

WML Information Literacy Instruction Assessment 2023-24 Classroom Activity Report

Faculty Librarian: Elin Woods

Semester: Spring 2024

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

Course Instructor (Last Name): Grettano

Date(s) of Information Literacy Instruction: 3/18/2024

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

Location: WML 306

Number of Students Registered in Course: 17

Summary of research assignment or task

From Dr. Grettano: “Students will be starting on a project that stretches over two assignments. I’m calling the first one ‘exploration’ This will lead into an Op-Ed on an issue that is of importance for GenZ. Students are concerned about source selection and evaluation, so I would ask the instruction to focus on running searches (in Google and Royal Search) which would include choosing search terms and entering different modes into search boxes; understanding different source types.”

This assignment is not just about students finding the perfect resources, but rather knowing how to find resources, exploring all of the options available to them and then focusing on how to evaluate what they’ve discovered. Through this assignment, students have the ability to use a variety of resources like Royal Search and Publication Finder, but could also seek information through Google searches and other specific websites or publications, such as Teen Vogue.

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 use WML resources like Royal Search and Publication Finder to find materials suited to their project.

SLO 2: As a result of this information literacy instruction, students will be able to analyze which resources best fit the needs of their specific topic and instructions for their assignment.

SLO 3: As a result of this information literacy instruction, students will be able to seek and analyze sources outside of WML to best suit their research needs, learning how to best use more popular sources of information.

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

During class, I had time to engage with each student, as did Dr. Grettano, to ask them how their searches were going and if there was any way I could assist them in their searching. Additionally, I could ask the professor if the students had any follow-up questions.

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 plan on adjusting a LibGuide or creating one for this course to highlight some of the resources not housed within the Library's resources that Dr. Grettano agreed would also be helpful for them to know about, especially if they are still discovering a topic.

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.