

WML Information Literacy Instruction Assessment 2017-18
Classroom Activity Report – Program-wide
Prepared by Donna Witek, Information Literacy Coordinator

Faculty Librarians:

George Auliso, Kelly Banyas, Frank Conserette, Kevin Norris, and Donna Witek

Semester: Fall 2017

Course Number and Name: INTD 112: EP Foundations (EP)

Course Instructors (Last Name): Mikesell, Fisher, DeSantis, Reavy, and Corn Mazzucca

Date(s) of Guest Information Literacy Instruction:

Session 1: Week of 09/11/2017 and Session 2: Week of 09/18/2017*

*14 information literacy class sessions delivered to 7 sections across two weeks

Time(s) of Guest Information Literacy Instruction:

Various; instruction took place in 12 72 47) TJ 0.001 Tc -M92.001 Tc m [(Vh[4(m)-)2(lite)6nW41e4(Vh

- x Students then fill out a Golden Ticket slip documenting their meeting with the librarian which is handed into the course instructor

For shared lesson plans (Sessions 1 and 2), grading rubric sample “Golden Ticket” slips, and other instructional materials of this module, see attached.

Student learning outcomes for the guest information literacy instruction (at least one, no more than three)

Session 1:

1.A: As a result of this guest information literacy instruction and the Library Assistant they will do as homework, students will strategically explore their Capstone topics through the search process.

1.B: As a result of this guest information literacy instruction and the Library Assistant they will do as homework, students will gather complete citation information including article type for three potential sources on their topics.

1.C: As a result of this guest information literacy instruction and the Library Assistant they will do as homework, students will critically evaluate three potential sources on their topics using the “Five Ws” framework for source evaluation.

Session 2:

2.A: As a result of this guest information literacy instruction, students will demonstrate their understanding of database searching for information about their Capstone topics.

2.B: As a result of this guest information literacy instruction, students will articulate their own understanding of the search process.

2.C: As a result of this guest information literacy instruction, students will receive timely feedback on their work of developing sea (r)5(a)6(c)-14(y)rtyrtyi or52 00 Td a ()T6(b)-1apea (r)5(aw)2(6

1.C: Successful completion of Q 10, Q 12, and Q 14 of Library Assignment completed as homework.

Session 2:

2.A: Observation of database teaching activity

2.B: Observation of database teaching activity

2.C: Broad feedback given on homework assignment; feedback provided by librarians in comments of their homework submissions (optional for librarians)

Based on your experience teaching this session 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?

CLOSING THE LOOP — Changes from Spring 2017*:

*Note: There is no Classroom Activity Report for this course in Spring 2017 due to overlapping retirements and leaves in the Research & Scholarly Services department.

There were two factors that went into the decision to make changes to the module between Spring 2017 and Fall 2017.

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ASSESSMENT OF FALL 2017 INFORMATION LITERACY MODULE:

Library Assignment

65 students completed the Library Assignment out of 69 students enrolled. Librarians assigned to each section scored their submissions using a shared rubric (attached).

Mean Score: 34.58 / 38
Mean Grade: 91%

Median Score: 35 / 38
Median Grade: 92.11%

The highest grade was 100% (n = 9 students) and the lowest grade was 63.16% (n = 1 student).

53 students out of the 65 who submitted assignments scored 85% or higher.

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Q3: When searching a database, what filter would you use to limit your results so that you get the most current information?	Number of students who got answer correct:
a. Relevance	
b. Date**	30 / 31 students
c. Subject Population	

Q4: CQ Researcher is a database that I would use to find newspaper articles.	Number of students who got answer correct:
a. True	
b. False **	11 / 31 students

Q5: What techniques can you use to capture the citation information for an article you find in a database?	Number of students who got answer correct:
a. Email the article to yourself	
b. Copy & paste the citation into a Word document	
c. Print the article from the database	
d. all of the above**	26 / 31 students

Students did very well on Questions 1 and 3, and moderately well on Questions 2 and 5. This informed our decision to retain these questions in future semesters and to continue to find ways

Four librarians completed the survey (the Information Literacy Coordinator recused herself), and five questions were connected to specific changes made to the module in Fall 2017.

Question: Would you have any objections to eliminating CQ Researcher as a featured resource in these sessions and in the Lib Assignment?

3 librarians = No

1 librarian = Not in assignment itself but incorporate another way (see CLOSING THE LOOP for the decision we made about this)

Question: How did you find using the 5 Who, ()-10-1.15ht10-2(16)4(12)1(4)2(0)0(0)

The significant change this time was that more Research & Instruction Librarians were involved in this part of the module, with two librarians assigned to each section of the course in Spring 2018. With three sections running in Spring 2018, this meant six librarians were assigned to around 9 students for the “Golden Ticket” research consultations

This is an example of CLOSING THE LOOP because a material and logistical concern in past semesters was the time commitment involved in having a single librarian meet with up to 18 students in each section. By sharing the work load among the wider Research & Instruction Librarian team, this concern was mitigated and students would still experience the benefit of meeting one with a librarian.

WML Information Literacy Program Student Learning Outcomes this information literacy instruction supports

SLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs

SLO3: 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.

SLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

SLO6: Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.

Information Literacy Instruction Planning Template

Course: INTD 112: EP Foundations

Date/Time of IL Session: Week of Sep 11, 2017

Summary of research assignment or task

Include here any background information provided by the course instructor in their request, as well as any resources you want to remember to teach students how to use.

