

WML Information Literacy Instruction Assessment 2019-20
Classroom Activity Report – Individual

Faculty Librarian: Kelly Banyas

Semester: Spring 2020

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

Course Instructor (Last Name): Lartz

Date(s) of Information Literacy Instruction: 4/8/2020

Time(s) of Information Literacy Instruction: 9:00-9:50am

Location: Zoom

Number of Students Registered in Course: 18

Summary of research assignment or task

Students are to write a "Classical Argument Essay" about a controversial issue, which is to include at least 5 scholarly or popular sources. Students are asked to support their arguments with evidence from research.

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 the purpose of databases and be able to identify the various types of content within them.

SLO 2: As a result of this information literacy instruction, students will be able to perform searches in databases using appropriate keywords.

SLO 3: As a result of this information literacy instruction, students will learn the importance of citation and how to appropriately cite the sources they use.

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

This session was originally scheduled as an in-person session before COVID-19 caused the University to move all instruction online. The information literacy session was still provided online as a synchronous Zoom meeting, with students viewing my screen while I discussed and demonstrated the Library's resources (working primarily within the databases Academic Search Elite and ProQuest Central).

I utilized the poll feature in Zoom periodically throughout the instruction to check in with the students regarding each SLO before moving onto the next section. The first section had two questions: "Databases only contain scholarly research." T/F and "Databases use keywords in order to perform a search." T/F. The second section had two questions: "Using quotation marks allows you to search for a specific phrase in a specific order." T/F and "The more keywords you add with AND, the less results you will get." T/F. The third section had one question: "Citations generating in databases and online services are always 100% correct and should be trusted." T/F.

Most students answered the questions correctly, and I reiterated the reasons behind the correct answer to each question if there were wrong answers. Students also used the raise hand feature in Zoom to pause the instruction to ask questions. The session was also supported by a Research Guide, which included the materials discussed and video tutorials of the demonstrated databases. The URL to this Research Guide was shared with the students in the session and serves as an asynchronous resource they can use at any time.

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?

This format was also used for Prof. Lartz's two WRTG 106 sessions, which were hosted immediately after the WRTG 107 session. The Zoom poll did not work in one of the sessions, but I checked in with the students verbally and they seemed to be following along with the content. It would be nice to somehow make the session a little more interactive if the Zoom platform will be used in the future, but overall I think this was very successful in light of the difficult circumstances surrounding COVID-19.

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.