

**WML Information Literacy Instruction Assessment 2020-21
Classroom Activity Report – Individual**

Faculty Librarian: Ian O’Hara

Semester: Spring 2021

Course Number and Name: NURS 730: Translating Evidence into Practice

Course Instructor (Last Name): Zalon

Date(s) of Information Literacy Instruction: 2/6/2021

Time(s) of Information Literacy Instruction: 1:00-2:00pm

Location: Zoom

Number of Students Registered in Course: 29

Summary of research assignment or task

NURS 730: Translating Evidence Into Practice is a graduate level course in the Doctor of Nursing Practice curriculum. In this course the students work on a semester-long systematic review assignment. Students in NURS 730 are required to carefully formulate a PICO(T) question and then progress through the steps of evidence-based research in order to find the most current information related to a nursing clinical practice problem. These students are asked to appraise the evidence found for validity, synthesize the validated evidence in the form of a systematic review, and eventually suggest solutions based on that evidence to the clinical practice issue they’ve decided to study.

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

SLO 1: As a result of this information literacy session, students will understand how to derive a database search string from a PICO(T) question in order to successfully execute a library database search.

SLO 2: As a result of this information literacy session, students will grasp a fundamental understanding of medical subject headings (MeSH) and how to utilize said headings in database search queries.

SLO 3: As a result of this information literacy session, students will have a fundamental understanding of how to utilize Zotero as a citation management tool for organization and efficiency in the research process.

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

Due to the COVID-19 pandemic, this information literacy instruction session was taught remotely via Zoom. I taught this session using a pre-selected topic, and walked through the research process with students, consistently asking for input in order to monitor their specific understanding of the research process and how to navigate our library system. This course typically has students at multiple levels of research ability, particularly when there are students enrolled who have been away from the academic setting for quite some time and are unfamiliar with current electronic research processes. I monitored student success throughout the lesson by consistently asking if students had questions or needed any clarification, particularly when instructing them on how to utilize the Zotero citation management software. I also had multiple research consultations throughout this semester both via Zoom and/or via email in order to help remediate any instruction that may have been unclear in the initial information literacy session.

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?

While I think this session was generally successful, I think that the session itself could be slightly reorganized. For instance, instead of treating Zotero as a topic separate from the database searching component of the research process, it may be wise to begin the lesson with students setting up their Zotero accounts and configuring the software in the very beginning and then utilizing the software organically as we go through the research process of a pre-selected topic together. I think this strategy may help to clarify some confusion related to Zotero, as a number of the questions that were posed to me after the class session were not really related to the research process, or database searching, but technical how-to aspects of utilizing Zotero.

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.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

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.