

WML Information Literacy Instruction Assessment 2023-24 Classroom Activity Report

Faculty Librarian: Ian O'Hara

Semester: Spring 2024

Course Number and Name: KNES 448: Research Methods in Exercise Science (EP)

Course Instructor (Last Name): Gerstle

Date(s) of Information Literacy Instruction: 4/8/2024

Time(s) of Information Literacy Instruction: 8:00-8:50am

Location: WML 306

Number of Students Registered in Course: 19

Summary of research assignment or task

In Dr. Gerstle's KNES 448 class students are tasked with working in groups in order to complete a detailed research proposal which includes the completion of an IRB application as well as an introduction, discussion, and methods section. This assignment also asks students to complete an oral presentation in addition to their written research proposal. Each group must present their proposed study protocols and methodology, along with the rationale for the study that is built upon current literature.

For the purposes of this assignment, Dr. Gerstle asks me to teach the students how to use the citation management software tool Zotero in order to organize and manage their group research work, as Zotero provides the ability to share group libraries of downloaded research literature in a cloud-based format, and integrates seamlessly with our Library databases for convenient extraction of both the full-text of the articles and their metadata, both derived from the database itself and from the users of Zotero through the capability of attaching user created notes to individual records stored in a Zotero library.

I developed a research guide for the course that I introduce in the session:

<https://guides.library.scranton.edu/c.php?g=1261204>.

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

SLO 1: As a result of this information literacy instruction, students will have downloaded and configured Zotero for their research purposes.

SLO 2: As a result of this information literacy instruction, students will be able to configure a shared cloud-based group library in Zotero to help them manage group research work.

SLO 3: As a result of this information literacy instruction, students will be able to save research literature identified in Library databases, into individual and group libraries in Zotero, as well as merge duplicate copies of articles in said libraries.

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

This information literacy session is very hands on as I have students sit with their groups in the classroom and work through the process of downloading and configuring Zotero on each student's machine, as well as setting up shared cloud-based group libraries for students to utilize throughout the semester to organize their group research work, and work through the process of searching for and saving articles to Zotero and subsequently to their shared group libraries. At each stage of this process, I pause for questions and circulate throughout the classroom to troubleshoot any issues students may be having with successfully initializing Zotero both on their individual machines and in their groups. The students are also required to search for and save one article into their group Zotero library as a classroom activity, which gives me ample time while they are working on this to circulate throughout the room to each group and track progress, while answering any questions or clarifying any issues that may arise due to differences in students' personal computing devices, such as operating system quirks, etc.

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?

This is the third semester in which I was asked to teach students enrolled in the course how to effectively utilize Zotero in a group research context. I feel as though the active learning based pedagogical approach in which students are applying what they are learning in real-time with me in the classroom to help them through any issues that arise has been successful.

One aspect I would like to address is getting through the actual configuration of Zotero and the associated group libraries quicker in order to allow more "workshop" time for students to begin their research in earnest while I am still in the classroom. This may allow for students to more adequately address any specific literature searching techniques that they may not be completely comfortable with rather than focusing on the software configuration for the majority of the class.

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.

PLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.