

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

Faculty Librarian: Frank Conserette

Semester: Spring 2020

Course Number and Name: HRS 293: Research Applications in Human Resources

Course Instructor (Last Name): Miller

Date(s) of Information Literacy Instruction: 2/4/2020

Time(s) of Information Literacy Instruction: 8:30-9:45am

Location: MGH 463

Number of Students Registered in Course: 4

Summary of research assignment or task

Students in this course were tasked with completing a research journal, a reflection paper and presentation about information literacy and how it relates to resourcefulness and resiliency, and a debate on a Human Resources topic. I collaborated with Dr. Miller on the design of course assignments to coincide with his Information Literacy Stipend project for this course.

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

SLO 1: Students will gain an understanding of research as inquiry and strategic exploration.

SLO 2: Students will develop resiliency and resourcefulness throughout the research process.

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

Dr. Miller and I created a course pre- and post-survey. The four students completed the survey in class prior to the information literacy workshop. Throughout the course, the students kept a research journal describing their research methods, strategies, and challenges, which I will have access to after the completion of the course. Finally, the plan was to have students complete the post-survey during a second information literacy workshop at the end of the semester, but the COVID-19 pandemic altered that plan as students were sent home when campus closed and there was no easy way to distribute and collect surveys from their home addresses and maintain their anonymity.

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?

Once we return to campus, Dr. Miller and I will assess student learning using their research journals to see if they developed resourcefulness and resiliency as they progressed through the research process.

Note: This information literacy instruction was part of an Information Literacy Stipend project.

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.