

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

Faculty Librarian: Donna Witek

Semester: Spring 2023

Course Number and Name: BIOL 375: Evolution

Course Instructor (Last Name): Randich

Date(s) of Information Literacy Instruction: 2/7/2023

Time(s) of Information Literacy Instruction: 10:00-11:15am

Location: LSC 233

Number of Students Registered in Course: 10

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#### Summary of research assignment or task

Students choose a topic related to evolutionary biology and write a scientific literature review with a minimum of 15 references and a multi-step process of accomplishing the research in stages: 1. Proposal and 3 relevant citations; 2. Projected Bibliography; 3. Topic Sentence Outline; 4. First draft for peer review; 5. Second draft for Dr. Randich (course instructor); 6. Final draft for Dr. Randich.

I refreshed an information literacy prep from a few years ago for this course when it was taught by a different instructor. Updates for this semester were that I created a handout to structure the lesson content (attached), covered primary vs. secondary literature in the biological sciences, and updated the resources covered, which were: Periodicals Search, Google Scholar, Biological Abstracts (via Web of Science), Wiley Online Library Database, and ProQuest Biology Journals. We also covered how to place library loan requests for articles and citation chasing, in support of which I designed an in-class activity for practicing citation chasing using example citations from the assignment guidelines.

#### Classroom Student Learning Outcomes (SLOs) – at least one, no more than three

SLO 1: As a result of this information literacy instruction, students will explore topics related to evolution using discipline-specific research tools, including registering for ILLiad and knowing when to use it.

SLO 2: As a result of this information literacy instruction, students will understand the difference between primary and secondary literature in the biological sciences.

SLO 3: As a result of this information literacy instruction, students will practice citation chasing in both directions – literature cited and cited by / citing literature.

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

SLOs 1 and 2: In-class activity, checkpoints on paper, and successful completion and submission of the final paper.

SLO 3: In-class activity.

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?

After teaching this revised prep, I jotted down the following changes I would make if I were teaching this again:

Move Google Scholar to the end of the Recommended Databases and Search Tools chunk of the handout

On the handout under Biological Abstracts (Web of Science), add to highlighted features “Sort by number of citations (cited by)” – this came from Dr. Randich during the class session and would be beneficial to demonstrate and include in the future

Tighten up citation chasing activity by practicing it thoroughly in advance and planning out the parts of the activity (e.g., my verbal cues for each next part) – it is likely that moving Google Scholar to the end of the list of recommended resources and thus to later in the lesson will help with this

I ran out of time for the overall lesson outline; upon reflection I spent too much time on the assignment tour and primary/secondary source material – in the future I will tighten this up with prepared, discrete talking points

Overall, this refreshed prep was delivered successfully insofar as students took the handouts with them and knew how to seek further assistance once they were farther along in their research.

An option I did not pursue but could in the future would be to reach out to the course instructor at the end of the semester for an informal assessment of how students did on the research component of the final paper.

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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 resources appropriately for their information needs.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

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Chart content adapted from *Biological Sciences research guide at San José State University Library* developed by Anne Marie Engelsen, Science Librarian, San José State University Library

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*Evolution*

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