

WML Information Literacy (IL) Instruction Assessment 2020-2021

INTD 112: EP Foundations Report

Prepared by Kelly Banyas, Research & Instruction Librarian for Student Success

Faculty Librarians: Kelly Banyas, Frank Conserette, Ian O'Hara, Donna Witek

Academic Year: 2020-2021

Fall 2020

Course Instructors: DeSantis (1 section), Germeroth (2 sections), Mikesell (1 section)

Dates of IL Instruction: Week of September 28th-October 2nd, 4 sections total

Times of IL Instruction: Various times, 3 50-minute sessions, 1 75-minute session

Locations: Online synchronous Zoom meetings

Number of Students Registered in Course: 60 students total

Spring 2021

Course Instructors: DeSantis (1 Gonzaga section), Fisher (1 non-Gonzaga section), Germeroth (1 Gonzaga section, 1 non-Gonzaga section), Mikesell (3 Gonzaga sections), Smulowitz (1 non-Gonzaga section), Snee (1 Gonzaga section)

Dates of IL Instruction: Week of March 14th-19th

Times of IL Instruction: Various times, 3 50-minute sessions, 1 75-minute session (new instruction model outlined below)

Locations: Online synchronous Zoom meetings

Number of Students Registered in Course: 111 students total, 61 Gonzaga students, 50 non-Gonzaga students

Summary of research assignment or task

In AY 2020-2021, the Information Literacy Module contained the same components as it did in AY 2019-2020. These components are:

- Librarian assigns online Information Literacy Module through learning management system Desire2Learn (D2L) consisting of text, image, and video content as well as an online Knowledge Check Quiz, which the librarians grade/assess 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 content students engaged with in the online Information Literacy Module. Due to COVID-19, these were held as synchronous Zoom sessions.

- Students have the option to participate in a “Golden Ticket” research consultation with a librarian in support of their Informative Speech projects. Due to COVID-19, Golden Ticket consultations were completed online through scheduling consultations with the teaching Librarian. The Librarians, after completing the consultation over Zoom, then sent an email to the course instructor confirming the consultation took place.

For current instructional materials for this module including the homework assignment email to students, Knowledge Check Quiz questions and answers, shared lesson plan, 5 Ws handout, and updated Golden Ticket scheduling email, see attached.

Classroom Student Learning Outcomes (SLOs)

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

SLO 1: Execute a search strategy in the databases that includes brainstorming search terms, analyzing results, and revising the search as needed using relevant database features.

SLO 2: Apply the Five Ws Framework for Source Evaluation to a variety of source types and scenarios.

SLO 3: Practice habits that support appropriate attribution of sources in their research.

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

SLO1: Responses to Questions 1, 2, 3, and 4 in the Knowledge Check Quiz, observation during the workshop lab session in the in-class library research workshop, and responses to Q1, Q2, and Q3 on the final exam.

SLO2: Responses to Questions 1 and 8 in the Knowledge Check Quiz, observation during the 5 Ws activity in the in-class library research workshop, and responses to Q4 on the final exam.

SLO3: Responses to Questions 1, 5, 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?

REPORT ON REVISED CHANGES FROM AY 2019-2020

- **Online information literacy sessions**

Due to the COVID-19 pandemic, information literacy instruction sessions for INTD 112 were held virtually over Zoom. The Research & Instruction (R&I) Librarians met over Summer 2020 to discuss how to accomplish this in the Fall 2020 semester. It was noted most of the database content is explained through the Information Literacy Module in D2L and, especially in the case of the Gonzaga students, sometimes in previous IL sessions in other courses, and so the sessions focused on source evaluation with the 5 Ws. The Librarians decided to try to utilize Zoom breakout rooms to allow students to evaluate sources with the 5 Ws worksheet in groups and then report back to the class. The individual R&I Librarians scheduled the sessions with their instructors, with some adjustments made to the dates as necessary.

