

WML Information Literacy Instruction Assessment 2018-19
Classroom Activity Report – Program-wide
Prepared by Donna Witek, Information Literacy Coordinator

Faculty Librarians:

George Aulisio, Kelly Banyas, Frank Conserette, and Donna Witek

Semester: Fall 2018

Course Number and Name: INTD 112: EP Foundations (EP)

Course Instructors (Last Name): DeSantis, Mikesell, and Germeroth

Date(s) of Information Literacy Instruction:

Week of 10/01/2018*

*6 information literacy class sessions delivered to 6 sections

Time(s) of Information Literacy Instruction:

Various; instruction took place in both 50-minute and 75-minute class sessions

Locations: LSC 401, LSC 403, LSC 125, and STT 413

Number of Students Registered in Course: 75 students total across 6 sections

Summary of research assignment or task

In Fall 2018 this multi-week information literacy module was heavily revised and consisted of the following:

- Librarian assigns online Information Literacy Module through learning management system Desire2Learn (D2L) consisting of online content in text, image, and video formats as well as an online Knowledge Check Quiz administered through D2L, which the librarian grades/assesses the week before visiting the course sections to teach.
- Librarian teaches one in-class library research workshop which involves a shared lesson plan that builds on the “flipped” content students engaged in the online Information Literacy Module.
- Students have the option to participate in a “Golden Ticket” research consultation with a librarian in support of their Capstone Projects (also referred to as Informative Speeches) by visiting the Research Services desk and working with the librarian on duty; these meetings are usually 15-30 minutes. If they participate in this opportunity, students then

fill out a “Golden Ticket” slip documenting their meeting with the librarian which is handed in to the course instructor for extra credit.

For **revised instructional materials** for this module including the homework assignment email, Knowledge Check Quiz questions and answers, shared lesson plan, revised 5 Ws handout, and sample “Golden Ticket” slips, see attached.

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

Note: These SLOs were heavily revised since Spring 2018 since the module moved from two information literacy sessions to just one. There are also more than three SLOs listed here, which is a detail we will examine in future iterations of this shared lesson.

As a result of **both** the online Information Literacy Module content + quiz and the 50-75 minute workshop with a faculty librarian, students will:

SLO1: Apply the Five Ws Framework for Source Evaluation to a variety of source types and scenarios.

SLO2: Articulate the primary concepts in their Capstone topics (which are in question form) in order to create a list of keywords they can use to search for articles about their topics.

SLO3: Run a search in one of the databases for articles on their Capstone topics and revise the search as necessary to find a useful article.

SLO4: Identify the tools and features in the databases they found useful in their search process.

SLO5: Select one possible article from their database searching and email it to themselves.

SLO6: Practice identifying citation elements in properly formatted MLA and APA citations.

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

SLO1: Responses to Questions 1 and 8 in the Knowledge Check Quiz, observation during the Five Ws of Source Evaluation Exercise in the in-class library research workshop, and responses to Q4 on the final exam.

SLO2: Responses to Question 1 (i.e., viewing the two database videos) in the Knowledge Check Quiz and observation during the Database Research Guided Workshop Activity in the in-class library research workshop.

SLO3: Responses to Question 1 (i.e., viewing the two database videos) in the Knowledge Check Quiz, observation during the Database Research Guided Workshop Activity in the in-class library research workshop, and responses to Q2 and Q3 on the final exam.

SLO4: Responses to Questions 1, 2, 3, 4, and 5 in the Knowledge Check Quiz, observation during the Database Research Guided Workshop Activity in the in-class library research workshop, and responses to Q2, Q3, and Q5 on the final exam.

SLO5: Responses to Questions 1 and 5 in the Knowledge Check Quiz, observation during the Workshop Lab Session in the in-class library research workshop, and responses to Q5 on the final exam.

SLO6: Responses to Questions 6 and 7 in the Knowledge Check Quiz and responses to Q5 on the final exam.

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?

CLOSING THE LOOP — Results of changes from Spring 2018:

- Teaching one information literacy class session to each section instead of two.

Result: This change required us to move a lot of our content online into D2L so that students could engage this information prior to our coming into the classroom to teach. “Flipping” our instruction in this way was successful in that it made teaching this module as a whole more sustainable in terms of time and staffing, and has also improved demonstrated student learning as evidenced by student performance on the Knowledge Check Quiz as well as observed engagement during the in-class learning activities in which they apply what they learned about research as a result of the online module content.