Session 1 of 2; second session is 1.5 weeks later – at the end of Session 1, s

Information Literacy Instruction Planning Template

Course: INTD 112: EP Foundations Date/Time of IL Session: Week of Sep 11, 2017

Student Learning Outcomes for the IL Session (at least one, no more than three)

Information Literacy Instruction Planning Template

Course: INTD 112: EP Foundations

Date/Time of IL Session: Week of Sep 18, 2017

- Librarian should pay attention to what students are sharing, and take note of any important and useful tools and functionality the students leave out (or get incorrect, if applicable)
- After group finishes presenting, Librarian thanks them, they return to seats, and Librarian fills in any gaps the students missed about that database if there is more than one group for a database, let all groups for that database go before filling in the gaps
- Then next group is called up
- If there is more than one group doing the same database, then the second group that examples of those same things using their own topics
- Be mindful of the time during this part of the activity, so every group has a chance to go *and* you the Librarian have the chance to share what the groups left out about the databases

Broad feedback on homework submissions:

As you grade/assess their Library Assignment homework submissions, keep a log for yourself of issues you see in their work that you feel would be useful for you to address with the class as a whole. This feedback should be general and anonymous, not mentioning any specific student or submission by name/topic.

Also ask the students if they have any questions about the databases or the research process as a result of doing the exercise, then try to address them.

Golden Ticket introduction:

HANDOUT Golden Ticket slips

Explain how the Golden Ticket Librarian Consultations will work:

- Each student will sign up for a date and time between October 11 and November 2 to come to the Research Services Desk on the 2nd floor of the Library to have a 15

Information Literacy Instruction Planning Template

Information

The purpose of this Library Assignment is to offer you the opportunity to strategically explore your Capstone research topic through the search process.

DUE: Sunday, September 17, 2017 by 11:59 pm

Background

Question 1 (Mandatory) (1 point)

My Capstone topic is:

Question 2 (Mandatory) (1 point)

Describe what you already know about your Capstone topic.

Question 3 (Mandatory) (1 point)

What interests you about your Capstone topic? What about your topic sparks your curiosity?

Explore the Databases

What is one useful thing you would tell a classmate about each database that was demonstrated

CQ Researcher Plus Archive:

Conduct a Search

Select one of the databases and use it to conduct a search for information on your topic.

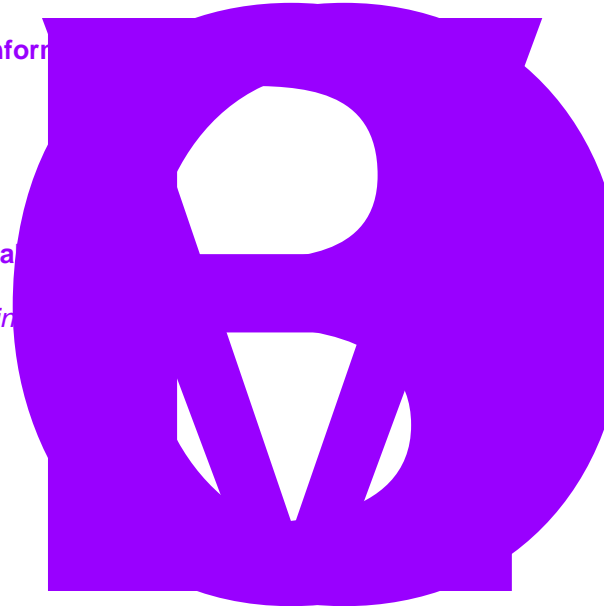
Question 7 (Mandatory) (1 point)

Database name and search terms you used to conduct your initial search.

Tip: If your first attempted search brings back no results, try broadening your search terms again.

Revise Your Search

Observe and reflect on the results of your search.



SOURCE 2

Critically evaluate **your second source** by asking and answering the following questions about the source:

WHO created the source?

WHAT is the purpose of the source?

WHERE does the information come

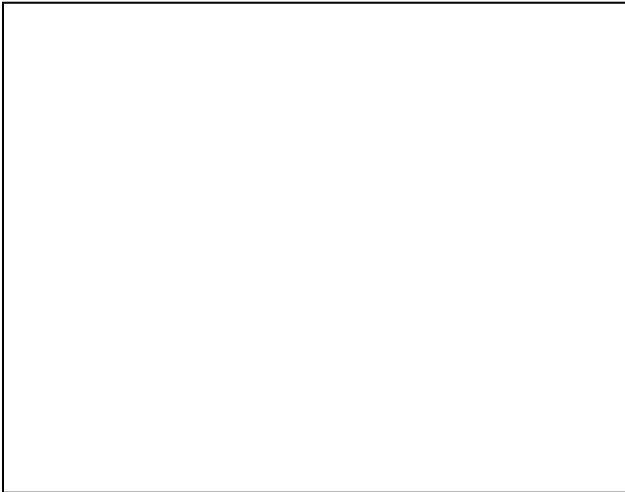
Searching as Strategic Exploration Library Assignment Grading Rubric

The purpose of this assignment is for you to **demonstrate that you have strategically explored your topic through the search process.**

Qs 1-8	1 point per Q for completing each Q
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Learning Outcome: Gather Citation Information: Q 9, Q 11, Q 13

Criterion for Success	Meets Criterion	Room to Grow	Concerning	N/A
Gathers complete citation information including				





GOLDEN TICKET

Student Name: _____

Research Consultat on Date: _____

Librarian Name: _____

Librarian's Init als (signature): _____

Capstone Topic: _____

Ref ect on something new that you learned about _____ during your consultat on with the librarian. Indicate _____ new thing you learned, _____ it is helpful to know when doing research, and _____ this will change how you do research in the future:



GOLDEN TICKET

Student Name: _____

Research Consultat on Date: _____

Librarian Name: _____

Librarian's Init als (signature): _____

Capstone Topic: _____