In Spring 2021, the R&I Librarians followed a new model to offer instruction sessions, due to an increase in number of sections being offered at the same time. Instruction sessions were still held synchronously over Zoom, but sections taught at the same time were grouped together (i.e. all courses taught MWF 9:00-9:50 were taught in one Zoom room by one R&I Librarian). This was successful in offering instruction sessions without overtaxing the R&I Librarians, who taught a total of 4 IL sessions instead of the 9 that would have been taught under the previous model (each librarian teaching each section). This was more easily accomplished than if we had been in a physical classroom setting, as the students just used a different Zoom link for the IL instruction sessions. This also meant that the Gonzaga and non-Gonzaga sections followed the same schedule; previously they were split to accommodate scheduling the instruction sections since it was too difficult to schedule them all during the same week with the R&I Librarians' availabilities.

Each R&I Librarian was responsible for deploying the IL Module in their assigned D2L courses, but the instruction sessions were scheduled and hosted based on Librarian availability.

- **Revision of the 5 Ws Worksheet**

Due to the noted lower scores on the 5 Ws for the WHAT and WHERE questions, the Research & Instruction Librarians agreed to rewrite the 5 Ws worksheet for the Fall 2020 semester. The Research & Instruction Librarian for Student Success drafted the revision and shared it with the R&I Librarians for feedback. The revision for the WHAT section changed from discussing the publication type and intended audience to focusing on the objective of the article and its arguments (the question remained: "WHAT is the purpose of the source?"). The WHERE section was adjusted to focus on the source publication, with the new question: "WHERE was the source published?" (the former question was "WHERE does the information in the source come from?"). The 5 Ws question on the final exam was adjusted to reflect the new focus of these two Ws.

There was an improvement in the Fall 2020 scores on the question that asked students to match a scenario with one of the 5 Ws. In Fall 2019 students scored a weighted average of 3.94 out of 5, in Spring 2020 students scored a weighted average of 3.75 out of 5, and in Fall 2020, using the revised 5 Ws worksheet and questions, the students scored a weighted average of 4.32 out of 5. The weighted average for Question #8 for all the Spring 2021 sections is 4.13 out of 5. The weighted average factors in the class sizes when calculating an average mean. The averages used in the calculations are provided by D2L for the students' first attempts.

Some students in Spring 2021 did seem to switch the WHAT and the WHY scenarios on the 5 Ws Knowledge Check question. This will be examined by the R&I Librarians in a July meeting to discuss if the scenarios for those two answers should be changed.

In Spring 2021, the 5 Ws worksheet was also updated with new Creative Commons attribution and licensing.

- **Revise Final Exam quiz questions**

In Fall 2020, the R&I Librarians edited final exam questions 1, 2, and 3 for clarity. Exam question 4 was edited to reflect the changes to the 5 Ws worksheet. The full details of the correct vs. incorrect answers is included in the next section.

ASSESSMENT OF AY 2020-2021 INFORMATION LITERACY MODULE:

Information Literacy Knowledge Check Quiz

In Fall 2020, 47 students out of 60 enrolled students completed the Knowledge Check Quiz. Librarians assigned to each section graded their quiz submissions through D2L and provided IL instruction to that section.

Mean Score: 97.53

Median Score: 97.42

The highest grade was 100 (n = 13 students) and the lowest grade was 93.08 (n = 1 student).

The mean score is up from Fall 2019 (95.09) and Spring 2020 (96.39, total mean score of Gonzaga and non-Gonzaga sections). This could be due to the rise in the weighted average grade of the 5 Ws question, which was revised from the previous version (discussed above).

In Spring 2021, 98 out of 111 enrolled students completed the Knowledge Check Quiz; in the 6 Gonzaga sections, 55 out of 61 students submitted a quiz and in the 3 non-Gonzaga sections 43 out of 50 students submitted a quiz. Librarians deployed and graded the quizzes for the D2L sections to which they were assigned; information literacy sessions were scheduled separately following the new model described above. Grade calculations were complicated by the merging of two sections, one Gonzaga and one non-Gonzaga, into the same D2L course. The R&I Librarian for Student Success obtained the class lists for the two sections in order to calculate the mean, median, highest, and lowest scores below, which are separated into Gonzaga and non-Gonzaga scores.

Mean Score (total): 96.37

Median Score (total): 97.295

Mean Score (Gonzaga): 95.94

Median Score (Gonzaga): 97.5

Median Score (non-Gonzaga): 96.91

Median Score (non-Gonzaga): 97.06

In all sections, the highest grade was 100 (n = 13 students) and the lowest grade was 27.75 (n = 1 student).