We will retain this change into the future.

- The “Golden Ticket” research consultations were no longer required; we heavily promoted and incentivized this opportunity in all sections and provided to students the physical “Golden Ticket” slips.

Result: See Golden Ticket section under **ASSESSMENT OF FALL 2018 INFORMATION LITERACY MODULE** below for details and outcomes of our revised approach to the “Golden Ticket” research consultations. Given our need to streamline and make this module more manageable as more sections of the course are offered, the librarians deem this change a success.

We will retain this change into the future.

- We did not visit the sections and introduce ourselves on the first day of the semester.

Result: This change did not appear to affect the success of our engagement with the multiple INTD 112 sections offered and made our involvement more sustainable in terms of time and staffing.

We will retain this change into the future.

- The Library Assignment was redesigned to serve as a “knowledge check” quiz measuring understanding of information shared in content modules we created and made available via D2L.

Result: This change made grading/assessing student understanding of the online content a lot clearer and easier for the librarians. It also allowed us to design the in-class library research workshop to be focused entirely on applying their learning to real research tasks.

We will retain this change into the future.

- The “Evaluating Sources with the Five Ws” handout was revised to make the questions students can ask of sources for each W clearer and easier to apply.

Result: These minor changes to the handout were reflected in the corresponding Knowledge Check Quiz - Question 8. Student performance on this question and observation of their applying the Five Ws during the in-class library research workshop provide evidence that our continued improvements to this handout are having a positive effect on their understanding of source evaluation.

We will retain these changes into the future.

- The Information Literacy Coordinator issued timely reminders to course instructors to send student learning data to the Library for assessment, including collection of final exam scores on Library questions and (if applicable) completed “Golden Ticket” slips.

Result: All INTD 112 course instructors in Fall 2018 (n=3) successfully submitted to the Information Literacy Coordinator the requested assessment data, including final exam scores on Library questions and any “Golden Ticket” slips turned in by students for extra credit. Thus, these reminders to the course instructors were successful at improving the rate at which assessment data was forwarded to the Information Literacy Coordinator.

We will retain this change into the future.

With the above in mind, what follows is a formal assessment of the information literacy module as a whole for Fall 2018:

ASSESSMENT OF FALL 2018 INFORMATION LITERACY MODULE:

Information Literacy Knowledge Check Quiz

74 students completed the Knowledge Check Quiz out of 75 students enrolled. Librarians assigned to each section graded their quiz submissions through D2L.

Mean Score: 97.56 / 100
Mean Grade: 97.56%

Median Score: 98.66 / 100
Median Grade: 98.66%

The highest grade was 100% (n = 9 students) and the lowest grade was 90.83% (n = 1 student).

74 students out of the 74 who submitted assignments scored 85% or higher.

Based on this assessment, it is clear that every student in this course who engaged the online Information Literacy Module content successfully demonstrated their learning of that content through the Knowledge Check Quiz.

Comparison to Spring 2018:

The number of students this data represents is higher than in Spring 2018 – up from 53 students in Spring 2018 to 74 students in Fall 2018. This is because more sections of the course ran in Fall 2018 than in Spring 2018.

In Fall 2018 the highest score was slightly higher than in Spring 2018 – 100% in Fall 2018 versus 97.73% in Spring 2018.

However, in Fall 2018 the lowest score was significantly higher than in Spring 2018 – 90.83% in Fall 2018 versus 71.59% in Spring 2018.

These two findings taken together indicate that the quality of the assessment tool – the Knowledge Check Quiz – has been improved for clarity both in terms of what content aligns with which quiz questions (so students can reinforce their own learning as they take the quiz – linking back to the content modules within the quiz itself likely played a role in this reinforcement) as well as the clarity of the questions themselves (what they are asking of students). Utilizing a variety of question types in D2L provided us with the ability to assess students' understanding in different ways which benefits the learner by providing multiple avenues to demonstrate what they know.

Golden Tickets

Because the “Golden Ticket” research consultations are now optional and incentivized with extra credit, our ability to track these meetings relies on course faculty sending submitted “Golden Ticket” slips to the Information Literacy Coordinator at the end of the semester via campus mail.

