

**WML Information Literacy Instruction Assessment 2018-19**  
**Classroom Activity Report – Program-wide**  
*Prepared by Donna Witek, Information Literacy Coordinator*

**Faculty Librarians:**

George Aulisio, Kelly Banyas, Frank Conserette, Ian O’Hara, and Donna Witek

**Semester:** Spring 2019

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

\*6 out of 9 sections were a part of the Gonzaga Program (formerly ADP)

**Course Instructors (Last Name):** DeSantis, Mikesell, Germeroth, Fisher, Reavy, Cheong

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

Week of 03/04/2019 for 3 non-Gonzaga sections and week of 03/18/2019 for 6 Gonzaga sections\*

\*9 information literacy class sessions delivered to 9 sections

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

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

**Locations:** LSC 401, LSC 114, LSC 403, LSC 212, WML 306

**Number of Students Registered in Course:** 111 students total across 9 sections

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**Summary of research assignment or task**

The Library’s multi-week Information Literacy Module in this course is designed to prepare students to begin their research in support of the Informative Speech assignment which is due at the end of the semester.

In Spring 2019, the Information Literacy Module contained the same components as it did in Fall 2018. These components are:

- Librarian assigns online Information Literacy Module through learning management system Desire2Learn (D2L) consisting of online content in text, image, and video formats as well as an online Knowledge Check Quiz administered through D2L, 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 “flipped” content students engaged 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 by visiting the Research Services desk and working with the librarian on duty; these meetings are usually 15-30 minutes. If they participate in this opportunity, students then fill out a “Golden Ticket” slip documenting their meeting with the librarian which is handed in to the course instructor for extra credit.

For **current instructional materials** for this module including the homework assignment email to students, Knowledge Check Quiz questions and answers, shared lesson plan (revised from Fall 2018), 5 Ws handout, and sample “Golden Ticket” slips, see attached.

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

*Note: These SLOs were revised since Fall 2018 to streamline and simplify teaching and assessment.*

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

SLO1: Execute a search strategy in the databases that includes brainstorming search terms, analyzing results, and revising the search as needed using relevant database features.

SLO2: Apply the Five Ws Framework for Source Evaluation to a variety of source types and scenarios.

SLO3: 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?**

## **CLOSING THE LOOP — Results of changes from Fall 2018:**

- **Streamlined Classroom SLOs.**

Result: The decrease in the number of SLOs from six in Fall 2018 to three in Spring 2019 made teaching and assessment of this module significantly easier. It also focused and clarified the content related to the research process that was most important to convey to students, thus improving the delivery of the in-class library research workshops.

We will retain this change into the future.

- **Pared down content in lesson plan.**

Result: Based on feedback received from the librarians, it appears the pared down content of the lesson plan for the in-class library research workshop was a successful change (see updated lesson plan attached). One librarian, who was new to teaching the module in Spring 2019, said the following: “Overall, I think the lesson is pretty well designed as is and most likely progresses at different rates and with different issues arising in nearly every section.”

We will retain this change into the future.

- **Staggered Information Literacy Module dates.**

Result: This change had the intended result, which was to effectively manage instructionally staffing the 9 sections of the course by five faculty librarians, while also accounting for the differing skill levels present in the Gonzaga and non-Gonzaga sections of the course. Note that the need to stagger dates based on Gonzaga designation is only present in Spring semesters.

We will retain this change into the future.

- **Added First-Year IL Survey to lesson plan outline.**

Result: There were 68 student responses to the First-Year IL Survey submitted by INTD 112 students in Spring 2019, representing 61% of students enrolled in INTD 112 this semester. Based on this completion rate, this program-wide assessment effort was successfully integrated into the existing Information Literacy Module of this course.

We will retain this change into the future.

- **Replaced final exam question about capturing citation information with a new question about the purpose of citation and attribution.**

Result: Students performed very well on this revised question (see results below under assessment data from Final Exam). This indicates that the revision was successful at achieving its aims of assessing the “why” of citation as opposed to the “how”.

We will retain this change into the future.

With the above in mind, what follows is a formal assessment of the Information Literacy Module as a whole for Spring 2019:

### **ASSESSMENT OF SPRING 2019 INFORMATION LITERACY MODULE:**

#### Information Literacy Knowledge Check Quiz

There were 106 valid student submissions to the Knowledge Check Quiz out of 111 students enrolled. Librarians assigned to each section graded their quiz submissions through D2L.

**Mean Score:** 97.18 / 100

**Median Score:** 98 / 100

The highest grade was 100 (n = 11 students) and the lowest grade was 83.04 (n = 1 student).

105 students out of the 106 who submitted assignments scored 85 or higher.

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.

#### **Comparison to Fall 2018:**

The number of students this data represents is higher than in Fall 2018 – up from 74 students in Fall 2018 to 106 students in Spring 2019. This is because more sections of the course ran in Spring 2019 than in Fall 2018 (Fall 2018 = 6 sections; Spring 2019 = 9 sections).

