WML Information Literacy Instruction Assessment 2023-24
Classroom Activity Report

Faculty Librarian: Ian O'Hara

Semester: Spring 2024

Course Number and Name: OT 492: Research and Scholarship I

Course Instructor (Last Name): Nastasi

Date(s) of Information Literacy Instruction: 2/19/2024

Time(s) of Information Literacy Instruction: 12:00-1:00pm

Location: WML 306

Number of Students Registered in Course: 8

Summary of research assignment or task

This course is the beginning of the final capstone project for occupational therapy students enrolled in the Master's degree level curriculum. In this course they work in small groups to design and begin the implementation process of a research study on a specific topic within occupational therapy practice. In this section of the course taught by Dr. Nastasi, students were investigating OT interventions for individuals with low vision. The research assignment in this course involves students writing a literature review and methodology of a proposed research study that will be implemented as they proceed to completing the Bachelor's level requirements in the OT curriculum and move through the Master's level curriculum.

I typically teach this course utilizing a course-specific research guide – https://guides.library.scranton.edu/c.php?g=875738&p=6288508 – and providing students with ample workshop time in class while I remain in the classroom and assist student groups with their literature searching strategies.

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

SLO 1: As a result of this information literacy instruction, students will be able to translate a formatted research question into a comprehensive Boolean database search string.

SLO 2: As a result of this information literacy instruction, students will be able to leverage the National Library of Medicine's medical subject heading (MeSH) database in order to improve their literature search strategy.

SLO 3: As a result of this information literacy instruction, students will understand and apply advanced research strategies such as citation chasing to improve their literature searching technique and efficiency.

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

Throughout this information literacy instruction students are given ample workshop time in their groups in order to apply the research techniques that they've just learned to the actual research process in their coursework while I remain in the classroom. This course typically has a capacity of 8 students per section, so it is a small group which allows me to interact with each student group and help them through their research process while troubleshooting any issues or misunderstanding related to my instruction on the research process. I have also received anecdotal feedback from the course instructor as I typically instruct students in other courses that she teaches. She typically provides me with updates related to how the students in her courses and course sections are progressing.

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 think the approach I have taken to this course has been successful thus far. This is a relatively new course in the curriculum, but the students enrolled in this course are seniors who have typically had IL instruction from me in more than one of their courses in previous years at the University. At this point, I build upon previously scaffolded information literacy skills that they have learned earlier in their curriculum and provide some review of those skills while adding new more advanced techniques and strategies for the high-level academic research that they are beginning to undertake in this course. I think providing ample time for a workshop session, particularly because this is a group project, allows students to immediately apply these new skills and techniques along with their peers in which they can discuss the research process together and learn from one another while I am still available to provide guidance and aid in the progression of their research project.

Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports

PLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

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.