

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

Faculty Librarian: Ian O’Hara

Semester: Spring 2020

Course Number and Name: OT 393: Research Methods in Occupational Therapy (EP)

Course Instructor (Last Name): Coté

Date(s) of Information Literacy Instruction: 2/11/2020

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

Location: WML 306

Number of Students Registered in Course: 20

Summary of research assignment or task

This information literacy instruction is designed to support the required research skills across the entire semester of this course. There are multiple assignments that require more in depth research than the students in the Occupational Therapy program have had to complete in the curriculum prior to enrolling in this course. The search technique, and research process skills, such as citation chasing are introduced here in order to prepare OT students for the research demands put forth in the rest of the curriculum beyond just this course. In this course in particular, the students typically have to be able to search a database and find research articles while also evaluating articles based on whether or not they are primary or secondary research, or qualitative or quantitative research. The students must also write a research article critique, and conduct a literature review throughout the semester.

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 distinguish between primary and secondary research articles, and be able to discern whether said articles are examples of qualitative or quantitative research.

SLO 2: As a result of this information literacy instruction, students will be able to develop and implement a database literature search strategy based on a specific research question.

SLO 3: As a result of this information literacy instruction, students will have a fundamental understanding of the research technique citation chasing and will be able to utilize this skill in their research process in this course.

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

I typically structure this instruction period as a series of mini-lectures followed by active learning activities, which are then followed by discussions of those activities in which the concepts addressed in the activities are reviewed again. This gives me the ability to assess students' progress toward the identified learning outcomes both during the active learning activities as I circulate throughout the room and interact with students to monitor progress and answer any potential questions, and also during the large group discussion after each activity in which I ask the students their answers to the questions posed during the activities and also theoretical questions related to the conceptual material that was assessed by each activity.

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?

After teaching information literacy instruction in this course over a few semesters, I would like to further congeal this lesson into a cohesive linear whole around a specific research question. It might be beneficial for the students to work through a fictional research question from start to finish, both as a larger group and in the active learning activities in order to unify the example across the multiple theoretical research process concepts introduced, rather than each active learning activity contain disparate example material.

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.