

WML Information Literacy Instruction Assessment 2024-25
Classroom Activity Report

Faculty Librarian: Ian O'Hara

Semester: Fall 2024

Course Number and Name: COUN 509 C/R/S: Professional Issues: Clinical Mental Health Counseling / Clinical Rehabilitation Counseling / School Counseling

Course Instructor (Last Name): Willis, Whitbeck, Herrick, and Wilkerson

Date(s) of Information Literacy Instruction: 9/11/2024 (4 sections combined)

Time(s) of Information Literacy Instruction: 4:30-5:30pm

Location: ELH 235

Number of Students Registered in Course: 46 total across four sections

Summary of research assignment or task

In this graduate-level counseling course, students are required to work in groups to complete a multi-phase assignment which involves each group completing a project proposal identifying a stakeholder population or current issue in the counseling field for which advocacy is needed, an annotated bibliography on the selected issue within the field, a “mini-conference presentation” of their research findings related to the chosen issue, and also the production of a brochure-style handout containing a brief overview and summary of the most important information from the group presentation with a focus on the resources and interventions that are or should be implemented to respond to the chosen issue.

I have developed a course research guide I use when I teach this information literacy instruction session: <https://guides.library.scranton.edu/coun509>.

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 articulate an effective Library database search strategy based on a discipline-specific research question.

SLO 2: As a result of this information literacy instruction, students will be able to critically evaluate the evidence they have located through the execution of their search strategy and differentiate between different types of scholarly research they encounter.

SLO 3: As a result of this information literacy instruction, students will be able to use the Library search systems to effectively search for discipline-specific peer-reviewed literature to support their research needs.

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

This information literacy instruction is planned in a way so that students are sitting in their semester long research groups. In order to ensure engagement in the content and give students the space to apply what they've just been taught to their specific research process, the groups are given ample time to work through the process of developing their specific research strategy after they have already worked on creating a generic classroom wide strategy as a group. This allows me to circulate throughout the classroom and monitor student progress. The classroom-wide discussion following each active learning section of the lesson also gives me another opportunity to evaluate and address any potential misunderstandings or questions the students may have related to the research process in this course. I also rely on the generous anecdotal feedback of the counseling faculty who are present during this class session, as this is a larger combined group of counseling students across several sections of the course, so there are a number of faculty present who typically provide me with feedback regarding the lesson content, and how it has impacted student work.

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 lesson has been successful thus far. The counseling faculty who have provided me with anecdotal feedback have remarked on the improvement of the research process for their students. One idea I had to improve the class session, considering these are graduate students, would be to potentially open the class up into more of a workshop-like setting, in which students are working specifically on finding literature for their chosen research area for the entirety of the class session. I would be able to circulate throughout the classroom and meet with each research group and provide small group instruction while they are actually completing work on their semester-long research project.

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.

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