

**WML Information Literacy Instruction Assessment 2018-19
Classroom Activity Report – Individual**

Faculty Librarian: Frank Conserette

Semester: Spring 2019

Course Number and Name: COMM 240: Communications Research Methods

Course Instructor (Last Name): Cheong

Date(s) of Information Literacy Instruction: 2/25/2019

Time(s) of Information Literacy Instruction: 5:00-6:15pm

Location: WML 306

Number of Students Registered in Course: 24

Summary of research assignment or task

Students in this course are learning about communications research methods and must complete a Research Proposal that includes defining research problems, reviewing literature, setting up research questions/hypotheses, and planning overall research methods that will help collect and analyze research data.

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

SLO 1: As a result of this information literacy instruction, students will be introduced to library resources, both in print and in the databases.

SLO 2: As a result of this information literacy instruction, students will gain an understanding of Research as Inquiry.

SLO 3: As a result of this information literacy instruction, students will understand the need to evaluate information for quality and usefulness.

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

Dr. Cheong normally keeps in touch with me regarding the overall progress of his students' research throughout the semester and their final Research Proposals at the conclusion of the semester.

Based on your experience teaching this class and any assessment of student work you were able to do, what can you change next time to improve how you teach it? Or, what was successful that you want to be sure to do again the next time you teach it?

Seventy-five minutes certainly is enough time to address everything planned to be covered in this information literacy instruction session. However, students would benefit significantly from additional time spent on evaluating resources and an introduction to the ethical and responsible use of information. The time spent explaining the library catalog and databases can be addressed in the 100-level COMM courses, which would leave sufficient time in COMM 240 to address best research practices, evaluating resources, and the ethical and responsible use of information. There definitely is a strong possibility to scaffold information literacy across all levels of courses in the field of Communications.

Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports

PLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

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.