

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

Faculty Librarian: Kelly Banyas

Semester: Spring 2021

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

Course Instructor (Last Name): Markowski

Date(s) of Information Literacy Instruction: 3/18/2021

Time(s) of Information Literacy Instruction: 2:30-3:45pm

Location: Zoom

Number of Students Registered in Course: 18

Summary of research assignment or task

Students are asked to find two long form journalism articles on opposing sides of a socially relevant issue and compare their arguments in a synthesis paper. Some platforms that have been used in the past for articles are *The New York Times*, *The Economist*, and *The Guardian*.

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

SLO 1: As a result of this information literacy instruction, students will understand the basics of database searching and utilizing keywords in their searches.

SLO 2: As a result of this information literacy instruction, students will investigate various platforms for long form journalism articles, which are provided on a specifically curated Research Guide.

SLO 3: As a result of this information literacy instruction, students will identify one potential article to use in their synthesis paper, which will be submitted through a Microsoft Form.

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

A specifically curated Research Guide was created for this course in collaboration with the instructor (<https://guides.library.scranton.edu/WRTG107/synthesis>) since the aim is to locate long form journalism articles, which can be difficult to identify within larger database collections. This Research Guide is shared with the students through the Zoom chat box, and the first portion of the instruction session demonstrates how to navigate to the page directly. After several

demonstrations of locating articles using keywords and various platform filters, the students were asked to complete a short Microsoft Form for a workshop section using the Research Guide.

The students were asked to answer the following questions: 1) What publication(s) did you search in? 2) What keywords did you use? 3) Are there any related terms you came across that you would like to explore/add to your future searches? 4) Copy/paste a permalink or the citation of a promising article for your rhetorical analysis (NOTE: This does not have to be your final choice.) 5) Do you have any questions about what we went over in class/conducting your research for this assignment? 6) Please leave your name/email if you'd like me to contact you about your question.

This was an extremely useful tool since students could practice researching on their own and get immediate feedback. For example, I noticed if a student submitted a research article instead of a long form journalism article and was able to address the class and explain the difference between the two. Students also had the option to leave their email addresses in case they had any lingering questions after identifying an article and submitting their form. Students were also instructed as to how they could save their form submissions for later reference.

Based on your experience teaching this class and any assessment of student work you were able to do, what can you change next time to improve how you teach it? Or, what was successful that you want to be sure to do again the next time you teach it?

I think this worked really well overall and could be adapted for face-to-face class sessions. The form submission made sure students stayed on task during the workshop portion of the session, which is especially difficult when you aren't present with the students in the classroom. I did not require them to include their names, but in both classes that utilized the form (this section and a section that immediately followed) nearly every student did submit before the end of the session. In future sessions I may require their names if the instructors would like to consider it as part of a required assignment, but students seemed to be compelled to submit even without including their names.

This also worked in a longer, 75-minute session, but could potentially be adapted for a 50-minute session if we could condense database introductions and demonstrations using a flipped model or by another method.

Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports

PLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

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.