

WML Information Literacy (IL) Instruction Assessment 2019-2020

INTD 112: Eloquentia Perfecta Foundations Report

Prepared by Kelly Banyas, Research & Instruction Librarian for Student Success

Faculty Librarians: George Aulisio, Kelly Banyas, Frank Conserette, Ian O'Hara, Donna Witek

Academic Year: 2019-2020

Fall 2019

Course Instructors: Cheong (1 section), DeSantis (1 section), Germeroth (2 sections), Mikesell (1 section)

Dates of IL Instruction: Week of September 30th-October 4th, 5 sections total

Times of IL Instruction: Various times, 3 50-minute sessions, 2 75-minute sessions

Locations: LSC 125, 401, 403, 565

Number of Students Registered in Course: 75 students total

Spring 2020

Course Instructors: DeSantis (1 Gonzaga section), Germeroth (2 non-Gonzaga sections, 1 Gonzaga section), Mikesell (2 Gonzaga sections), Strain (1 Gonzaga section)

Dates of IL Instruction: Week of March 2nd-6th non-Gonzaga sections (2)

Week of March 9th-13th for Gonzaga sections (5)

Times of IL Instruction: Various times, 4 50-minute sessions, 3 75-minute sessions

Locations: LSC 116, 125, 401, 403, 411

Number of Students Registered in Course: 99 students total, 66 Gonzaga Program students

Summary of research assignment of task

In AY 2019-2020, the Information Literacy Module contained the same components as it did in AY 2018-2019. These components are:

- Librarian assigns online Information Literacy Module through learning management system Desire2Learn (D2L) consisting of text, image, and video content as well as an online Knowledge Check Quiz, which the librarian grades/assesses the week before visiting the course sections to teach.
- Librarian teaches one in-class library research workshop which involves a shared lesson plan that builds on the content students engaged with in the online Information Literacy Module.

- Students have the option to participate in a “Golden Ticket” research consultation with a librarian in support of their Informative Speech projects. In Fall 2019, this was completed by visiting the Research Services desk and working with the librarian on duty. If they participate in this opportunity, students then fill out a “Golden Ticket” slip signed by the librarian, which is handed in to the course instructor for extra credit. In Spring 2020, due to COVID-19, Golden Ticket consultations were completed online through scheduling consultations with the teaching Librarian. The Librarians, after completing the consultation over the Library’s chat service, phone, or Zoom, then send an email to the course instructor confirming the consultation took place.

For current instructional materials for this module including the homework assignment email to students, Knowledge Check Quiz questions and answers, shared lesson plan, 5 Ws handout, sample “Golden Ticket” slips, and updated Golden Ticket scheduling email (in response to COVID-19 restrictions), see attached.

Classroom Student Learning Outcomes (SLOs)

As a result of both the online Information Literacy Module content + quiz and the 50-75 minute workshop with a faculty librarian, students will:

SLO 1: Execute a search strategy in the databases that includes brainstorming search terms, analyzing results, and revising the search as needed using relevant database features.

SLO 2: Apply the Five Ws Framework for Source Evaluation to a variety of source types and scenarios.

SLO 3: Practice habits that support appropriate attribution of sources in their research.

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

SLO1: Responses to Questions 1, 2, 3, and 4 in the Knowledge Check Quiz, observation during the workshop lab session in the in-class library research workshop, and responses to Q1, Q2, and Q3 on the final exam.

SLO2: Responses to Questions 1 and 8 in the Knowledge Check Quiz, observation during the 5 Ws activity in the in-class library research workshop, and responses to Q4 on the final exam.

SLO3: Responses to Questions 1, 5, 6, and 7 in the Knowledge Check Quiz and responses to Q5 on the final exam.

Based on your experience teaching this session 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?

REPORT ON REVISED CHANGES FROM SPRING 2019

- **New trade and scholarly journal articles for 5 Ws activity**

New trade and scholarly journal articles were utilized in the 5 Ws activity in the Fall 2019 and Spring 2020 sections. Librarians reported that students were able to understand the purpose of the articles and apply the 5 Ws to the articles.

We will continue to use these articles for the immediate future.

- **Create an online research guide for the in-class library research workshop**

An online research guide containing the links to the articles for the 5 Ws activity and the 5 Ws handout was created and utilized in the Fall 2019 and Spring 2020 sections. The librarians previously noted that article links in D2L would have to be updated before the start of the semester when the module is copied into all the D2L courses, so this allowed for any changes to be made mid-semester.

