

**WML Information Literacy Instruction Assessment 2017-18**  
**Classroom Activity Report – Program-wide**  
*Prepared by Donna Witek, Information Literacy Coordinator*

**Faculty Librarians:**

Kelly Banyas, Kevin Norris, and Donna Witek

**Semester:** Spring 2018

**Course Number and Name:** INTD 112: EP Foundations (EP)

**Course Instructors (Last Name):** Mikesell, Fisher, and DeSantis

**Date(s) of Guest Information Literacy Instruction:**

Session 1: Week of 02/19/2018 and Session 2: Week of 02/26/2018\*

\*6 information literacy class sessions delivered to 3 sections across two weeks

**Time(s) of Guest Information Literacy Instruction:**

Various; instruction took place in both 50-minute and 75-minute class sessions

**Locations:** LSC 114 and LSC 401

**Number of Students Registered in Course:** 53 students total across 3 sections

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**Summary of research assignment or task**

*Changes to wider components of information literacy module from Fall 2017 in **bold**.*

In Spring 2018 this information literacy module consisted of the following:

- Librarian visits class on Day 1 of semester to introduce oneself and briefly explain librarian's role in the course (10 minutes)
- Librarian teaches two information literacy class sessions, 1.5 weeks apart from each other, which involve a shared lesson plan and Library Assignment (i.e., student homework) across all sections
- Between the two information literacy class sessions, librarian grades/assesses student submissions of Library Assignment using a shared rubric, and shares these scores and feedback individually with the students and for the entire class with the course instructor
- Students participate in a "Golden Ticket" research consultation with a librarian in support of their Capstone projects (these meetings are usually 15-30 minutes)

- **New in Spring 2018:** Students were assigned a librarian and tasked with emailing their librarian to make their appointments; six librarians participated in the “Golden Ticket” research consultations in Spring 2018.
- Students then fill out a “Golden Ticket” slip documenting their meeting with the librarian which is handed in to the course instructor

For **revised instructional materials** for this module including shared lesson plans (Sessions 1 and 2), grading rubric, sample “Golden Ticket” slips + **new instructions for students**, and other instructional materials, see attached.

### **Student learning outcomes for the guest information literacy instruction (at least one, no more than three)**

*Changes to learning outcomes from Fall 2017 in **bold**.*

#### Session 1:

1.A: As a result of this guest information literacy instruction and the Library Assignment they will do as homework, students will strategically explore their Capstone topics through the search process.

1.B: As a result of this guest information literacy instruction and the Library Assignment they will do as homework, students will gather complete **and accurate** citation information including article type for three potential sources on their topics.

1.C: As a result of this guest information literacy instruction and the Library Assignment they will do as homework, students will critically evaluate three potential sources on their topics using the “Five Ws” framework for source evaluation.

#### Session 2:

2.A: As a result of this guest information literacy instruction, students will demonstrate their understanding of database searching for information about their Capstone topics.

2.B: As a result of this guest information literacy instruction, students will articulate their own understanding of the search process.

2.C: As a result of this guest information literacy instruction, students will receive timely feedback on their work of developing search strategies and applying evaluative criteria to information about their topics. [Note: Not technically a learning outcome but more of an instructional outcome.]

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

*Changes in assessment data sources from Fall 2017 in **bold**.*

Session 1:

1.A: Successful completion of Qs 1-8 of Library Assignment completed as homework.

1.B: Successful completion of **Qs 9-15, Qs 17-23, and Qs 25-31** of Library Assignment completed as homework.

1.C: Successful completion of **Q 16, Q 24, and Q 32** of Library Assignment completed as homework.

Session 2:

2.A: Observation of database teaching activity

2.B: Observation of database teaching activity

2.C: Broad feedback given on homework assignment; feedback provided by librarians in comments of their homework submissions (optional for librarians)

**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?**

### **CLOSING THE LOOP — Results of changes from Fall 2017:**

- Removing the database CQ Researcher Plus Archive from the Library Assignment.

Result: This change had a positive impact on delivering the module because it streamlined the module content (i.e., tools, resources, and techniques) to better align with the student learning outcomes for this module. It took the pressure off of the librarians to spend time explaining what this resource is and isn't. Sharing about this resource on a case by case basis in the "Golden Ticket" research consultations seemed to work well, based on anecdotal feedback from the six librarians who participated in the "Golden Ticket" meetings.

We will retain this change into the future.

- Simplifying the "Evaluating Sources with the Five Ws" handout by revising the bulleted questions underneath each W, streamlining and making them fewer in number (i.e., no more than three bulleted questions per W) (revised handout attached).

Result: Simplifying the handout had a positive impact on both teaching and learning in the module. Having fewer and more focused bulleted questions for each W aided the librarians in teaching this source evaluation framework because it was easier to draw up examples with more precise options to choose from when modeling applying the framework. It aided the students because it reduced cognitive overload as they read and

applied the framework depicted on the handout while completing the Library Assignment, and also allowed for white space on the page under each question so they could brainstorm their evaluation work by hand on the handout.