In Fall 2018, the Information Literacy Coordinator received completed “Golden Ticket” slips from all three course faculty for a total of **13 students**. This represents **17.33% of students enrolled** who took advantage of the optional “Golden Ticket” research consultation with a librarian.

Due to time constraints, student responses to the questions on the “Golden Ticket” slips were not analyzed; however, a future assessment project may involve transcribing and assessing student responses to “Golden Ticket” questions across multiple semesters.

Final Exam

The Library has five questions on the final exam in INTD 112 that we use to assess content knowledge related to the research process. In Fall 2018 the five exam questions remained the same as they were in Spring 2018. All three course faculty sent student scores for the five information literacy questions to the Information Literacy Coordinator, resulting in final exam assessment data for **74 students**:

Q1: Which of the following is the best place to find scholarly journal articles?	Number of students who got answer correct:
a. Library Catalog	
b. Credo Reference	
c. Library Databases **	72 / 74 students
d. Library Research Guides	
Q2: The more terms you add to your search, the fewer results you'll get.	Number of students who got answer correct:
a. True **	58 / 74 students
b. False	
Q3: When searching a database, what filter would you use to limit your results so that you get the most current information?	Number of students who got answer correct:
a. Relevance	
b. Date**	70 / 74 students
c. Subject Population	
Q4: Which of the Five W's of Source Evaluation asks you to find out and weigh the credentials and expertise of the author(s) of the source?	Number of students who got answer correct:
a. WHO created the source?**	67 / 74 students
b. WHAT is the purpose of the source?	
c. WHERE does the information come from?	
d. WHEN was the source published?	
e. WHY is this source useful to you?	

Q5: What techniques can you use to capture the citation information for an article you find in a database?	Number of students who got answer correct:
a. Email the article to yourself	
b. Copy & paste the citation into a Word document	
c. Print the article from the database	
d. all of the above**	63 / 74 students

Students did very well on Q1, Q3, and Q4. This informed our decision to retain these questions in future semesters and to continue to find ways to emphasize the knowledge they are measuring in this information literacy module.

The high performance on Q4, which focused on applying the Five Ws of Source Evaluation, demonstrates that the various interventions we made to the Information Literacy Module to better teach this source evaluation framework and give students multiple opportunities to apply it were successful and will be retained into the future.

Students did moderately well on Q2 and Q5. This tells us that we need to give more attention to how we teach the database tools and features, perhaps deemphasizing the tools themselves and instead focusing on the relationship between the tools and research tasks students are doing with those tools. In particular, Q5 doesn't really do a good job of assessing the purpose of citation and attribution, focusing on the "how" rather than the "why". A revision of this question so it more directly assesses understanding of citation and why we do it could improve performance on this question. See **CLOSING THE LOOP** below for the decision we made and the rationale why.

In Spring 2018 unfortunately none of the course instructors sent student scores to the Information Literacy Coordinator for the five information literacy questions so there is no data to compare to previous semesters in which these five exam questions were used to assess students' knowledge of the research process.

[In Fall 2017](#), there is data for Q1, Q2, Q3, and Q5, since Q4 was wholly replaced in Spring 2018. Performance on these four questions in Fall 2018 is consistent with Fall 2017, with high performance on Q1 and Q3, and moderate performance on Q2 and Q5. While we plan to revise Q5 to better align with our learning outcomes for this module, it is clear that the concept being assessed in Q2 – i.e., when you add more terms to your search you retrieve fewer results – needs to be taught and emphasized better in the future.

Librarian Feedback via Email

At the end of the Fall 2018 semester, the Information Literacy Coordinator asked the librarians who taught the Information Literacy Module to provide feedback on the experience of delivering the shared lesson plan for the in-class library research workshop.

Three librarians provided feedback (the Information Literacy Coordinator recused herself). Observations from the collective feedback received include the following:

- The lesson plan asks the librarian to cover too much material for a single class session. While the lesson outline was manageable during a 75-minute class session, it was too full for adequate coverage in a 50-minute class session.
- It was suggested that the THINK-PAIR-SHARE activity about the databases be pared down, as students seemed to be skipping ahead past this discussion activity to applying what they learned by beginning their own searches in the databases.
- The larger classes were a bit unwieldy to break into groups for group activity work.
- One librarian suggested we make the articles used during the Five Ws activity available to students electronically as well as in print, so they can pull them up on their devices; some students were doing this on their own so providing the links could be useful to all.