If the librarians do not plan to change the articles between semesters, as between Fall 2019 and Spring 2020, both the research guide and D2L course pages can be retained and students could utilize whichever is most convenient.

- **Revise Knowledge Check Quiz questions for clarity and better alignment with our SLOs**

The language of Question 5 of the Knowledge Check Quiz was clarified. Question 7 was also updated with a different permalink for the article since the inclusion of the online publication date in the DOI link caused confusion for students regarding the article's APA formatted publication date. The change to Question 5 did cause some minor issues with D2L, as links previously mapped in the master copy of the quiz for that question no longer worked. Updates of this nature had not caused problems previously. The links were replaced and the issue reported to the Center for Teaching and Learning Excellence, who oversees D2L.

We will retain these changes for the immediate future, being mindful of checking any updates to the quiz questions.

ASSESSMENT OF SPRING 2019 INFORMATION LITERACY MODULE:

Information Literacy Knowledge Check Quiz

In Fall 2019, 69 out of 75 enrolled students completed the Knowledge Check Quiz. Librarians assigned to each section graded their quiz submissions through D2L, except in one case in which an INTD instructor combined their two sections into one D2L course. In that instance, one librarian graded all submissions for both sections but the in-person information literacy sessions were provided by two different librarians.

Mean Score: 95.09

Median Score: 97.67

The highest grade was 100 (n = 9 students) and the lowest grade was 21.42 (n = 1 student).

This mean score is down from Spring 2019 (97.56/100). For the first time, not all students received full credit for Question 1, which asks the student to confirm they have completed and reviewed the modular content and is worth 80 points (out of 100). This caused lower mean scores for two of the four D2L courses; for the two sections where all students got full credit for Question 1, the average was 97.45/100.

In Spring 2020, 90 out of 99 enrolled students completed the Knowledge Check Quiz; in the five Gonzaga sections, 59 out of 66 students submitted a quiz and, in the two non-Gonzaga sections, 31 out of 33 students submitted a quiz. Librarians assigned to each section graded their quiz submissions through D2L, which was again complicated by the merging of multiple sections into one D2L course. In these cases, both librarians for those sections were assigned to the merged D2L course and followed class rosters (obtained by the Research & Instruction Librarian for Student Success from the teaching faculty) to grade quizzes for the students assigned to their section.

Mean Score (total): 96.39

Median Score (total): 97.67

Mean Score (Gonzaga): 96.88

Median Score (Gonzaga): 97.08

Mean Score (non-Gonzaga): 95.46

Median Score (non-Gonzaga): 98

In all sections, the highest grade was 100 (n = 20 students) and the lowest grade was 26.42 (n = 1 student).

The highest grade in the Gonzaga sections was 100 (n = 11 students) and the lowest grade was 88.33 (n = 1 student).

The highest grade in the non-Gonzaga sections was 100 (n = 9 students) and the lowest grade was 26.42 (n = 1 student).

The mean score for the 5 Gonzaga sections was higher than the mean score for the 2 non-Gonzaga sections; this can possibly be attributed to one of the scores in the non-Gonzaga sections being significantly lower than the average (26.42/100) due to the student not fully answering Question 1 and the smaller number of students. The next lowest score in the non-Gonzaga sections was 91.5/100.

Based on this assessment, it is clear that the majority of students in this course who engaged the online Information Literacy Module content successfully demonstrated their learning of that content through the Knowledge Check Quiz. In both semesters, librarians also took points off due to late submissions; this practice might also cause some variation in test scores unrelated to understanding the content.

Golden Tickets

In Fall 2019, Golden Ticket consultations were offered in person on a drop-in basis; librarians completed the consultations by filling out slips, which were returned to the INTD teaching faculty by the student for some form of extra credit. Reporting for completed Golden Ticket consultations therefore relied on these slips being reported or returned by the teaching faculty to the Research & Instruction Librarian for Student Success.

Two of the four INTD teaching faculty reported their number of Golden Ticket consultations or returned slips; a total of 7 students (out of 75) completed consultations, which represents 9.33% of the students enrolled. It was not reported if the other two teaching faculty did or did not receive any Golden Ticket consultation slips from their students. This number shows an increase from the previous Spring semester, in which 8.11% of students enrolled completed a consultation.

