

WML Information Literacy Instruction Assessment 2023-24 Classroom Activity Report

Faculty Librarian: Donna Witek

Semester: Fall 2023

Course Number and Name: HIST 490: Seminar in History (EP)

Course Instructor (Last Name): Pratt

Date(s) of Information Literacy Instruction: 9/5/2023

Time(s) of Information Literacy Instruction: 1:00-2:15pm

Location: WML 306

Number of Students Registered in Course: 13

Summary of research assignment or task

This course is a senior seminar for History majors in which students are assigned a semester-long original research and historiography paper of ~20 pages focused on a topic that relates to the history of democracy in the United States. Dr. Pratt invited me to his class to teach students how to use the Library's new Royal Search tool that aggregates research from multiple Library resources.

Students need both primary and secondary source research for their papers. My class session with them focused on finding scholarly secondary sources about the shared subject of the history of democracy in the United States. It also focused on ways to use Royal Search and the History databases to explore and narrow their topics of interest and begin to find sources for their papers.

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

SLO 1: As a result of this information literacy instruction, students will understand the role of secondary sources in historical research.

SLO 2: As a result of this information literacy instruction, students will explore topics related to the subject of the history of democracy in the United States in order to identify a focus of research.

SLO 3: As a result of this information literacy instruction, students will become familiar with options for research and citation support.

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

SLO 1: The manner in which they use sources in their papers

SLO 2: Observation and ideally lab time built into the session

SLO 3: Observation and if they choose to use our Research Services (on call and consultation)

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?

This was a new IL prep for me and was the first time I taught IL using our new Royal Search discovery service with upper-level humanities majors. The session seemed to go very well from my perspective and based on observation during the class: the students were engaged and were able to take the exploratory search techniques I taught and apply them to their areas of interest in History within the shared subject of the history of democracy in the United States.

If I teach this IL lesson to Dr. Pratt's senior seminar in the future, I will follow up with him later in the semester for an informal assessment of how students are doing on their semester-long research. One thing about this session is that it was timed right at the start of the semester, so students had not yet chosen their topics of focus. However, being History majors, it meant they were knowledgeable enough about the subject area to still benefit from my research tutorial at the beginning of their research process for the paper.

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

PLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

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.