In the Gonzaga sections, the highest grade was 100 (n = 8 students) and the lowest grade was 27.75 (n = 1 student).

In the non-Gonzaga sections, the highest grade was 100 (n = 5 students) and the lowest grade was 91 (n = 1 student).

The mean score for the 6 Gonzaga sections was a little lower than the mean score for the 3 non-Gonzaga sections, but there was one score in the Gonzaga sections that was significantly lower than the others (27.75/100). This was due to the student not completely answering Question #1. The next lowest score in the Gonzaga sections was 89.17/100. There was also a difference in the number of students in the Gonzaga classes, with more students in the Gonzaga sections than non-Gonzaga sections, so direct comparison is difficult. The median scores were very close between the Gonzaga and non-Gonzaga sections.

Based on this assessment, it is clear that the majority of students in this course who engaged in the online Information Literacy Module content successfully demonstrated their learning. In both semesters, librarians also took points off due to late submissions, which may cause some discrepancies between the scores unrelated to understanding the content.

Golden Tickets

Continuing the practice begun in Spring 2020 due to the COVID-19 pandemic, Golden Ticket consultations were offered virtually through Zoom. Each librarian emailed the students in the section(s)

they oversaw in the D2L Information Literacy Module and offered to schedule consultations with the students. After the scheduled virtual consultations took place, the librarians then reported the completed consultation to the course instructors. Librarians also reported the total number of Golden Ticket consultations to the Information Literacy Coordinator at the end of the semester.

In the Fall 2020 semester, 10 Golden Ticket consultations took place. Given there were 60 students enrolled in the course, this represents 16.66% of the students enrolled. In the Spring 2021 semester, 14 Golden Ticket consultations took place. Given there were 111 students enrolled in the course, this represents 12.61% of the students enrolled. These numbers are up from Fall 2019 (9.33%) and Spring 2020 (6.06%). Direct comparison is not possible, however, since in Fall 2019 not all of the instructors reported data on consultations and in Spring 2020 the COVID-19 pandemic led to changes in grading policy and format of instruction.

The reporting of consultations by the Librarians was once again successful for getting accurate data, but no record of the consultations was kept in the form of the Golden Ticket slips the students and Librarians previously filled out during in-person consultations.

Final Exam

For Fall 2020, data was gathered from all four sections. Three sections completed the exam online through D2L, and so the Research & Instruction Librarian for Student Success was able to download the appropriate scores and so can analyze which answers were incorrectly selected. One section took the test in-person; the instructor only reported the number of correct answers for each question.

Q1: Which of the following is the most direct place to find scholarly journal articles?	Number of students who got correct answer
a. Library Catalog	
b. Credo Reference	
c. Library Databases	52/54 students
d. Library Research Guide	

Q2: If you add terms to your search and separate them with AND, you will get fewer, more focused results.	Number of students who got correct answer
a. True	47/54 students
b. False	

Q3: When searching a database, what filter would you use to limit your results so that you get the most recently published information?	Number of students who got correct answer
a. Relevance	
b. Date	51/54 students
c. Subject Population	

Q4: Which of the Five W's of Source Evaluation asks you to find and weigh the credentials of the author(s) of the source?	Number of students who got correct answer
a. WHO created the source?	48/54 students*
b. WHAT is the purpose of the source?	

c. WHERE was the source published?	
d. WHEN was the source published?	
e. WHY is the source useful to you?	

*One instructor did not update the WHERE answer, which 4 students picked

Q5: Proper citation and attribution help you to:	Number of students who got correct answer
a. Give credit to the author whose works or ideas you are using and avoid charges of plagiarism.	
b. Enable others to locate the resources you cited so that they can draw their own conclusions about your argument.	
c. Improve the credibility of your work, especially if you cited authoritative sources.	
d. All of the above	54/54 students

In Spring 2020, all exams were conducted online through D2L, and so the Research & Instruction Librarian for Student Success was able to retrieve the data from the course pages.