In Spring 2020, all courses moved online due to COVID-19 and the campus closed, and so Golden Ticket consultations were offered virtually through Zoom, the Library's chat service, or by telephone. Each librarian emailed the students in the section(s) they taught and offered to schedule consultations with the students. After the scheduled virtual consultations took place, the librarians then reported the completed consultation to the teaching faculty. Librarians also reported the total number of Golden Ticket consultations to the Information Literacy Coordinator at the end of the semester.

A total of 6 students (out of 99) completed consultations, which represents 6.06% of the students enrolled. These low numbers could reflect the change in format of instruction/consultations, as well as the change in grading policy that came from the University. Golden Ticket consultations are typically offered as a form of extra credit, and it is not known how many students elected to take INTD as a credit/no-credit option once it was offered by the University. This method of reporting was successful, however, in

getting more accurate data. We did not get a record of the consultation as we do with the slips, but these have not been analyzed in previous semesters.

Final Exam

The Library has five questions on the final exam in INTD 112 that we use to assess content knowledge related to the research process. The questions for Fall 2019 and Spring 2020 were retained from Spring 2019.

For Fall 2019, three of the four course faculty shared their student scores with the Research & Instruction Librarian for Student Success, resulting in final exam assessment data for 58 students (4 course sections).

Q1: Which of the following is the best place to find scholarly journal articles?	Number of students who got correct answer
a. Library Catalog	
b. Credo Reference	
c. Library Databases	54 / 58 students
d. Library Research Guide	

Q2: The more terms you add to your search, the fewer results you'll get.	Number of students who got correct answer
a. True	50 / 58 students
b. False	

Q3: When searching a database, what filter would you use to limit your results so that you get the most current information?	Number of students who got correct answer
a. Relevance	
b. Date	53 / 58 students
c. Subject Population	

Q4: Which of the Five W's of Source Evaluation asks you to find and weight the credentials of the author(s) of the source?	Number of students who got correct answer
a. WHO created the source?	49 / 58 students
b. WHAT is the purpose of the source?	
c. WHERE does the information come from?	
d. WHEN was the source published?	
e. WHY is the source useful to you?	

Q5: Proper citation and attribution help you to:	Number of students who got correct answer
a. Give credit to the author whose works or ideas you are using and avoid charges of plagiarism.	
b. Enable others to locate the resources you cited so that they can draw their own conclusions about your argument.	
c. Improve the credibility of your work, especially if you cited authoritative sources.	
d. All of the above	57 / 58 students

In Spring 2019, due to COVID-19 moving all instruction/exams online, the five questions from the librarians were included as either part of or an entire quiz through D2L. This allowed the Research & Instruction Librarian for Student Success, who was added to all courses as a guest instructor, to retrieve the data directly from the course pages for all 79 students who completed the quiz.

Q1: Which of the following is the best place to find scholarly journal articles?	Number of students who got correct answer
e. Library Catalog	
f. Credo Reference	
g. Library Databases	75 / 79 students
h. Library Research Guide	

Q2: The more terms you add to your search, the fewer results you'll get.	Number of students who got correct answer
c. True	69 / 79 students
d. False	

Q3: When searching a database, what filter would you use to limit your results so that you get the most current information?	Number of students who got correct answer
d. Relevance	
e. Date	70 / 79 students
f. Subject Population	

Q4: Which of the Five W's of Source Evaluation asks you to find and weigh the credentials of the author(s) of the source?	Number of students who got correct answer
f. WHO created the source?	60 / 79 students
g. WHAT is the purpose of the source?	
h. WHERE does the information come from?	
i. WHEN was the source published?	
j. WHY is the source useful to you?	

Q5: Proper citation and attribution help you to:	Number of students who got correct answer
e. Give credit to the author whose works or ideas you are using and avoid charges of plagiarism.	
f. Enable others to locate the resources you cited so that they can draw their own conclusions about your argument.	
g. Improve the credibility of your work, especially if you cited authoritative sources.	
h. All of the above	76 / 79 students

While students continue to perform well on these five questions, students in both semester answered the Question #4 about source evaluation using the 5 W's correctly at a lower rate than previously; in Fall 2018, 90.54% (67/74) of the students answered correctly and, in Spring 2019, 86.86% (60/69) of the students answered correctly. This rate dropped in Fall 2019, with 84.48% (49/58) of the students

answering correctly, and further in Spring 2020, with 75.95% (60/79) answering correctly. Students in the Spring 2020 sections who answered incorrectly often picked the same wrong answer.