These findings informed the planned changes to the INTD 112 information literacy module for Spring 2019.

CLOSING THE LOOP — Planned changes for Spring 2019:

In Spring 2019 the following wider curricular details are informing the planned changes to the INTD 112 information literacy module: 1) Nine sections of INTD 112 are scheduled to run in Spring 2019 which is more sections than have ever run before; and, 2) Of these nine sections, six of them are a part of the Gonzaga Program, a first-year program designed to help students transition from high school to college who would benefit from additional skills classes and learning in a cohort for their first year at the University. Students in the Gonzaga Program often need their learning scaffolded and supported in ways that students in the general University population may not.

Based on the above sources of assessment data and the conclusions drawn from them as well as the wider curricular details described above, the following changes are planned for the INTD 112 information literacy module for Spring 2019:

- **Streamline Classroom SLOs:** We will rewrite the Student Learning Outcomes for both the online Information Literacy Module content + quiz as well as the lesson plan for the in-class library research workshop so they fit into a 50-minute class session better and also so they are easier to assess.
- **Pare down content in lesson plan:** We will simplify the lesson plan for the in-class library research workshop so it can be successfully adapted to a 50-minute class session and so student learning is prioritized over breadth of content covered. We will also add links to the articles used in the Five Ws of Source Evaluation Exercise to the D2L course page for each section of the course so students can easily pull them up on their devices during the in-class exercise.
- **Stagger Information Literacy Module dates:** Due to the high number of sections running and the differences in student make-up across those sections, we will stagger the rollout of the online Information Literacy Module to the sections as well as the in-class library research workshops by one week so the non-Gonzaga sections engage the module and work with a librarian one week earlier in the semester than the Gonzaga sections.
- **Add First-Year IL Survey to lesson plan outline:** The new Research and Instruction Librarian for Student Success, whose focus is supporting information literacy student

success in the first year, has created an assessment survey that all librarians are asked to deliver in 100-level information literacy class during Spring 2019. We will further revise the lesson plan outline for this INTD 112 in-class library research workshop to allot time for students to complete this assessment at the end of the class session with a librarian.

- **Replace final exam question about capturing citation information with a new question about the purpose of citation and attribution:** In light of our goal to teach and assess the “why” of research alongside and informing the “how,” we will revise Q5 on the final exam so it focuses on the purpose of citation and attribution, as opposed to the database tools researchers can use to gather citation information. We think this will improve student performance on this question while signaling that understanding the purpose of citation is more important in the long run than understanding specific (and changeable) tools you can use to gather citation information.

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.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

PLO6: Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.

Subject: INTD 112 Information Literacy Module

Dear Students,

My name is [Librarian Name], and I am one of the faculty Librarians here at the University of Scranton.

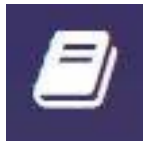
The purpose of this email is to assign to you a required part of your INTD 112: Eloquentia Perfecta Foundations course called the **Information Literacy Module**.

This module is found online in your INTD 112 course page in the campus learning management system Desire2Learn which you can access through My.Scranton.edu.

You need to complete the INTD 112 Information Literacy Module, including the online Quiz that comes at the end of it, by 11:59 pm on Sunday, September 23, 2018.

To access the module on a desktop or laptop computer (Note that you may need to "enable blocked features" of this email to see the images embedded in the instructions below.):

1. Log into My.Scranton.edu.



2. Click on the book icon that looks like this in the upper right-hand corner to enter the campus learning management system Desire2Learn.



3. Click on the square made up of smaller squares that looks like this and select your INTD 112 course page.

Content

4. Click on the word "Content" that looks like this in the toolbar of options along the top of the course page.
5. The **Information Literacy Module** is found in the list of content modules along the left-hand side of this screen and you can access it by clicking on the words **Information Literacy Module**. You may need to scroll down a little to find it. Here is what the module looks like, including the four sub-modules that are a part of it:

Information Literacy

Module

Library Databases

Citations and Attribution

Evaluating Sources

Quiz - Information

Literacy Knowledge

Check

Once you have clicked on the words **Information Literacy Module** to access the module, follow the instructions on the screen to work through the sub-modules and take the Quiz at the end of the module. The sub-modules and Quiz should take 30-60 minutes to complete.

