

## **WML Information Literacy Instruction Assessment 2023-24 Classroom Activity Report**

**Faculty Librarian:** Kate Cummings

**Semester:** Spring 2024

**Course Number and Name:** EDUC 102: Educational Skills in a Global Society (EP)

**Course Instructor (Last Name):** Snapp

**Date(s) of Information Literacy Instruction:** 2/26/2024 and 3/4/2024 (2 sessions)

**Time(s) of Information Literacy Instruction:** 11:00-11:50am

**Location:** WML 306

**Number of Students Registered in Course:** 18

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### **Summary of research assignment or task**

Students need to give a TED talk style speech about a topic of interest related to their major. Students need 10 sources from a variety of information types.

I maintain a course research guide for this course: <https://guides.library.scranton.edu/EDUC102> and I developed two worksheets (attached), one per session.

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

SLO 1: Skills development: As a result of this information literacy instruction, students will learn how to perform database searches.

SLO 2: Resource evaluation: As a result of this information literacy instruction, students will learn how to examine a source for its appropriateness relative to their assignment.

SLO 3: Critical thinking: As a result of this information literacy instruction, students will combine their resource evaluation knowledge with their search skills to develop a strategy for finding appropriate resources and an understanding that searching is an iterative process.

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

We have two worksheets (one per session), so I can assess their progress by working with them on their worksheets. The first worksheet is for building search strategies and the second is for

resource evaluation using the CRAAP test (currency, relevance, authority, accuracy, and purpose). I will have the students work solo and then report back to the larger group.

**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 have worked with Prof. Snapp for a few semesters now and this iteration is updated based on how he felt the students ultimately engaged with the material. We opted for two sessions, so that we could approach search strategy and resource evaluation at a bit of a slower pace, rather than trying to cram it into a single session, which while possible, doesn't allow much time for the students to process and reflect on what they are learning.

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**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.

## Library Databases - Developing a search strategy

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

## 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 one article you feel helps support your topic. Write down the following information:
- Author
  - Article Title
  - Publication
  - Volume/Issue numbers
  - Date Published
  - 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.

## Resource Evaluation - Applying the CRAAP Test

When you search for information, you're going to find lots of it . . . but is it good information? You will have to determine that for yourself, and the **CRAAP Test** can help. The **CRAAP Test** is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

**Currency**: *The timeliness of the information.*

**Relevance**: *The importance of the information for your needs.*

**Authority**: *The source of the information.*

**Accuracy**: *The reliability, truthfulness, and correctness of the content.*

**Purpose**: *The reason the information exists.*

**Currency**: *The timeliness of the information.*

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well? Are the  
■links functional?

**Relevance**: *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable citing this source in your research paper?



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## Resource Evaluation - Applying the CRAAP Test

### **Authority: *The source of the information.***

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address? Does the URL reveal anything about the author or source? examples: **.com .edu .gov .org .net**

### **Accuracy: *The reliability, truthfulness, and correctness of the content.***

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar, or typographical errors?

### **Purpose: *The reason the information exists.***

- What is the purpose of the information? Is it to inform, teach, sell, entertain, or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion, or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

