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WML Information Literacy Instruction Assessment 2017-18
Classroom Activity Report

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Faculty Librarian: Donna Witek

Semester: Fall 2017

Course Number and Name: INTD 119X: Making Meaning of 9/11 (EP)

Course Instructor (Last Name): Grettano

Date(s) of Guest Information Literacy Instruction: 9/21/2017

Time(s) of Guest Information Literacy Instruction: 1:00-2:15pm and 2:30-3:45pm

Location: WML 306

Number of Students Registered in Course: 18 and 17

Summary of research assignment or task

This information literacy workshop supported an assignment called the Jesuit Values Presentation. This is a First-Year Seminar (FYS) course within the EP Level I curricular component of the General Education Program, and FYS courses require students to engage with the Jesuit mission of the University. This assignment tasks students with "teaching" one Jesuit value to their peers, and can be completed individually or collaboratively in groups of 2-3 students. Students were provided with a list of eighteen possible Jesuit values to research.

The assignment requires students to use two sources in the presentation itself, as well as gather a "further reading" list of five sources with summaries for their peers; these lists were to be posted to the D2L course page so their peers could access them.

One goal of the information literacy workshop was to introduce the students to the free open access search tool called the Portal to Jesuit Studies (http://jesuitportal.bc.edu), developed and made accessible to the public by fellow AJCU institution Boston College. The Portal is a good fit for the research required by this assignment because it is provided by the Institute for Advanced Jesuit Studies which "seeks to deepen understanding and appreciation for the history, spirituality, educational heritage, and pedagogical approaches of the Society of Jesus" and "hopes to serve as a dynamic and collaborative scholarly resource—both at Boston College and around the world—for important coursework, publications, symposia, online materials, and other programs that convey the distinctive character of the Jesuit mission" (source: http://jesuitportal.bc.edu/about/the-institute/).

In order to introduce this search tool to students, I developed a 2-page worksheet exercise (attached) that students completed during the workshop to guide them through exploring their value using the Portal. Students handed in their completed worksheets at the end of the workshop, and I photocopied them for my own secure assessment files before giving them to Dr. Grettano to be graded by her for course credit and returned to students.

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

As a result of this information literacy workshop, students will:

1) Use the Portal to Jesuit Studies search tool to strategically explore their Jesuit value topic.

2) Consider the different formats of information available through the Portal in order to decide which types of information are best suited to their research task.

3) Practice using our Library's resources to access sources discovered through the Portal, and be able to identify when this is necessary.

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

Classroom SLO 1): Successful completion of my worksheet exercise

Classroom SLO 2): Evidence found within their responses to the worksheet exercise

Classroom SLO 3): Successful access to 2-7 sources for their completed assignments

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?

Sources of assessment data:

Total number of worksheets received across both course sections = **35**

> **18 out of 18 students** in the 1:00 pm course section submitted worksheets at the end of my workshop with them

> **17 out of 17 students** in the 2:30 pm course section submitted worksheets at the end of my workshop with them

In addition, Dr. Grettano sent me **student scores** for both course sections for the Jesuit Values Presentations, which serve as a proxy for how well students accomplished the information literacy tasks required of them to complete the assignment.

Assessment data for Classroom SLO 1) consisted of the following:

The second, third, and fourth questions of the worksheet exercise asked students to do some **basic exploration** of their Jesuit value topics within the Portal search tool.

> In the 1:00 pm course section, **16 out of 18 students** successfully completed the exploratory tasks in the second, third, and fourth questions of the worksheet exercise, demonstrating their use of the Portal to accomplish **basic exploration** of their Jesuit value topics.

> In the 2:30 pm course section, **17 out of 17 students** successfully completed the exploratory tasks in the second, third, and fourth questions of the worksheet exercise, demonstrating their use of the Portal to accomplish **basic exploration** of their Jesuit value topics.

> Across both sections this represents a **94% success rate** at demonstrating **basic exploration** of their Jesuit value topic using the Portal.

The fifth and sixth questions of the worksheet exercise asked students to demonstrate **more advanced exploration** of their Jesuit value topics within the Portal search tool—going beyond simple observation to connecting their observations with the wider context of information about their topics.

> In both course sections, more students completed the fifth question than did the sixth question, so I will report these separately.