Q1: Which of the following is the most direct place to find scholarly journal articles?	Number of students who got correct answer
b. Library Catalog	
c. Credo Reference	
d. Library Databases	97/102 students
e. Library Research Guide	

Q2: If you add terms to your search and separate them with AND, you will get fewer, more focused results.	Number of students who got correct answer
b. True	86/102 students
c. False	

Q3: When searching a database, what filter would you use to limit your results so that you get the most recently published information?	Number of students who got correct answer
b. Relevance	
c. Date	95/102 students
d. Subject Population	

Q4: Which of the Five W's of Source Evaluation asks you to find and weigh the credentials of the author(s) of the source?	Number of students who got correct answer
b. WHO created the source?	90/102 students
c. WHAT is the purpose of the source?	
d. WHERE was the source published?	
e. WHEN was the source published?	
f. WHY is the source useful to you?	

Q5: Proper citation and attribution help you to:	Number of students who got correct answer
b. Give credit to the author whose works or ideas you are using and avoid charges of plagiarism.	
c. Enable others to locate the resources you cited so that they can draw their own conclusions about your argument.	
d. Improve the credibility of your work, especially if you cited authoritative sources.	
e. All of the above	95/102 students

We had revised the 5 Ws to redefine WHAT and WHERE, since students had previously answered the Knowledge Check question about them incorrectly and often switched the two. While there was a slight issue with one of the exams, where the correct WHERE answer was not updated, the average for Question #4 did go up in Fall 2020 from the three previous semesters: 88.9% of students answered correctly. In Spring 2019, 86.86% (60/69) of the students answered correctly, 84.48% (49/58) of the students answered correctly in Fall 2019, and 75.95% (60/79) answered correctly in Spring 2020.

In Spring 2020, the number was about the same as Fall 2020, with 88.2% of students (90/102) answering correctly. While this score is a little lower than Question #1 (95.1%), Question #3 (93.1%), and Question #5 (93.1%), the increasing number of correct responses is encouraging. Nevertheless, this question will be discussed during the R&I INTD 112 meeting in July 2021.

Question #2 was updated for clarity in Fall 2020, but the rate of correct answers stayed more or less the same that semester with 87% of students (47/54) answering correctly (in Fall 2018 78.34% (58/74) of students answered correctly, in Spring 2019 84.06% (58/69) of students answered correctly, in Fall 2019 86.21% (50/58) answered correctly and, in Spring 2020 87.34% (69/79) answered correctly). The Fall 2020 information was shared with the R&I Librarians, who decided to keep the question as is for the Spring 2021 semester. In Spring 2021, the average was 84.3% of students (86/102) answering correctly. The Research & Instruction Librarian for Student Success will discuss these numbers with the R&I Librarians during a summer meeting as a possible revision for the AY 2021-2022.

Another noticeable difference in the revision of the final exam questions was a small increase in the percent of correct answers for Question #3. In AY 2019-2020, 89.8% of students answered Question #3 correctly, but in AY 2020-2021 with the revision for clarity, 93.6% of students answered it correctly. Other averages between academic years, besides the noticeable increase already discussed with Question #4, were within 1.4-1.7 percentage points.

Librarian feedback

After the Fall 2020 semester, the Research & Instruction Librarian for Student Success held a meeting for the R&I Librarians to provide feedback on their INTD 112 experiences. Zoom proved to be limiting in time management, with more time being used to emphasize points and instructions than is usually necessary in the in-person classroom. Lessons were adjusted by the instructors accordingly to fit their timeframe. The Librarians had planned to use their own Zoom rooms, and so be able to utilize breakout rooms for group activities. This was not possible in all situations, as there was some confusion between instructors and librarians as to who would host the session, and some librarians conducted the evaluation

exercise with the whole class. The R&I Librarians who did utilize breakout rooms did notice this took a large amount of time, as there were some minor technical issues in one class and a considerable amount of time was needed to go between and check in on the students in each breakout room. Since the 5 Ws exercise took more time, the database review and demonstration were cut short in the lesson, though this content is covered through the Information Literacy Module.

Some misunderstandings led to issues with the new model of scheduling used in Spring 2021 to accommodate the large number of sections. Ultimately these were resolved satisfactorily, but the R&I Librarian for Student Success will investigate new ways of disseminating information about scheduling for the Fall 2021 semester, such as Microsoft Teams, discussed below.

The Research & Instruction Librarian for Student Success has called a meeting in July 2021 in order to discuss this past year and any changes we want to keep or would like to make in preparation for the Fall 2021 semester.