This **Information Literacy Module** has four sections you will work through to learn about conducting research using the Library. The fourth section is a Quiz you will need to complete **by 11:59 pm on Sunday, September 23, 2018** in order to check your knowledge as a result of working through this module. The week of October 1, 2018 a Librarian will visit your class to help you practice conducting research on your Capstone topic.

If you have any questions about accessing the **Information Literacy Module**, please reach out to me at this email address (donna.witek@scranton.edu) and I will be happy to assist you.

The Librarians are looking forward to meeting you all the week of October 1st!

[Librarian Signature]

Quiz - Information Literacy Knowledge Check: Fall 2018

Correct answers are indicated.

Question 1 (80 points) ✓ Saved

By selecting each of the following, I acknowledge that I have visited that content module and read and/or watched the information provided there.

To open each content module from here, hover your mouse over the URL in each option until you see the underline appear, then right click and open the link in a new tab or window. You can also access these modules by clicking on "Content" along the top of this course page.

- Library Databases: [Activity - What is a database?](#)
- Library Databases: [Activity - Accessing databases](#)
- Library Databases: [Activity - Academic Search Elite](#)
- Library Databases: [Activity - ProQuest Central](#)
- Citations and Attribution: [Activity - Why should I cite?](#)
- Citations and Attribution: [Activity - Citation Overview](#)
- Citations and Attribution: [Activity - How do I get help?](#)
- Evaluating Sources: [Activity - Evaluating Sources with the Five Ws](#)

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Question 2 (1 point) ✓ Saved

True or False: Databases only contain research articles.

(Hint: If you're not sure, consult the Activity - What is a database? section of the Information Literacy Module.)

- True
- False

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Question 3 (1 point) ✓ Saved

Which of the following features can be found in the database Academic Search Elite? Select all that apply.

(Hint: If you're not sure, consult the [Activity - Academic Search Elite](#) section of the Information Literacy Module.)

- A filter to sort by publication date
- A link to see if the article can be accessed through another Library database if the full-text is not available in Academic Search Elite
- A filter that will allow you to limit your results based on synonyms or related terms to the keywords you searched

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Question 4 (1 point) ✓ Saved

In the database ProQuest Central, what can you click on to learn more about an article by reading the article's abstract and examining the article's citation elements?

(Hint: If you're not sure, consult the [Activity - ProQuest Central](#) section of the Information Literacy Module.)

- The Source Type filter
- The Abstract/Details tab
- The plus-sign button
- The Publication Date filter

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Question 5 (1 point) ✓ Saved

What techniques can you use to gather the citation information for an article you find in a database? Select all that apply.

(Hint: If you're not sure, consult the [Activity - Academic Search Elite](#) and [Activity - ProQuest Central](#) sections of the Information Literacy Module.)

- Email the article to yourself
- Generate a citation using the "Cite" feature and copy & paste it into a Word document
- Print the article from the database

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Fill in the blank identifying each citation element in this MLA citation.

Modern Language Association (MLA) style:

Parkin, Simon. "I Felt Exposed Online': How to Disappear from the Internet." *The Guardian*, May 19, 2018, p. 14.

(Hint: If you're not sure, consult the Activity - Citation Overview section of the Information Literacy Module.)

Question 6 (5 points) ✓ *Saved*

Author(s):

Parkin, Simon ✓

Article title:

'I Felt Exposed Online': How to Disappea ✓

Publication title:

The Guardian ✓

Volume and Issue numbers (if applicable):

N/A ✓

Publication date:

May 19, 2018 ✓

Page number(s):

p. 14 ✓

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Fill in the blank identifying each citation element in this APA citation.

American Psychological Association (APA) style:

Punagin, S., & Arya, A. (2015). Privacy in the age of pervasive internet and big data analytics - challenges and opportunities. *International Journal of Modern Education and Computer Science*, 7(7), 36-47. <http://dx.doi.org/10.5815/ijmecs.2015.07.05>

(Hint: If you're not sure, consult the [Activity - Citation Overview](#) section of the *Information Literacy Module*.)

