

WML Information Literacy Instruction Assessment 2021-22
Classroom Activity Report – Individual

Faculty Librarian: Kelly Banyas

Semester: Spring 2022

Course Number and Name: WRTG 107: Composition (EP)

Course Instructor (Last Name): Zera

Date(s) of Information Literacy Instruction: 2/9/2022

Time(s) of Information Literacy Instruction: 9:00-9:50am

Location: WML 306

Number of Students Registered in Course: 17

Summary of research assignment or task

Students are writing an argumentative paper on a controversial contemporary issue related to their major. The paper must include at least eight sources: a minimum of five academic journal articles, one multimedia source, and one magazine or newspaper article (from a selected publication list or pre-approved).

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

SLO 1: As a result of this information literacy instruction, students will know how to locate articles in specific magazines and newspapers using the Periodicals Search.

SLO 2: As a result of this information literacy instruction, students will practice writing and revising keyword search strings with a librarian.

SLO 3: As a result of this information literacy instruction, students will begin to critically evaluate the sources they find using the 5 Ws of source evaluation framework.

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

This session was originally revised in Fall 2021 by the request of the instructor to follow a workshop model. The instructor introduced students to EBSCO databases (specifically Academic Search Elite) and had the students write some preliminary keywords before coming in for the information literacy instruction with a librarian. Only a small portion of the session is utilized for the demonstration of resources, mostly showing the students how to use the Periodicals Search

box since they have a list of pre-approved publications. Most of the session, therefore, is working directly with the students, which allowed me to see how the students are working with the Library's resources and the information literacy instruction provided.

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 session is successful in giving the librarian a good amount of time to work directly with the students. I've observed that students are often reluctant to ask questions during the demonstrative portions of an information literacy instruction session, but when I engage with them individually they have questions or have generated questions throughout the workshop time. This also allows for time to engage with students directly on source evaluation, since they often locate at least one potential source during the session. Students often ask if it would be a "good" source, which gives me the opportunity to talk them through the 5 W questions and help them come to their own conclusion. A comprehensive worksheet was created and has been revised over the last two semesters by the various librarians teaching for this particular instructor/course, which helps to guide the session and serve as a resource for the students after the instruction session is over.

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.