


THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

**MEMO**

**TO:** Charles E. Kratz, Dean of Library and Information Fluency  
**FROM:** Dr. Tom Hogan, Professor Psychology Department  
**DATE:** September 7, 2008  
**RE:** Project Report: Integrating Information Literacy into Psychological Testing Course  
**cc:** Prof. Betsey Moylan



This report summarizes completion of the project entitled "Integrating Information Literacy into Psychological Testing Course," carried out early in the Fall, 2008 semester as a Weinberg Memorial Library Information Literacy project. The project involved Prof. Betsey Moylan of the library faculty and myself. A copy of the original proposal is attached. We completed the project as originally planned.

This project was directed at students in Psyc 335: Psychological Testing. The Fall 2008 enrollment in the course included 34 upper division students: 26 psychology majors, 6 human resources majors, and 2 other majors who carry a psychology minor. The course is not a requirement for psychology majors but most of those majors do complete the course; it is a required course for human resources majors. The course meets on a Tu/Th schedule in 75 minute periods. A copy of the full syllabus for the course is attached. The course ordinarily meets in AMH 211, but for this class I arranged to meet in Hyland 102 so that all students could access sites as described below.

Acquiring information about psychological tests constitutes a crucial skill, one used in many other parts of the course. Therefore, I cover this topic early in the course, specifically in the third class meeting: September 2 this year.

Prof. Moylan and I concentrated on electronic sources for acquiring information about psychological tests, although we covered a variety of hard copy sources, too. I introduced the topic with the attached handout labeled "Sources of Information about Tests." The handout begins by listing the two common kinds of questions about tests and then outlines the major sources of information.

Prof. Moylan distributed the sheet labeled "Sources of Information and Evaluation of Psychological Tests" which she had prepared specifically for this class. She then proceeded to work through the sources listed on the sheet, commenting on the unique features of each source. Particular attention was directed at two Internet-based sources.

The first was the ETS Test Collection (<http://sydneyplus.ets.org>) which contains entries for approximately 20,000 tests. Students accessed this site during class.

The second was the Mental Measurements Yearbook (MMY), accessible through the library's databases. Unfortunately, we could not access this database during the class, probably due to the fact that it allows only eight users simultaneously. Students had a homework assignment to complete with the MMY database so I sent them a follow-up e-mail via Angel with detailed directions on accessing the database (copy attached).

Students had to complete two homework assignments utilizing the sources of information described above. First, they had to access the MMY database and outline the contents of two test reviews contained therein. Second, they had to access the ETS Test Collection site and complete two searches: one based on a keyword descriptor (e.g., anxiety) and the other based on a test title (e.g., Beck Depression Inventory), in each case printing out just the first page of the search results (some searches can yield a large amount of output).

These homework assignments were due in the next class. All students submitted the assignment on time. Attached is a copy of one student's assignment (with name redacted) to illustrate the outcome. I was generally pleased with students' responses to this assignment and I shared the reports with Prof. Moylan.

Also in the class following the presentation, students completed a 12-item quiz on the material. The median score on the quiz was 10 or 83.33%, i.e., in the B range, and with six students getting perfect scores.

Several times later in the course, students will again use the two Internet-based sites described above to find information about a particular test or about tests relevant for a particular purpose.

Prof. Moylan and I appreciate the Weinberg library's support of this project.

Please let me know if you would like further information about the project.