Planned changes for AY 2021-2022

- **Microsoft Teams**

Due to the many changes in how we offered instruction over the last year, there were some miscommunications and misunderstandings between librarians and instructors. There were also misunderstandings between librarians regarding the new scheduling model for Spring 2021. The University of Scranton is currently piloting Microsoft Teams, and the Library has access to this service, which allows for a shared calendar, assigned tasks, and a conversation channel (which keeps a history of the conversation).

The R&I Librarian for Student Success will contact Library Systems to get a channel and file folder set up for the INTD 112 courses for Fall 2021. This will allow all communication template files to be stored in one place along with the conversation channel and calendar. The R&I Librarian for Student Success can also assign tasks, which can remind R&I Librarians of important deadlines, like sending out emails to students to complete the modules and scheduling Golden Ticket consultations. The shared calendar can be used to mark dates such as module deployment, module grading, and IL sessions.

The R&I Librarian for Student Success will demonstrate the Teams system to the R&I Librarians at the July 2021 meeting. Right now only R&I Librarians will be invited to the channel, with the possibility of adding the course instructors in the future.

- **Investigate possible platforms or ways to mitigate workflow issues in D2L**

This objective had been postponed to AY 21-22 due to COVID-19. With more instructors utilizing D2L during the pandemic, it may be the best platform to utilize since students and instructors are more familiar with it now. It is useful for the R&I Librarian for Student Success to be in all courses to gather data from the Knowledge Check Quiz and the final exams as well, since data reported from individual instructors is able to be corroborated or changed if inaccurate.

We will, however, continue to explore options to possibly move modular content and the quiz to a new platform or find ways to improve our current workflow of copying quiz content across multiple sections. Instructors merging course sections has caused some issues, especially for equally distributing grading responsibilities among the Librarians and for analysis if non-

Gonzaga sections are merged with Gonzaga sections. The workarounds were successful, but do require more time and consideration from the librarians.

- **Continue to engage Gonzaga students**

The focus of the online IL sessions on the 5 Ws exercise helped to provide new content for the Gonzaga students, who previously received IL instruction in their EDUC 113 course in Fall 2020 by the R&I Librarian for Student Success. We will continue to provide database information through the D2L module while looking for ways to make the IL sessions useful and unique.

While the quiz scores between the Gonzaga and non-Gonzaga sections are close, a preliminary glance at differences between the final exam Library question scores of some of the sections shows that sometimes Gonzaga sections do answer some questions correctly at a lower percentage than the non-Gonzaga sections (analysis not including the merged Gonzaga and non-Gonzaga D2L sections). This could be due to the differences between the instructors, course content, and other questions on their final exam, but the R&I Librarians will continue to examine the questions and grades for future revisions.

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.

Spring 2021 email to students- (full version)

Subject: INTD 112 Information Literacy Module - Due 3/7

Dear Students,

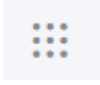
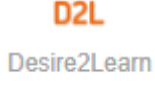
I am one of the faculty Librarians here at the University of Scranton. The purpose of this email is to assign to you a required part of your INTD 112: Eloquentia Perfecta Foundations course called the Information Literacy Module.


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, March 7th, 2021**.

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 dots icon that looks like this  in the upper right-hand corner and then click on Desire2Learn  to enter the campus learning management system.

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

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	9
Library Databases	4
Citations and Attribution	3
Evaluating Sources	1
Information Literacy Knowledge Check Quiz	1

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, March 7th, 2021** in order to check your knowledge as a result of working through this module. The following week a librarian will host a Zoom session with your class to help you practice conducting research on your Informative Speech topic.

If you have any questions about accessing the Information Literacy Module, please reach out to me and I will be happy to assist you.

I look forward to working with you this semester!

[Insert Your Signature]

Quiz – Information Literacy Knowledge Check: Fall 2020 and Spring 2021

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](#)

Previous Page

Next Page

Page 1 of 8

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

Previous Page

Next Page

Page 2 of 8

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

Previous Page

Next Page

Page 3 of 8

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

Previous Page

Next Page

Page 4 of 8

Question 5 (1 point) ✓ *Saved*

Check all that apply. Proper citation and attribution help you to:

(Hint: If you're not sure, consult the [Activity - Why should I cite?](#) section of the Information Literacy Module.)

- Give credit to the author whose words or ideas you are using and avoid charges of plagiarism
- Enable others to locate the resource you cited so that they can draw their own conclusions about your argument
- Improve the credibility of your work, especially if you cited authoritative sources
- Allow you to enter into the scholarly conversation about your subject

Previous Page

Next Page

Page 5 of 8

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 

Previous Page

Next Page

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://www.mecs-press.org/ijmecs/ijmecs-v7-n7/v7n7-5.html>

(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 ✓

Previous Page

Next Page

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?

- 1 What expertise does the author/organization have to write on this topic?
- 2 What are their credentials? How are they connected to the field they are writing about?
- 3 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?
- 2 Does the point of view appear to be objective or does it appear to be strongly biased? Is the author writing from personal experience or interviewing others?
- 3 Is the source informing? Selling? Entertaining? Persuading?

WHERE was the source published?

- 1 What type of publication is the source published in? Scholarly/academic? Newspaper? Magazine? Trade? Report? Something else?
- 2 Who is the intended audience for the source?
- 3 Are there references within or at the end of the source? What types of other sources are cited?

WHEN was the source published?

- 1 Does your topic require very recent information, or will older sources be acceptable or even preferred?
- 2 Are there any historical events connected to your topic? When was the source published in relation to those events?
- 3 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?

- 1 Does the information in the source help to answer your research question or develop your argument?
- 2 How does this information inform your research? How will you use this information in your project?
- 3 Is the source written at an appropriate level for your needs (i.e. not too simplistic/not too advanced)?

This work is a derivative of "Evaluating Sources with the 5 Ws" by Rebecca J. Thompson (thompson.rebecca.j@gmail.com), adapted from CSU (http://www.csrhico.edu/hrs/handouts/crsal_website.pdf), used under [CC BY-NC-SA](#). This work is licensed under [CC BY-NC-SA](#) by Kelly Banyas and Donna Wilk.

Question 8 continued on next page

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

3 ▾

You read the article's abstract to quickly get an idea of the hypothesis/argument of the study and what the authors concluded.

1. WHO created the source?

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.

2. WHERE was the source published?

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.

3. WHAT is the purpose of the source?

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.

4. WHEN was the source published?

2 ▾

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. WHY is the source useful to you?

Spring 2021 INTD 112 Information Literacy Lesson Plan

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

- Execute a search strategy in the databases that includes brainstorming search terms, analyzing results, and revising the search as needed using relevant database features.
- Apply the Five Ws Framework for Source Evaluation to a variety of source types and scenarios.
- Practice habits that support appropriate attribution of sources in their research.

Outline of Library Research Workshop (Detailed)

This outline assumes a 50-minute class session; for the 75-minute class sessions, expand activities (e.g., the Workshop Lab Session) as you see fit.

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 announce the Golden Ticket consultations so no need to include that here.</p>
(15 mins total) Five Ws of Source Evaluation Exercise	
<p>Needed:</p> <p>--You will need to have enabled Breakout Rooms in your Zoom account</p> <p>--More information on managing/using Breakout Rooms</p> <p>---INTD Research Guide: https://guides.library.scranton.edu/INTD112</p> <p>--Evaluating Sources with the Five Ws Word Doc</p> <p>--Links to the articles – articles are numbered and can be assigned by number to each breakout room</p>	
2 mins	<p>This exercise will have students practice applying the Five Ws Framework for Source Evaluation. Give the students the URL to the INTD 112 Research Guide.</p> <p>Divide the class into breakout rooms in Zoom, and tell each group their group number will correspond to the article number on the RG. 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, which is an editable Word document.</p> <p>The broader question they are seeking to answer is:</p> <p>If you were doing your Informative Speech on the topic of <i>search engine algorithms and online privacy</i>, would you use this article? Why or why not?</p> <p>Tell them 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.</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 on their handouts. You can guide the individual groups as needed to get them going. It is advised you check in with each breakout room at least once to ensure they're still on task.
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 Informative Speech on the topic of <i>search engine algorithms and online privacy</i>, 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.</p> <p>Also use this time to clarify any of the frequent wrong answers you noticed when grading quizzes (these may not be the same students, but you can speak to trends).</p>
(15 minutes) Five Ws of Source Evaluation Alternate Option	
<p>Needed:</p> <p>---INTD Research Guide: https://guides.library.scranton.edu/INTD112</p> <p>--Evaluating Sources with the Five Ws Word Doc</p> <p>--Links to the articles</p>	
15 mins	<p>Pick one or two of the articles and work together as a class to answer each of the 5 W questions.</p> <p>The broader question they are seeking to answer is:</p> <p>If you were doing your Informative Speech on the topic of <i>search engine algorithms and online privacy</i>, 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.</p> <p>Also use this time to clarify any of the frequent wrong answers you noticed when grading quizzes (these may not be the same students, but you can speak to trends).</p>
(5 mins total) Intro to Database Searching	
5 mins	<p>Prompt students to brainstorm search terms about their own topics.</p> <p>Model this very briefly by extracting main concept phrases from the sample topic: Do search engine algorithms sacrifice privacy for the sake of convenience? Remind students that your model topic should sound familiar because it was featured in the two database videos from the homework module.</p> <p>Prompt students to go to the search screen for the database of their choice — Academic Search Elite or ProQuest Central — and model an initial search by typing the main concept phrases from the model topic into the search boxes.</p> <p>Then instruct them to do the same with their topics.</p>