Question 7 (6 points) ✓ Saved

Author(s):

Punagin, S., & Arya, A. ✓

Article title:

Privacy in the age of pervasive internet : ✓

Publication title:

International Journal of Modern Educati ✓

Volume and Issue numbers (if applicable):

7(7) ✓

Publication date:

2015 ✓

Page number(s):

36-47 ✓

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Review the Five Ws framework of source evaluation in the image below. Then scroll to below the image to answer the question about evaluating sources with the Five Ws.

(Hint: If you're not sure, consult the Activity - Evaluating Sources with the Five Ws section of the Information Literacy Module.)

Question 8 (5 points)

Evaluating Sources with the Five Ws

Often finding information is less of a problem than figuring out whether that information will be appropriate for your project.

One way to decide whether a source is "good" for your project or not is to begin by asking some questions about the source.

Remember! **Evaluation is a holistic process.** One of these questions isn't enough to determine a source's usefulness. You need to take them all into account.

WHO created the source? <ul style="list-style-type: none">What expertise does the author/organization have to write on this topic?What are their credentials? How are they connected to the field they are writing about?Are they affiliated with any specific organizations? Which ones? Could this impact their reliability?	WHAT is the purpose of the source? <ul style="list-style-type: none">What is the source saying about your topic? What points or argument is it making?What type of publication is the source published in? Scholarly/academic? Newspaper? Magazine? Trade? Report? Something else?Who is the intended audience for the source?	WHERE does the information in the source come from? <ul style="list-style-type: none">Are there references within or at the end of the source? What types of other sources are cited?Is the author writing from their own experience? How can you tell?Did the author interview anyone in the source? If so, who?
WHEN was the source published? <ul style="list-style-type: none">Does your topic require very recent information, or will older sources be acceptable or even preferred?Are there any historical events connected to your topic? When was the source published in relation to those events?If no date is provided how might this impact the reliability or usefulness of the information in this source?	WHY is this source useful to you? <ul style="list-style-type: none">Does the information in the source help to answer your research question or develop your argument?How does this information inform your research? How will you use this information in your project?Is the source written at an appropriate level for your needs (i.e. not too simplistic/not too advanced)?	

Handout originally created by: Rebecca J. Thompson thompson_rebecca_j@msu.com
Adapted from CSU http://www.csuchico.edu/ins/handouts/eval_web01es.pdf * CC BY-NC-SA *

Question 8 continued on next page.

Match the scenario with the W from the Five Ws of Source Evaluation that the researcher is examining.

1 ▼

You use Google to search for the author's name to find out if they have any degrees or have published other work related to the topic of the source you are evaluating.

4 ▼

You found that the article gives you the statistics you are looking for, but you realize the survey was from 15 years ago and may no longer reflect the current environment.

2 ▼

You read the source closely to see if the author interviewed anyone as part of their evidence gathering to write the source.

3 ▼

You look at the database where you found the article to determine what type of publication the article was published in, i.e., scholarly/academic journal, etc.

5 ▼

You find a promising source, but you realize the language is more scientific than you expected and you're not sure if you are interpreting it correctly. You decide not to use the source.

1. WHO created the source?

2. WHERE does the information in the source come from?

3. WHAT is the purpose of the source?

4. WHEN was the source published?

5. WHY is the source useful to you?

Fall 2018: INTD 112 Library Research Workshop

Things students will do before the end of the 50-75 minute workshop with a faculty librarian:

- Apply the Five Ws Framework for Source Evaluation to a variety of source types.
- Identify the primary concepts in their Capstone topics (which are in question form) in order to create a list of keywords they can use to search for articles about their topics.
- Run a search in one of the databases for articles on their Capstone topic and revise the search as necessary to find a useful article.
- Articulate the tools and features in the databases they found useful in their search process.
- Select one possible article from their database searching and email it to themselves.

Outline of Workshop (Detailed)

Note: Throughout the following, integrate feedback and emphases on homework questions the students in your section(s) got wrong.

Approximate time frames are given for each section and sub-section of the outline, but these are just a guide; as long as you are able to get through the activities and material by the end of your class period, you are good.