Question #2 may also be a candidate for revision, as students do moderately well answering it, but it is noteworthy that the rate of correct answers has risen; in Fall 2018, 78.34% (58/74) of students answered correctly, and, in Spring 2019, 84.06% (58/69) of students answered correctly. This increase continued in Fall 2019, with 86.21% (50/58) answering correctly and, in Spring 2020, with 87.34% (69/79) answering correctly. This increase could indicate that the librarians are better integrating this specific researching concept into their lessons and interactions with students.

Librarian feedback

A meeting was held with all librarians who taught INTD 112 over AY 19-20 in July 2020 to discuss the modular content and in-class lesson plan. Observations from the collective feedback received include the following:

- Many librarians noted the 5 Ws activity as being the most impactful part of the session. Individual search time was sometimes less useful for students, as not all faculty members had assigned topics at that point in the semester.
- The flipped classroom model of having the students complete an assignment (the module and quiz) before the in-person IL session continues to be a success.
- The new scholarly and trade journal articles for the 5 Ws seemed to work well for the students.
- Noting the lower scores for questions involving the 5 Ws, the Research & Instruction Librarian for Student Success proposed revising the 5 W's worksheet to see if that might clarify the exercise for students.

Planned changes for AY 20-21

- **Investigate possible platforms or ways to mitigate workflow issues in D2L:**

After the success of using the research guide for the articles in the fall, Profs. Donna Witek and Kelly Banyas explored utilizing the platform to host more of the modular content, which would allow for more control and mitigate the many issues faced in using the D2L platform; the research guides platform, however, does not support a secure way for students to take the quiz and it was noted splitting the module across two platforms may cause confusion for the students. D2L is also convenient for faculty to view Knowledge Check grades and is authenticated by the students' R numbers and University of Scranton passwords.

We will continue to explore options to possibly move modular content and the quiz to a new platform or find ways to improve our current workflow of copying quiz content across multiple sections. The merging of different course sections also requires a workaround that seemed to work well, but did require more consideration from the librarians to be careful when emailing reminders and grading quizzes.

Due to COVID-19, this objective may not be addressed until AY 21-22.

- **Revise the 5 W's worksheet:**

In light of the lower scores for questions involving the 5 W's, the Research & Instruction Librarian for Student Success will revise the 5 W's worksheet, rewriting the WHERE and WHAT

sections, which are most often misidentified in quizzes. In Fall 2019, 42 out of 69 students correctly answered the WHAT question, and 45 out of 69 correctly answered the WHERE question; the other 5 Ws questions all had 60+ students answering correctly. In Spring 2020, 50 out of 90 students correctly answered the WHAT question, and 61 out of 90 correctly answered the WHERE question; the other 5 Ws questions all had 69+ students answering correctly.

This rewrite will be examined and evaluated by the other librarians who teach the INTD 112 sections to determine if it should be implemented in Fall 2020. This will also require rewriting the questions regarding the 5 W's on the Knowledge Check quiz in D2L and final exam as well as replacing all links to the document in both D2L and on the research guide.

- **Find new ways to engage future Gonzaga students in their INTD 112 sections:**

The Research & Instruction Librarian for Student Success noted that all Gonzaga students received information literacy instruction in Fall 2019 in their EDUC 113 course and two sections also had information literacy instruction in their WRTG 105 course. Before the INTD 112 in-class sessions with librarians in Spring 2020, two sections also had information literacy instruction in their WRTG 106 course. These details, including the EDUC 113 research guide, were shared with the teaching librarians before their scheduled sessions. This led to concern from librarians that students would be getting too much repeated content on basic researching, and so the INTD 112 Gonzaga sections focused more on the 5 Ws activity, which is not utilized in EDUC and WRTG instruction, and individual searching time rather than reviewing the databases. We can continue this practice for future sessions, but also investigate any other content/activities to include in Gonzaga sections where students have had previous IL instruction.

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.

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.

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.

Spring 2020 email to students- updated from previous semesters to reflect changes to my.scranton.edu

Subject: INTD 112 Information Literacy Module - Due 3/1

Dear Students,

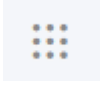
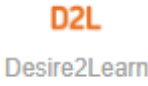
I am one of the faculty Librarians here at the University of Scranton. The purpose of this email is to assign to you a required part of your INTD 112: Eloquencia Perfecta Foundations course called the Information Literacy Module.


