

**WML Information Literacy Instruction Assessment 2017-18
Classroom Activity Report**

Faculty Librarian: Donna Witek

Semester: Fall 2017

Course Number and Name: BIOL 375: Evolution

Course Instructor (Last Name): Royer

Date(s) of Guest Information Literacy Instruction: 9/5/2017

Time(s) of Guest Information Literacy Instruction: 2:30-3:45pm

Location: WML 306

Number of Students Registered in Course: 18

Summary of research assignment or task

Students in this course are assigned to research and write a term paper on some aspect of evolutionary biology. Timeline for the assignment includes: first, they identify a topic along with 3 articles from the primary scientific literature on the topic; second, they do in-depth research in the scientific literature on the topic in order to identify at least 15 references and format them according to the disciplinary citation style included on the assignment instructions; third, they produce an outline of the paper that utilizes the sources found; and, fourth, they write and submit the paper, making sure that it includes at least 15 references from the scientific literature that are properly formatted according to disciplinary standards.

When this information literacy instruction took place, students did not yet have their topics selected; one week later the topic + 3 citations were due, and three weeks later the reference list of 15 citations was due.

The course instructor shared with me in advance her priorities for the information literacy class session, which were that students be comfortable:

- 1) Searching a recent issue of a specific journal in the field of evolutionary biology (e.g., *Evolution*);
- 2) Searching for a topic using a research database containing journal articles in the field of evolutionary biology;

- 3) Citation chasing in both directions from a starting paper (i.e., articles cited in this paper, and articles that cite this paper);
- 4) Accessing articles full-text / using interlibrary loan to request articles we do not have full-text.

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

As a result of this guest information literacy instruction and the assignment that follows, students will:

- 1) Explore topics related to evolution using tools that include Browse Periodicals by Subject, Google Scholar, BioOne.org, Wiley-Blackwell Journals (FrontFile content), and ProQuest Biology.
- 2) Practice chasing a citation in both directions—Literature Cited and Cited By/Citing Literature.
- 3) Register for ILLiad and know when and how to use it.

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

Classroom SLO 1): Evidence found in successful completion of first checkpoint in term paper, due one week after guest information literacy instruction (topic + 3 citations)

Classroom SLO 2): Successful execution of Chasing Citations classroom exercise

Classroom SLO 3): Successful ILLiad registration and observation of attentiveness during demonstration of its use; follow-up help at the Research Services desk

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?

Assessment data including student scores and feedback were sent to me by the course instructor.

Assessment data for classroom SLO 1) consisted of the following:

Student Scores

Students could earn up to 20 points toward the **first assignment checkpoint** in which they were assigned to submit their topic + 3 citations.

Number of students to complete this checkpoint assignment = 18

Mean score (points).....18.75 / 20 points

By/Citing Literature, because without chasing citations in both directions students would be unable to find the appropriate breadth and depth of literature to score well on this assignment checkpoint.

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

Based on my observation during instruction, all students present for the information literacy class session successfully signed up for the interlibrary loan requesting service, ILLiad.

Student Feedback

In response to the second question—i.e., What did you find most useful [about the information literacy class session with a librarian]?—**2 students out of 13 who submitted feedback responded** that using interlibrary loan was **the most useful thing they learned** during the information literacy class session, which indicates the instruction in this technique was effective for some of the students.

Other relevant assessment data:

Course Instructor Feedback

Dr. Royer and I met at the end of the semester, after students had submitted their research papers and she had graded/assessed them. At this meeting she shared the index cards with student feedback about the information literacy class session, as well as her own positive feedback about the impact my instruction had on her students' demonstrated technique and use of research in the various assignment checkpoints leading up to the final paper submission.

Incidentally, two of her students in this course submitted applications consisting of their final research papers for the Bonnie W. Oldham Library Research Prize, and one received an honorable mention in the category they entered in.

Student Scores

Dr. Royer also shared student scores for the **final assignment checkpoint** of the research paper sequence; students could earn up to 80 points for this assignment checkpoint consisting of the completed research paper.

Number of students to completed this checkpoint assignment = 18

Mean score /MC popercentage = 88.125. Median score /MC popercentage = 83.180

The highest score earned w s 79 points / 98.75% /Mn=studenti nd the lowest score earned w s 59 points / 73.75% p1p /MCI(n=)4(1 s)-1(t)-2(ude)4(nt)-2(i)p1p.