(2 mins total) Introduction	
2 mins	<p>Introduce yourself and give a quick overview of how the workshop will be conducted</p> <p>Note to Librarian: Ways to get help will be covered at end of class when you hand out the Golden Ticket slips so no need to include that here.</p>
(15 mins total) Five Ws of Source Evaluation Exercise	
<p>Needed: --HANDOUT SIDE 1: Evaluating Sources with the Five Ws --Four articles in your folder (collect when finished — <i>Note: Orange post-it on articles is for your reference and not information to share with the students</i>)</p>	
2 mins	<p>This exercise will have students practice applying the Five Ws Framework for Source Evaluation. Give out the handout that has the Five Ws on one side and tell students to take out pens.</p> <p>Divide the class into four groups, and give each group one of the four articles in your packet for this information literacy class session. Tell each group to work together to evaluate the article and answer as many of the questions on the Five Ws handout as they can, writing their answers down as they go.</p> <p>The broader question they are seeking to answer is:</p> <p>If you were doing your Capstone project on the topic of search engine algorithms and online privacy, would you use this article? Why or why not?</p> <p><u>They should be prepared to share what they record on their handouts with the rest of the class when you reconvene the class to discuss the articles together.</u></p>

5 mins	Give the students 5 minutes to read through the articles, use their computers to look up information about the articles (background information on authors, publication, etc.), and record what they find. You can guide the individual groups as needed to get them going.
8 mins	<p>Then reconvene the class as a whole, and ask each group to share what they learned about their article, reading from their recorded notes on the handout as needed.</p> <p>Ask each group: If you were doing your Capstone project on the topic of search engine algorithms and online privacy, would you use this article? Why or why not?</p> <p>There are no right or wrong answers to this, but it will get them thinking and brainstorming about how they make decisions about which articles to use in their research. Also clarify any of the Five Ws students in your sections did not understand when doing the homework module (based on quiz results to the Five Ws quiz question).</p>
(20 mins total) Database Research Guided Workshop Activity including THINK-PAIR-SHARE	
Needed: --HANDOUT SIDE 2: Getting Started Researching in the Databases	
5 mins	<p>Prompt students to complete first section of the handout:</p> <p style="padding-left: 40px;">Name: My Capstone Topic is: What are the primary concept phrases in my topic? List them here:</p> <p>After they write their answers to the above, physically divide the room in half and assign one side Academic Search Elite and the other side ProQuest Central. Then prompt students to answer the next question on the handout:</p> <p style="padding-left: 40px;">The database I am using during this research workshop is (circle one): Academic Search Elite ProQuest Central</p>
2 mins	<p>Prompt students to complete the second section of the handout:</p> <p style="padding-left: 40px;">Task: Go to the search screen for your database and type your primary concept phrases into the search boxes. These are your keywords. Type one keyword in each box. Use at least two and no more than three. Then click to search.</p> <p>Note: Model this very briefly using the sample topic: Do search engine algorithms sacrifice privacy for the sake of convenience? Remind students that your model search should sound familiar because it was featured in the two database videos from the homework module.</p>
3 mins	<p>THINK: After students do this task for themselves prompt them to write down answers to the following handout questions:</p> <p style="padding-left: 40px;">Based on an initial skim of the results that came back, did the database interpret your keywords as you intended? Circle one: Yes No</p> <p style="padding-left: 40px;">If yes, what tools on the results screen can you use to narrow your results further?</p> <p style="padding-left: 40px;">If no, how can you revise your initial search terms to focus your search more?</p>

5 mins	PAIR: Prompt students: “Turn to your neighbor who is working in the same database as you and share how your search went. Share either the database tools you found useful or the problems you encountered with your initial search. Give advice to your neighbor about their search based on your own experience.”
5 mins	SHARE: Reconvene as a class and ask students to share with everyone what they shared with their neighbor. Aim for a few contributions from volunteers working in both databases, so the ProQuest Central folks can hear from the Academic Search Elite folks, and vice versa. Fill in gaps/clarify their understanding as needed.
(10+ mins total) Workshop Lab Session	
10+ mins	<p>Prompt students (the following is on the handout as well):</p> <p style="padding-left: 40px;">Task: Using the tools in the databases and the Five Ws Framework for Source Evaluation, take some time to search for useful articles about your topic.</p> <p style="padding-left: 40px;">Your Goal: Select one possible article from your database searching and email it to yourself through the database.</p> <p>Note: Tell students the minimum for the workshop is one article, but more is okay too. During this lab period, invite students to call you over and walk around the room and assist individually as needed. You may need to show them how to email articles to themselves through the databases. They can work in either database or in both of them during this part of the class.</p> <p>Wrap up this lab session with <u>at least 3 minutes remaining</u> to hand out and explain the Golden Tickets.</p>
(3 mins total) Golden Tickets	
Needed: --HANDOUT: Golden Ticket slips	
3 mins	<p>Hand out the Golden Ticket slips. Explain they will be counted as extra credit toward their final exam in the course (as arranged and agreed upon by all three course instructors). Plug Research Services for all the ways they can get help researching for their Capstone projects.</p> <p>Note that to count toward extra credit they must <u>visit the Research Services desk in person and answer the questions in detail</u>, which requires a detailed exchange with the librarian. Then they can hand in their completed slips to their course instructor.</p> <p>After this they are free to go (or pass baton back to course instructor to dismiss students).</p>

