

## **WML Information Literacy Instruction Assessment 2024-25**

### **Classroom Activity Report**

**Faculty Librarian:** Ian O'Hara

**Semester:** Spring 2025

**Course Number and Name:** OT 250: Scientific Writing and Information Literacy in OT (EP)

**Course Instructor (Last Name):** Coté

**Date(s) of Information Literacy Instruction:** 1/27/2025

**Time(s) of Information Literacy Instruction:** 11:00-11:50am

**Location:** WML 306

**Number of Students Registered in Course:** 16

---

#### **Summary of research assignment or task**

Students in this sophomore level occupational therapy course are tasked with writing a literature review on a pertinent subject area within the field of occupational therapy. They are required to utilize both primary and secondary research literature and be able to differentiate between qualitative and quantitative research methodologies in literature they've included and are reporting on in their literature review.

I developed a course research guide that I use when I teach this information literacy instruction session: <https://guides.library.scranton.edu/OT250>.

#### **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 effectively formulate and execute a library database search for peer-reviewed research literature on an identified subject area within their field of study.

SLO 2: As a result of this information literacy instruction, students will be able to evaluate discovered research literature for inclusion or exclusion in their literature review research project.

SLO 3: As a result of this information literacy instruction, students will be able to differentiate between primary and secondary research, as well as understand how to recognize and discuss the differences between qualitative and quantitative research literature.

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

Throughout this information literacy session students are regularly tasked with working in pairs or small groups to evaluate pre-identified examples of research literature in their field. They must determine if the pre-identified articles are peer-reviewed, if the journal the articles are published in are reputable, whether the articles are primary or secondary research, and whether or not the methodology of each research article can be categorized as qualitative or quantitative. While each pair or small group is discussing and evaluating the articles in question, I circulate throughout the classroom, monitor discussions, and answer any questions. Once they have completed their analyses, I have full class discussion concerning each article, allowing me to garner an understanding of any issues students may still be having with the concepts presented, and allowing them to ask any questions they may have.

**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'd prefer to allow students more workshop time at the end of the class session. In a 50-minute session there is a lot of material to cover for students to be successful in their research work in this course, so I typically am unable to allow them to begin searching for literature while I am still in the room with them. I think this would be helpful for both the students, and my assessment of how well the instruction has helped them develop the skills necessary for their research process.

---

## **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.