WML Information Literacy Instruction Assessment 2020-21
Classroom Activity Report – Individual

Faculty Librarian: George Aulisio

Semester: Fall 2020

Course Number and Name: WRTG 107: Composition (EP)

Course Instructor (Last Name): Kratz

Date(s) of Information Literacy Instruction: 9/23/2020 and 10/26/2020

Time(s) of Information Literacy Instruction: 1:00-1:50pm

Location: Zoom

Number of Students Registered in Course: 14

Summary of research assignment or task

I taught information literacy sessions to this class on two dates. I was also embedded into the Desire2Learn (D2L) page for the course.

I was invited to share library research techniques and resources for two assigned papers: (1) a surprising topic, and (2) an argumentative paper. Students must include three separate authoritative sources, one of which must be from a scholarly journal for each paper. The professor asked for a library overview, and direct communication with each student regarding their chosen topic, focusing on library sources that can be consulted to find information on their chosen topics.

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

SLO 1: Students will become familiar with a library source other than the general databases of ProQuest Central and Academic Search Elite. (NB: The professor shared in advance that he already covered those resources.)

SLO 2: Students will learn what citation chasing is, and see a demonstration of citation chasing from a CREDO Reference article.

SLO 3: Students will understand the difference between a scholarly journal and other periodical types and be able to identify a scholarly article.

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

I remain in contact with the professor, and he shares how many students follow the assignment directions, as they relate to library research.

For this class I was embedded in the D2L course page and discussed topics with students individually through the discussion board feature.

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?

These were 50-minute classes held synchronously online via Zoom. Normally, the class is 75 minutes and I include a workshop where I talk individually with each student to see if they understood the research recommendations. For this class, I joined the D2L course page and utilized the discussion board to respond to the students' topic assignments and questions. This was time consuming and not sustainable, long-term.

The second session was roughly a repeat of the first session, which often works in person because of the workshop component, but since this was via Zoom and the workshop component was replaced with discussion board interactions, the second session was not as successful as the first in my opinion. The second session focused on me demonstrating additional library resources that the students could explore for their second paper.

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.

PLO3: 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.