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

Faculty Librarian s:

Kelly Banyas, Kevin Norris, and Donna Witek

Semester: Spring 2018

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

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

Date(s) of Guest Information Literacy Instruction:

Session 1: Week of 02/19/2018 and Session 2: Week of 2/26/2018*

*6 information literacy class sessions delivered to 3 sections across two weeks

Time(s) of Guest Information Literacy Instruction:

Various; instruction took place in both 50-minute and 75-minute class sessions

Locations: LSC 114 and LSC 401

Number of Students Registered in Course: 53 students total across 3 sections

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Summary of research assignment or task

Changes to wider components of information literacy module from Fall 2017 in bold.

In Spring 2018, this information literacy module consisted of the following:

- x Librarian visits class on Day 1 of semester to introduce oneself and briefly explain librarian's role in the course (10 minutes)
- x Librarian teaches two information literacy class sessions, 1.5 weeks apart from each other, which involve a shared lesson plan and Library Assignment (i.e., student homework) across all sections
- x Between the two information literacy class sessions, librarian grades/assesses student submissions of Library Assignment using a shared rubric, and shares these scores and feedback individually with the students and for the entire class with the course instructor
- x Students participate in a "Golden Ticket" research consultation with a librarian in support of their Capstone projects (these meetings are usually 30-45 minutes)

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- o New in Spring 2018:

Session 1:

1.A: Successful completion of Qs 1-8 of Library Assignment completed as homework.

1.B: Successful completion of Qs 9-15, Qs 17-23, and Qs 25-31 of Library Assignment completed as homework.

1.C: Successful completion of Q 16, Q 24, and Q 32 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 to 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 — Results of changes from Fall 2017:

x   Removing the database CQ Researcher Plus Archive from the Library Assignment.

   Result This change had a positive impact on delivering the module because it streamlined the module content (i.e. tools, resources, and techniques) to better align with the student learning outcomes for this module. It took the pressure off of the librarians to spend time explaining what this resource is and isn't. Sharing about this resource on a case by case basis in the "Golden Ticket" research consultations seemed to work well, based on anecdotal feedback from the six librarians who participated in the "Golden Ticket cor(r)3(h)-14(g)6 s

applied the framework depicted on the handout while doing the Library Assignment, and also allowed for white space on the page under each question so they could brainstorm their evaluation work by hand on the handout.

We will retain this change – i.e., no more than three bulleted questions under each W – into the future; the questions themselves, however, we will refine over time based on further assessment. See CLOSING THE LOOP below for changes we plan to make to the questions on the handout.

x Changing the format of the Library Assignment questions that asked for citation elements for three possible sources on students' topics, from a long response question format to separate fields for each citation element.

Result This change had a positive impact on the demonstrated learning the module as

x to a model where students reach out to an assigned librarian to make   This change had a posit

Comparison to Fall 2017:

The number of students this data presents is lower than in Fall 2017 – down from 65 students in Fall 2017 to 53 students in Spring 2018 – in part because fewer sections of the course ran.

In Spring2018 the highest score was lower than in Fall 2017 – 100% in Fall 2017 versus 97.73% in Spring 2018.

However, in Spring 2018 the lowest score was higher than in Fall 2017 – 63.16% in Fall 2017 versus 71.59% in Spring 2018.

These two findings taken together indicate that changing the question format for the questions asking students to gather citation elements had the positive impact of removing some subjectivity in the grading/assessing work of the librarians, since those questions no longer relied on a rubric with criteria that librarians were possibly applying differently, and instead were now either correct or incorrect—the absence of any 100% grades in Spring 2018 is evidence of this finding.

See CLOSING THE LOOP below for ways in which we will revise this module to eliminate further the ambiguity involved in applying a rubric to student work designed to demonstrate their research abilities.

Golden Tickets

The Information Literacy Program Master Schedule reflects that six Research & Instruction Librarians met with 47 students for "Golden Ticket" research consultations in Spring 2018.

Students handed in their completed "Golden Ticket" slips to their course instructors, after which the instructors were requested to send the completed slips to the Information Literacy Coordinator through campus mail.

In Spring 2018 unfortunately none of the course instructors sent completed "Golden Ticket" slips to the Information Literacy Coordinator so there is no direct student learning data to report from this data source.

Final Exam

The Library has five questions on the final exam in INTD 112 that we use to assess content knowledge related to the research process.

In Spring 2018 as a result of eliminating CQ Researcher Plus Archive from the Library Assignment, the final exam question focusing on this resource needed to be replaced. CLOSING THE LOOP from feedback received from a librarian in Fall 2017, we decided to have the new final exam question assess students' knowledge of the "Evaluating Sources with the Five Ws" framework for source evaluation. The new question reads as follows:

Which of the Five Ws of Source Evaluation asks you to find out and weigh the credentials and expertise of the author(s) of the source?
a. WHO created the source? **
b. WHAT is the purpose of the source?

Question: Please share any other comments/feedback about this INTD 112 IL module.
In what ways can we make this module better and more sustainable for us as Research &
Instruction Librarians?

One librarian shared an idea that we should include a more formal way to assess
engagement with the Five

- x We will not visit the section and introduce ourselves on the first day of the semester.
   - o Although there was some positive feedback in the Librarian Feedback Survey

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 Feb 19, 2018_

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, students are assigned a Library Assignment we (the faculty librarians) designed called Searching as Strategic Exploration; the assignment is delivered and graded/assessed by the librarians as a D2L quiz

In this Session 1 we are introducing strategically exploring their topics via database searching in preparation for their Capstone Projects; the bigger presentation for the project is an Informative Presentation later in the semester, during which they will need to (verbally) cite published evidence about their topics and create a portfolio of potential sources to use in the presentation

Information Literacy Instruction Planning Template

Course: _INTD 112: EP Foundations_   Date/Time of IL Session: _Week of Feb 19, 2018_

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

These are statements that you write for yourself that describe what students will be able to do, practice, know, understand, or value, as a direct result of your teaching. You can begin each statement with "As a result of this IL session, students will..." and then complete the statement with the outcome you are aiming for. Think of outcomes as your aspirations for your students: What do you hope they will learn through your teaching?

1. As a result of this IL session [and the Library Assignment they will do as homework], students

Database teaching activity:
- x   Should take the bulk of the class meeting (30-40 minutes total)
- x   (5 mins) Start by breaking students into groups based on which database they chose to find the three sources from in the assignment.
    - o   There will hopefully be at least one group per database.
    - o   If a student found sources from more than one of the databases, assign them to a group with the goal of making the groups evenly distributed.
    - o   If a group is more than five students, break them into two smaller groups.
    - o   If no students in your section chose one of the databases, be prepared to go over that database yourself at the end of the activity.
- x   (5 mins) Instruct students in each group to tell their group-mates the most useful things they encountered about the database. Give them five minutes to discuss this in their groups.
    - o   Someone should take notes on the various database tools and functions they found useful, and the group should prepare to come to the instructor terminal and teach their classmates what they liked about this database. (The notes are just so they students organize what they want to cover when they come up.)
    - o   Every student should plan on showing at least one thing, and they can run sample searches using their topics to illustrate what they are teaching.
    - o   Alleviate the concern that these presentations need to be perfect: they do not, and you (the librarian) aren't grading them on this. It's just an opportunity to share about the database with their classmates who didn't get to explore that database in detail.
    - o   By the end of the class, everyone in the room will know the most useful things about each database, setting them up to go and continue their research on their topics using both of them.
- x   (20-30 minutes) Each group takes turns coming to the instructor terminal to "teach" their database.
    - o   Groups should present no longer than 5-7 minutes each
    - o   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)

- o   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
- o   Then next group is called up
- o   If there is more than one group doing the same database, then the second group that goes can either focus on the things the first group didn't share, or, show their own examples of those same things using their own topics
- o   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:

- x   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.
- x   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 (entire section revised from Fall 2017):

- x   HANDOUT Golden Ticket slips (available in Donna's office) and

Information Literacy Instruction Planning Template

Course: _INTD 112: EP Foundations__   Date/Time of IL Session: _Week of Feb 26, 2018_

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

These are statements that you write for yourself that describe what students will be able to do, practice, know, understand, or value, as a direct result of your teaching. You can begin each statement with "As a result of this IL session, students will..." and then complete the statement with the outcome you are aiming for. Think of outcomes as your aspirations for your students: What do you hope they will learn through your teaching?

1. As a result of this IL session, students will demonstrate their understanding of database searching for information about their Capstone topics.

2. As a result of this IL session, students will articulate their own understanding of the search process.

3. As a result of this IL session, students will receive timely feedback on their work of developing search strategies and applying evaluative criteria to information about their topics. [Note: Not technically a learning outcome but more of an instructional outco10.5(ar-0 0 9)4.2(

Information Literacy Instruction Planning Template

Course: _INTD 112: EP Foundations__   Date/Time of IL Session: _Week of Feb 26, 2018_

Draft outline of how you will use the time

Here you can sketch your notes for what you plan to do and say as you teach the session. Include here steps for any active learning opportunities you plan to facilitate for the students.

See first section of template for details on this. Use space below to adapt the outline to your needs.

AFTER THE SESSION:

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?

If you do not have access to student work that provides evidence of their information literacy student learning, here you can brainstorm ideas for activities and assignments you could design in the future in collaboration with the course instructor that would provide you with evidence of their learning.

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Evaluating Sources with the Five Ws

Often finding information is less of a problem than figuring out whether that information will be appropriate for your project.

One way to decide whether a source is "good" for your project or not is to begin by asking some questions about the source.

Remember! Evaluation is a holistic process. One of these questions isn't enough to determine a source's usefulness. You need to take them all into account.

WHO created the source?
b   What expertise does the author/organization have to present on this topic?

b   What are their credentials? How are they connected to the field they are writing about?

b   Are they affiliated with any specific organizations? Which ones? Could this impact their reliability?

WHAT is the purpose of the source?
L   What is the source saying about your topic? What points or argument is it making?

L   What type of source is the article published in? Scholarly/academic journal? Newspaper? Magazine? Trade journal/publication? Report? Something else?

L   Who is the intended audience?

WHERE does the information come from?
à   How does the source use evidence to support its claims?

à   Are there any references? If so, are they appropriate to the topic and source?

à   Is the source presenting fact or opinion? How can you tell?

WHEN was the source published?
ˆ   Does your topic require very recent information, or will older sources be acceptable or even preferred?

ˆ   Is a date given for when the information was published?

ˆ   Are there any historical events connected to your topic? When was the source published in relation to those events?

WHY is this source useful to you?
"   Is the information at an appropriate level for your needs (i.e. not too simplistic/not too advanced)?

"   Does the information help to answer your research question or develop your argument?

"   How does this information inform your research? How will you use this information in your project?

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