

**WML Information Literacy Instruction Assessment 2018-19
Classroom Activity Report – Individual**

Faculty Librarian: Kelly Banyas

Semester: Fall 2018

Course Number and Name: OT 501: Leadership in OT

Course Instructor (Last Name): Morgan

Date(s) of Information Literacy Instruction: 9/27/2018

Time(s) of Information Literacy Instruction: 9:00-10:30am

Location: WML 306

Number of Students Registered in Course: 19

Summary of research assignment or task

The students in this course are tasked with conducting a historical analysis on a topic in Occupational Therapy. This involves looking at research and primary documents from the early 1900s to present day. This requires the use of many resources, such as microfilm collections and tertiary resources, which typically have not been consulted previously by the students.

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

SLO 1: As a result of this information literacy instruction, students will gain hands-on practice in performing historical research, using different formats (online and physical) in which research has been published.

SLO 2: As a result of this information literacy instruction, students will be able to identify keywords and strategies to perform research in a historical context, understanding how search terms can be adapted to changes in scholarly vocabulary.

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

The last half-hour of the information literacy class session was reserved for a hands-on workshop with the students. During this time, students were able to ask questions based on the lecture portion of the session, as well as work with me to locate resources. After the session, students did reach out individually for further assistance with this assignment, and many came to the Research Services desk for instructions on utilizing the microfilm reader, which was introduced in the session.

Historically, assignments completed in this course have been frequently submitted to the Graduate Bonnie W. Oldham Library Research Prize competition. This application requires a faculty recommendation, which can be read for instructor feedback on student success with the assignment, and a narrative of the research process, which can be read for the student's understanding in relation to the information literacy session student learning outcomes.

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?

In a previously submitted assessment report, I had indicated more time with the students during the session could be beneficial. After discussion with the teaching faculty of the course, I did increase my time in the classroom in order to work with the students directly. This was extremely beneficial, as I was able to address individual questions as well as identify common issues which could be answered and shared with the whole class. Also new this semester was an active learning component during the lecture, which was developed in consultation with Dr. Amy Simolo, Faculty Development Specialist. This activity involved the students briefly working in groups to use a few of the tertiary sources discussed in the lecture. This activity was successful in getting the students engaged in the lecture content and directly applying what was being taught. I would like to see this activity developed further.

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.