WML Information Literacy Instruction Assessment 2017-18
Classroom Activity Report

Faculty Librarian: Donna Witek

Semester: Fall 2017

Course Number and Name: CHS 342: Foundations of Rehabilitation

Course Instructor (Last Name): Dalgin

Date(s) of Guest Information Literacy Instruction: 10/19/2017

Time(s) of Guest Information Literacy Instruction: 1:00-2:15pm

Location: WML 306

Number of Students Registered in Course: 13

Summary of research assignment or task

Students were researching and writing a Rehabilitation Resource Report, in which they select a service/intervention resource available to individuals with disabilities and their families in the Northeast PA community, and conduct research about the resource both in the scholarly/professional literature and in person through a site visit interview.

The report needs to describe the service/resource, situate it within the wider rehabilitation world (through the use of three peer-reviewed journal articles), and draw conclusions about how the literature relates/or not to the actual service they found in the local community.

In addition to the report itself, students were assigned two research worksheets designed by me to help them gather evidence and use the evidence to inform their in-person site visit interview questions. Also required are the use of three peer-reviewed journal articles, and references cited in APA format.

Finally, as part of the Information Literacy Stipend collaboration that took place between me and Dr. Dalgin in support of this course, students were invited to respond to a four-question information literacy reflective prompt composed by me at the end of the semester about their process of researching and writing the report.

This guest information literacy instruction occurred just after students selected their service/intervention resource and before Worksheet I was due.

Student learning outcomes for the guest information literacy instruction (at least one, no more than three)

As a result of this guest information literacy instruction and the assignments that follow, students will:

Demonstrate an understanding of research as an iterative process through which they will synthesize information from multiple sources, developing their own understanding of the topic through the process.

Identify search terms from preliminary research of their selected local rehabilitation resource.

Practice using the search process as an opportunity to strategically explore their topics and gather citation information for three possible sources.

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

Students' successful completion of Worksheets I and II as well as their final Rehabilitation Resource Reports will provide evidence of how well students accomplished these outcomes. Dr. Dalgin's final report for the Information Literacy Stipend Project of which this course was a part will also provide evidence of the extent to which students accomplished these outcomes.

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?

Assessment of success on Worksheets I and II as well as the final Rehabilitation Resource Reports was completed by Dr. Dalgin through her grading process for these assignments.

Of the 13 students enrolled in the course:

> Worksheet I: 10 students received a score of 100%, with the remaining 3 students receiving scores of 95%, 90%, and 87.5%

> Worksheet II: 9 students received a score of 100%, with the remaining 4 students receiving scores of 95%, 93.75% x 2, and 50%; through conversation with Dr. Dalgin, I learned that the score of 50% was due to a very late submission of the worksheet which was otherwise a satisfactory submission

> Rehabilitation Resource Report: 100% was the highest score in the class (n=1 student), and 83.33% was the lowest score in the class (n=1 student), with the class average being 92.69% and the class median being 93.33%

These scores demonstrate that the majority of students in the course were successful at completing Worksheets I and II as well as the final Rehabilitation Resource Report. Both the scores, and through reading a sample of Dr. Dalgin's feedback to students on the Worksheets to

which I was granted access through our learning management system D2L, reveal that Dr. Dalgin's expectations were consistently met by students through their demonstrated work on these tasks.

Further evidence of this success is found in Dr. Dalgin's reported results in her Information Literacy Stipend Final Report for this course:

"Overall, from a faculty point of view, the assignment was much more successful in meeting the stated learning objectives than in the past. The final papers showed significantly more consistency with the relevance of the chosen rehabilitation literature and the quality of the final written product. Students wrote about the connection of the literature to the local rehabilitation provider services in a much more informed way. Additionally, the use of the 2 worksheets and scaffolded time line increased student/faculty interactions about the literature and matching to a relevant provider."

Dr. Dalgin also gave me access to student submissions for Worksheets I and II, and through my own direct assessment of their work I was able to confirm that all 13 student successfully demonstrated two of the classroom-level outcomes for my guest instruction in this course; that is, they all identified search terms from preliminary research of their selected local rehabilitation resource and they all practiced using the search process as an opportunity to strategically explore their topics and gather citation information for three possible sources.

Direct evidence for my third classroom-level outcome (i.e., Students will demonstrate an understanding of research as an iterative process through which they will synthesize information from multiple sources, developing their own understanding of the topic through the process) is found in their final Rehabilitation Resource Reports, data for which are reported above.

Another source of evidence of student learning related to information literacy were optional student responses to a set of information literacy reflection questions (n=5 students) at the end of the semester. The questions were:

> 1) In what ways did the process of researching the peer-reviewed, evidence-based scholarly and professional literature prepare you for your local rehabilitation resource site visit? (consider the library class, worksheets I and II, and the development of questions)
>
> 2) What was the most interesting or surprising thing you learned from the articles you incorporated into your Rehabilitation Resource Report?
>
> 3) Was there a relationship between the depth of research you pursued and your level of confidence when interacting with the rehabilitation professional(s) on your site visit? How so?
>
> 4) If applicable, how might the research you did for this class inform your future as a practicing human service professional?

All respondents to the reflection questions indicated they felt more prepared for their site visit as a result of researching their topics in the professional evidence-based literature. Their responses also reveal curiosity about and engagement with their topics of study through the research process laid out by this series of assignments.

One student described the pedagogical value of the Worksheets in their research process and organization of sources: "I felt as though the worksheets for this report were very, very useful and I would recommend them again for this report. These worksheets allowed me to find my scholarly articles, write information down about these articles that I would later use for this paper, and create the reference for it. This allowed me to save so much time when I would eventually begin to write the report."

Another student demonstrated in their reflective response an understanding of the information literacy concepts Scholarship as Conversation and Research as Inquiry: "I have learned to have a better organizational style due to this project by choosing articles that can relate to each other or differ. I also will use the skills such as choosing questions from the research to answer within my research paper."

After the semester ended, Dr. Dalgin and I discussed things related to information literacy learning and assessment that we would like to change the next time she teaches the course. These include attaching the information literacy reflection questions to the Rehabilitation Resource Report assignment sheet when initially distributed, and revising Worksheet II so that it is more distinct from Worksheet I with a focus on asking students to intentionally engage their chosen articles in order to draft interview questions for their site visits.

However, we both agree this collaboration was a success at meeting our expectations and hopes for students in the course; to this end, Dr. Dalgin shared, "For the first time ever, they [students] were asking providers questions based on the evidence-based literature!" thus demonstrating that the integration of information literacy into this course resulted in students connecting literature to practice in the field of Rehabilitation Counseling.

Note: This guest information literacy instruction was part of an Information Literacy Stipend project.

WML Information Literacy Program Student Learning Outcomes this information literacy instruction supports

SLO1: 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.

SLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

SLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.

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.