

**WML Information Literacy Instruction Assessment 2024-25**  
**Classroom Activity Report**

**Faculty Librarian:** Sheli Pratt-McHugh

**Semester:** Spring 2025

**Course Number and Name:** PSYC 140: Current Topics in Psychological Science (EP)

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

**Date(s) of Information Literacy Instruction:** 2/12/2025 and 2/14/2025 (two sessions)

**Time(s) of Information Literacy Instruction:** 9:00-9:50am

**Location:** WML 306

**Number of Students Registered in Course:** 19

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**Summary of research assignment or task**

Students need to research a common psychology myth and find social media or popular news source about it and 1 peer-reviewed article. They then need to deliver a presentation on the article to their class. I created a handout (attached) students use during my information literacy class sessions that guides them in accomplishing these tasks.

**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 locate and download peer-reviewed articles from Royal Search.

SLO 2: As a result of this information literacy instruction, students will think critically about social media messaging and its trustworthiness.

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

We view social media videos and peer reviewed articles on the same topic. Students then work in groups to fill out the 5W handout (attached) about their piece of information and then report back to the full group on who made the video or wrote the article, their credentials, why it is or is not accurate, what the goal of the information is, etc.

Students then have time to search Royal Search to locate peer-reviewed articles for their assignment. I walk around and work with students one-on-one to make sure they are locating useful articles.

**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 did a similar session last semester for a 75-minute class. This semester, we broke it into two 50-minute sessions and spent more time evaluating sources with the 5Ws and talking about how myths spread. The second session was focused on Royal Search demonstration and workshop time, with my keyword searching handout and library bingo (attached).

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**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.

## Library Databases - Developing a search strategy

Librarian: Professor Sheli Pratt-McHugh ([sheli.pratt-mchugh@scranton.edu](mailto:sheli.pratt-mchugh@scranton.edu))

Narrowing your Research Question and Creating some Search Terms

- 1) Let's start with a broad research question?  
Is there increased crime during a full moon?
- 2) Break your question into specific ideas or concepts:

Who?	What?	What else?
Police Criminals	Crime Lunar Cycle	Full Moon

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Library Databases - Developing a search strategy

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- 4) What is your research question?

- 5) 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.

- 6) Conduct a search for your topic in Royal Search. 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.

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

## Evaluating Sources with the Five Ws

Often finding information is less of a problem than figuring out whether that information will be appropriate for your project.

One way to decide whether a source is “good” for your project or not is to begin by asking some questions about the source.

Remember! **Evaluation is a holistic process.** One of these questions isn’t enough to determine a source’s usefulness. You need to take them all into account.

### WHO created the source?

- ❶ What expertise does the author/organization have to write on this topic?
- ❶ What are their credentials? How are they connected to the field they are writing about?
- ❶ Are they affiliated with any specific organizations? Which ones? Could this impact their reliability?

### WHAT is the purpose of the source?

- ❷ What is the source saying about your topic? What points or argument is it making?
- ❷ Does the point of view appear to be objective or does it appear to be strongly biased? Is the author writing from personal experience or interviewing others?
- ❷ Is the source informing? Selling? Entertaining? Persuading?

### WHERE was the source published?

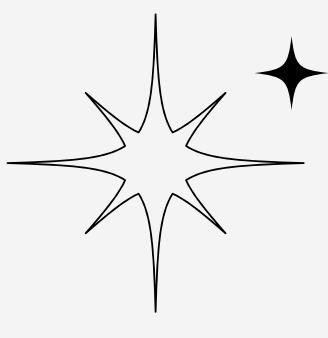
- ❸ What type of publication is the source published in? Scholarly/academic? Newspaper? Magazine? Trade? Report? Something else?
- ❸ Who is the intended audience for the source?
- ❸ Are there references within or at the end of the source? What types of other sources are cited?