We will retain this change – i.e., no more than three bulleted questions under each W – into the future; the questions themselves, however, we will refine over time based on further assessment. See **CLOSING THE LOOP** below for changes we plan to make to the questions on the handout.

- Changing the format of the Library Assignment questions that asked for citation elements for three possible sources on students’ topics, from a long-response question format to separate fields for each citation element.

Result: This change had a positive impact on the demonstrated learning in the module as well as the grading/assessing process for librarians because it removed some subjectivity from the process—students either got each citation element correct or they did not (note that Library Assignment scores bore this out, see below). It also required students to understand where to find each citation element versus simply generating the citation as a whole without understanding its parts; the former will aid them better in the future because knowing where specific citation elements are is necessary to find a known item in databases and other search systems (i.e., the Library’s Journal Search tool).

Some **CLOSING THE LOOP** observations about this change:

One librarian noted that because students were copying/pasting the publication title from the article record often this meant the location of the publication (city and state) were also copied/pasted along with the publication title; helping students understand that even metadata fields like “publication” are not perfect in the databases is a challenging outcome to address, but it is something to consider if we keep the citation element questions formatted this way. Also, the presence of an optional “Page range” (if applicable) field tripped up some students who instead copied/pasted the number of pages the article is (i.e., the page length) since one database has that as a field.

Finally, the “Source Type” field continues to be a challenge to teach students, i.e., how to identify this vital piece of information since the databases communicate this differently and even then the database labels are not always precise or accurate. If we value the outcome that students will understand the different source types/genres that the articles come in we will need to continue to think of new ways to teach this important skill.

We will retain part of this change into the future, specifically that whenever we ask students for citation elements we will make sure each element has its own field. However, we may experiment with other question formats in the Desire2Learn (renamed Brightspace) Quiz application to see if there is a more intuitive way to display this exercise so both students and librarians can move through completing and grading/assessing the exercise more smoothly. See **CLOSING THE LOOP** below for changes we plan to make to the question formats in the Library Assignment.

- Eliminating the Doodle Poll for scheduling “Golden Ticket” research consultations and instead returning to a model where students reach out to an assigned librarian to make their appointments within the prescribed time frame.

Result: This change had a positive impact on the scheduling and managing of the “Golden Ticket” meetings because having students make their appointments directly with a librarian proved more reliable than the use of a free tool like Doodle Poll; see attached instructions for students that explained to them the steps they needed to follow to make this appointment. Involving six librarians in the “Golden Ticket” research consultations was also a successful change as it had the intended result of making the workload and time commitment more reasonable for the librarians assigned to sections of the course.

However, it is important to note that there were fewer sections of the course in Spring 2018 (three sections) than there were in Fall 2017 (seven sections), so the method of having students email a librarian directly may not scale up when there are more sections of INTD 112 running. Given that there are eight sections scheduled to run in Fall 2018 (the highest number yet) as well as other external constraints described below in **CLOSING THE LOOP**, this component of the module will need to be reconsidered again.

We will retain part of this change into the future, specifically that we will not use Doodle Poll as our scheduling tool and we will involve the entire team of Research & Instruction Librarians in whatever method we use to facilitate these research consultations.

With the above in mind, what follows is a formal assessment of the information literacy module as a whole for Spring 2018:

## **ASSESSMENT OF SPRING 2018 INFORMATION LITERACY MODULE:**

### Library Assignment

45 students completed the Library Assignment out of 53 students enrolled. Librarians assigned to each section scored their submissions using a shared rubric (attached).

**Mean Score:** 37.68 / 44

**Median Score:** 36.5 / 44

**Mean Grade:** 86%

**Median Grade:** 82.95%

The highest grade was 97.73% (n = 9 students) and the lowest grade was 71.59% (n = 6 students).

21 students out of the 45 who submitted assignments scored 85% or higher.

Based on this assessment, it is clear that a fairly high percentage of the students in this course were successful at accomplishing the information literacy tasks asked of them in the Library Assignment.

### **Comparison to Fall 2017:**

The number of students this data represents is lower than in Fall 2017 – down from 65 students in Fall 2017 to 53 students in Spring 2018 – in part because fewer sections of the course ran.

In Spring 2018 the highest score was lower than in Fall 2017 – 100% in Fall 2017 versus 97.73% in Spring 2018.

However, in Spring 2018 the lowest score was higher than in Fall 2017 – 63.16% in Fall 2017 versus 71.59% in Spring 2018.

These two findings taken together indicate that changing the question format for the questions asking students to gather citation elements had the positive impact of removing some subjectivity in the grading/assessing work of the librarians, since those questions no longer relied on a rubric with criteria that librarians were possibly applying differently, and instead were now either correct or incorrect—the absence of any 100% grades in Spring 2018 is evidence of this finding.

See **CLOSING THE LOOP** below for ways in which we will revise this module to eliminate further the ambiguity involved in applying a rubric to student work designed to demonstrate their research abilities.

### Golden Tickets

The Information Literacy Program Master Schedule reflects that six Research & Instruction Librarians met with **47 students** for “Golden Ticket” research consultations in Spring 2018.

Students handed in their completed “Golden Ticket” slips to their course instructors, after which the instructors were requested to send the completed slips to the Information Literacy Coordinator through campus mail.

