WML Information Literacy Instruction Assessment 2024-25
Classroom Activity Report

Faculty Librarian: Kate Cummings

Semester: Spring 2025

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

Course Instructor (Last Name): LoBasso

Date(s) of Information Literacy Instruction: 2/27/2025

Time(s) of Information Literacy Instruction: 4:00-5:15pm

Location: WML 306

Number of Students Registered in Course: 18

Summary of research assignment or task

Students are asked to create a "TED" style research talk where they have to utilize a mix of resource types to help inform their audience about a particular topic (usually related to their major).

I developed a course research guide that I use when I teach this information literacy instruction session that includes handouts for two activities in this lesson: https://guides.library.scranton.edu/EDUC102.

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

SLO 1: Skills development: Learn how to perform database searches.

SLO 2: Resource evaluation: Learn how to examine a source for its appropriateness relative to their assignment.

SLO 3: Critical Thinking: 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?

1) Participation in discussion; 2) Activities - Developing a Search Strategy and the CRAAP evaluation test.

I also make it a point to check in with each student to see how they are processing the information they have been given and are utilizing it to execute effective searches.

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 was a 75-minute class so I was able to combine search strategy with resource evaluation, which I find ideal for first-year students who are new to the Library and the research process. We begin by going over as a class the different types of information sources, to get them to begin to think about how information comes in many forms and is produced for many reasons. I teach them the basics of searching (I find that this part is becoming more and more natural to the students and because they are first-year students they usually can find what they need without too many of the database "bells and whistles"). We then move on to resource evaluation. I have moved away from using the "5 Ws" model and back to the CRAAP test for this purpose. While neither method is perfect, I find the CRAAP test gets more to the details of resource evaluation as opposed to the 5 Ws which I feel is more surface level. After a brief activity we then move into breaking up a research question (or topic) into components (i.e., subjects) for them to begin a search. They then have time to begin the research on their topics with me and their instructor available to assist. I make it a point to meet with each student.

I would like to find a different resource evaluation method. While I find the CRAAP test more thorough, it could use an update.

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.