

WML Information Literacy Instruction Assessment 2022-23
Classroom Activity Report – Individual

Faculty Librarian: Ian O’Hara

Semester: Spring 2023

Course Number and Name: OT 492: Research & Scholarship I

Course Instructor (Last Name): Morgan, M.

Date(s) of Information Literacy Instruction: 2/13/2023

Time(s) of Information Literacy Instruction: 1:00-2:00pm

Location: WML 306

Number of Students Registered in Course: 8

Summary of research assignment or task

As of Spring 2023, this is a new course offered in the OT curriculum. In this course, students work in groups and are asked to research information on home modifications that support aging in place. Researched information will form the foundation for authoring and submitting a research proposal to the IRB (required to begin collecting data). Throughout this course the students conduct a literature review related to the specific home modification that their respective groups have been assigned or have decided on as their research topic. The final assignment in this course is the completion of each group’s literature review and the completion of an IRB application for each group’s chosen modification to study, as well as a plan for implementing the proposed research study.

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 effectively build a database search string utilizing available tools such as the PubMed Search Builder and the National Library of Medicine’s Medical Subject Heading (MeSH) database.

SLO 2: As a result of this information literacy instruction, students will understand the literature appraisal process and gain exposure to formalized literature appraisal tools to develop inclusion and exclusion criteria for their literature reviews.

SLO 3: As a result of this information literacy instruction, students will understand advanced research skills such as retrospective and prospective database searching.

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

This is the first semester that this course was offered as a component of the OT curriculum. At the end of my instruction, I built in time for students to begin to work in their groups and start their literature searches. At this point, I circulate throughout the classroom answering any questions that arise and observing student work to see if they have begun to apply the conceptual material and research techniques we had just discussed and practiced in class in their groups. I also plan to correspond with the course instructors of this multi-section course and discuss how my instruction impacted student work throughout the rest of the semester and if the instructors themselves have specific constructive feedback for planning future information literacy instruction for this course.

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?

I think this instruction went well overall and I was able to prepare the students in this course for the level of research that they were going to need to complete to succeed in the OT program. One thing I would reassess was the section of the lesson in which I discuss critical appraisal of literature. I would like to change this section into more of an active learning activity in which students would work in groups to utilize a formalized appraisal tool to examine specific pre-identified literature. In my initial instruction in this course this lesson content was presented in more of a lecture style and may have ended up being more abstract in that context. I think with the added application of these literature appraisal frameworks in a hands-on, active pedagogical approach, students