

WML Information Literacy Instruction Assessment 2017-18  
Classroom Activity Report

Faculty Librarian: Donna Witek

Semester: Fall 2017

Course Number and Name: ENGR/PHYS 150: Foundations of Physics and Engineering (EP)

Course Instructor (Last Name): Truncale

Date(s) of Guest Information Literacy Instruction: 9/14/2017

Time(s) of Guest Information Literacy Instruction: 10:00-11:15am and 2-3:45pm

Location: WML 306

Number of Students Registered in Course: 13 and 18

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#### Summary of research assignment or task

This information literacy workshop supported an assignment called the Science Literacy Presentation. This is a First Year Digital Technology (FYDT) and First Year Oral Communication (FYOC) course within the EP Level I curricular component of the General Education Program.

For this assignment students are tasked with finding one textual scientific article on a topic of their choosing, which must come from a list of PHYS/ENGR journals curated in advance by the course instructor. This list of possible journals is provided to the students on the assignment sheet.

To teach the skills and techniques needed to accomplish this task, I created an activity called the "Strategically Searching Journals Game" (attached) which students completed during the workshop/class period. The game results in students creating a search activity log in a Word document, which students printed at the end of class and handed in to me as part of my assessment data for the workshop. The initial research task of the assignment also required students to email Prof. Truncale their full journal article after our workshop and before their next class.

Note that Prof. Truncale was not in attendance for either workshop, but this was arranged with me and approved in advance; he provided me well in advance with all of the assignment materials, and he asked me to circulate a sign sheet which I sent along to him after the instruction took place.

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

As a result of this information literacy workshop, students will:

- 1) Strategically explore journals in the disciplines of physics and engineering.
- 2) Practice gathering citation information for articles they may use in their Science Literacy Presentation assignment.
- 3) Identify a full-text downloadable article from the provided list of journals appropriate for the Science Literacy Presentation assignment.

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

Classroom SLO 1 Evidence found in their search activity log Word document entered for me at the end of the "Strategically Searching Journals Game"

Classroom SLO 2 : Sem eassS

searched the science journals; these submissions only included citations found, not keywords used to find them.

25 out of 26 search activity logs submitted provide evidence that students practiced gathering citation information for articles they may use in their Science Literacy Presentation assignment (i.e., Classroom SLO 2)

Given the above data, it is clear that students had no problem finding citation information for articles they were exploring about their topics, but that not all students had a full understanding of the importance of recording new keywords discovered about their topics during the strategic search process.

Assessment data for Classroom SLO 3) consisted of the following:

### Student Scores

Student scores on their Science Literacy Presentation assignment were sent to me by the course instructor.

Students could earn up to 100 points on the Science Literacy Presentation

Number of students across two course sections to complete this assignment = 25

Mean score (points).....86.96 / 100 points	Median score (points).....88 / 100 points
Mean score (percentage)86.96%	Median score (percentage)...88%

The highest score earned was 98 points / 98% (1 student) and the lowest score earned was 71 points / 71% (n=1 student).

19 students out of 25 received a score of 85 points / 85% or higher on the Science Literacy Presentation assignment.

From this data it is clear that the majority of students succeeded at my third classroom SLO i.e., they identified a full-text downloadable article from the provided list of journals appropriate for the Science Literacy Presentation assignment since successfully finding an approved article was a required component of the Science Literacy Presentation as a whole and without it students would not have performed well as reflected in their assignment scores.

Other relevant assessment data:

The “Strategically Searching Journals Game” asked students to record observations about the activity at the end of their logs. Some relevant quotes touching on important research concepts are shared below:

### Strategically searching takes time:



they encounter about their topics as they explore the science journals using the online search