In Fall 2018 and Spring 2019 the highest score was the same – 100.

However, in Spring 2019 the lowest score was noticeably lower than in Fall 2018 – 83.04 in Spring 2019 versus 90.83 in Fall 2018.

The fact that 6 of the 9 sections that ran in Spring 2019 were made up of students in the Gonzaga Program provides a possible explanation for the wider range of scores in Spring 2019 compared to Fall 2018, since skill levels vary between Gonzaga and non-Gonzaga sections of the course. Furthermore, the online Information Literacy Module content and Knowledge Check Quiz are self-directed by the student prior to receiving face-to-face instruction by a faculty librarian, which may make successfully completing the quiz a challenge for students in need of additional scaffolding in support of their learning.

It would be beneficial to compare data between Spring semesters in the future, now that the Gonzaga Program has routinized the scheduling of INTD 112 sections for the Gonzaga cohort each Spring.

Golden Tickets

Because the “Golden Ticket” research consultations are now optional and incentivized with extra credit, our ability to track these meetings relies on course faculty sending submitted “Golden Ticket” slips to the Information Literacy Coordinator at the end of the semester via campus mail.

In Spring 2019, the Information Literacy Coordinator received completed “Golden Ticket” slips from two out of six course faculty for a total of **9 students**. This represents **8.11% of students enrolled** for whom we have evidence that they took advantage of the optional “Golden Ticket” research consultation with a librarian, a decrease from Fall 2018 when 17.33% of students enrolled took advantage of the “Golden Ticket” consultations.

It is a challenge to determine if this low number is due to the low response rate from course faculty when requested to submit completed “Golden Ticket” slips to the Information Literacy Coordinator, or due to low participation by students. It may be worth revisiting the value of the “Golden Ticket” slips as assessment data for this module, given the challenges of gaining possession of completed slips at the end of each semester.

As in past semesters, due to time constraints, student responses to the questions on the “Golden Ticket” slips were not analyzed; however, a future assessment project may involve transcribing and assessing student responses to “Golden Ticket” questions across multiple 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. In Spring 2019, only three course faculty out of six sent student scores for the five information literacy questions to the Information Literacy Coordinator, resulting in final exam assessment data for **69 students**.

In Spring 2019, Qs 1-4 on the final exam remained the same as they were in Fall 2018:

<b>Q1: Which of the following is the best place to find scholarly journal articles?</b>	<b>Number of students who got answer correct:</b>
a. Library Catalog	
b. Credo Reference	
c. Library Databases **	<b>64 / 69 students</b>
d. Library Research Guides	

<b>Q2: The more terms you add to your search, the fewer results you'll get.</b>	<b>Number of students who got answer correct:</b>
a. True **	<b>58 / 69 students</b>
b. False	

<b>Q3: When searching a database, what filter would you use to limit your results so that you get the most current information?</b>	<b>Number of students who got answer correct:</b>
a. Relevance	
b. Date**	<b>61 / 69 students</b>
c. Subject Population	

<b>Q4: Which of the Five W's of Source Evaluation asks you to find out and weigh the credentials and expertise of the author(s) of the source?</b>	<b>Number of students who got answer correct:</b>
a. WHO created the source? **	<b>60 / 69 students</b>
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?	

In Spring 2019, we replaced Q5 with a new final exam question so that our assessment is focused more on the “why” of citation versus the “how”; however, one course instructor who submitted final exam data to the Information Literacy Coordinator forgot to revise their final exam to include this new question, making student performance data from this instructor for this question invalid. After the invalid data was excluded, there were valid responses to Q5 from **56 students**:

<b>REVISED Q5: Proper citation and attribution help you to:</b>	<b>Number of students who got answer correct:</b>
a. Give credit to the author whose words or ideas you are using and avoid charges of plagiarism	
b. Enable others to locate the resource 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. Allow you to enter into the scholarly conversation about your subject	
e. All of the above**	<b>56 / 56 students</b>

As in past semesters, students did very well on Q1, Q3, and Q4. Students also did very well on the revised Q5. This has informed our decision to retain these questions in future semesters and to continue to find ways to emphasize the knowledge they are measuring in this Information Literacy Module.

Also as in past semesters, students did moderately well on Q2. This tells us that we still need to give more attention to how we teach broadening and narrowing search queries in the databases, or to reconsider if the knowledge represented by this question still aligns with the content and SLOs we are teaching through this Information Literacy Module and in-class workshop.

### Librarian Feedback via Email

At the end of the Spring 2019 semester, the Information Literacy Coordinator asked the librarians who taught the Information Literacy Module to provide feedback on the experience of grading the quiz and delivering the shared lesson plan for the in-class library research workshop.