This module is found online in your INTD 112 course page in the campus learning management system Desire2Learn which you can access through My.Scranton.edu.


You need to complete the INTD 112 Information Literacy Module, including the online Quiz that comes at the end of it, by **11:59 pm on Sunday, March 1st, 2020**.

To access the module on a desktop or laptop computer (Note that you may need to "enable blocked features" of this email to see the images embedded in the instructions below.):

1. Log into My.Scranton.edu.

2. Click on the dots icon that looks like this  in the upper right-hand corner and then click on Desire2Learn  to enter the campus learning management system.

3. Click on the square made up of smaller squares that looks like this  and select your INTD 112 course page.

4. Click on the word "Content" that looks like this  in the toolbar of options along the top of the course page.

5. The Information Literacy Module is found in the list of content modules along the left-hand side of this screen and you can access it by clicking on the words Information Literacy Module. You may need to scroll down a little to find it. Here is what the module looks like, including the four sub-modules that are a part of it:

Information Literacy

Module

Library Databases

Citations and Attribution

Evaluating Sources

Quiz - Information

Literacy Knowledge

Check

Once you have clicked on the words Information Literacy Module to access the module, follow the instructions on the screen to work through the sub-modules and take the Quiz at the end of the module. The sub-modules and Quiz should take 30-60 minutes to complete.

This Information Literacy Module has four sections you will work through to learn about conducting research using the Library. The fourth section is a Quiz you will need to complete by **11:59 pm on Sunday, March 1st, 2020** in order to check your knowledge as a result of working through this module. The following week I will visit your class to help you practice conducting research on your Informative Speech topic.

If you have any questions about accessing the Information Literacy Module, please reach out to me and I will be happy to assist you.

I look forward to meeting you when I visit your class!

[Insert Your Signature]

Quiz – Information Literacy Knowledge Check: Fall 2019 and Spring 2020

Correct answers are indicated

Question 1 (80 points) ✓ Saved

By selecting each of the following, I acknowledge that I have visited that content module and read and/or watched the information provided there.

To open each content module from here, hover your mouse over the URL in each option until you see the underline appear, then right click and open the link in a new tab or window. You can also access these modules by clicking on "Content" along the top of this course page.

- Library Databases: [Activity - What is a database?](#)
- Library Databases: [Activity - Accessing databases](#)
- Library Databases: [Activity - Academic Search Elite](#)
- Library Databases: [Activity - ProQuest Central](#)
- Citations and Attribution: [Activity - Why should I cite?](#)
- Citations and Attribution: [Activity - Citation Overview](#)
- Citations and Attribution: [Activity - How do I get help?](#)
- Evaluating Sources: [Activity - Evaluating Sources with the Five Ws](#)

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Question 2 (1 point) ✓ Saved

True or False: Databases only contain research articles.

(Hint: If you're not sure, consult the [Activity - What is a database?](#) section of the Information Literacy Module.)

- True
- False

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Question 3 (1 point) ✓ *Saved*

Which of the following features can be found in the database Academic Search Elite?
Select all that apply.

(Hint: If you're not sure, consult the [Activity - Academic Search Elite](#) section of the Information Literacy Module.)

- A filter to sort by publication date
- A link to see if the article can be accessed through another Library database if the full-text is not available in Academic Search Elite
- A filter that will allow you to limit your results based on synonyms or related terms to the keywords you searched

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Question 4 (1 point) ✓ *Saved*

In the database ProQuest Central, what can you click on to learn more about an article by reading the article's abstract and examining the article's citation elements?

(Hint: If you're not sure, consult the [Activity - ProQuest Central](#) section of the Information Literacy Module.)

- The Source Type filter
- The Abstract/Details tab
- The plus-sign button
- The Publication Date filter

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Question 5 (1 point) ✓ *Saved*

Check all that apply. Proper citation and attribution help you to:

(Hint: If you're not sure, consult the [Activity - Why should I cite?](#) section of the Information Literacy Module.)

- Give credit to the author whose words or ideas you are using and avoid charges of plagiarism
- Enable others to locate the resource you cited so that they can draw their own conclusions about your argument
- Improve the credibility of your work, especially if you cited authoritative sources
- Allow you to enter into the scholarly conversation about your subject

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Fill in the blank identifying each citation element in this MLA citation.

Modern Language Association (MLA) style:

Parkin, Simon. "I Felt Exposed Online': How to Disappear from the Internet." *The Guardian*, May 19, 2018, p. 14.


(Hint: If you're not sure, consult the [Activity - Citation Overview](#) section of the *Information Literacy Module*.)

Question 6 (5 points) ✓ Saved

Author(s):

Parkin, Simon 

Article title:

'I Felt Exposed Online': How to Disappea 

Publication title:

The Guardian 

Volume and Issue numbers (if applicable):

N/A 

Publication date:

May 19, 2018 

Page number(s):

p. 14 

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Fill in the blank identifying each citation element in this APA citation.

American Psychological Association (APA) style:

Punagin, S., & Arya, A. (2015). Privacy in the age of pervasive internet and big data analytics - challenges and opportunities. *International Journal of Modern Education and Computer Science*, 7(7), 36-47. <http://www.mecs-press.org/ijmecs/ijmecs-v7-n7/v7n7-5.html>

(Hint: If you're not sure, consult the [Activity - Citation Overview](#) section of the *Information Literacy Module*.)

Question 7 (6 points) ✓ *Saved*

Author(s):

Punagin, S., & Arya, A. ✓

Article title:

Privacy in the age of pervasive internet & ✓

Publication title:

International Journal of Modern Educati ✓

Volume and Issue numbers (if applicable):

7(7) ✓

Publication date:

2015 ✓

Page number(s):

36-47 ✓

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Review the Five Ws framework of source evaluation in the image below. Then scroll to below the image to answer the question about evaluating sources with the Five Ws.

(Hint: If you're not sure, consult the *Activity - Evaluating Sources with the Five Ws* section of the *Information Literacy Module*.)

Question 8 (5 points)

Evaluating Sources with the Five Ws

Often finding information is less of a problem than figuring out whether that information will be appropriate for your project.

One way to decide whether a source is "good" for your project or not is to begin by asking some questions about the source.

Remember! **Evaluation is a holistic process.** One of these questions isn't enough to determine a source's usefulness. You need to take them all into account.

WHO created the source? <ul style="list-style-type: none">What expertise does the author/organization have to write on this topic?What are their credentials? How are they connected to the field they are writing about?Are they affiliated with any specific organizations? Which ones? Could this impact their reliability?	WHAT is the purpose of the source? <ul style="list-style-type: none">What is the source saying about your topic? What points or argument is it making?What type of publication is the source published in? Scholarly/academic? Newspaper? Magazine? Trade? Report? Something else?Who is the intended audience for the source?	WHERE does the information in the source come from? <ul style="list-style-type: none">Are there references within or at the end of the source? What types of other sources are cited?Is the author writing from their own experience? How can you tell?Did the author interview anyone in the source? If so, who?
WHEN was the source published? <ul style="list-style-type: none">Does your topic require very recent information, or will older sources be acceptable or even preferred?Are there any historical events connected to your topic? When was the source published in relation to those events?If no date is provided how might this impact the reliability or usefulness of the information in this source?	WHY is this source useful to you? <ul style="list-style-type: none">Does the information in the source help to answer your research question or develop your argument?How does this information inform your research? How will you use this information in your project?Is the source written at an appropriate level for your needs (i.e. not too simplistic/not too advanced)?	

Handout originally created by: Rebecca J. Thompson thompson.rebecca.j@gmail.com
Adapted from CSU http://www.csuchico.edu/linc/handouts/eval_websites.pdf * CC BY-NC-SA *

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Match the scenario with the W from the Five Ws of Source Evaluation that the researcher is examining.

- 4 ▾ You found that the article gives you the statistics you are looking for, but you realize the survey was from 15 years ago and may no longer reflect the current environment.
- 1 ▾ You use Google to search for the author's name to find out if they have any degrees or have published other work related to the topic of the source you are evaluating.
- 3 ▾ You look at the database where you found the article to determine what type of publication the article was published in, i.e., scholarly/academic journal, etc.
- 2 ▾ You read the source closely to see if the author interviewed anyone as part of their evidence gathering to write the source.
- 5 ▾ You find a promising source, but you realize the language is more scientific than you expected and you're not sure if you are interpreting it correctly. You decide not to use the source.

1. WHO created the source?
2. WHERE does the information in the source come from?
3. WHAT is the purpose of the source?
4. WHEN was the source published?
5. WHY is the source useful to you?

Fall 2019 and Spring 2020 INTD 112 Information Literacy Lesson Plan

As a result of both the online Information Literacy Module content + quiz and the 50-75 minute workshop with a faculty librarian, students will:

- Execute a search strategy in the databases that includes brainstorming search terms, analyzing results, and revising the search as needed using relevant database features.
- Apply the Five Ws Framework for Source Evaluation to a variety of source types and scenarios.
- Practice habits that support appropriate attribution of sources in their research.

Outline of Library Research Workshop (Detailed)

This outline assumes a 50-minute class session; for the 75-minute class sessions, expand activities (e.g., the Workshop Lab Session) as you see fit.

Approximate time frames are given for each section and sub-section of the outline, but these are just a guide; as long as you are able to get through the activities and material by the end of your class period, you are good.

(2 mins total) Introduction	
2 mins	<p>Introduce yourself and give a quick overview of how the workshop will be conducted</p> <p>Note to Librarian: Ways to get help will be covered at end of class when you hand out the Golden Ticket slips so no need to include that here.</p>
(15 mins total) Five Ws of Source Evaluation Exercise	
<p>Needed: --HANDOUT Evaluating Sources with the Five Ws --Four articles in your folder (collect when finished — <i>Note: Information on cover page is for your reference and not information to share with the students</i>) --Links to articles in D2L: “Library Research Workshop Links” content module</p>	
2 mins	<p>This exercise will have students practice applying the Five Ws Framework for Source Evaluation. Give out the handout that has the Five Ws and tell students to take out pens.</p> <p>Divide the class into groups, and give each group one of the four articles in your packet. Also show them how to access the articles digitally through D2L. Tell each group to work together to evaluate the article and answer as many of the questions on the Five Ws handout as they can, writing their answers down as they go.</p> <p>The broader question they are seeking to answer is:</p> <p>If you were doing your Informative Speech on the topic of <i>search engine algorithms and online privacy</i>, would you use this article? Why or why not?</p> <p>They should be prepared to share what they record on their handouts with the rest of the class when you reconvene the class to discuss the articles together.</p>
5 mins	<p>Give the students 5 minutes to read through the articles, use their computers to look up information about the articles (background information on authors, publication, etc.), and record what they find on their handouts. You can guide the individual groups as needed to get them going.</p>

8 mins	<p>Then reconvene the class as a whole, and ask each group to share what they learned about their article, reading from their recorded notes on the handout as needed.</p> <p>Ask each group: If you were doing your Informative Speech on the topic of <i>search engine algorithms and online privacy</i>, would you use this article? Why or why not?</p> <p>There are no right or wrong answers to this, but it will get them thinking and brainstorming about how they make decisions about which articles to use in their research.</p> <p>Also use this time to clarify any of the Five Ws students in your sections did not understand in the homework module (based on quiz results to the Five Ws quiz question).</p>
<p>(5 mins total) Intro to Database Searching</p>	
5 mins	<p>Prompt students to brainstorm search terms about their own topics using the back of their Five Ws handout to write down possible terms.</p> <p>Model this very briefly by extracting main concept phrases from the sample topic: Do search engine algorithms sacrifice privacy for the sake of convenience? Remind students that your model topic should sound familiar because it was featured in the two database videos from the homework module.</p> <p>Prompt students to go to the search screen for the database of their choice — Academic Search Elite or ProQuest Central — and model an initial search by typing the main concept phrases from the model topic into the search boxes.</p> <p>Then instruct them to do the same with their topics.</p>
<p>(18 mins total) Workshop Lab Session</p>	
18 mins	<p>Prompt students to use the database search features (limitors, etc.) and the Five Ws Framework for Source Evaluation in order to search for useful articles about their topics.</p> <p>Their Goal: By the end of class, they should select one possible article from their database searching and email it to themselves through the database.</p> <p>Note: Tell students the minimum for the workshop is one article, but more is okay too. During this lab period, invite students to call you over and walk around the room and assist individually as needed. You may need to show them how to email articles to themselves through the databases. They can work in either database or in both of them during this part of the class.</p> <p>Wrap up this lab session with <u>at least 10 minutes remaining</u>.</p>
<p>(10 mins total) Searching Recap, Assessment Survey, and Golden Tickets</p>	
<p>Needed: --HANDOUT: Golden Ticket slips --URL for First Year Library Instruction Survey</p>	
5 mins	<p>Searching Recap: Reconvene the class to share out some of the database features and searching techniques students found especially useful during the workshop lab session.</p> <p>Ask students about both ProQuest Central and Academic Search Elite. Fill in gaps around what they choose to share out, highlighting for everyone the “cite” tools in both databases, how to email an article to yourself, and other valuable limiters and search features.</p>

