

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

**Faculty Librarian:** Ian O’Hara

**Semester:** Spring 2019

**Course Number and Name:** EXSC 110: Introduction to Kinesiology (EP)

**Course Instructor (Last Name):** Applequist

**Date(s) of Information Literacy Instruction:** 2/22/2019

**Time(s) of Information Literacy Instruction:** 12:00-12:50pm

**Location:** WML 306

**Number of Students Registered in Course:** 18

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**Summary of research assignment or task**

Dr. Applequist provided information regarding a student research presentation assignment. In the context of this assignment, the students are asked to work in groups in order to develop and present an experimental research study. Due to this being a 100-level first-year course, Dr. Applequist asked for information literacy instruction on using and searching the databases relevant to health sciences, the differences between peer-reviewed and lay literature, and the use of Zotero for citation management. He also asked for a general review of resources available and services provided by the Library.

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

SLO 1: As a result of this information literacy instruction, students will understand and evaluate the differences between scholarly literature and non-scholarly literature.

SLO 2: As a result of this information literacy instruction, students will be able to locate library databases relevant to the health sciences disciplines, and develop search strategies for those databases.

SLO 3: As a result of this information literacy instruction, students will learn basic functionality of the Zotero citation management software.

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

The students were instructed on the differences between scholarly and lay literature and then paired up with a partner to read and then discuss two different articles that were identified prior to the class session. Each pair of students had to determine which partner had read a scholarly article, and which had read a non-scholarly article. I then led the class in a discussion regarding the differences between the two articles in question in order to assess student understanding of the concepts taught prior to the discussion and ascertain what they learned from one another. In order to assess the searching aspect, I conducted and had the class conduct with me a broad search within a health sciences database and then had students respond to leading questions with regard to how to alter the search results we received as a group.

### **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?**

Due to the amount of material that needed to be shared and the fact that it was a 50-minute class session, I ran out of time to instruct the students on the citation management tool Zotero. In the future a second session might be valuable in order to be able to spend more instructional time on certain areas and activities, and perhaps provide the students with workshop time in order to actually begin work on their presentation assignment with a librarian in the room in case there were questions about finding supporting literature for their research topics.

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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.