Three librarians provided feedback (the Information Literacy Coordinator recused herself). Observations from the collective feedback received include the following:

- Gonzaga students needed a bit more time and support to succeed at the in-class activities, both the 5 Ws activity and the database searching practice; in particular, brainstorming search terms from a research topic or question is a skill that this student population needs additional time and support to develop.
- The workshop model of instruction was a success in that it enabled students to apply their learning with the added supports provided by the librarian present and to begin their research in class.
- The example articles provided for the 5 Ws activity may need to be revisited to keep them relevant and aligned with the evolving goals of the module as a whole.
- Concrete feedback on ways to improve some of the Knowledge Check Quiz questions to make them clearer to students was also provided by one of the librarians.

These findings informed the planned changes to the INTD 112 Information Literacy Module for Fall 2019.

### **CLOSING THE LOOP — Planned changes for Fall 2019:**

Based on the above sources of assessment data and the conclusions drawn from them, the following changes are planned for the INTD 112 Information Literacy Module for Fall 2019:

- **New trade and scholarly journal articles for 5 Ws activity:** Students in multiple sections of the course were confused about the purpose of both the trade and scholarly journal articles used as examples in the 5 Ws activity during the in-class library research workshop. New article examples will be identified and used across all sections in Fall 2019 to see if this improves student understanding of these source types.
- **Create an online research guide for the in-class library research workshop:** To further improve facilitating the in-class library research workshop, an online research guide will be created for INTD 112 that provides links to the articles used during the 5 Ws activity and to the 5 Ws handout. This change will also give the librarians more autonomy over editing online module content because the online research guides are more directly managed by the librarians than the D2L course pages.

- **Revise Knowledge Check Quiz questions for clarity and better alignment with our SLOs:** Planned revisions to the Knowledge Check Quiz questions include:
  - Revise Question 5 to broaden the scope of what is being assessed about database tools for citing and saving articles.
  - In Question 7, replace the DOI link in the APA citation with a different permalink for the article, with the goal of improving the success rate of students identifying the most accurate publication date for the citation.

In addition, in Fall 2019 coordination of the Information Literacy Module in INTD 112 will transition from the Information Literacy Coordinator to the Research & Instruction Librarian for Student Success.

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**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.

Subject: INTD 112 Information Literacy Module

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: Eloquentia 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 Wednesday, March 6, 2019.**

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 book icon that looks like this in the upper right-hand corner to enter the campus learning management system Desire2Learn.



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

Content

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 Wednesday, March 6, 2019** in order to check your knowledge as a result of working through this module. The week following Spring Break a Librarian 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.

The Librarians are looking forward to meeting you when we visit your classes!

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[Insert Your Signature]

## Quiz - Information Literacy Knowledge Check: Spring 2019

*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

What techniques can you use to gather the citation information for an article you find in a database? Select all that apply.

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

- Email the article to yourself
- Generate a citation using the "Cite" feature and copy & paste it into a Word document
- Print the article from the database

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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://dx.doi.org/10.5815/ijmecs.2015.07.05>

(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.

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

Handout originally created by: Rebecca J. Thompson [thompson\\_rebecca\\_j@msu.com](mailto:thompson_rebecca_j@msu.com)  
Adapted from CSU [http://www.csuchico.edu/ins/handouts/eval\\_web/5ws.pdf](http://www.csuchico.edu/ins/handouts/eval_web/5ws.pdf) \* CC BY-NC-SA \*

Question 8 continued on next page.

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

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.

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.

2 ▾

You read the source closely to see if the author interviewed anyone as part of their evidence gathering to write the source.

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.

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?

## Spring 2019: INTD 112 Information Literacy Module

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><b>Needed:</b> --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><b>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?</b></p> <p><b>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.</b></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><b>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?</b></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><b>(5 mins total) Intro to Database Searching</b></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: <b>Do search engine algorithms sacrifice privacy for the sake of convenience?</b> 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><b>(18 mins total) Workshop Lab Session</b></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><b>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.</b></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><b>Wrap up this lab session with <u>at least 10 minutes remaining</u>.</b></p>
<p><b>(10 mins total) Searching Recap, Assessment Survey, and Golden Tickets</b></p>	
<p><b>Needed:</b> --HANDOUT: Golden Ticket slips --URL for First Year Library Instruction Survey</p>	
5 mins	<p><b>Searching Recap:</b> 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><b>Assessment Survey and Golden Ticket slips</b> (do these two things in whatever order you like)</p> <p>Hand out the <b>Golden Ticket slips</b>. Explain what they are and that they will be <b>counted as extra credit in the course</b>. Plug Research Services for all the ways they can get help researching for their Informative Speeches.</p> <p><b>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></b>. 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 <a href="http://www.surveymonkey.com/r/scrantonIL">www.surveymonkey.com/r/scrantonIL</a> and complete the short form about today's class session.</p> <p>Survey Question 2: Course = INTD 112 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?

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



## 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:



## GOLDEN TICKET

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

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

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

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

Informative Speech Topic: \_\_\_\_\_

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WHAT:	WHY:	HOW: