

**WML Information Literacy Instruction Assessment 2022-23
Classroom Activity Report – Individual**

Faculty Librarian: Kate Cummings

Semester: Spring 2023

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

Course Instructor (Last Name): Grove

Date(s) of Information Literacy Instruction: 4/18/2023

Time(s) of Information Literacy Instruction: 4:00-5:15pm and 6:00-7:15pm

Location: WML 306

Number of Students Registered in Course: 18 and 18

Summary of research assignment or task

Argumentative research paper (7-10 pages), no fewer than 6 sources, 4 of which need to be peer-reviewed. Instructor wanted the students to have one or two articles picked out by the time class was over.

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

SLO 1: Skills development: Learn how to perform database searches, create search strategies, and find relevant materials for their assignment.

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

Engagement in discussion; we also completed a search strategy exercise and as the students were working, I went to each of them individually to discuss their strategies and initial searches. This session was also a workshop type format, so if the students found relevant materials for their papers by the time class ended, I feel that was a measurement of success, and all of the students had at least one article. Many had more.

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?

I created a new “Developing a Search Strategy” worksheet for this class (attached), so this was its first implementation. Together as a class we worked on a research question together (“Do

parents have the right to remove/challenge what books are available in schools?”), broke out the primary concepts, developed a search strategy, searched in the databases, and located relevant articles. A little time was devoted to discussing relevance.

Then I had the students reflect on their own research questions and break them out into two to three primary concepts. They focused on keyword/subject term building based on those concepts. They followed that with an initial search of the databases using those terms and eventually making the searches more complex by combining terms, using appropriate Boolean logic, etc. The worksheet then contained space where they could record the citation information for the articles they found and felt were relevant.

While the students were working, I checked in with each one of them and gave them individual advice and tips based on their research questions and progress.

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.

Library Databases - Developing a search strategy

Librarian: Professor Kate Cummings (kate.cummings@scranton.edu)

1) What is your research question?

2) Break your question up into concepts (subjects). These concepts will form the building blocks of your search strategy.

Concept 1	Concept 2	Concept 3

Why?

Databases don't like sentences!

Long phrases or sentences will confuse the database and lead to disappointing or NO results.

Pick out the words that indicate the main points of your topic.

3) Conduct a search for your topic in a database of your choosing. What keywords/subject terms do you see appearing in the articles included in your results list? Are there any keywords/terms mentioned that you think are interesting and/or relevant to your assignment?

4) Create a more sophisticated search by combining your topic with some of the terms from questions 1. Write what you tried down here. **Database Tips:** When searching in databases, you can use **AND** to look for articles that include all terms. You can also use **OR** between keywords *within one of the boxes* to look for similar search terms.

Examples: Google AND social justice vs. Google AND "social justice"

Google AND (racism OR discrimination OR diversity)

Library Databases - Developing a search strategy

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5) Utilizing your answers from above and the search strategy you created, locate at least three articles you feel helps support your topic. Write down the following information:

- a. Author
- b. Article Title
- c. Publication
- d. Volume/Issue numbers
- e. Date Published
- f. DOI or URL

- a. Author
- b. Article Title
- c. Publication
- d. Volume/Issue numbers
- e. Date Published
- f. DOI or URL

- a. Author
- b. Article Title
- c. Publication
- d. Volume/Issue numbers
- e. Date Published
- f. DOI or URL

Remember!

- TAKE NOTES – write down what terms you have tried, where they worked, and where they didn't
- You can change your keywords at any time if you aren't getting results that you find relevant.
- Research is an iterative process – try different combinations of terms, use different keywords, see how articles you think are relevant are tagged.
- The same search techniques won't yield the same sorts of results in different databases. They all have their own specific vocabulary.
- If you are frustrated try one or more of the following:
 - Walk away - take a short break and come back to things a little while later
 - Share your topic with a peer – maybe they could think of some key terms or subject terms you hadn't thought of.