### WHEN was the source published?

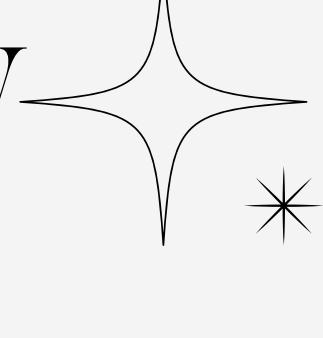
- ❹ Does your topic require very recent information, or will older sources be acceptable or even preferred?
- ❹ Are there any historical events connected to your topic? When was the source published in relation to those events?
- ❹ If no date is provided how might this impact the reliability or usefulness of the information in this source?

### WHY is this source useful to you?

- ❺ Does the information in the source help to answer your research question or develop your argument?
- ❺ How does this information inform your research? How will you use this information in your project?
- ❺ Is the source written at an appropriate level for your needs (i.e. not too simplistic/not too advanced)?

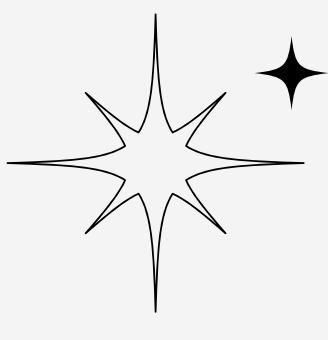


# Library Bingo

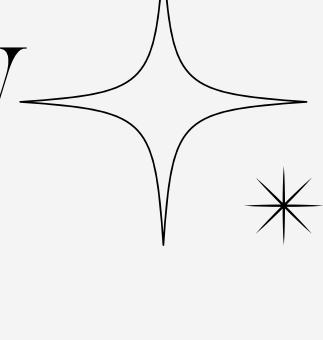


Mark the terms off you hear during the session. First person to 5 across, down, or diagonal wins!

InterLibrary Loan or ILL	Royal Search	Database	Research Services	Ebooks
Streaming Video	Search Terms	Media Resources	Periodical	Citation Style
Chat Box	Subject Headings		Books	Library Services Desk
Synonyms	Journal	Keywords	Call Number	PDF
Abstract	Peer Review	Librarian	Ask a Librarian	Bibliography



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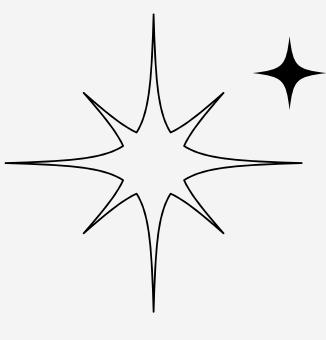
PDF	Periodical	InterLibrary Loan or ILL	Royal Search	Synonyms
Streaming Video	Research Services	Journal	Subject Headings	Synonyms
Peer Review	Call Number		Library Services Desk	Books
Chat Box	Keywords	Bibliography	Ebooks	Search Terms
Database	Media Resources	Citation Style	Ask a Librarian	Librarian



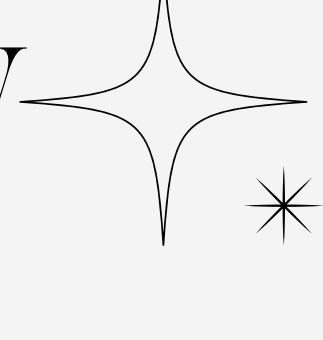
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Periodical	Royal Search	Library Services Desk	Media Resources	Ebooks
Streaming Video	Search Terms	InterLibrary Loan or ILL	Chat Box	Citation Style
Database	Bibliography		Books	Ask a Librarian
Synonyms	Journal	Research Services	Call Number	Librarian
Subject Headings	Keywords	Peer Review	Abstract	PDF



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Streaming Video	Chat Box	Media Resources	InterLibrary Loan or ILL	Citation Style
Keywords	Subject Headings		Royal Search	Library Services Desk
Periodical	Librarian	Books	Call Number	Search Terms
Abstract	Peer Review	PDF	Synonyms	Bibliography



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Books	Ask a Librarian	Database	Research Services	Chat Box
Streaming Video	InterLibrary Loan or ILL	Peer Review	Librarian	Royal Search
Search Terms	Subject Headings		Citation Style	Library Services Desk
Periodical	Ebooks	Keywords	Call Number	PDF
Abstract	Media Resources	Journal	Synonyms	Bibliography