

WML Information Literacy Instruction Assessment 2019-20
Classroom Activity Report – Individual

Faculty Librarian: Kelly Banyas

Semester: Fall 2019

Course Number and Name: EDUC 113: Reading Research (Gonzaga Program)

Course Instructor (Last Name): Simolo

Date(s) of Information Literacy Instruction: 10/21/2019

Summary of research assignment or task

Students need to compile an annotated bibliography, with topics broadly based on inequality, including 8-10 sources.

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 generate keywords based on broad topics, which they can use to search in the Library's databases.

SLO 2: As a result of this information literacy instruction, students will be able to identify different types of sources in order to choose the one most appropriate to their need.

SLO 3: As a result of this information literacy instruction, students will be able to search and locate appropriate resources within Library databases.

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

This instruction was divided into two sessions: the first (described above) was an introduction to the Library resources and researching, and the second was an open workshop in which students could start working on their annotated bibliography, locating resources with my assistance if necessary. I was able to check in with the students, making sure their keywords were working and they were able to leave with at least one potential source for their annotated bibliography. Many students remembered how to access the databases, but I reviewed it as necessary.

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?

This session was successful and appropriately timed; the students had at least one source due the day after the second (workshop) session. This made the students motivated to find resources and ask any questions they had about researching. Having two sessions was extremely useful, as the class is only 50 minutes and I was able to use the second session to have them apply what they learned in the first, especially since they were two class meetings in a row. I would consider trying to make information literacy instruction for all EDUC 113 courses two shots for this reason, especially if they are shorter class periods.

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 ~~sources~~ sources 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.