

WML Information Literacy Instruction Assessment 2024-25

Classroom Activity Report

Faculty Librarian: Donna Witek

Semester: Fall 2024 and Spring 2025

Course Number and Name: LIT 107X: Global Aesthetics of Care (EP)

Course Instructor (Last Name): Silva, Picchietti, and Caporale (3 sections in two semesters)

Date(s) of Information Literacy Instruction: 10/1/2024, 10/11/2024, and 1/29/2025

Time(s) of Information Literacy Instruction: 8:30-9:45am, 2:00-2:50pm, and 9:00-9:50am

Location: HYL 202, WML 306, and WML 306

Number of Students Registered in Course: 17, 16, and 18

Summary of research assignment or task

The assignments across sections of this shared First-Year Seminar (FYS) differed, but all of them required students to conduct research, find appropriate sources, and integrate the information they found into a final project that fulfills a purpose connected to the content of the course. Because this IL instruction was for multiple sections of the same course, the subjects covered in the course units had significant overlap, which meant the research students would be doing in these sections relied on the same search strategies that I could teach across sections.

Because of the way these IL requests came in, I took the approach of a shared lesson plan that would be assignment-agnostic, focusing more on connecting research and information literacy to the FYS student learning outcomes shared across sections. As the subject liaison librarian for the World Languages and Cultures department where LIT courses are housed, I also had the subject area expertise to teach students the disciplinary search techniques and tools needed to conduct good research for their final projects in the course.

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 research as a process of inquiry that informs, shapes, and deepens the researcher's knowledge about a subject.

SLO 2: As a result of this information literacy instruction, students will engage with different forms and formats of evidence and sources through search tools and techniques that align with their research need.

SLO 3: As a result of this information literacy instruction, students will integrate and document their sources in order to contribute to the intellectual conversation about their subjects of inquiry.

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

SLO 1: This is hard to assess, though my First-Year Seminar “What is Research?” activity offers an opportunity for baseline assessment of this SLO in the form of student responses to the prompt I give at the start of this lesson. The activity involves me handing out post-it notes and prompting the students: “Write down ‘Research’ at the top of the post-it note. Then write down 3 words or phrases that come to mind when you think of research.” I give 3 minutes for them to reflect independently and do the task, and 5+ minutes to share and discuss so I can use their prior knowledge and experiences with research to draw out the understanding expressed in this SLO.

SLOs 2 and 3: Successful completion of the variety of final research projects in the various sections of the course will demonstrate that students have accomplished these two SLOs.

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?

Over the course of these two semesters, I closed the loop between Fall 2024 and Spring 2025 by taking my handwritten lesson outline and creating a digital version that I can adapt to future course instructors who teach this course. The section of the outline where I model search tools and techniques is left intentionally blank so I can create a model search query that aligns to each specific research assignment.

When Dr. Picchietti taught the class again in Fall 2025, she proposed we add a mandatory research meeting component to the course where students were required to meet with me to work on their research one-on-one. I believe the gap this idea aimed to fill was to give students more direct, hands-on experience conducting research under my direct guidance as an expert.

Assessment of this added component will reveal if the administrative work of managing the high volume of research meetings is sustainable and proportionate to the positive impact on students’ demonstrated learning. Dr. Picchietti reported to me that their projects in Fall 2025 were excellent as a result of this new mandatory component. It remains to be seen if this component is scalable across multiple sections of the course running at the same time, or if there is a more sustainable way to reach more students and have a similar impact on their learning. Regardless, piloting this required component was a successful example of using the assessment process in collaboration with a course instructor to close the loop.

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

PLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

PLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

PLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.