(18 mins total) Workshop Lab Session (if time allows)	
18 mins	<p>Prompt students to use the database search features (limitors, etc.) and the Five Ws Framework for Source Evaluation in order to search for useful articles about their topics.</p> <p>Their Goal: By the end of class, they should select one possible article from their database searching and email it to themselves through the database.</p> <p>Wrap up this lab session with <u>at least 10 minutes remaining</u>.</p>
(10 mins total) Searching Recap, Assessment Survey, and Golden Tickets	
Needed: --Golden Ticket announcement --URL for First Year Library Instruction Survey (optional)	
5 mins	<p>Searching Recap (if time allows): Reconvene the class to share out some of the database features and searching techniques students found especially useful during the workshop lab session.</p> <p>Ask students about both ProQuest Central and Academic Search Elite. Fill in gaps around what they choose to share out, highlighting for everyone the “cite” tools in both databases, how to email an article to yourself, and other valuable limiters and search features.</p>
5 mins	<p>Assessment Survey (optional) and Golden Ticket slips (do these two things in whatever order you like)</p> <p>Introduce students to Golden Ticket consultations. Explain what they are and that they will be counted as extra credit in the course. Plug Research Services for all the ways they can get help researching for their Informative Speeches. Let them know a librarian will follow up with a detailed email after the class.</p> <p>Note that to count toward extra credit they must <u>schedule a consultation over chat or Zoom</u>, which requires a detailed exchange with the librarian. The librarian will then alert their instructor they have completed a consultation.</p> <p>Also instruct students to visit the First-Year Library Instruction Survey at www.surveymonkey.com/r/scranton1L and complete the short form about today’s class session.</p> <p>Survey Question 2: Course = INTD 112</p> <p>Survey Question 3: Librarian who taught session = your name</p>

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 Does the point of view appear to be objective or does it appear to be strongly biased? Is the author writing from personal experience or interviewing others?

- ① Is the source informing? Selling? Entertaining? Persuading?

WHERE was the source published?

- 🌐 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?

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

WHEN was the source published?

- 📅 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?

- ✎ 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)?

Fall 2020 and Spring 2021 Golden Ticket instructions email to students

Subject: INTD 112 Golden Ticket Extra Credit consultations

Dear Students,

If you would like to receive extra credit in your INTD 112 course by completing a Golden Ticket research consultation with a librarian for the Informative Speech assignment, we will be holding these meetings virtually through Zoom.

Please reach out to me directly at [\[your email\]](#) in order to schedule time to meet and receive credit. I will reach out to your professor to let them know we met virtually to discuss your research. You will only receive extra credit for a scheduled consultation.

Note: The Research Services department is staffed virtually at this time through the “Ask A Librarian” [chat](#) and by phone (570-941-4000) during [the Research Services hours](#) listed on the [Remote Services Research Guide](#). Our chat service is available 24/7, but outside of the listed hours you will be chatting with a librarian at another institution. Please consult the [Remote Services Research Guide](#) to check for any possible changes in our Research Services hours.

Please let me know if you have any questions!

Best,