Faculty Librarian: Ian O'Hara

Semester: Spring 2019

Course Number and Name: PT 772: Scientific Inquiry II for PT (2 sections)

Course Instructor (Last Name): Hakim

Date(s) of Information Literacy Instruction: 2/13/2019

Time(s) of Information Literacy Instruction: 2:00-2:50pm

Location: ELH 604

Number of Students Registered in Course: 20 and 20 (2 sections combined)

Summary of research assignment or task

Dr. Hakim provided me with thorough background knowledge regarding the research assignment requirements for this course. The students are to eventually produce a completed systematic review of the literature relevant to their chosen topic. The component of this broader assignment related to my information literacy instruction session in their classroom was demarcated as their first progress report. Within this initial component of their assignment the students are to work with their respective groups in order to develop their research question, develop their specific search terms, their selection criteria for literature to be included in their systematic review, and identify which databases they will utilize to conduct their literature searching. Dr. Hakim asked that the students receive instruction regarding search strategies related to databases relevant to the physical therapy literature that her students will need to be engaged with, and also strategies or tools that can be utilized to manage those resources once searching has commenced and a large amount of literature has been identified for evaluation and possible inclusion within their respective systematic reviews.

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 able to conduct and save advanced search queries in the databases CINAHL and PubMed.

SLO 2: As a result of this information literacy instruction, students will be able to utilize MeSH (Medical Subject Headings) in their own queries where necessary and appropriate.

SLO 3: As a result of this information literacy instruction, students will be able to set up an account in Zotero and utilize this tool in order to save pertinent search results and associated metadata.

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

This assignment is quite intensive and requires a great deal of time prior to completion. Students were encouraged to reach out to me directly either individually or in their groups in case they encounter issues regarding their search strategies, access to search results, or questions about Zotero for citation management. Several students reached out regarding access issues and help with Zotero usage throughout the semester. In a few cases Dr. Hakim reached out on their behalf as well.

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?

The class session is quite brief at 50 minutes, which limits the amount of time available for a workshop setting where students can ask questions they have already generated in the early stages of working on this assignment. The students seemed to be generally competent with foundational searching strategies within a database environment, but seemed like they may have needed a bit more time with understanding more functional knowledge with regard to PubMed. It may be useful to have a second session with these students to provide a more workshop-like setting as they seemed to have already had a number of questions specific to both PubMed searching and best practices in using Zotero for citation management in a group work setting.

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

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

PLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.

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.