

**WML Information Literacy Instruction Assessment 2017-18
Classroom Activity Report**

Faculty Librarian: Frank Conserette

Semester: Spring 2018

Course Number and Name: WRTG 107: Composition (EP)

Course Instructor (Last Name): Kratz

Date(s) of Guest Information Literacy Instruction: 3/1/2018 and 4/19/2018 (one section)

Time(s) of Guest Information Literacy Instruction: 11:30am-12:45pm

Location: WML 306

Number of Students Registered in Course: 18

Summary of research assignment or task

There were two assignments: a informative essay and an argumentative essay. Prof. Kratz met with me to inform me of these essay assignments and the progress students have already made prior to our meeting to plan the instruction session. For each assignment students were tasked with using various types of sources (i.e. scholarly articles, trade articles, books, visual images, and websites) on topics that were approved by the professor. Prof. Kratz had each student complete a form prior to our instruction session which detailed their topic, research question, and also several resources or specific sources that he or she has already used and found in the beginning of their research process. I was then able to briefly conduct my own research on their topics to determine which databases and research methods would help them yield the most relevant results.

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

S1: Students will gain a foundational understanding of several library databases and how to search within each of them.

S2: Students will leave the instruction session having found at least two relevant sources for their assignment.

S3: Students will understand that Research & Instruction Librarians work here to support their research needs and that they can come to myself or another librarian with research questions.

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

Prof. Kratz and I have had a continuing conversation discussing the progress of his students and their research abilities. Additionally, several of the students from the class have stopped by my office and the research desk to ask me questions regarding their research for these two assignments. One student that was initially struggling in his research endeavors had actually scheduled two separate one-on-one research consultations with me to discuss his research process and several sources he had found. Prof. Kratz informed me that this particular student had shown significant improvement between the first assignment and second assignment.

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?

I thought the instruction sessions were hugely successful. I think this success is attributed to me partially being an embedded librarian in Prof. Kratz's course and also the dedication, preparation, and collaboration from Prof. Kratz.

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

SLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

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.

SLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.

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.