In Spring 2018 unfortunately none of the course instructors sent completed “Golden Ticket” slips to the Information Literacy Coordinator so there is no direct student learning data to report from this data source.

### 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.

In Spring 2018 as a result of eliminating CQ Researcher Plus Archive from the Library Assignment, the final exam question focusing on this resource needed to be replaced. **CLOSING THE LOOP** from feedback received from a librarian in Fall 2017, we decided to have the new final exam question assess students’ knowledge of the “Evaluating Sources with the Five Ws” framework for source evaluation. The new question reads as follows:

<b>Which of the Five Ws of Source Evaluation asks you to find out and weigh the credentials and expertise of the author(s) of the source?</b>
a. WHO created the source? **
b. WHAT is the purpose of the source?
c. WHERE does the information come from?
d. WHEN was the source published?
[e. WHY is this source useful to you? -- if there is room for a fifth option]

The other four final exam questions focusing on information literacy knowledge remained the same from previous semesters.

In Spring 2018 unfortunately none of the course instructors sent student scores for the five information literacy questions to the Information Literacy Coordinator so there is no direct student learning data to report from this data source.

Librarian Feedback Survey

At the end of the Fall 2017 semester, the Information Literacy Coordinator created a one-time survey for the librarians who taught the INTD 112 information literacy module that semester. This survey focused on the librarians’ experience and observations as instructors of the module. The goal of the survey was to gather specific feedback on each part of the module to inform, along with student learning assessment data, revisions to the module for Spring 2018 and beyond.

Four librarians completed the survey (the Information Literacy Coordinator recused herself), and four questions were connected to specific changes made to the module in Spring 2018.

Question: How useful did you find introducing yourself to your class(s) on the first day of the semester?

- 1 librarian = Not Useful
- 1 librarian = Midway between Not Useful and Useful
- 2 librarians = Very Useful
- There was no clear consensus as to the usefulness of visiting the INTD 112 classes on the first day of the semester to introduce ourselves

Question: If we eliminated introducing ourselves to the class on the first day of the semester, do you think we need to replace it with something else? If so, what could that be? If not, please explain why you think it is not a good use of our time.

Mixed responses on replacing the introductions on first day of class

Question: Please comment on the rubric we used to grade. Did you find it straightforward to apply to students' answers? What suggestions do you have to improve it?

Feedback on rubric included that the process of using the rubric to grade could be more refined and consistent for the librarians; see **CLOSING THE LOOP** below for changes to be made to the Library Assignment that will mitigate this concern

Question: Please share any other comments or feedback about this INTD 112 IL module. In what ways can we make this module better and more sustainable for us as Research & Instruction Librarians?

One librarian shared an idea that we should include a more formal way to assess engagement with the Five Ws handout/framework in the future; see **CLOSING THE LOOP** below for details of how we plan to do this

The responses to these four survey questions informed the planned changes to the INTD 112 information literacy module for Fall 2018.

### **CLOSING THE LOOP — Planned changes for Fall 2018:**

In Fall 2018 there are external constraints that are informing the planned changes to the INTD 112 information literacy module. These are: 1) The Information Literacy Program will be down one full-time Research & Instruction Librarian due to a retirement; and, 2) Eight sections of INTD 112 are scheduled to run in Fall 2018 which is more sections than have ever run before.

Based on the above sources of assessment data and the conclusions drawn from them as well as the external constraints described above the following changes are planned for the INTD 112 information literacy module for Fall 2018:

- We will teach one information literacy class session to each section instead of two.
  - We plan to employ a “flipped classroom” model of instruction where we will give students information via Desire2Learn (renamed Brightspace) content modules which we in the Library will create; the course instructor will assign to students the content modules and our revised Library Assignment in the appropriate week; the librarians will grade/assess the assignment; and then we will come in to the class to work with the students to fill in gaps identified and build on what was delivered through the assignment and content modules.
  - There is an objective on the Library’s current tactical plan that states we will investigate hybrid modalities of information literacy instruction for our program and this INTD 112 information literacy module is a great opportunity to pilot strategically delivering instruction asynchronously online.
  - More on the planned revisions to the Library Assignment can be found below.
- The “Golden Ticket” research consultations will no longer be required; we will heavily promote and incentivize this opportunity in all sections and provide to students the physical “Golden Ticket” slips.
  - We will brainstorm how to incentivize this experience without managing it as a requirement; some possibilities include counting it as extra credit or having students submit their completed ticket to their course instructor as part of the Capstone research portfolio and allowing it to inform their final grade. We will collaborate with the COMM faculty involved in this course to determine the incentive for students to make a “Golden Ticket” research consultation appointment.



- We will not visit the sections and introduce ourselves on the first day of the semester.
  - Although there was some positive feedback in the Librarian Feedback Survey about this component of the module, it has been determined that the strain it puts on staffing in the Research & Scholarly Services department in the first week of Fall classes is not worth the gains that result from this visit.
  