> **Fifth Question:** Asks when a researcher might use both the "Person" and "Year" search boxes in the Portal, demonstrating a connection between researching their topics and the search criteria/contexts of time and identity.

> In the 1:00 pm course section, **16 out of 18 students** demonstrated engagement with the question.

> In the 2:30 pm course section, **16 out of 17 students** demonstrated engagement with the question.

> Across both sections this represents a **91% success rate** at engaging questions of time and identity during the search process as they relate to their research topics.

> **Sixth Question:** Tasks students with searching and browsing the Portal for information sources that inform them about their Jesuit value topics, and prompts students to record new concepts, time periods, or people encountered during their searches that are relevant to their Jesuit value topics.

> In the 1:00 pm course section, **10 out of 18 students** recorded new things they learned in the process of strategically exploring their topics in the Portal.

In the 2:30 pm course section, **13 out of 17 students** recorded new things they learned in the process of strategically exploring their topics in the Portal.

Across both sections this represents a **66% success rate** at taking the opportunity to record new concepts, time periods, people, or other snippets of information to follow up on later when they continue researching their topics beyond my workshop.

It is worth noting that many students used the sixth question to jot down sources they encountered while exploring their topics which they wanted to be sure to remember later, even though the question did not prompt them to record sources specifically. I view this use of the question positively as it demonstrates students "hacking" the learning tool provided by the worksheet to meet the needs of their own process of research. I will aim to incorporate this use in future versions of the worksheet.

Assessment data for Classroom SLO 2) consisted of the following:

The first question of the worksheet exercise focused specifically on students' engagement with the different formats of information available through the Portal.

In the 1:00 pm course section, **17 out of 18 students** successfully described three content collections in the Portal and the collections' connection to their Jesuit value topic.

In the 2:30 pm course section, **13 out of 17 students** successfully described three content collections in the Portal and the collections' connection to their Jesuit value topic.

Across both sections this represents an **85% success rate** at demonstrating that they have considered the different formats of information available through the Portal in order to decide which types of information are best suited to their research task.

Assessment data for Classroom SLO 3) consisted of the following:

Evidence that students accomplished Classroom SLO 3) is found in whether they successfully accessed 2-7 sources for their completed assignments. I did not have access to their final products for the Jesuit Values Presentations, but Dr. Grettano did send me student scores for the assignment which serve as a proxy for how well they did, including whether they met the assignment requirement of finding and using appropriately 2-7 sources.

In the **1:00 pm course section**, student score data was shared for 18 students.

Mean score (points)………86 / 100 points   Median score (points)……..85 / 100 points
Mean score (percentage)….86%   Median score (percentage)...85%

The highest score earned was 100 points / 100% (n=1 student) and the lowest score earned was 78 points / 78% (n=1 student).

In the **2:30 pm course section**, student score data was shared for 17 students.

Mean score (points)………83.5 / 100 points   Median score (points)……..83 / 100 points
Mean score (percentage)….83.5%   Median score (percentage)...83%

The highest score earned was 91 points / 91% (n=3 students) and the lowest score earned was 80 points / 80% (n=8 student).

Taking a threshold of 85 points / 85% as a proxy for demonstrating success at completing their Jesuit Values Presentations, including finding and using 2-7 sources for their completed assignments, students in the 1:00 pm course section achieved a slightly higher rate of success than did the students in the 2:30 pm course section. However, given that the lowest score earned in the 2:30 pm course section was 80, only a few points below 85, it bears out that the majority of students did in fact demonstrate moderate success at accomplishing the outcomes associated with this assignment.

Without access to students' products, however, a more detailed analysis of which parts of the assignment students struggled with versus which parts they excelled at, and how these relate to my information literacy outcomes, is not possible. I will request to be added to the Desire2Learn/Brightspace course page as a Guest Instructor the next time I teach this class to remedy this gap in information literacy assessment data.

Other relevant assessment data:

One student noted on their worksheet that the Portal to Jesuit Studies froze while working on the worksheet exercise.

Another student noted on the sixth question of the worksheet that the reason they were unable to complete it is because they ran out of time during the workshop.

