WML Information Literacy Instruction Assessment 2024-25
Classroom Activity Report

Faculty Librarian: Ian O'Hara

Semester: Fall 2024

Course Number and Name: KNES 448: Research Methods in Exercise Science (EP)

Course Instructor (Last Name): Gerstle

Date(s) of Information Literacy Instruction: 9/23/2024 (2 sections)

Time(s) of Information Literacy Instruction: 10:00-10:50am and 11:00-11:50am

Location: WML 306

Number of Students Registered in Course: 19 and 20

Summary of research assignment or task

In this upper-level undergraduate Kinesiology course, students are tasked with working in groups to develop a research proposal which they will both turn in as a written paper and give as an oral presentation. They are asked to fill out an IRB application, and draft an introduction / literature review, a proposed methodology, and a hypothesized discussion of potential outcomes and the impact this proposed research may have on the field of study. They must gather peer-reviewed literature to support all of this work.

I have developed a course research guide I use when I teach this information literacy instruction session: https://guides.library.scranton.edu/c.php?g=1261204.

As I reported in Spring 2024, one area I aimed to improve when teaching this class is to assist the student groups in configuring Zotero and the associated group libraries with mor efficiency in order to leave more "workshop" time for groups to begin their research in earnest while I am in the class; as I report below, in Fall 2024 I accomplished this improvement.

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

SLO 1: As a result of this information literacy instruction, students will download and configure the citation management software Zotero for use in a group research context.

SLO 2: As a result of this information literacy instruction, students will utilize the citation management software tool Zotero to download peer-reviewed literature to be saved in a shared group repository.

SLO 3: As a result of this information literacy instruction, students will understand key features of the citation management software tool Zotero to maintain, organize, and deduplicate a shared group repository of peer-reviewed literature that supports their research proposal assignment.

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

Throughout this information literacy instruction, I have the students sit and work within their research groups. I give ample time for questions at each stage of the lesson, as Zotero is a free software tool and occasionally needs to be configured with some specificity. There also tends to be a fair amount of troubleshooting initially which allows me to circulate throughout the classroom, meeting with each student group and ensuring that they are progressing through the process of downloading and configuring the software tool and utilizing it properly to save, store, and organize literature for their research assignment. I pace this lesson very slowly and it typically takes the shape of a workshop session which gives me many opportunities to make sure students are understanding the user interface and how to functionally operate Zotero effectively and within their groups.

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 have taught this information literacy session over multiple semesters as this course is typically offered in both the Fall and Spring terms. I have refined it at this point to where it has progressively resulted in students having less issues with Zotero after the initial information literacy class. I think a key element of this process was slowing the session down and opening it up to more of an informal workshop sort of active learning environment in which students are sitting and working with their assigned semester-long research groups. This has helped allow for more time circulating to each group and working them through any potential issues that need troubleshooting. Ensuring that each group searches for and is able to save an article to their shared group Zotero repository has also alleviated any confusion that initially arose when I first began teaching IL in this course. I think the lesson is currently where it should be based on the course instructor's IL teaching request and feedback after each instruction.

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.

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