- The Library Assignment will be redesigned to serve as a “knowledge check” quiz measuring understanding of information shared in content modules we will create and make available via the Desire2Learn (renamed Brightspace) learning management system.
  - These modules will be textual, visual, and audio-visual, and will enable us to facilitate a “flipped classroom” model of instruction where students are assigned to work through the modules and take the “knowledge check” quiz prior to the instruction session with a librarian.
  - Question formats in this revised quiz will include multiple choice, check all that apply, matching, and fill in the blank. These question formats will no longer rely on a rubric to be graded, and in most cases will be binary correct-incorrect enabling us to use the Desire2Learn (renamed Brightspace) automatic grading option for most of the quiz questions.
  - This will mitigate noted concerns about applying a rubric consistently to all student work across multiple sections of the course by eliminating the rubric entirely.
  
- The “Evaluating Sources with the Five Ws” handout will be revised to make the questions students can ask of sources for each W clearer and easier to apply.
  - Based on the experience of librarians grading/assessing student work regarding the Five Ws framework in past semesters, we determined the prompting questions in the framework could be clearer and more concrete for the first year level of study.
  - We will also directly assess knowledge of the framework with a matching question in the “knowledge check” quiz, as well as with the new final exam question shared earlier in this report.
  
- The Information Literacy Coordinator will issue timely reminders to course instructors to send student learning data to the Library for assessment, including collection of final exam scores on Library questions and (if applicable) completed “Golden Ticket” slips.

**WML Information Literacy Program Student Learning Outcomes this information literacy instruction supports**

SLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

SLO3: 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.

SLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

SLO6: Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.

# Information Literacy Instruction Planning Template

Course: INTD 112: EP Foundations

Date/Time of IL Session: Week of Feb 19, 2018

## Summary of research assignment or task

*Include here any background information provided by the course instructor in their request, as well as any resources you want to remember to teach students how to use.*

Session 1 of 2; second session is 1.5 weeks later – at the end of Session 1, students are assigned a Library Assignment we (the faculty librarians) designed called Searching as Strategic Exploration; the assignment is delivered and graded/assessed by the librarians as a D2L quiz

In this Session 1 we are introducing strategically exploring their topics via database searching in preparation for their Capstone Projects; the bigger presentation for the project is an Informative Presentation later in the semester, during which they will need to (verbally) cite published evidence about their topics and create a portfolio of potential sources to use in the presentation

The most important things we need to cover in Session 1 are:

- Introduce them to two databases including how to find them on the Library's website, i.e.,  
Databases by Subject → General Topics:
  - Academic Search Elite (EBSCO)
  - ProQuest Central
- Introduce them to the “Five Ws” framework for evaluating sources (give them **HANDOUT with the “Five Ws”**, also available on D2L in same Content module as quiz) and model as a class applying it to an article found in one of the databases (**“Five Ws” HANDOUT** has blanks students can fill in)
- Explain how the homework assignment will work:
  - D2L quiz (under Content) called “Searching as Strategic Exploration Library Assignment: Spring 2018”
  - Must submit completed quiz by **Sunday, February 25 at 11:59 pm** (late submissions without negotiating in advance with the librarian will have points deducted)
  - Qs 1-8 receive points based on simply completing the questions, whereas Qs 9-32 will be graded according to the **rubric HANDOUT** we give them in advance (also available on D2L in same Content module as quiz)
  - Important things for them to do are to **gather complete and accurate citation information including source type** (demonstrate full article record in databases) and **use the “Five Ws” to critically evaluate THREE potential sources** about their Capstone topics (emphasize that they should use the questions on the **“Five Ws” HANDOUT** to make their evaluation of the sources detailed, otherwise they will be awarded fewer points for their evaluations)
  - We may also distribute a **HANDOUT version of the Library Assignment** so they can do some prep work in advance before going into D2L to type up their responses and submit the quiz to be graded
  - If they have questions or problems accessing the quiz they should EMAIL YOU the librarian IMMEDIATELY (so they shouldn't wait until the last minute to do the assignment)

Note that there will be a second IL Session that takes place 1.5 weeks later, during which we will provide feedback on their submissions (broadly). In addition, there will be another Library component later in the semester called the Golden Ticket activity, which we will share more about with students in Session 2.

# Information Literacy Instruction Planning Template

Course: INTD 112: EP Foundations Date/Time of IL Session: Week of Feb 19, 2018

## **Student Learning Outcomes for the IL Session (at least one, no more than three)**

*These are statements that you write for yourself that describe what students will be able to do, practice, know, understand, or value, as a direct result of your teaching. You can begin each statement with "As a result of this IL session, students will..." and then complete the statement with the outcome you are aiming for. Think of outcomes as your aspirations for your students: What do you hope they will learn through your teaching?*

1. As a result of this IL session [and the Library Assignment they will do as homework], students will strategically explore their Capstone topics through the search process.
2. As a result of this IL session [and the Library Assignment they will do as homework], students will gather complete and accurate citation information including source type for three potential articles on their topics.
3. As a result of this IL session [and the Library Assignment they will do as homework], students will critically evaluate three potential articles on their topics using the "Five Ws" framework for source evaluation.

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

*Note that often we as librarians don't have access to the evidence of how students are doing as they work toward our information literacy outcomes. Even if you won't have access to this work, please connect the outcomes you will teach with the work they will be doing for their course instructors during the rest of the course, as potential evidence of information literacy student learning.*

SLO 1: Successful completion of Qs 1-8 of Library Assignment completed as homework.

SLO 2: Successful completion of Qs 9-15, Qs 17-23, and Qs 25-31 of Library Assignment completed as homework.

SLO 3: Successful completion of Q 16, Q 24, and Q 32 of Library Assignment completed as homework.

# Information Literacy Instruction Planning Template

Course: INTD 112: EP Foundations

Date/Time of IL Session: Week of Feb 19, 2018

## **Draft outline of how you will use the time**

*Here you can sketch your notes for what you plan to do and say as you teach the session. Include here steps for any active learning opportunities you plan to facilitate for the students.*

## **AFTER THE SESSION:**

**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?**

*If you do not have access to student work that provides evidence of their information literacy student learning, here you can brainstorm ideas for activities and assignments you could design in the future in collaboration with the course instructor that would provide you with evidence of their learning.*

# Information Literacy Instruction Planning Template

Course: INTD 112: EP Foundations

Date/Time of IL Session: Week of Feb 26, 2018

## **Summary of research assignment or task**

*Include here any background information provided by the course instructor in their request, as well as any resources you want to remember to teach students how to use.*

Session 2 of 2; first session was ~1.5 weeks ago – at the end of Session 1, students were assigned a Library Assignment we (the faculty librarians) designed called Searching as Strategic Exploration; the assignment was delivered and graded/assessed by the librarians as a D2L quiz before Session 2 meets (if possible)

In this Session 2 we are providing broad feedback on their homework submissions, facilitating an activity through which they will solidify what they learned about searching in the databases, and introducing the Golden Ticket activity.

You can cover/facilitate the following items in any order you wish (though I recommend the Golden Ticket introduction be the last thing you do):

### Database teaching activity:

- Should take the bulk of the class meeting (30-40 minutes total)
- (5 mins) Start by breaking students into groups based on which database they chose to find the three sources from in the assignment.
  - There will hopefully be at least one group per database.
  - If a student found sources from more than one of the databases, assign them to a group with the goal of making the groups evenly distributed.
  - If a group is more than five students, break them into two smaller groups.
  - If no students in your section chose one of the databases, be prepared to go over that database yourself at the end of the activity.
- (5 mins) Instruct students in each group to tell their group-mates the most useful things they encountered about the database. Give them five minutes to discuss this in their groups.
  - Someone should take notes on the various database tools and functions they found useful, and the group should prepare to come to the instructor terminal and teach their classmates what they liked about this database. (The notes are just so they students organize what they want to cover when they come up.)
  - Every student should plan on showing at least one thing, and they can run sample searches using their topics to illustrate what they are teaching.
  - Alleviate the concern that these presentations need to be perfect: they do not, and you (the librarian) aren't grading them on this. It's just an opportunity to share about the database with their classmates who didn't get to explore that database in detail.
  - By the end of the class, everyone in the room will know the most useful things about each database, setting them up to go and continue their research on their topics using both of them.
- (20-30 minutes) Each group takes turns coming to the instructor terminal to "teach" their database.
  - Groups should present no longer than 5-7 minutes each
  - Librarian should pay attention to what students are sharing, and take note of any important and useful tools and functionality the students leave out (or get incorrect, if applicable)

# Information Literacy Instruction Planning Template

Course: INTD 112: EP Foundations

Date/Time of IL Session: Week of Feb 26, 2018

- After group finishes presenting, Librarian thanks them, they return to seats, and Librarian fills in any gaps the students missed about that database—if there is more than one group for a database, let all groups for that database go before filling in the gaps
- Then next group is called up
- If there is more than one group doing the same database, then the second group that goes can either focus on the things the first group didn't share, or, show their own examples of those same things using their own topics
- Be mindful of the time during this part of the activity, so every group has a chance to go *and* you the Librarian have the chance to share what the groups left out about the databases

## Broad feedback on homework submissions:

- As you grade/assess their Library Assignment homework submissions, keep a log for yourself of issues you see in their work that you feel would be useful for you to address with the class as a whole. This feedback should be general and anonymous, not mentioning any specific student or submission by name/topic.
- Also ask the students if they have any questions about the databases or the research process as a result of doing the exercise, then try to address them.

## Golden Ticket introduction (entire section revised from Fall 2017):

- **HANDOUT Golden Ticket slips** (available in Donna's office) and **HANDOUT Golden Ticket instruction sheets**
- Explain how the Golden Ticket Librarian Consultations will work:
  - Each student will be assigned a Librarian and be tasked with emailing that Librarian to make a 20 minute research consultation appointment that falls between 3/22 and 4/19 (TR sections) or between 3/23 and 4/18 (MWF sections).
  - You will hand out the **Golden Ticket instruction sheet HANDOUT** to the students in the classroom during Session 2. Inform them they will also receive an email from Information Literacy Coordinator Donna Witek with instructions for scheduling their research consultations with their assigned librarian. **Tell the students there will be a deadline by which students need to email their Librarian for an appointment.**
  - Students should continue their research for the Capstone #2 informative presentations, using their work on the Library Assignment as the jumping off point: they should do some more searching prior to their Golden Ticket consultation.
  - They are to bring the **Golden Ticket slip HANDOUT** they are receiving today and be prepared to discuss their research with the Librarian; encourage them to bring questions about their research when they come.
  - At the end of the consultation, the Librarian will sign off on the Golden Ticket slip, and students should complete the questions on the slip.
  - The completed Golden Ticket slips are due in to the course instructor around 4/19 (TR sections) or 4/18 (MWF sections); students should consult their syllabus and course instructor for the exact due date for the completed Golden Ticket slips.

