

WML Information Literacy Instruction Assessment 2023-24 Classroom Activity Report

Faculty Librarian: Donna Witek

Semester: Fall 2023

Course Number and Name: SJLA 110X: The Jesuit Magis (EP)

Course Instructor (Last Name): Grettano

Date(s) of Information Literacy Instruction: Week of 11/13/2023 (2 sections, 2 IL classes per section)

Time(s) of Information Literacy Instruction: MW 3:00-4:15pm and TR 1:00-2:15pm

Location: CLP 222 and WML 306

Number of Students Registered in Course: 7 and 13

Summary of research assignment or task

Students in this Special Jesuit Liberal Arts (SJLA) course, which fulfills both First-Year Seminar (FYS) and First-Year Writing (FYW) requirements, are assigned a paper, “What Would Ignatius (have us) Do?” that is a 5-7 page researched argument or proposal for an Ignatian response to a serious contemporary problem. Students need to explore their chosen topics through research, determine the Ignatian response they will propose, and provide evidence from the sources they found in their research, citing in MLA style.

Dr. Grettano requested that I visit her two sections of this course twice: the first visit to introduce the research tools provided by the Library and guide students in brainstorming and generating search terms they will use to explore their topics through the research process, and the second visit to teach students ways they can evaluate the sources they are finding. The topic I used to model the research process was misinformation online today.

I customized the Library department’s FYW handout components and created a multi-page handout that was used across both classroom visits that included the Quadrant Activity for brainstorming and generating search terms and the 5 Ws of Source Evaluation framework for evaluating the sources they found. These activities, coupled with the robust amount of time I had with students across two class meetings, meant the two class sessions had ample opportunities for hands on application of their learning as well as class discussion about their research processes.

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

SLO 1: As a result of this information literacy instruction, students will analyze their topics in order to brainstorm initial search terms.

SLO 2: As a result of this information literacy instruction, students will strategically explore their topics by searching the Library's collections and resources.

SLO 3: As a result of this information literacy instruction, students will critically evaluate potential sources of evidence about their topics by applying the 5 Ws of source evaluation framework.

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

SLOs 1 and 2: Observation during first class session and their ability to find one potential source in support of their research about their topic – students were assigned to bring at least one potential source to the second class session

SLO 3: In-class activity during the second class session where students filled out the 5 Ws framework worksheet in the handout packet using the source they found and then discussed what they wrote down about the source and why

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 the best student engagement with the 5 Ws source evaluation framework I have ever experienced since we introduced it into the Information Literacy Program here many years ago.

I believe the reason for this was the fact that students applied the 5 Ws to a source they found themselves, on their actual topics (not a model topic), but one they found before being introduced to the 5 Ws. The fact that we had enough time to do this seminar-style activity as a class, but in a manner that was directly relevant to their own research, set this apart from other instructional contexts in which we teach the 5 Ws.

This quality of the instructional encounter is something I will work hard to maintain in future deliveries of this prep, even if my class time with students is halved to just one class session with the librarian. I'll need to think creatively in order to accomplish this, but it is worth attempting to preserve the goods from the two-class sequence of information literacy instruction in this course.

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.

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