WML Information Literacy Instruction Assessment 2021-22
Classroom Activity Report – Individual

Faculty Librarian: Ian O'Hara

Semester: Spring 2022

Course Number and Name: CMPS 112: Introduction to Computing and Information Technology (EP)

Course Instructor (Last Name): Kaufman

Date(s) of Information Literacy Instruction: 3/2/2022

Time(s) of Information Literacy Instruction: 10:00-10:50am

Location: WML 306

Number of Students Registered in Course: 15

Summary of research assignment or task

CMPS 112 is a first-year course in which students are assigned a specific statement to research. The students are required to maintain a research log for later viewing. From their research, they must decide whether the statement is fact or fiction (or a mixture of both) and use this conclusion as their thesis statement. The students are then required to present the results of their research in an in-class presentation of their own design.

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

SLO 1: As a result of this information literacy instruction, students will have foundational knowledge of source types they will encounter in the research process.

SLO 2: As a result of this information literacy instruction, students will have foundational knowledge of library database searching.

SLO 3: As a result of this information literacy instruction, students will have a foundational framework for source evaluation.

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

I designed this instruction session to include significant periods of time in which students are working on an active learning activity in pairs in which they evaluate a pre-identified source for its relevance and efficacy for a pre-identified topic. This provides me with the opportunity to

circulate throughout the classroom while these student pairs are working, monitor their progress, and then also answer any pertinent questions that the students might have come up with throughout their work.

In addition to this assessment method, there is also specified time in the instructional plan for each pair or group of students to share the results of their evaluative process for the source they were assigned with the instructor and the rest of class. This process involves each group sharing their answers to evaluative framework questions and deciding whether or not they would utilize the source if their given topic was the pre-identified class topic. This is essentially the process they will use to complete the assignment for the course. This allows me the opportunity to monitor student understanding of the conceptual material through the entire class discussion and to address any perceived confusion, while allowing students to ask any pertinent questions related to the evaluative process.

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?

The majority of this lesson was quite successful: the students were engaged in the active learning activities and showed a thorough understanding of how to evaluate sources based on the 5 Ws framework for source evaluation. They also seemed to understand why source evaluation was necessary and were able to distinguish on a broad level the differences between source types that they will encounter throughout their research process.

One aspect of the lesson that I would like to be more robust in the future was the section on developing a database search strategy. This section of the instruction I had planned was saved for the latter portion of the available class time, and I was unable to spend as much time on it as I had initially planned due to this being only a 50-minute class session. In the future, I may attempt to simplify and shorten the section of the instruction in which the students share out their responses to the questions posed in the 5 Ws framework and how they evaluated their assigned article in order to have more time to institute a more robust active learning activity on library database search strategies.

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.

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.