# Information Literacy Instruction Planning Template

Course: INTD 112: EP Foundations

Date/Time of IL Session: Week of Feb 26, 2018

## **Student Learning Outcomes for the IL Session (at least one, no more than three)**

*These are statements that you write for yourself that describe what students will be able to do, practice, know, understand, or value, as a direct result of your teaching. You can begin each statement with "As a result of this IL session, students will..." and then complete the statement with the outcome you are aiming for. Think of outcomes as your aspirations for your students: What do you hope they will learn through your teaching?*

1. As a result of this IL session, students will demonstrate their understanding of database searching for information about their Capstone topics.
2. As a result of this IL session, students will articulate their own understanding of the search process.
3. As a result of this IL session, students will receive timely feedback on their work of developing search strategies and applying evaluative criteria to information about their topics. [Note: Not technically a learning outcome but more of an instructional outcome.]

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

*Note that often we as librarians don't have access to the evidence of how students are doing as they work toward our information literacy outcomes. Even if you won't have access to this work, please connect the outcomes you will teach with the work they will be doing for their course instructors during the rest of the course, as potential evidence of information literacy student learning.*

SLO 1: Observation of database teaching activity

SLO 2: Observation of database teaching activity

SLO 3: Broad feedback given on homework assignment; feedback provided by Librarians in comments of their homework submissions (optional for Librarians)



# Information Literacy Instruction Planning Template

Course: INTD 112: EP Foundations

Date/Time of IL Session: Week of Feb 26, 2018

## **Draft outline of how you will use the time**

*Here you can sketch your notes for what you plan to do and say as you teach the session. Include here steps for any active learning opportunities you plan to facilitate for the students.*

See first section of template for details on this. Use space below to adapt the outline to your needs.

## **AFTER THE SESSION:**

**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?**

*If you do not have access to student work that provides evidence of their information literacy student learning, here you can brainstorm ideas for activities and assignments you could design in the future in collaboration with the course instructor that would provide you with evidence of their learning.*

## Introduction

The purpose of this Library Assignment is to offer you the opportunity to strategically explore your Capstone research topic through the search process.

**DUE: Sunday, February 25, 2018 by 11:59 pm**

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## Background

### Question 1 **(Mandatory)** (1 point)

My Capstone topic is:

### Question 2 **(Mandatory)** (1 point)

Describe what you already know about your Capstone topic.

### Question 3 **(Mandatory)** (1 point)

What interests you about your Capstone topic? What about your topic sparks your curiosity?

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## Explore the Databases

What is one useful thing you would tell a classmate about each database that was demonstrated to you by the Librarian who visited your class?

### Question 4 **(Mandatory)** (1 point)

Academic Search Elite (EBSCO):

### Question 5 **(Mandatory)** (1 point)

ProQuest Central:

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## Conduct a Search

Select one of the databases—Academic Search Elite (EBSCO) or ProQuest Central—and use it to conduct a search for information about your Capstone topic.

### Question 6 (Mandatory) (1 point)

Database name:

### Question 7 (Mandatory) (1 point)

Search terms you used to conduct your initial search:

*Tip: If your first attempted search brings back no results, try broadening your search terms and try again.*

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## Revise Your Search

Observe and reflect on the results of your search. You will need to click through, read, and examine critically many of the results—both the article record and the full text of the article itself—in order to do this.

What new terms and concepts do you see repeatedly associated with your topic? How can you use this new knowledge to revise your search?

### Question 8 (Mandatory) (1 point)

New terms and concepts I encountered and how I could revise my search using this new knowledge about my topic:

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## Selecting Sources

Repeat the search process again and as many times as needed, revising your search as you go, in order to identify three possible information sources for your Capstone Project.

Using the “Five Ws” approach to source evaluation, critically evaluate and gather the complete citation information for each source.

Continue on to the Next Page to submit citation and evaluation information for each source.

## Selecting Sources: SOURCE 1

### SOURCE 1

Gather and share the following information about **your first source**:

**Question 9 (Mandatory)** (1 point)

Author(s) name(s)

**Question 10 (Mandatory)** (1 point)

Article title

**Question 11 (Mandatory)** (1 point)

Publication title

**Question 12 (Mandatory)** (1 point)

Date published

**Question 13** (1 point)

Volume and/or Issue number (if applicable)

**Question 14 (Mandatory)** (1 point)

Page range (if you cannot find any page numbers, share where you looked)

**Question 15 (Mandatory)** (1 point)

Source type (i.e., scholarly/academic journal, newspaper, magazine, trade journal/publication, report, etc.)

**Question 16 (Mandatory)** (5 points)

### SOURCE 1

Critically evaluate **your first source** by asking and answering **in detail\*** the following questions about the source:

- WHO created the source?
- WHAT is the purpose of the source?
- WHERE does the information come from?
- WHEN was the source published?
- WHY is this source useful to you?

\*Refer to the "Evaluating Sources with the Five Ws" handout for the kinds of details you should include in your evaluation.

## Selecting Sources: SOURCE 2

### SOURCE 2

Gather and share the following information about **your second source**:

**Question 17 (Mandatory)** (1 point)

**Author(s) name(s)**

**Question 18 (Mandatory)** (1 point)

**Article title**

**Question 19 (Mandatory)** (1 point)

**Publication title**

**Question 20 (Mandatory)** (1 point)

**Date published**

**Question 21** (1 point)

**Volume and/or Issue number (if applicable)**

**Question 22 (Mandatory)** (1 point)

**Page range (if you cannot find any page numbers, share where you looked)**

**Question 23 (Mandatory)** (1 point)

**Source type (i.e., scholarly/academic journal, newspaper, magazine, trade journal/publication, report, etc.)**

**Question 24 (Mandatory)** (5 points)

### SOURCE 2

Critically evaluate **your second source** by asking and answering **in detail\*** the following questions about the source:

- WHO created the source?
- WHAT is the purpose of the source?
- WHERE does the information come from?
- WHEN was the source published?
- WHY is this source useful to you?

\*Refer to the "**Evaluating Sources with the Five Ws**" handout for the kinds of details you should include in your evaluation.

## Selecting Sources: SOURCE 3

### SOURCE 3

Gather and share the following information about **your third source**:

**Question 25 (Mandatory)** (1 point)

**Author(s) name(s)**

**Question 26 (Mandatory)** (1 point)

**Article title**

**Question 27 (Mandatory)** (1 point)

**Publication title**

**Question 28 (Mandatory)** (1 point)

**Date published**

**Question 29** (1 point)

**Volume and/or Issue number (if applicable)**

**Question 30 (Mandatory)** (1 point)

**Page range (if you cannot find any page numbers, share where you looked)**

**Question 31 (Mandatory)** (1 point)

**Source type (i.e., scholarly/academic journal, newspaper, magazine, trade journal/publication, report, etc.)**

**Question 32 (Mandatory)** (5 points)

### SOURCE 3

Critically evaluate **your third source** by asking and answering **in detail\*** the following questions about the source:

- WHO created the source?
- WHAT is the purpose of the source?
- WHERE does the information come from?
- WHEN was the source published?
- WHY is this source useful to you?

\*Refer to the "**Evaluating Sources with the Five Ws**" handout for the kinds of details you should include in your evaluation.

## Searching as Strategic Exploration Library Assignment Grading Rubric

The purpose of this assignment is for you to **demonstrate that you have strategically explored your topic through the search process.**

<b>Qs 1-8</b>	1 point per Q for completing each Q
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### Learning Outcome: Gather Citation Information: Qs 9-15, Qs 17-23, Qs 25-31

Criterion for Success	Meets Criterion	Room to Grow	Concerning	N/A
<b>Gathers complete and accurate citation information including source type</b>  <u>Citation Elements:</u> •Author(s) name(s) •Article title •Publication title •Date published incl year •Volume and/or Issue number (if applicable) •Page range (or description of where they looked) •Source type (i.e., scholarly/academic journal, newspaper, magazine, trade journal/publication, report, etc.)	7 points  All seven citation elements* including source type accurate in student's responses  *If Volume and/or Issue number is not applicable to source, point will be awarded if answer left blank	4-6 points  One to three citation elements and/or source type inaccurate in student's responses	1-3 points  Four to six citation elements and/or source type inaccurate in student's responses	0 points  All seven citation elements including source type inaccurate in student's responses

### Learning Outcome: Critically Evaluate Sources: Q 16, Q 24, Q 32

Criterion for Success	Advanced	Meets Criterion	Room to Grow	N/A
<b>Critically evaluates source using the five Ws framework</b>	5 points  Addresses each of the five Ws in their response, providing a high level of detail in their engagement with each W	4 points  Addresses each of the five Ws in their response	3 points  Addresses only some of the five Ws in their response	0 points  Evidence of little to no engagement with the five Ws in their evaluation of the source

## 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 present 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 source is the article published in? Scholarly/academic journal? Newspaper? Magazine? Trade journal/publication? Report? Something else?
  
- ① Who is the intended audience?

### WHERE does the information come from?

- 🌐 How does the source use evidence to support its claims?
  
- 🌐 Are there any references? If so, are they appropriate to the topic and source?
  
- 🌐 Is the source presenting fact or opinion? How can you tell?

### WHEN was the source published?

- ① Does your topic require very recent information, or will older sources be acceptable or even preferred?
  
- ① Is a date given for when the information was published?
  
- ① Are there any historical events connected to your topic? When was the source published in relation to those events?

### WHY is this source useful to you?

- ✍ Is the information at an appropriate level for your needs (i.e. not too simplistic/not too advanced)?
  