Name: _____

Getting Started Researching in the Databases**SECTION 1:****Question:** My Capstone topic is: _____
_____**Question:** What are the primary concept phrases in my topic? List them here:

For further reflection: What do I already know about my topic? What questions do I have about my topic that I want to learn more about?

Question: The database I am using during this research workshop is (circle one):

Academic Search Elite

ProQuest Central
_____**SECTION 2:****Task:** Go to the search screen for your database and type your primary concept phrases into the search boxes. These are your keywords. Type one keyword in each box. Use at least two and no more than three. Then click to search.**Question:** Based on an initial skim of the results that came back, did the database interpret your keywords as you intended? Circle one:

Yes

No

If yes, what tools on the results screen can you use to narrow your results further?

If no, how can you revise your initial search terms to focus your search more?
_____**WORKSHOP LAB SESSION:****Task:** Using the tools in the databases and the Five Ws Framework for Source Evaluation, take some time to search for useful articles about your topic.**Goal:** Select one possible article from your database searching and email it to yourself through the database.

Evaluating Sources with the Five Ws

Often finding information is less of a problem than figuring out whether that information will be appropriate for your project.

One way to decide whether a source is “good” for your project or not is to begin by asking some questions about the source.

Remember! **Evaluation is a holistic process.** One of these questions isn’t enough to determine a source’s usefulness. You need to take them all into account.

WHO created the source?

- † What expertise does the author/organization have to write on this topic?

- † What are their credentials? How are they connected to the field they are writing about?

- † Are they affiliated with any specific organizations? Which ones? Could this impact their reliability?

WHAT is the purpose of the source?

- ① What is the source saying about your topic? What points or argument is it making?

- ① What type of publication is the source published in? Scholarly/academic? Newspaper? Magazine? Trade? Report? Something else?

- ① Who is the intended audience for the source?

WHERE does the information in the source come from?

- 🌐 Are there references within or at the end of the source? What types of other sources are cited?

- 🌐 Is the author writing from their own experience? How can you tell?

- 🌐 Did the author interview anyone in the source? If so, who?

WHEN was the source published?

- ① Does your topic require very recent information, or will older sources be acceptable or even preferred?

- ① Are there any historical events connected to your topic? When was the source published in relation to those events?

- ① If no date is provided how might this impact the reliability or usefulness of the information in this source?

WHY is this source useful to you?

- ✍ Does the information in the source help to answer your research question or develop your argument?

- ✍ How does this information inform your research? How will you use this information in your project?

- ✍ Is the source written at an appropriate level for your needs (i.e. not too simplistic/not too advanced)?



GOLDEN TICKET

Student Name: _____

Research Consultation Date: _____

Librarian Name: _____

Librarian's Initials (signature): _____

Capstone Topic: _____

Reflect on something new that you learned about **doing research on your topic** during your consultation with the librarian. Indicate **what** new thing you learned, **why** it is helpful to know when doing research, and **how** this will change how you do research in the future:

WHAT:	WHY:	HOW:



GOLDEN TICKET

Student Name: _____

Research Consultation Date: _____

Librarian Name: _____

Librarian's Initials (signature): _____

Capstone Topic: _____

Reflect on something new that you learned about **doing research on your topic** during your consultation with the librarian. Indicate **what** new thing you learned, **why** it is helpful to know when doing research, and **how** this will change how you do research in the future:

WHAT:	WHY:	HOW: