

WML Information Literacy Instruction Assessment 2018  
Classroom Activity Report Individual

Faculty Librarian: Frank Conserette

Name(s) of Information Literacy Instructor: 5/10/16:15pm

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Summary of research assignment or task

Students write several different types of papers throughout the semester.

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 introduced to library resources.

SLO 2: As a result of this information literacy instruction, students will discover Research as Inquiry and Searching as Strategic Exploration.

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 class is difficult to teach the way I would like when limited to a 50-minute session, but having 75 minutes creates opportunities for group work and student sharing, especially when covering exploration of databases and evaluating sources. Glover always chimes in to reinforce the main points of the information literacy instruction session, which helps solidify my key takeaways for students. I definitely think that Dr. Glover's objective to impart lifelong wisdom opens students' eyes to the importance of conducting great research and understanding that the information they encounter in life needs to be evaluated. This was evident in the questions and attentiveness of the students throughout the information literacy class session

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Information Literacy Program Learning Outcomes (PLOs) at least one, no more than four this information literacy instruction supports

PLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

PLO2: Students will gain insight and understanding about diverse sources of information in