- ✍ Does the information 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?



# INTD 112 Golden Ticket Activity

*Read these instructions in full.*

For this assignment, you are required to make an appointment for a 20-minute research consultation with a Faculty Librarian which will take place between [DATE] and [DATE]. The purpose of this research consultation is to work one-on-one with a Librarian on your research for your Capstone project.

Your Librarian is: **[INSERT NAME AND EMAIL ADDRESS]**

Follow all of these instructions in order to receive credit for this assignment:

**STEP 1:** Email your Librarian **before [DATE]** to make a one-on-one research consultation appointment. Include the following information in your *initial* email to your Librarian:

- Your full name
- Your INTD 112 course instructor's name
- Your Capstone topic
- The days of the week and times of day you would be able to come to the Library for your Golden Ticket research consultation

**STEP 2:** When your Librarian replies to your email to propose a date and time for your research consultation, **respond in a timely manner**, working to finalize your research consultation appointment with the Librarian. Make sure you confirm the location within the Library of the meeting as well.

**STEP 3:** Once you have finalized your appointment, **add it to your calendar and write it down on your Golden Ticket slip**. You have just made an appointment with a professor, and it is important you keep track of your appointment accordingly.

**STEP 4:** Continue to research your Capstone topic in the Library's databases. Note any questions you have about researching your topic. **Bring these questions to your Golden Ticket research consultation appointment.**

**STEP 5:** **Come to the Library on the date and time of your appointment, at the location agreed upon with your Librarian.** Bring your Golden Ticket slip with you to your appointment.

**STEP 6:** The Librarian will sign off on your Golden Ticket slip that you have attended and participated in your research consultation. Complete the questions on the Golden Ticket slip, **and turn it in to your course instructor by the due date they indicate.**

**\*\*\*If you cannot keep your appointment, email your Librarian to reschedule**, though it is at their discretion whether they will reschedule before the due date for your completed Golden Ticket slip.\*\*\*



## GOLDEN TICKET

Student Name: \_\_\_\_\_

Research Consultation Date: \_\_\_\_\_

Librarian Name: \_\_\_\_\_

Librarian's Initials (signature): \_\_\_\_\_

Capstone 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:



## GOLDEN TICKET

Student Name: \_\_\_\_\_

Research Consultation Date: \_\_\_\_\_

Librarian Name: \_\_\_\_\_

Librarian's Initials (signature): \_\_\_\_\_

Capstone 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:

INTD 112: EP Foundations -- "Golden Ticket" Research Consultations  
Updated for Spring 2018

Questions to ask students during their Golden Ticket research consultations:

What is your topic?

Tell me about your research so far.

What kinds of sources have you already found? What information did you find in those sources? What new things have you learned about your topic through those sources?

What other kinds of sources do you think would be useful for you to find, to fill in gaps in your knowledge about your topic?

[Based on the answer to this question, you can then guide them to the library search tools and resources best suited to what they need.]

Which of the two recommended Databases—ProQuest Central and Academic Search Elite (EBSCO)—have you tried so far? How did that go?

[Based on the answer to these questions, either delve further with them into their preferred Database, or guide them to one of the ones they haven't tried and run some searches with them on their topic.]

What search terms have you tried so far? Have they been successful?

[Based on the answer to this question, help them brainstorm additional search terms and try them together in the Databases.]

Do you have any questions about doing research on your topic that I can help with?

[If they do, try to answer their questions as best as you can.]

## STUDENT LEARNING OUTCOMES FOR THESE CONSULTATIONS:

As a result of their “Golden Ticket” research consultations, students will:

1. Know that Library Databases are the best place to find scholarly research articles.
2. Understand that by adding more search terms to a search, they will receive fewer results.
3. Become aware of the different ways to gather citation information for articles found in the Databases:
  - Emailing an article to themselves using the “Email” tool within the Database.
  - Using the “Cite” tool and copying and pasting the citation into a Word document or email to themselves.
  - Printing the article directly from the Database.
4. Know how to get further research help should they need it.

In addition to hitting on the above points during each consultation, another outcome to aim for is:

- To assist each student in finding within the Databases **three additional and new-to-them sources about their topic**, and modeling for them the above techniques for capturing the article and its citation information for future use. It is encouraging for the student to leave the consultation with new sources in hand about their topic.

### Other Tips:

- ★ Use the “Golden Ticket” research consultation to model for the student how you would go about researching their topic within one of the two recommended Databases.
- ★ If conducting the consultation at the Research Services desk, invite the student behind the desk: pull up to your computer terminal the third stool we keep behind the desk and instruct the student to sit in it during the consultation.
- ★ Narrate out loud what you are doing in the Databases as you do it. Let them see your thought process as an expert researcher.

### UPDATE FOR SPRING 2018:

NOTE: CQ Researcher Plus Archive is no longer a part of the Library Assignment students are doing earlier in the semester in which they begin their Capstone research. However, it may be a good fit for many of their topics. If you think it is, please consider showing it to them in their Golden Ticket research consultation with you, but explain what the source type is in that Database if you do (i.e., larger reports with authored articles within each report).