review.

SLO 2: As a result of this information literacy instruction, students will generate an effective database search strategy for literature searching based on a clinical research question pertinent to their field.

SLO 3: As a result of this information literacy instruction, students will learn to effectively document and audit their research process, including literature evaluation and appraisal techniques.

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

This is a small group context in which students are working towards implementing a research study of their own design over a two-semester period. In order to ensure students are working towards meeting the identified learning outcomes, I work collaboratively with the instructors for this course.

Prior to information literacy instruction in this course, the instructors share with me the research question of the group they are teaching for the semester and I design my instruction completely around that research question and the desired outcomes for OT 491. Throughout the class session I allow the students ample time to search for and identify pertinent literature in support of completing their literature review and working towards the completion of their IRB application. Dr. Morgan and myself check in with them often throughout this group work and monitor how well they are grasping the research process concepts I've introduced throughout the information literacy session. I also receive anecdotal feedback from Dr. Morgan in order to evaluate my instructional design and make adjustments depending on the changing needs of the students enrolled in this very specific course.

**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 think this information literacy instruction was successful. The course is very specific to a small group of students working towards implementing and completing a research study and I feel as though a workshop type of environment was the correct approach in this instance. These students are in their fourth year in the OT program and enrolled in the OTD curriculum, and I think I managed to address them at the appropriate level without reteaching material that they may have experience in earlier information literacy instruction sessions throughout their academic career here. Dr. Morgan typically provides me with feedback related to how the session has impacted student work, however, as this is a new course, I will not receive any of that until I plan to teach the next cohort of students in this course which would be Fall 2024. I plan to evaluate and adjust my instructional design based on feedback from her and her colleagues that are teaching other sections of this course if necessary.

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**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.

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

PLO6: Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.