

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

Faculty Librarian: Frank Conserette

Semester: Spring 2020

Course Number and Name: COMM 240: Communications Research Methods

Course Instructor (Last Name): Cheong

Date(s) of Information Literacy Instruction: 3/3/2020

Time(s) of Information Literacy Instruction: 2:30-3:45pm

Location: WML 306

Number of Students Registered in Course: 23

Summary of research assignment or task

Students completed a quantitative research proposal as a team.

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

SLO 1: Students will discover searching as strategic exploration.

SLO 2: Students will find diverse resources for a literature review.

SLO 3: Students will evaluate quality and usefulness of information.

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

Dr. Cheong has always discussed with me at the end of the course student development based on the information literacy workshop. However, Dr. Cheong left the University of Scranton mid-semester for a teaching job abroad, so I did not have the opportunity to speak with him. I did not have a relationship with the instructor who took over COMM 240 upon Dr. Cheong's departure.

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 information literacy workshop was designed for a 75-minute session with approximately 50 minutes dedicated to students actively searching in their project teams while I went around

answering questions and helping each group locate specific quantitative resources useful for their topic. This experience was beneficial for the students and all teams left the session with several resources in-hand and an idea of where to search for the additional information they sought to complete the project.

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

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.

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.