5 mins	<p>Assessment Survey and Golden Ticket slips (do these two things in whatever order you like)</p> <p>Hand out the Golden Ticket slips. Explain what they are and that they will be counted as extra credit in the course. Plug Research Services for all the ways they can get help researching for their Informative Speeches.</p> <p>Note that to count toward extra credit they must <u>visit the Research Services desk in person and answer the Golden Ticket slip questions in detail, which requires a detailed exchange with the librarian</u>. Then they can hand in their completed slips to their course instructor.</p> <p>Also instruct students to visit the First-Year Library Instruction Survey at www.surveymonkey.com/r/scranton1L and complete the short form about today's class session.</p> <p>Survey Question 2: Course = INTD 112</p> <p>Survey Question 3: Librarian who taught session = your name</p> <p>After they submit their surveys they are free to go (or pass baton back to course instructor to dismiss students).</p>
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Evaluating Sources with the Five Ws

Often finding information is less of a problem than figuring out whether that information will be appropriate for your project.

One way to decide whether a source is “good” for your project or not is to begin by asking some questions about the source.

Remember! **Evaluation is a holistic process.** One of these questions isn’t enough to determine a source’s usefulness. You need to take them all into account.

WHO created the source?

- † What expertise does the author/organization have to write on this topic?
- † What are their credentials? How are they connected to the field they are writing about?
- † Are they affiliated with any specific organizations? Which ones? Could this impact their reliability?

WHAT is the purpose of the source?

- ① What is the source saying about your topic? What points or argument is it making?
- ① What type of publication is the source published in? Scholarly/academic? Newspaper? Magazine? Trade? Report? Something else?
- ① Who is the intended audience for the source?

WHERE does the information in the source come from?

- 🌐 Are there references within or at the end of the source? What types of other sources are cited?
- 🌐 Is the author writing from their own experience? How can you tell?
- 🌐 Did the author interview anyone in the source? If so, who?


WHEN was the source published?

- 📅 Does your topic require very recent information, or will older sources be acceptable or even preferred?
- 📅 Are there any historical events connected to your topic? When was the source published in relation to those events?
- 📅 If no date is provided how might this impact the reliability or usefulness of the information in this source?

WHY is this source useful to you?

- ✂ Does the information in the source help to answer your research question or develop your argument?
- ✂ How does this information inform your research? How will you use this information in your project?
- ✂ Is the source written at an appropriate level for your needs (i.e. not too simplistic/not too advanced)?

Fall 2019 Golden Ticket slips

		GOLDEN TICKET
Student Name: _____	Research Consultation Date: _____	
Librarian Name: _____	Librarian's Initials (signature): _____	
Informative Speech Topic: _____		
Reflect on something new that you learned about doing research on your topic during your consultation with the librarian. Indicate what new thing you learned, why it is helpful to know when doing research, and how this will change how you do research in the future:		
WHAT:	WHY:	HOW:

Spring 2020: Golden Ticket instructions email to students

Subject: INTD 112 Golden Ticket Extra Credit consultations

Dear Students,

If you would still like to receive extra credit in your INTD 112 course by completing a Golden Ticket research consultation with a librarian for the Informative Speech assignment, we will be holding these meetings virtually through our chat service or Zoom.

Please reach out to me directly at [your email] in order to schedule time to meet and receive credit. Since we won't be meeting in person, I will reach out to your professor to let them know we met virtually to discuss your research. You will only receive extra credit for a scheduled consultation.

Note: The Research Services department is staffed virtually at this time through the "Ask A Librarian" [chat](#) and by phone (570-941-4000) from 8 AM until 7 PM Monday-Friday for any other research questions you may have. Our chat service is available 24/7, but after 7 PM and before 8 AM and on weekends you will be chatting with a librarian at another institution. Please consult the [Library Services Spring 2020 Research Guide](#) to check for any possible changes in our Research Services hours.

Please let me know if you have any questions!

Best,