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

Faculty Librarian: Ian O'Hara

Semester: Spring 2020

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

Course Instructor (Last Name): Hakim

Date(s) of Information Literacy Instruction: 2/19/2020

Time(s) of Information Literacy Instruction: 1:00-1:50pm

Location: ELH 604

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

Summary of research assignment or task

This course is essentially a continuation of PT 771, in which the students work in groups to complete a systematic review of the literature relevant to a given topic they have chosen in the Physical Therapy field. I previously taught this same group of students the semester prior in the aforementioned course PT 771 in which I delivered a more formal and generalized lecture related to the research process in their discipline in the context of a systematic review. After discussing the aim of the PT 772 lecture with Dr. Hakim we agreed that I would present a shorter formal lecture related to some difficulties that both myself and Dr. Hakim noticed in student work moving through the research process, and then follow that with time for group discussion and specific questions, and then use the remaining class time to work individually with student groups in a workshop type setting.

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 utilize MeSH (Medical Subject Headings) in their own queries where necessary and appropriate.

SLO 2: As a result of this information literacy instruction, students will be able to effectively use Zotero as a tool for group research work in order to organize, deduplicate, and track results of multiple group members conducting research across multiple databases in the context of a systematic review.

SLO 3: As a result of this information literacy instruction, students will be able to refactor their search strategies based upon medical subject headings and database features such as filters in order to enhance the accuracy and specificity of database literature searches.

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

The systematic review assignment the students are tasked with is quite involved, and in many cases student groups reach out to me directly, as I have encouraged them to do so in the class session. This affords me the opportunity to answer specific granular questions from each group regarding multiple areas of the research process in the context of their assignment. The workshop time at the end of the class session allowed me a chance to interact with multiple groups and assess their level of understanding of the material I had presented both in PT 771 and in this PT 772 information literacy instruction and to try to address any misunderstandings on an individual group level. The significant one-on-one consultation work with student groups both in the previous semester and this Spring 2020 semester gave me ample opportunity to assess the level of each group and to remediate any outcomes that were clearly not met in the class session alone.

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?

A number of questions I received following this class session from multiple groups were related to the research process in the context of group work. A number of student groups had concerns related to how to best utilize Zotero and other free software tools at their disposal, such as Google docs, to best organize their group work and keep the research process efficient and progressing. I think in the future, building in more time for best practices related to group research process, with an emphasis on how to best conduct a systematic review in a group setting and keep the process of an exhaustive literature search from growing in needless complexity, would be helpful.

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.

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.