At the end of the worksheet I asked the students three questions about their experience during the workshop. These questions were their "exit ticket" from their workshop: at five minutes before the end of the class period I told the students to stop what they were doing and answer these feedback questions, after which they turned in their worksheets to me.

The questions were:

Q1: How confident do you feel in your ability to search for, select, and access full-text information sources about your value to use in your Jesuit Values Presentation (in both the works cited and further reading lists)? Mark your response.

Options included:
Very Confident, Somewhat Confident, Somewhat Unconfident, Very Unconfident

Q2: Why did you answer that way?

Q3: What questions do you still have about researching your value?

Here is the quantitative data for Q1:

In the 1:00 pm course section:
- 1 out of 18 answered Very Confident
- 17 out of 18 answered Somewhat Confident

In the 2:30 pm course section:
- 6 out of 17 answered Very Confident
- 11 out of 17 answered Somewhat Confident

All students in both sections indicated at the end of the workshop that they were either **Very Confident** or **Somewhat Confident** in their ability to search for, select, and access full-text information sources about their Jesuit value.

Analysis of responses to Q2 and Q3:

In response to Q2, there was a healthy balance between students saying the practice during the workshop helped increase their confidence, but that they needed to spend more time in the Portal to strengthen their abilities, familiarity, and comfort with the tool and the search process. From an information literacy perspective, this is positive evidence of a disposition toward research that includes intellectual humility and the understanding that research requires time and persistence.

In response to Q3, many students did not have any questions. For those that did, their questions treated on the following:
- Filtering by language of source
- Finding full-text of sources using the Library as well as InterLibrary Loan services
- Broadening and narrowing searches
- Questions about best techniques for their specific topics
- Assignment parameters

The first three items in this list came up often enough that I plan to address them even more explicitly the next time I teach this class than I did this time.

CLOSING THE LOOP—Planned changes for the next time I teach the class:

As a result of the above assessment, I plan to make the following changes the next time I teach this class:

Student Feedback Questions—I will build into future workshops for this course techniques to address the questions the Fall 2017 students asked at the end of their worksheets, specifically: limiting by language of the source, finding the full-text of a source through the Library or using our InterLibrary Loan services to request it, and techniques for both broadening and narrowing topical searches.

Time Management—I will plan the workshop time better to allow for more lab/open exploration time using the Portal.

Sixth Question of Worksheet—I will rewrite it so it can serve as a note-taking space for *any* bits of information students wish to follow up on in the future while researching their topics, taking a cue from how students in Fall 2017 used this question, but emphasize that using the space to record their process is *required*.

Access to Student Products—I will request to be added to the D2L/Brightspace course page so I can have access to students' "further reading" lists, a component of the assignment that maps directly to my Classroom SLO 3). This will give me direct evidence of the impact of my instruction in using the Portal to Jesuit Studies for this assignment.

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

SLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

SLO3: Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research need.

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

Name: _____

Library Workshop: Portal to Jesuit Studies (http://jesuitportal.bc.edu)

For the Jesuit Values Presentation, the Jesuit value I will research in order to teach to my peers:

_____

List three content collections the Portal collects and allows you to search and browse, which you would be interested in exploring for sources about your value, **and why**:

1.

2.

3.

Try a search for your value in the Basic search box. Describe two useful things about the results screen when you do this search **and why** they are useful to you:

1.

2.

Go to the Advanced Search page, and search for your value in the "Keyword" box. How many results appear? Do they seem relevant and informative for your value? Why or why not?

Go back to the Advanced Search page, and search for your value in the "Title" box. How many results appear? Do they seem relevant and informative for your value? Why or why not?

Name: _____

On the Advanced Search page, when might you use the "Person" search box? How about the search boxes for "Year"?

Spend some time searching and browsing the Portal for sources that inform you about your value. If you experiment with new search terms as you learn more about your value, or identify key people or time periods that are especially relevant to researching about your value, note them here:

At the end of the workshop, please answer these questions:

How confident do you feel in your ability to search for, select, and access full-text information sources about your value to use in your Jesuit Values Presentation (in both the works cited and further reading lists)? Mark your response.

Very Confident _____	Somewhat Confident _____	Somewhat Unconfident _____	Very Unconfident _____

Why did you answer that way?

What questions do you still have about researching your value?