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WML Information Literacy Instruction Assessment 2023-24
Classroom Activity Report

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Faculty Librarian: Sheli Pratt-McHugh

Semester: Spring 2024

Course Number and Name: COMM 240: Communications Research Methods

Course Instructor (Last Name): Fisher

Date(s) of Information Literacy Instruction: 4/5/2024

Time(s) of Information Literacy Instruction: 10:00-10:50am

Location: WML 306

Number of Students Registered in Course: 28

Summary of research assignment or task

The final project includes a literature review and research methodologies. Also needs to include peer reviewed scholarly articles to support their research question. Students need to format their project in APA style.

I developed a worksheet (attached) focusing on developing a search strategy through brainstorming keywords for their searches about their topics.

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

SLO 1: As a result of this information literacy instruction, students will understand keyword searching and will be able to use keywords to search Royal Search.

I hope students will learn they can't type a whole question into Royal Search, that they should break their question into concepts, and list their keywords.

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

I will use the final 10 minutes of class to see if students have filled out the handout with their list of keywords related to their research question.

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 students didn't have their research questions finalized yet, so the worksheet was more of an exercise in brainstorming than fleshing out their actual topics. The professor and I discussed holding the session a week later next semester. It was a very participatory class and they did seem to understand the importance of keywords by the end.

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

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
Librarians: Professor Sheli Pratt-McHugh (sheli.pratt-mchugh@scranton.edu)
Professor Kate Cummings (kate.cummings@scranton.edu)

Narrowing your Research Question and Creating some Search Terms

 1) Let's start with a broad research question?

Social Media and Self Esteem

Reframe into a question: Does social media positively or negatively impact self esteem.

Break your question into specific ideas or concepts:

Who?	What?	What else?
Teenagers Young adults Adolescents Students—college Students—high school 13-18	Instagram Snap Chat Tik Tok Facebook	Confidence Ego Mental Health Wellbeing

 2) Can you create a new research question from the concepts in the chart:

How Does tiktok effect young adults confidence

Impact of Instagram on Mental Health of Adolescents

How does Instagram impact young/teen Girls mental health

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3) What is your topic or research question?

4) Break your question up into specific ideas or concepts (subjects). These concepts will form the building blocks of your search strategy.

Who?	What?	What else?

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.

5) 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? List them below.

6) Create a more sophisticated search by combining your topic with some of the terms from questions 4. 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 to look for similar search terms. Use quotation marks to search for multi-word terms.

Examples: Google AND social justice vs. Google AND "social justice"
              Google AND (racism OR discrimination OR diversity)

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7) 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 or copy and paste the citation:
    a. Author
    b. Article Title
    c. Publication
    d. Volume/Issue numbers
    e. Date Published
    f. DOI or URL
    g. CITATION

    a. Author
    b. Article Title
    c. Publication
    d. Volume/Issue numbers
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    b. Article Title
    c. Publication
    d. Volume/Issue numbers
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    f. DOI or URL
    g. CITATION

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/described.
- 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:
    o Walk away - take a short break and come back to things a little while later
    o Share your topic with a peer – maybe they could think of some key terms or subject terms you hadn't thought of.
    o Meet with a librarian! Stop by Research Services on the 2nd floor of the Library or us the Ask a Librarian Chat for help.