

WML Information Literacy (IL) Instruction Assessment 2021-2022

INTD 112: Eloquentia Perfecta Foundations

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Academic Year: 2021-2022

Fall 2021

Course Instructors: DeSantis (1 section), Germeroth (3 sections), Mikesell (1 section)

Dates of IL Instruction: Week of October 4th-8th, 5 sections total

Times of IL Instruction: Various times, two 50-minute sessions, three 75-minute sessions

Locations: LSC 401 and LSC 403

Number of Students Registered in Course: 81 students total

Spring 2022

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

Dates of IL Instruction: Week of March 7th-11th, 4 sections total

Times of IL Instruction: Various times, two 50-minute sessions, two 75-minute sessions

Locations: LSC 401

Number of Students Registered in Course: 54 students total

Summary of research assignment or task

In AY 2021-2022, the Information Literacy Module contained the same components as it did in AY 2020-2021. 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. We returned to in-person delivery of these sessions after delivering them remotely in AY 2020-2021 due to the COVID-19 pandemic.
- Students have the option to participate in a "Golden Ticket" research consultation with a librarian in support of their Informative Speech projects. Golden Ticket consultations were available in person or virtually via Zoom. The Librarians, after completing the consultation, then sent an email to the course instructor confirming the consultation took place.

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?

In the past, we used student responses on the Knowledge Check Quiz as well as final exam data to assess how students are doing as they work toward these outcomes. With the departure of our Research & Instruction Librarian for Student Success in May 2022, assessment of the INTD 112 Information Literacy Module did not take place.

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?

In the past, we provided here a detailed narrative analysis and assessment of changes made to the module between academic years. With the departure of our Research & Instruction Librarian for Student Success in May 2022, assessment of the INTD 112 Information Literacy Module did not take place.

Furthermore, in August 2022 Dr. Rebecca Mikesell in the Communication and Media Department shared that the course would be undergoing some curricular revision including a name change during AY 2022-2023. With the hire of a new Research & Instruction Librarian for Student Success who will begin in July 2023, coupled with the anticipated curricular changes made to the course, the Information Literacy Module including its assessment will need to be rebooted. Because of this, a program-wide assessment report for INTD 112 will not be written for AY 2022-2023.

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.